

## STEP 3

### A. Daily expressions

(1) Review of previous steps

(2) Introduction of daily greetings

a) The background for this introduction is that of those who recently met each other for the first time and meets each other again. This time greetings that are suitable for that particular time of the day are exchanged.

*ohayoo(gozaimasu), konnichiwa, konbanwa*

b) Reference to weather - *ii otenki desu nee, atsui desu nee, mushiatsui desu nee, samui desu nee, yoku furimasu nee.*

Weather is one of the most common topics in small talk and people frequently mention it when exchanging greetings. Although weather expressions can replace expressions for daily greetings in some situations, they may be introduced as a useful addition to greetings at this time. A situation such as the below may be used as a model.

[A student and his or her adult acquaintance exchange greetings on a sunny morning.]

A: *ohayoo gozaimasu.*

B: *ohayoo(gozaimasu), ii otenki desu nee.*

A: *soodesu nee.*

c) Combining the daily expressions used in a) and b)

Students go around the class and greet each other according to the time of the day and the weather condition indicated by the teacher (by using pictures depicting the time and the weather etc.)

ie. [A picture of a night sky and another picture depicting heavy rain are shown.]

A: *konbanwa.*

B: *konbanwa. yoku furimasunee.*

A: *soodesu nee.*

### B. Actions

(1) Review of Step 1, 2 actions

(2) *kazoete kudasai* (1-50)

Use a similar procedure to that used in the previous part.

(3) Putting things on or under the table, chair, etc.

The small objects used in this segment can be any handy items such as a (ball-point) pen,

a cassette tape, a videotape, a pencil, a book etc. However, most of the items should be something which can be spelled in katakana and are relatively easy for students to identify upon hearing its name in Japanese. Place each object on a designated area of the classroom floor.

a) Teacher raises the red tag and repeats the following sequence several times.

A: *B san tattekudasai.*

B: (stands up)

A: *booru pen o totte kudasai.*

B: (picks up a pen)

A: *teeburu no ue ni oite kudasai.*

B: (puts the pen on top of the table)

A: *kasetto teepu o totte kudasai.*

B: (picks up a cassette tape)

A: *teeburu no shita ni oite kudasai.*

B: (puts the tape under the table)

b) Teacher drops the tag and has students play B above.

C. Katakana      *sa-gyoo (sa, shi, su, se, so), za-gyoo (za, ji, zu, ze, zo) + review*

#### D. Activity

##### Scenario activity I

Students (either in pairs or in small groups) make a short skit which includes the following.

(1) First time greeting and leave taking.

(2) Second time greeting with a reference to weather and leave taking.

They should set the time of the day and the relative social status of the characters involved before making their skit.

(3) After rehearsing their skit for a few minutes, students perform their skit.

(4) The class may conduct peer evaluation of each skit and vote for the best skit based on such criteria as voice, bodily movement, and fluency.