

ALOHA CHALLENGE: STUDY UNITS

TEACHER GUIDE

For Teachers: Classroom materials

Unit 1: Aloha Challenge basics

Aloha Challenge: Episode 1 (22 minutes)

Aloha Challenge Introduction:

This unit supplements The Aloha Challenge TV series, episode one.

Aloha Challenge is an educational reality series with eight bi-lingual interns (University students) battling for the position of “Top Producer” and to win the grand prize of \$10,000. Three teams of Japanese and American high school students, who barely speak each other’s languages, hire and fire interns as their producers in a four round competition to create the best films and blogs about Hawai’i. As students compete, they also communicate and learn each other’s language.

Time Needed and Unit Structure:

Approximately one 50-minute class period, depending on knowledge of grammar points. Student handout may be done as homework.

Level

1.5 years of Japanese language study

Unit Overview:

Activities: Discussion, watch episode 1 (22 minutes), learn new vocabulary and grammar, complete sheet 1 (separate from this teacher’s version)

Note for Teachers

Please feel free to use as much or as little of this Unit as you wish. Depending on your textbook or curriculum, this will either be new material or review for your students. If it is new, the grammar points will most likely need more explanation than is provided. The vocabulary is program specific so most of it should be new for your students, no matter what level they have reached. Our goal is at the end of the seven unit series, your students will have mastered a large amount of new vocabulary and grammar and feel more confident in their communication skills.

Students are also able to watch the show from home if they have access to the internet at www.alohachallenge.tv. They may need to watch more than once to be answer some of the questions on the worksheet.

Furigana has been added to most Kanji in the unit. However, furigana has been left out for basic kanji and for when kanji has been repeated in a section.

Language components practiced and learned:

* Stating one's opinion

* Making verbs into a noun phrase for description: It is~(descriptor) to (verb)

Ex: 本を^よ読むのが好きです。 I like to read books.

National Standards for Foreign Language Learning:

Communication

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Comparisons

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

*****THE LESSON*****

OPTIONAL OPENING DISCUSSION, ENGLISH:

Have a discussion on leadership. What makes a good leader? What type of leader are you? What type of leader do you prefer? What type of leader is most effective?

1) PRE-FILM JAPANESE DISCUSSION

Introduce the film by asking students the following questions:

Questions for schools outside of Hawaii:

*ハワイに行きましたか。(ハワイに行ったことがありますか。)

*ハワイに行きたいですか。

*ハワイで何をしたいですか。何を見たいですか。何をしてみたいですか。

*ハワイの文化は面白^{ぶんか おもしろ}いですか。興味^{きょうみ}がありますか。

*ハワイで何を勉強^{べんきょう}したいですか。

Questions for schools in Hawaii:

When friends from other states or foreign countries visit you here in Hawaii...

*どこに行きますか。何をしますか。

*ハワイの文化^{ぶんか}について、何を教^{おし}えますか。

*友達^{ともだち}はいつも何をしたいですか。どこに行きたいですか。

*友達^{ともだち}はどこに興味^{きょうみ}がありますか。

As students are answering the above questions, make a list on the board of the answers students provide.

2) WATCH EPISODE ONE

Students watch episode one (22 minutes long).

3) STUDENT LANGUAGE PRACTICE

Have students read and pronounce any new vocabulary below, with special attention to their accuracy with the katakana words. This can be done alone, in pairs or groups or teacher-led. The teacher may also review some or all vocabulary specifically by using them in sentences for the students, etc.

VOCABULARY:

Key Vocabulary ・ 単語 ^{たんご}		
かんじ 漢字	かな	えいご 英語
	リーダー	leader
	インターン	intern
	チーム	team
	プロデューサー	producer
	ディレクター	director
選ぶ	えらぶ・えらびます	to choose
勝つ	かつ・かちます	to win
負ける	まける・まけます	to lose
率いる	ひきいる・ひきいます	to lead
録画する	ろくがする・ろくがします	to record
撮影する	さつえいする・さつえいします	to film
審査する	しんさする・しんさします	to judge
編集する	へんしゅうする・へんしゅうします	to edit
競う	きそう・きそいます	to compete
話し合う	はなしあう・はなしあいます	to communicate/discuss
働く	はたらく・はたらきます	to work
紹介する	しょうかいする・しょうかいします	to introduce
	アルファ	Alpha

	ブラボー	Bravo
	チャーリー	Charlie
	コンペティション	competition
体験学習	たいけんがくしゅう	Experimental Learning activity
	カメラ	camera
～力、能力	スキル ～りよく のうりよく	skill
技術的	ぎじゅつてき	technical
	アイデア	idea
協力	チームワーク・きょうりよく	teamwork
～回戦	ラウンド・～かいせん	round

Students use new vocabulary to complete the following:

Vocabulary Exercises:

I. Story Listening Comprehension: Read the following sentences and mark F if you think the statement is False and T if you think it is True based on what you saw in Episode 1 of the Aloha Challenge.

1. _____ クリスさんは高い^{ぎじゅつ}技術^もを持っています。
2. _____ せいじさんはクリスといっしょに^{はたらく}働くのが好きです。
3. _____ チーム・チャーリーはチーム^{しょうかい}紹介^まビデオで^ま負けました。
4. _____ チーム・アルファはチーム^{しょうかい}紹介^かビデオで^ち勝ちました。
5. _____ ロレンゾさんはチーム紹介ビデオを^{しんさ}審査しました。
6. _____ せいじさんは^{きょうそう}競争^{だい}するの^きが大嫌いです。

II. Which of the high school teams do you think best matches the following statements?

どんなチームですか。

1. チームワークが^{いちばん}一番いいです。 _____
2. ^{かい}一回戦^{せん}を勝ちます。 _____
3. 一番よい^{えら}プロデューサーを選びました。 _____
4. 一番おもしろ^{たいけんがくしゅう}そうな体験学習をしています。 _____

5. ディレクターが^{じょうず}上手にできそうです。 _____

GRAMMAR:

I. Use of the dictionary form of verbs. It is ~(descriptor) to ~(verb)

All verbs have a dictionary or “plain” form of verbs.

For example: ^た食べます⇒食べる

^き聞きます⇒聞く

します⇒する

See your textbook for a detailed explanation of plain verbs

The dictionary form can be used in plain or informal speech. It also can be used in grammar to combine and create more complex ways of speaking, such as:

Dictionary verb + の／こと + が + adjective/adverb = It is~to (verb)

^{きょうそう}競争^すするのが好きです。 I like to compete.

^{さつえい}撮影^{する}のがとくいです。 I am good at making films.

^{こうこうせい}高校生^を率^{ひき}いることが^{じょうず}上手^{ではありません}。 I am not good at leading.

Grammar exercises:

1. Complete the following sentences with the appropriate adjective/adverb of your choice.

スコットさんは^{こうこうせい}高校生^を率^{ひき}いるのが_____。

ローレンさんは^{さつえい}撮影^{すること}が_____。

あゆみさんはスコットといっしょに^{はたら}働くのが_____。

せいじさんは^ま負^{ける}ことが_____。

クリスさんは^{きょうそう}競争^{する}のが_____。

2. What is your feeling about the following activities (fun, like, good at, etc.)? Please be sure to use the above grammar point and explain in a complete sentence.

^{さつえい}撮影^{する} = _____

ま
負ける = _____

か
勝つ = _____

ひき
率いる = _____

きそ
競う = _____

II. State one's opinion

～と思う・～とおもいます = think that～

Introduce。。。とおもいます and。。。とおもっています。

Sample sentences:

1. verb plain form + と思う

チームアルファはこのラウンドに勝つとおもいます。

I think Team Alpha will win this round.

せいじさんは負けないとおもいます。

I think Seiji will not lose.

2. い-adjective + と思う

チームブラボのビデオはすごく面白いとおもいます

I think Team Bravo's video is very interesting.

メグさんはとてもやさしいとおもいます。

I think Meg is very nice.

3. な-adjective or noun + だ + と思う

あおりさんはいいプロデューサーだとおもいます。

I think Aori is a good producer.

このコンペティションは大変たいへんだと思います。

I think this competition is tough.

Grammar Exercises:

1. Finish the following sentences with “I think” or “I do not think”.

For example:

Ex1: しょうさんは頭あたまがいい _____ → しょうさんは頭あたまがいいと思います。

Ex2: あおりさんは撮影さつえいが上手じょうず _____ → あおりさんは撮影さつえいが上手じょうずだと思いません。

メグさんは強いつよプロデューサー _____

私はチームブラボーが一番いちばん強いつよ _____

あおりさんは負まける _____

一回一回戦かいせんチームブラボー _____

一回一回戦かいせんチームチャーリーが勝かつ _____

2. Answer the following questions completely in Japanese, stating your opinion.

1. Which producer do you think will win the \$10,000?
2. Which team do you think will win the competition?
3. Which producer do you think has the best technical skill?
4. Which producer do you think is the best leader?

3. Show language: What do you think Sho meant in the following statement?

しょう
晶 : クリスは絶対ぜったいココナッツつかを使つかってくるとおもおもいます。

CULTURE POINT:

1. ~感じ The word “Kanji” in this case is different than the word “kanji” that means Chinese characters. In this case, it means, “feeling, atmosphere, is like..., type” etc. There is no literal translation as it can be used in an array of ways.

Ex: 彼女の彼女はすごく感じのいい人です。 She is a pleasant (nice) person.

彼は感じの悪い人です。 He is an unpleasant (nasty) person.

あの絵は明るい感じですか。 That is a cheerful picture.

風を感じます。 I feel the wind.

Saki-san makes the statement:

あおりさんは常にちょっと混乱している感じがあって

What do you think that means?

2. 掘りを下げる literally means “to dig a hole”

In English we would use the phrases, “To sink our teeth into” or “To get into more deeply” to mean the same thing.

What do you think the following statement by Sho means?

晶 : すごくハワイの文化というのに興味があって、文化をちょっと掘り下げたいと思っています。