

ALOHA CHALLENGE: STUDY UNIT TWO

TEACHER GUIDE

For Teachers: Classroom materials

Unit 2: Aloha Challenge characters and emotions

Aloha Challenge: Episode 2 (22 minutes)

Aloha Challenge:

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

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 two (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. 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:

1. State a feeling, using 気持ち
2. Stating “If....then...”

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
- * Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

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

OPTIONAL OPENING DISCUSSION, ENGLISH:

In episode two, the official competition has begun. It is round 1. Team Alpha will make a film and a blog about Biodiesel. Team Bravo will produce theirs about Kaukahi, the Hawaiian grammy winning band. Team Charlie's project is Haleiwa Shingon Mission, a Buddhist temple.

Q1: Which of these activities seems to be the most challenging for which to produce a film?

Q2: Which is most interesting to you?

Q3: Seiji, Ayumi and Sho were chosen as the producers. Which do you think has the most talent and ability to win this round?

Q4: For you, which producer's character is the easiest to work with and why?

1) PRE-FILM JAPANESE DISCUSSION

Introduce the film by asking students the following questions:

Q1 : どのプロジェクトが一番面白くおもいますか。
(バイオディーゼル・カウカヒ・真言ミッション)

Q2 : どのプロデューサーがチームを率いるのが一番上手だと思えますか。

Q3 : どのディレクターが一番上手に映画を作れる事かと思えますか。

2) WATCH EPISODE TWO

Students watch episode two (22 minutes long).

3) REVIEW OF UNIT 1:

Do you remember the following language?

1) In this episode, Seiji states the following about his film, what is he saying?

想像そうぞう以上にいい物ものができるおもと思いますね。 (想像そうぞう=imagined 以上いじょう=more than)

SUPER CHALLENGE

2) Seiji shares the following about his feelings concerning the difference in the male and female interns. What does he feel about what they should be doing?

今出来いまることを考かんえているストイックさとメンタル面めんが多た分ぶん欠かけているのかなあかんっていうのはちょっと感かんじますね。

3) How would you translate the following statements? Write your translations below each sentence. Do you agree or disagree? Write Agree or Disagree on the blank for 1 through 4 and True or False for numbers 5 and 6.

Agree/Disagree

1. せいじさんは一番いちばん強いプロデューサーだおもと思います。 _____

2. あおりさんは撮さつ影えいするのが上じょう手ずです。 _____

3. 次のラウンドではプロデューサーにしょうさんを選えらぶのがいいと思います。 _____

4. スコットさんはチームを率ひきいるのが上手じゃないと思います。 _____

True/False

5. チーム・チャーリーは一回戦^{一回せん}で負けました。

6. チーム・ブラボーは一回戦^{一回せん}で勝ちました。

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 Unit 1, 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 Two		
気持ち	きもち	feeling, emotion, sensation
正直 (な)	しょうじき (な)	honest
残念	ざんねん	regrettable, disappointing
危ない	あぶない	dangerous
	ヤバい	slang (very...good, bad, etc.)
複雑 (な)	ふくざつ (な)	complicated, mixed feelings
口惜しい	くやしい	mortifying, regrettable
嬉しい	うれしい	happy
	いらいらする	to be irritated
一位	いちい	first place
二位	にい	second place
三位	さんい	third place
Vocabulary for describing personalities and characters in the Aloha Challenge		
性格	せいかく	character, personality
純粹 (な)	じゅんすい (な)	pure, genuine, real
頼もしい	たのもしい	dependable, reliable
責任感がある	せきにんかんがある	responsible person
裏表がある	うらおもてがある	to be two-faced

勝ち気 (な)	かちき (な)	unyielding spirit, competitive
やる気がある	やるきがある	willingness, motivation
恥ずかしい	はずかしい	shy, embarrassed
恥ずかしがりや	はずかしがりや	someone who is shy
不器用 (な)	ぶきよう (な)	awkward, clumsy
一生懸命 (な)	いっしょうけんめい (な)	work ones hardest
経験がある	けいけんがある	to have experience
欲がない	よくがない	unselfish, indifferent
	しっかりする	to be steady, stable, strong
頑固 (な)	がんこ (な)	stubborn
興味がある	きょうみがある	to be interested in
真面目 (な)	まじめ (な)	serious, intent
	おたく (な)	nerdy, crazy about something to an extreme
明るい	あかるい	bright, cheerful
気さく (な)	きさく (な)	open-hearted, frank, pleasant

Vocabulary Exercises:

Story Listening Comprehension: Read the following sentences and match the sentences with the team or intern you think it describes the most from the vocabulary box as specified.

Reference chart for the following two sections:

Teams	University Interns	
アルファ	クリス	しょう
ブラボー	スコット	せいじ
チャーリー	メグ	あゆみ
	ローレン	あおり

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

1. バイオディーゼルを勉強したチームは_____。
2. カウカヒに会ったチームは_____。
3. 真言ミッションで秋山先生に会ったチームは_____。
4. 一回戦で勝ったチームは_____。
5. 一回戦で負けたチームは_____。

6. チーム_____のディレクターは責任感せきにんかんがあります。
7. チーム_____のディレクターはちょっと恥ずかしがりやはです。
8. チーム_____のプロデューサーは一番頼いちばんたのもしいと思おもいます。

II. Which of the University interns do you think best match the following statements? Write their name in the blank. Not all interns are represented, some may be more than once.

1. すごく純粋じゅんすいです。 _____
2. やる気きがあります。 _____
3. お金かねによくがないです。 _____
4. 恥ずかしがりやで、不器用ぶきようです。 _____
5. 勝ち気かきです。 _____
6. 映画えいがを作った経験けいけんがありません。 _____
7. 一番いちばんしっかりしています。 _____

III. Do you remember, who said they had the following feelings? (Answers are in the Teacher Guide) Make your best guess from what you remember from watching the show.

1. (この)チームが一番危いちばんあぶないともうこれはヤバいと。 _____
2. この口惜くやしい思おもいってのは・・・ _____
3. 残念ざんねんな気持きもちちだったんですけど _____
4. すごく複雑ふくざつな気持きもちちです。 _____
5. 思だい出すだけで本ほん当とういらいらしてくる _____
6. うれしくてうれしくて。 _____
7. 口惜くやしいっていか、本いっしょう当のこに一生に残はいぼくるような敗北かんのような感じがする _____

TEACHER GUIDE ANSWERS:

1) Sho 2) Ayumi 3) Sho 4) Aori 5) Seiji 6) Sho 7) Seiji

GRAMMAR:

I. State your feeling, using 気持ち

(Note: Similar to the use of 感じ in unit 1, but 感じ is more vague and subtle, “feel like...” as opposed to “feeling” for 気持ち)

Most often used as in :

気持ちがいい=pleasant, comfortable

気持ちが悪い=unpleasant, uncomfortable, feel ill, unwell

Other uses:

へんな気持ち adjective (な) + きもち=(adjective) feeling

Story comprehension questions:

1) Sho states the following when he was picked by team C in round 1:

すごく、実はもうすでに残念な気持ちだったんですけど 実=in truth

What do you think is his reaction to being chosen by them?

2)Aori shares her feeling about not being chosen in round one:

すごく複雑な気持ちです。

How does she feel?

Grammar exercises:

What kind of feeling do you have in the following situations?

Be sure to answer with ～ (な) 気持ちです。 or ～です。 And use new words from your vocabulary list whenever possible.

Ex. 今日は金曜日です。どんな気持ちですか。 うれしい気持ちです。

1. 図書館で勉強をしています。一人の学生がすごくうるさいので、

べんきょう
勉強ができません。どんな気持ちですか。 _____

2. おばあさんから 100 ドルのプレゼントをもらいました。

どんな気持ちですか。 _____

*もらいます=to receive

一しゅうかん べんきょう
3. 一週間テスト勉強をして、F のスコアをもらいました。どんな気持ち
ですか。 _____

いぬ し どう くるま
4. 犬が死にましたが、お父さんから車をもらいました。どんな気持ち
ですか。 _____

くるま いま
5. 車のブレーキがだめになりました。今、山の上にあります。
どんな気持ちですか。 _____

II. “if...then...”。。。たら

Grammar Description:

Verb (た-form) + ら、

い-adjective + かった + ら、

な-adjective/noun + だった + ら、

The た-form is the plain past tense of the verb. It is also is the same as the て-form, but change て to た. Attach the rest of the sentence or the “then part” following the たら.

Sometimes the word もし is added towards the beginning of the sentence to emphasize the “if”. It does not have a specific meaning.

Sample sentences:

もしクリスさんが勝ったら、私は嬉しいです。
If Chris wins, I will be very happy.

あおりさんは撮影が上手にできたら、勝てるとおもいます。
If Aori was able to be good at filming, I think she could win.

チームアルファのフィルムが面白かったら、勝つと思います。

If team Alpha's film is interesting, I think it will win.

Grammar exercises:

1. In Episode 1, the participants made the comments below. To what situation was each one referring? The answers are in the teacher's guide

1. Aori: もし一万ドルを勝ったら、インターンと高校生のみんなを連れてどっか旅行に行きたいと思っています。

2. Ayumi: もし、私が一万ドルゲットできたら、私の学校の学費に使いたいと思っています。

3. Nodoka: 友達とかで、二人の友達だったら「にこいち」、三人の友達だったら「さんこいち」。二人でひとつってこと。四人だから「よんこいち」。

4. Scott: もし僕のチームが勝ったらシュークリームを買います。

TEACHER GUIDE ANSWERS:

- 1) In her initial interview concerning what she would do if she won the \$10,000.
- 2) In her initial interview concerning what she would do if she won the \$10,000.
- 3) When Nodoka was describing what “yonkoichi” meant for her team, when they were looking for a title for their introduction video.
- 4) In his initial interview concerning what he would do if he won the \$10,000.

2. Complete the following sentences with what you would do in the following situations.

1. 10,000 ドルをもらったら、_____

2. もし秋山先生に話したら、_____

3. 撮影さつえいするのが上手じょうずだったら、 _____

4. カウカヒに会あったら、 _____

5. 私わたしのチームのプロデューサーを選えらぶことができたなら、 _____

3. If you were to choose the type of person for the following situations, what type of person would you choose? Be sure to give a complete answer as shown in the example. Also, try to use as many new vocabulary from the vocabulary list from this unit, as possible.

Ex: 先生せんせい→先生せんせいだったら、真面目まじめでやさしい先生せんせいがいいです。

お父さんとう→お父さんとうだったら、頼たのもしい人ひとがいいです。

Be sure to answer in the following format:

_____ だったら、 _____ (な) _____ がいいです。

1. 友達ともだち→ _____

2. 大統領だいてうりょう→ _____

大統領=President

3. 校長先生こうちょうせんせい→ _____

校長先生=School Principal

4. 私わたしのチームのプロデューサー→ _____

5. ぼくのチームのプロデューサー→ _____

CULTURE POINT:

Shingon Mission Buddhism

The kanji for Shingon stands for “true words.” Shingon Mission, or Japanese Esoteric Buddhism as it is sometimes called, is different from exoteric religions in that it believes the divine is within the individual. Shingon Mission Buddhism was formed in Japan in the early 800s when Kukai went to China to study. After returning to Japan, Kukai eventually created a monastery on Mount Koya, which became the head of the Shingon sect of Buddhism.

Akiyama-sensei makes the statement:

そのまんまへブンリーワールドよ。そのまんま^{ごくらく}極楽^{せかい}の世界。なんで^{ごくらく}極楽のように
見えない^みか^いって言うたならば、あなたがまだ^{ねむ}眠^いつとるからよ。

His statement rephrased in standard Japanese:

そのまま^{てんごく}天国^{せかい}のような世界ですよ。そのまま^{ごくらく}極楽^{せかい}の世界。なんで^{ごくらく}極楽^{せかい}のように見
えないか^みと言うと、あなたがまだ^{ねむ}眠^いっているからですよ。

^{ごくらく}極楽=state of heaven, paradise, extreme happiness

What does this statement mean?

How do your beliefs compare to Akiyama-sensei's?

Akiyama-sensei's goal is to spread his message of peace from the middle of the Pacific Ocean to the world. What message would you like to share with the world if you could share any message?