

## ALOHA CHALLENGE: STUDY UNIT THREE

### TEACHER GUIDE

For Teachers: Classroom materials

Unit 3: Deeper communication: onomatopoeia and expressing what you have been told

Aloha Challenge: Episode 3 (22 minutes)

#### Aloha Challenge:

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

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 or more

#### Unit Overview:

Activities: Discussion, watch episode three (22 minutes), learn new vocabulary, grammar, the culture point and complete the student handout (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](http://www.alohachallenge.tv). They may need to watch more than once to be able to 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 when kanji has been repeated in a section.

Language components practiced and learned:

- \* Use of sound words
- \* To be told

National Standards for Foreign Language Learning:

- \* 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

\*\*\*\*\*THE LESSON\*\*\*\*\*

OPTIONAL OPENING DISCUSSION, ENGLISH:

In episode three, round two has begun. Ayumi was eliminated in round one and now the remaining interns are one step closer to their goal of winning \$10,000. This episode starts with the second round directors about to choose a producer for their round two films. Team Alpha will make a film about a Hawaiian news show, which broadcasts on KGMB 9. Team Bravo will produce theirs at Hawaii's Plantation Village. Team Charlie's project is Ma'o Organic Farm.

Q1: After watching the first round, which producer would you like to work with most?

Q2: What type of story would you or could you make at the following locations?

- 1) A news show that specializes in producing morning news in the Hawaiian language.
- 2) Hawaii's Plantation Village, a museum that recreates the life of immigrants from Japan, China, Korea and Portugal who came to work on the plantations in Hawaii in the late 1800s and early 1900s.
- 3) Ma'o Organic Farm which specializes in growing organic food for local supermarkets with student volunteers from the local community.

1) PRE-FILM JAPANESE DISCUSSION

Introduce the film by asking students the following questions:

Q1 : (If students' watched the team films on the website)一回戦<sup>いっかいせん</sup>でどうしてせいじさんのプロジェクトは二位<sup>に い</sup>になった<sup>おも</sup>と思いますか。

**TEACHER GUIDE ANSWER:**

Team Alpha's film with Seiji as the producer had a good chance to win first prize but lost for two reasons: 1)The language aspect, a Japanese audience would not be able to understand the challenging content because the subtitles were too hard to read. They

were too small and too fast. 2) Their blog was very weak compared to the winning team's blog.

Q2 : あなただったら、どのチームのプロジェクトに<sup>きょうみ</sup>興味がありますか。

(KGMB ニュース・ハワイプランテーションビレッジ・マオオーガニックファーム)

Q3 : <sup>にかいせん</sup>二回戦ではどのチームが<sup>か</sup>勝つと<sup>おも</sup>思いますか。

## 2) WATCH EPISODE THREE

Students watch episode three (22 minutes long) at [www.alohachallenge.tv](http://www.alohachallenge.tv) and in the “join” section click on “educators” to see the entire film in quick time.

## 3) REVIEW OF UNIT 1 and 2:

Do you remember the following language?

1) In this episode, Sho is describing Seiji's way of thinking when managing a project. Write your translation below.

<sup>じぶん</sup>自分の<sup>おも</sup>思い<sup>どお</sup>通りに<sup>おれ</sup>いかなかったら俺はもういいや、やらしてしまえって。

(<sup>おも</sup>思い<sup>どお</sup>通り = as I had planned <sup>おれ</sup>俺 = I, males only <sup>やらしてしまえって</sup> = leave it up to...someone)

2) This is Seiji's expectation on how well his team's film will do in round two. Write your translation below.

<sup>いちい</sup>一位<sup>だ</sup>だったら<sup>び</sup>びっくり<sup>し</sup>ますね。

3) Complete each sentence below with the word from the box that makes the sentence the most accurate in your opinion.

<sup>き</sup>やる<sup>き</sup>がある  
<sup>ぎじゅつてき</sup>技術的なスキル  
<sup>ま</sup>負けました

<sup>じゅんすい</sup>純粋です  
<sup>ひき</sup>率いる  
<sup>けいけん</sup>経験がある

1. クリスさんは\_\_\_\_\_がとても高いです。
2. しょうさんはチームを\_\_\_\_\_のが上手です。
3. せいじさんは\_\_\_\_\_。
4. あゆみさんは\_\_\_\_\_。
5. メグさんは\_\_\_\_\_。
6. ローレンさんはたくさんフィルムの\_\_\_\_\_。

#### 4) STUDENT LANGUAGE PRACTICE:

##### VOCABULARY:

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.

Note: Students should continue to review the vocabulary from previous units, as it is basic for discussing the Aloha Challenge and will continue to appear throughout all units.

Onomatopoeia (sound words): This week's focus in onomatopoeic expressions. The Japanese language is filled with sound words, some sound exactly like the sound, such as “トン・トン” to knock on a door. Others are more abstract, such as “いろいろ” which means various. They are commonly used in Japanese speech so as someone learning Japanese this is a quick way to improve your listening and speaking language skills.

<b>Key Vocabulary</b> ・ <small>たんご</small> 単語
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<small>かんじ</small> 漢字	<small>えいご</small> 英語
<small>かな</small> かな	

Vocabulary used by participants in Episode Three		
	どんどん	...to move along
	ぐちゃぐちゃ	an awful mess, soft and wet
	ごちゃごちゃ	muddle up, together
Vocabulary for describing specifics in the Aloha Challenge		
	ドキドキする	nervous, anxious, in love (the sound of your heart beating quickly)
	ペラペラ (しゃべる)	(to talk) fluent, chatter away
色々	いろいろ	various, this and that
	ばらばら	separate, scattered
	ぎりぎり	just barely, just in time

	めちやくちや	be in a mess, shambles
	ぐずぐず (する) だらだら (する)	to procrastinate
	あちこち	here and there
	ぶつぶつ	mumbling, whispering
	たまたま	unexpectedly
	しくしく	sound of one crying

### Vocabulary Exercises:

#### Story Listening Comprehension:

I. Fill in the best match from the vocabulary list above to most accurately describe what you have seen happen in Aloha Challenge so far.

1. チームアルファのイワラニさんはハワイ語が\_\_\_\_\_です。
2. クリスさんはてきぱきと働<sup>はたら</sup>きます。ぜんぜん\_\_\_\_\_しません。

てきぱきと=with speed, prompt

3. チームブラボアの撮<sup>さつえい</sup>影の時<sup>とき</sup>せいじさんとしょうさんの意<sup>いけん</sup>見は\_\_\_\_\_  
でした。意<sup>いけん</sup>見=opinion

4. Ayumi stated while making the film on Kaukahi: What word is missing?

ほんとうにフィルムを撮<sup>と</sup>るということをあまり考<sup>かんが</sup>えていなかった<sup>じかん</sup>ので時間<sup>じかん</sup>が  
\_\_\_\_\_お<sup>お</sup>押<sup>お</sup>してしまっ<sup>て</sup>て。

5. チームチャーリーの撮<sup>さつえい</sup>影は\_\_\_\_\_で\_\_\_\_\_  
プロデューサーは上<sup>じょうず</sup>手にチ<sup>ひき</sup>ームを率<sup>ひき</sup>いませんでした。

6. Taiki stated the following to the two interns when they were not communicating well.

ちょっとまって、インターンでそこ\_\_\_\_\_すると困<sup>こま</sup>るんで、

困<sup>こま</sup>る=to make trouble, make others suffer, cause problems

7. チームチャーリーは撮<sup>さつえい</sup>影を\_\_\_\_\_までしていました。時<sup>じかん</sup>間<sup>かん</sup>がありません  
でした。

8. 最後のほうにイワラニさんは\_\_\_\_\_ないていました。ロレンゾさんが難しい質問を聞いてからです。

**TEACHER GUIDE ANSWERS:**

1) ぺらぺら 2) ぐずぐず or だらだら 3) ばらばら 4) どんどん 5) めちゃくちゃ・ぐちゃぐちゃ 6) ごちゃごちゃ 7) ぎりぎり 8) しくしく

**GRAMMAR:**

I. I was told... ...って言われた

言われる is the passive form of 言う “to say”. Passive form is used to mean something was done to someone.

By whom に what you are told + って言われた

Sample sentences:

- 1) 「ちゃんと率いて」って言われた。I was told to lead properly.
- 2) ロレンゾに「エリミネーションだ」って言われて、すごく悲しかったです。  
I was very sad when I was told I was eliminated by Lorenzo.

Examples from episode two :

1) When Saki became a producer, she made a positive switch to be a good director. Here is how she explained it:

ディレクターだから決めるのはあなたなんだから、ちゃんとやってくれないと困るって言われて、

“I was told, because you are the director, you are the one to make the decisions. We will suffer if you don’t do it properly.”

2) Seiji stated: 勝つつもりだったのが二位って言われて。  
“I had planned to win, but I was told I got second place.”

**Grammar exercises:**

I. What have you been told by the following people? Complete the sentences.

1) 先生に\_\_\_\_\_

2) お父さん／お母さんに\_\_\_\_\_

3) おばあさん／おじいさんに\_\_\_\_\_

4) 友達に<sup>ともだち</sup>\_\_\_\_\_

II. Write in a complete sentence, which of the following five statements you have been told and by whom.

<sup>しゅくだい</sup> 宿題をして	<sup>はや</sup> <sup>ね</sup> 早く寝て	<sup>いちい</sup> 一位になった
よくできました	あぶない!	make your own example
make your own example	もうちょっとがんばって!	つまらない

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

CULTURE POINT:

<sup>なないろじんせい</sup>  
七色人生

This is the title of Team Bravo's film that they created at the Hawaii's Plantation Village.

The kanji literally means:

<sup>なな</sup>  
七=seven

<sup>いろ</sup>  
色=color

<sup>じんせい</sup>  
人生=life

**To you what is the deeper meaning of this combination of Kanji?**

**Seven colors are also the number of colors in a rainbow. How do you think this is this significant? For what does this stand?**