

1. Directions and positions

Language Exponents

ue (up / on)

shita (down / under)

yoko (beside)

migi (right)

hidari (left)

mae (forward / in front)

ushiro (behind)

naka (inside)

(object) no (position)

eg. teeburu no ue. (on / above the table)

motto (more)

chotto (a little)

moo chotto (a little more)

_____ *wa doko desu ka.* (Where is _____?)

() *wa* (object) no (position) *desu.* (The () is (position) the (object).)

() *wa* (object) no (position) *ni* (The () is (position) the (object).)

imasu / arimasu.

() *o* (object) no (position) *ni oite* (Please put the () (position) the
kudasai. (object).)

Lesson sample

- 1 - Prepare a table and chair at the front of the classroom. After the standard daily greetings and questions, using a pointer or your finger, say “*ue, ue*” (up, up) while repeatedly pointing upward. Next, while repeatedly pointing downward, say “*shita, shita*” (down, down). This way, without using English, your students will understand that *ue* means up and *shita* means down.

- 2 - After practicing “*ue*” and “*shita*” a couple of times, point to both sides and say “*yoko, yoko*” (side, side). This way students understand that “*yoko*” means “*side*” very easily. Next have the students point *ue, shita, yoko* as you say “_____ *o yubi sashite kudasai*” (Point your finger _____). Pointing with one finger only can cause problems when

students point *yoko*. You can teach them *migi* (right) and *hidari* (left) in the same way. Because young students are easily confused, you may have to take care when you teach them left and right while facing the students. Once the students are familiar with *ue*, *shita* and *yoko*, *migi* and *hidari*, teach them *mae* (forward) in the same manner. Try a “direction exercise” here. Students will enjoy the exercise and learn the words *ue*, *shita*, *yoko* very quickly. (See page 6 Activity 3)



- 3 - Play a game appropriate to the students' grade level. For example, *Fukuwarai* or *Suikawari* which are introduced on page 5. You can finish the first lesson with this game.
- 4 - Next, these direction words can be used to describe positions. While pointing to a table, say to the students “*Teeburu desu.*” to remind them that the table is called a “*Teeburu*”. Using any classroom object, as you place it on the table, say “*Teeburu no ue.*” (On the table). As you place the object under the table, say, “*Teeburu no shita.*” (Under the table). This way, most students will understand the expressions “*Teeburu no ue.*” and “*Teeburu no shita.*”
- Select a student who seems to have understood quite well and have him/her stand up as you say “*Tatte kudasai.*” Next, say “*Kite kudasai.*” And have the student come to the front of the classroom. Ask the student to place an object on or under the table by saying “(Object) *o teeburu no (ue / shita) ni oite kudasai.*” After the student has put the object down, ask the students “*Ii desu ka.*” (Is this right?) If this is right, have the students respond by saying “*Hai*”. If it is not, have them say “*Iie*”. If the student is wrong, have him/her try again.
- 5 - Do this activity using different objects.



When I need new objects, I always ask a student to pick up the object for me. When I ask the whole class “*Dare ka (object) o totte kudasai.*” (Can anyone please pick up (object)), lots of students hold their hands up. I select one and have him or her bring it to me. Using body actions only, it is possible for the students to understand my request.

- 6 - As the students become more familiar with the activity, try to use something other than a table for placing objects. Also you can use positions other than *ue* and *shita*, such as *yoko*, *mae*, *migi* or *hidari*.



Funny requests make the students concentrate more. For example, “*Hasami o gomibako no shita ni oite kudasai.*” (Place the scissors under the rubbish bin.), or “*Hon o Amanda no atama no ue ni oite kudasai.*” (Place a book on Amanda’s head.)

Some students may now be able to make requests. Let them try. At this stage don’t worry about it if the students get the particles no, o, or wa wrong, just repeat the student’s request correctly.

🔦 Game and activity ideas for directions and positions 🔦

1 - *Fukuwarai*

Introduced in Idea Book 1 on pages 35 to 37. This time, as directions are involved, when younger students play this game, they must be looking at the game the same way as the person who is playing it, as this helps to avoid confusion. The students tell the person who is playing “*Motto ue.*” (Up more.) or “*Chotto migi.*” (A little right.) to assist the player to place the facial parts in better positions.



When I play this game, I have the blank face on the white board and have magnets on the back of the face parts. This makes it easier for the player to place the pieces, and for the rest of the students to watch the game and assist. Students will concentrate more than they would if the game was played on the floor.

2 - *Suikawari* (Breaking a watermelon)

You may hesitate to use a real watermelon for this game, so you may use a ball or balloon, so long as it doesn’t move.

