

ALOHA CHALLENGE: STUDY UNIT SIX

TEACHER GUIDE

For Teachers: Classroom materials

Unit 6: The last push and idioms

Aloha Challenge: Episode 6 (22 minutes)

Aloha Challenge:

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

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 six (22 minutes); learn new vocabulary, grammar, and the culture points; 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. 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:

- * How to say “only” だけ or しか。。。ない
- * Japanese Kotowaza (Idioms)

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:

Episode six begins with the final round producer pitch to the high school students. Seiji, Sho and Chris are the final top three producers and one of them will win \$10,000 at the end of this round. Team Alpha will do a film on the Bon Dance. Team Bravo’s project is the Polynesian Cultural Center. Team Charlie will make their film on the culture of Hula.

Q1: If you were to match one producer with each team, which producer do you think would work best with each team?

Q2: Which topic interests you the most?

Q3: Which of the producers, do you think, is the most motivated to win the final round? Why?

1) PRE-FILM JAPANESE DISCUSSION

Introduce the film by asking students the following questions:

Q1: どのプロデューサーが勝つ^かと思^{おも}いますか。

Q2: どのチームが^{いちばん}一番良い映画を作ることができると思^{おも}いますか。

2) WATCH EPISODE SIX

Students watch episode six (22 minutes long) at www.alohachallenge.tv or they can access the Quicktime versions of episodes by clicking the “join” section, then “educators” on the www.alohachallenge.tv site.

3) REVIEW OF UNIT 1-5:

I. Do you remember the following language?

What do the following sentences mean from Episode six? Write out your translation.

1) Aori states the following about being brought back as a potential assistant producer:

いまからピッチ行くからって言われて。えーって思っ^{おも}て。すごいビックリしました。
びっくり=surprise

2) Seiji talks about working with Dylan as the producer.

今回はディランがディレクターだからディランがちゃんとパフォーマンスできる
環境^{かんきょう}を作^{つく}ってやろうと思^{おも}って
やる=to do for or give to someone (informal)

3) Ayumi states how her team’s filming went.

スムーズ^いに行^すき過^すぎて心配^{しんぱい}だったんですけども
すぎる=too 心配=to worry

4) Ayumi talks about her goal for this round.

絶対^{ぜったい}良い映画^{えいが}を作^{つく}って優勝^{ゆうしょう}するぞって気持ちでいっぱいです。
優勝^{ゆうしょう}=victory ぞ=!(exclamation) いっぱい=full, lots of

4) STUDENT LANGUAGE PRACTICE:

VOCABULARY:

Have students read and pronounce any new vocabulary below. 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.

Key Vocabulary • ^{たんご}単語

^{かんじ} 漢字	かな	^{えいご} 英語
Vocabulary used by participants in Episode Six		
優勝	ゆうしょう	a win, victory
	やっぱり	as expected

	いっぱい	full, lots of
同じ	おなじ	same
間違え	まちがえ	mistake
	すぎる	too... (much, hot, etc)
	びっくりする	to be surprised
Phrases useful for discussing giving one's all		
頑張る	がんばる	to do one's best, give one's all

Japanese ことわざ (Idioms)

1) 能ある鷹は爪を隠す
のう たか つめ かく

Literal: the hawk with talent hides its talons.

Meaning: a wise person keeps some talents in reserve; the person who knows most often says least.

2) 七転び八起き
ななころ や お

Literal: fall seven times, get up eight

Meaning: an encouragement to keep going no matter how tough it is.

3) 猿も木から落ちる
さる き お

Literal: even monkeys fall from trees.

Meaning: even an expert can make mistakes; or a warning that “pride” comes before a fall.

Vocabulary Exercises:

I. Story comprehension: True and False. Read the statements below and if you believe the statement is accurate, write 「はい」 and if you believe it is inaccurate write 「いいえ」.

1. 二回戦でたいきさんがメグさんをプロデューサーとして選んだのは間違えだっ
二かいせん えら まちが
 たと思います。 _____

2. チームアルファは優勝すると思います。
ゆうしょう _____

3. やっぱり、クリスさんはローレンさんを選びました。
えら _____

4. クリスさんはいつも英語を話しすぎます。
えいご はな _____

5. しょうさんとせいじさんのリーダーシップは同じスタイルだと思う _____
おな

6. 三回戦にせいじさんが勝ったのはびっくりしました。
三かいせん か _____

7. クリスさんはラウンド4でいっしょけんめい^{がんば}頑張ると思います。_____

II. Idioms: From your experience do you think the following idioms teach true life lessons literally or figuratively? Explain why or why not in English.

1) ^{ななころ}七転び^や八起き^お

2) ^{のう}能ある^{たか}鷹は^{つめ}爪を^{かく}隠す

3) ^{さる}猿も^き木から^お落ちる

GRAMMAR:

“only” だけ or しか。。。ない

There are several ways to say “only” in Japanese.

1. だけ

だけ is used after the word you want to stress that means “only”.

Example:

クリスさんはローレンさん^{はたら}だけと働きたいです。

Chris only likes to work with Lauren

クリスさんは^{えいご}英語^{はな}だけで話します。

Chris only speaks English.

2. しか。。。ない

しか。。。ない is stronger. It emphasizes the “only” stronger than だけ. しか is used after the object being emphasized as “only” and then the verb is put in the negative form (ない or ません forms).

Example:

せいじさんは^{くろ}黒い^きシャツ^きしか着ません。

Seiji only wears a black shirt.

ローレンさんしかクリスさんと一緒に働きたくないです。
Only Lauren likes to work with Chris.

I. Translate the following quotes.

Seiji stated the following about his feeling going into this round:

勝つ自信しかないですね本当に。100%!

In Episode five, Yuuko stated the following about Lauren and Chris:

ローレンとクリスは二人だけでいつも話すからわけ分からない。

II. Activities: フラ・ルアウ・盆ダンス

Write the name of the activity listed above, that best matches the phrase below.

1. 夏しかしません。 _____
2. ハワイの食べ物だけ食べます。 _____
3. 日本の音楽しか聞きません。 _____
4. むかし、男の人だけこのダンスをしました。 _____

TEACHER GUIDE ANSWERS:

1. Bon Dance
2. Luau
3. Bon Dance
4. Hula

From your knowledge of these activities, write four of your own sentences pertaining to these activities. Be sure to use だけ or しか。。。ない。 When you finish, trade your sentences with another student and try to answer each other's sentences with the correct activity.

- 1.
- 2.
- 3.
- 4.

CULTURE POINT:

All languages have idioms or phrases that represent the local culture. In English we have the phrase: The squeaky wheel gets the grease. Although not that well used, it represents that the person who speaks up, complains, etc, gets what they need and want.

In Japanese

*出る杭は打たれる

* Literally: The nail that sticks out gets hammered down.

Answer the questions below:

- 1) What do you think the phrase means?
- 2) How does that fit with American culture as compared with the English phrase?