



MOSHI MOSHI

—Communicating through Cellular Phones—



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PURPOSE

This lesson incorporates a medium of communication familiar to the students, the cellular phone. By tapping into students' interests in popular culture and new technologies, the lesson aims to have students use language in a realistic context, and also examine a tool used commonly in their culture and in Japanese culture. Through discussions, worksheets and paired role-plays, students practice language and manners related to phoning, including greetings, *aizuchi* and leave-taking.

POINTS TO BE STUDIED

LANGUAGE OBJECTIVES

TARGET FUNCTIONS

- ❖ Asking for information
- ❖ Giving information
- ❖ Inviting friends on outings

TARGET EXPRESSIONS

- ❖ ~ことができます
- ❖ ~ませんか, plain form of speech

TARGET VOCABULARY

- ❖ Words related to phoning, i.e., もしもし, メッセージ, 電話ばんごう, けいたい電話, question words

CULTURAL OBJECTIVES

- To compare and contrast telephone communication in Japan and Canada
- To develop awareness of phoning practices in Japan

OTHER OBJECTIVES

- To examine the advantages and disadvantages of using cellular phones
- To exchange opinions

SOURCE MATERIALS

Cellular phone advertisement (Handout #1*)
 Work sheet (Handout #2*)
 Role-play sheet (Handout #3*)

- ❖ インターネットを使うことができます。
- ❖ うんてんする時みちがわかります。
- ❖ プチ・メールを送ることができます。

PROCEDURE

Preparation

Before class, make an OHP transparency of the cellular phone advertisement. Make enough photocopies of the work sheet for the class, and have the role-play booklets cut and stapled together to create separate stacks for roles A and B. (Teachers may photocopy the A and B booklets on different-colored paper.)

1. Introduction (3 mins.)

Greet the students and explain that the day's class will focus on communication methods. Ask the students to brainstorm for communication methods presently used, in either Japanese or English. Write the words on the board and state that the class will focus on the topic of cellular phones.

2. Class discussion (15 mins.)

Asks the students to compare the use of cellular phones in Japan and Canada—in Japanese and Canadian high schools, for example. Have them discuss the reasons why cellular phones are popular in Japan and in Canada, and ask them to think about the advantages and disadvantages of using cellular phones. The students may use Japanese or English.

- ❖ たくさんの高校生がけいたい電話を持っています。
- ❖ けいたい電話に毎月¥ / \$ ぐらいかかります。
- ❖ 学校でけいたい電話をつかってもいいです。

3. Comparing Japanese and North American cellular phones (15 mins.)

After the discussion, tell the students that they will be looking at an advertisement for a Japanese cellular phone. After giving them time to scan the ad, ask them if they noticed special features different from those of North American cellular phones. Using gestures and pictures, have them guess what functions are possible with the Japanese cellular phone.

- けいたい電話をつかって...
- ❖ ゲームができます。
- ❖ うらないができます。
- ❖ カレンダーを見ることができます。
- ❖ カラオケができます。
- ❖ ファックスができます。

While talking about the phone's features, ask whether they are the same in North America. The class can also discuss possible reasons for features developed especially for the Japanese market. For example, when talking about the GPS function, the students can be shown road maps of Japan where the streets are curving and often unlabeled. (In later units, extensions can be developed on Japan's mountainous geography and its transportation and address systems.)

4. Handout #2 (10 mins.)

After explaining about typing messages on the phone, have the students complete this work sheet on sending messages, either by themselves or in pairs. If some students finish early, have them create their own message. Check the answers with the students.

5. Handout #3 (15 mins.)

Review customs when talking on the telephone, i.e., greetings, the use of *あいづち*, leaving messages, and so on. Have the students form pairs and decide who is A and who is B. Explain that they will talk on the phone with various people. Students who are A remain seated, while those who are B rotate to different partners. (It will be helpful if the teacher specifies where to move next—clockwise, front-to-back, etc.) Model the first conversation, and tell the students that a few groups will present the role-plays at the end of the class. Give them one or two minutes for each conversation. Each time a student changes partners, he/she flips the booklet to the next role-play. The person whose booklet shows a circle around their role letter (A or B) initiates the conversation.

6. Presentation and conclusion (5 mins.)

A few groups present their conversations in front of the class. The class reviews what was learned in the lesson.

7. Evaluation

- ❖ Role-play performance

Extension activities (in future lessons)

1. The teacher calls out the phone numbers of students at random and has spontaneous conversations with them.
2. The students complete telephone-related tasks such as looking up stores on the Japanese Yellow Pages and phoning to find out the store's hours; reading phone charts to make international calls;

- and leaving and taking messages on the phone.
3. The students create skits incorporating telephoning and present them to the class.
 4. The students organize debates on topics such as the pros and cons of cellular phones, the Internet, and television, using, for example, the patterns
～からけいたい電話はいいと思います／よくないと思います.
 5. The students research different aspects of popular culture.

Resources and useful websites

The Way We Are, The Japan Forum
Living in Japan: A Handbook, ALC Press
<http://www.ddi.co.jp/cellular/index.html>
<http://www.ido.do.jp/>

<http://www.nttdocomo.co.jp/top.html>

<http://www.tjf.or.jp/>

From the committee

Beginning by inviting the students to think about the lesson's main topic is an effective way of stimulating their interest in the lesson. It would be interesting to include topics like telephone charges and time periods in the discussion. Lessons on the topic of cellular telephones could also be coordinated among the students' other school subjects, such as in lessons looking at the economic impact cellular phones have had.

WORK SHEET

名前 _____

When you checked your cellular phone, you found the following messages. You wrote replies to them. Match your responses to the messages.

メッセージ

きょう なんじ
今日は何時に
いえ
家にかえる？

トモ

きょう
今日のデートすこし
おくれます
ごめんなさい (^^)

ドヨウビニ
コンサートニ
イキマセンカ？ メグ

バスケノ シアイ
ナンジカラ？

ケン

あきらさんの
☎# してますか？

キム

すうがくの
しゅくだい なん
何ですか
ジョン

あなたのへんじ

きょうかしよの
25 ~ 31 ページ

だいじょうぶ
まっています♥

じ
1時から
じゃ、
たいいくかんで！

じ
9時ごろ
かえります
また☎ください

いいですね
だれの？

521 - 7426 です

ROLL-PLAY SHEET

<p>A1 You call your friend to invite him/her out this weekend.</p>	<p>B1 Your friend invites you out. Decide on the activity, time and place.</p>
<p>A2 You are unable to answer the phone. 「今、電話に出られないのでお名前とメッセージをおねがいします」</p>	<p>B2 You call your friend to tell him/her about tomorrow's test.</p>
<p>A3 You call your son/daughter to ask when he/she is coming home tonight.</p>	<p>B3 You talk to your mother/father about your plans for tonight.</p>
<p>A4 You explain to your classmate why you were absent from class.</p>	<p>B4 You phone a classmate who was absent from class.</p>
<p>A5 You call your friend about a party.</p>	<p>You are unable to answer the phone. 「今、電話に出られないのでお名前とメッセージをおねがいします」</p>
<p>A6 You respond to your sibling's request.</p>	<p>B6 You call your sibling about borrowing something.</p>
<p>A7 You call a classmate about a group project.</p>	<p>B7 Your classmate calls you about a group project.</p>
<p>A8 Your friend phones you to ask about your weekend.</p>	<p>B8 You phone your friend to ask about his/her weekend.</p>