

ALOHA CHALLENGE: STUDY UNIT FOUR

TEACHER GUIDE

For Teachers: Classroom materials

Unit 4: Presentation and strategizing

Aloha Challenge: Episode 4 (22 minutes)

Aloha Challenge:

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

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 four (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 “because” or “so”
- * Common non-native errors

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 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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

OPTIONAL OPENING DISCUSSION, ENGLISH:

In episode four, round two is ending. Teams Alpha and Bravo must decide if they should keep the points “as is” or award the assistant with the producer’s points. Then, the next round of high school directors must choose their team’s producer for the next round of activities. Chris and Scott still have their Golden Coconuts, which they can use to switch jobs with any other intern if they desire.

Q1: For Team Alpha, should Chris or Lauren get the producer points? What decision do you think Iwalani should make?

Q2: For Team Bravo, should Seiji or Sho get the producer points? What would you do if you were Alex and had to make that decision?

1) PRE-FILM JAPANESE DISCUSSION

Team Alpha will make a film and blog on Leis. Team Bravo will produce theirs on Oahu Ghost Tours, and Team Charlie’s project is the Hawaiian immersion school, Aha Punana Leo, on the Big Island.

Introduce the film by asking students the following questions:

Q1: クリスかスコットはゴールデンココナッツを使うと思いますか。

Q2: どのチームのプロジェクトが一番面白いと思いますか。

Q3: どのフィルムを作るのが一番難しいと思いますか。

2) WATCH EPISODE FOUR

Students watch episode four (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, 2 and 3:

I. Do you remember the following language?

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

1) Aori ends her pitch to the Japanese high school students:

もし選^{えら}んでいただけたら、いっしょに怖^{こわ}がりましょう
いただく = humbly receive 怖^{こわ}がる = to be scared

2) Yoshiaki’s reaction to the Golden Coconut used to switch Sho and Chris:

本^{ほん}当^{とう}にぜんぶ計^{けい}画^{かく}がぐちやぐちやになっ^て混^{こん}乱^{らん}しています。
計^{けい}画^{かく} = plan 混^{こん}乱^{らん} = confused

II. Do you agree or disagree with the following statements? Write 「はい」 or 「いいえ」 on the blank behind the sentence.

1. ゴールデンココナッツのルールは複雑^{ふくざつ}だと思^{おも}います。 _____
2. アレックスさんはせいじさんにプロデューサーのポイントをあげると思^{おも}います。 _____
3. せいじさんは責任^{せきにん}感^{かん}がないと思^{おも}います。 _____
4. メグさんは純^{じゆん}粋^{すい}で気^きさくな人^{ひと}です。 _____
5. あおりさんはやる気^きがあります。 _____
6. チームチャーリーの撮^{さつ}影^{えい}はぎりぎりまでしていま^しました。 _____
7. チームチャーリーが次^{つぎ}のラウンドに勝^かったら、びっく^りします。 _____

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.

Key Vocabulary • 単語 <small>たんご</small>		
漢字 <small>かんじ</small>	かな	英語 <small>えいご</small>
Vocabulary used by participants in Episode Four		
混乱する	こんらんする	to be confused
考える	かんがえる	to think
巻き込む	まきこむ	to catch, involve, mix up
よろしくお願いします	よろしくおねがいします	Please, I ask this favor, etc.
お疲れさまでした	おつかれさまでした	You have worked hard (and deserve to rest)
以上	いじょう	That is all
今回	こんかい	This time (in this round)
不満	ふまん	complaint, dissatisfaction
可能性	かのうせい	possibility, likelihood
絶対	ぜったい	For sure, absolutely
Vocabulary for describing specifics in the Aloha Challenge		
策略を立てる	さくりやくをたてる	to strategize, trick, maneuver
成長する	せいちょうする	to grow, develop
	から	because, so or from

Vocabulary Exercises:

I. Reading comprehension: read the following pitch given by Ayumi to the high school directors in round one and answer the comprehension questions about it below.

カウカヒのプロデューサーをやりたいと思っています。私もカウカヒの ことについて事前に調べてきたし、一アーティストとしてもカウカヒに会ってみたいと思ったし、チーム B のみんなと一緒に成長したいという気持ちでいます

1. List at least two of Ayumi's reasons for wanting to be the producer for Kaukahi:

2. もし、あなたがカウカヒのディレクターだったら、あゆみさんを選ぶ^{えら}と思いますか。なぜですか。

II. Story comprehension

1) Chris's pitch:

こんにちは、みなさん。さいしょからずっと ^{かんが}考えたプロジェクトはゴーストツアーズでした。いろんなフィルムのテクニックをつかって、かみ (おばけ)がみえるとおもいます。ローレンといっしょにしたいんです。いじょうです。

1. Which project is Chris interested in doing?
2. What idea does he have to make the film good?
3. With whom does he want to work?
4. How does he begin and end his presentation?

2) Aori begins her pitch with the following sentence. What does it mean?

ラウンド2 おつかれさまでした。

3) Seiji ends his pitch with the following powerful phrases. What is he saying to try to persuade Team A to choose him?

^{けいけん}経験もある。^{つぎ}次は絶対^{ぜったい}に負^まけない。チームAで勝^かちたい。

GRAMMAR:

I. Reason and result (how to say because and so)

The use of から in Japanese has several meaning. You may have already heard of it meaning “from” as in 10時^じから 11時まで “from 10 to 11”.

Another meaning is “because” or “so”.

Sample sentence: ^{さむ}寒いから、セーターを^き着ます。

It is cold, so I will wear a sweater. or Because it is cold, I will wear a sweater.

から to mean “because” or “so”

In English “because” is used at the front of the reason in the sentence, but in Japanese it is used after the reason. Thus, the best translation for からは “so” as “so” is used in the middle of the sentence in English as well. Sometimes the end result of the “because” is not needed in a Japanese sentence. Especially, when one is answering a question or giving a reason for something.

i.e.:

Q: どうしてすしを食べませんか。 Why don't you eat sushi?

A: 魚が嫌いだからです。 Because I don't like fish.

Sentence format: complete sentence in informal or formal form, the reason(+だ)+ から(+result).

The particle だ is needed before から when preceded by a noun or na-adjective.

Sample sentences:

クリスさんは技術的なスキルが高いから、上手にフィルムが作れます。
Chris has good technical skills so he makes good films.

せいじさんは高校生と一緒に働くのが上手ですから、いつもプロデューサーとして選ばれています。
Seiji is good at working with the high school students so he is always chosen as the producer.

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

1) あおりさんはよく_____しています。カメラを使うのと映画を作るのが全然わからないからです。

2) せいじさんは勝つ_____があります。ラウンド2でも勝ったからです。

3) スコットさんは_____たてています。ゴールデンココナッツがあるからです。

4) チームブラボーは_____しています。ラウンド1に負けましたが、ラウンド2に勝ちましたからです。どんどんよくなっています。

5) あおりさんは_____が多いです。

勝^かたなかったからです。

I. What are they saying here? Translate the following sentences.

1) せいじ states the following after Alex decided to let him keep the producer points.

アレックスに頼^{たよ}られて結果^{けっか}を出^だせたから、アレックスがそれを認^{みと}めてくれたの
かなって。

頼^{たよ}る=to depend or rely on

認^{みと}める= to admit or accept

結果^{けっか}=result

2) Lauren's pitch:

クリスはビデオとかブログがいい考^{かんが}えがいっぱいあるとおもいますから、わたしもいっしょにはたらきたいとおもいます。あの、えびちゃんおねがいします。

III. Answer the following questions with your reason (using から).

Q1: どうして、ラウンド2でチームブラボーが勝^かったと思いますか。

Q2: なぜチームチャーリーが負^まけたと思いますか。

Q3: 一番^{いちばん}上手^{じょうず}なプロデューサーは誰^{だれ}だと思いますか。どうしてですか。

IV: Presentations.

1) Read the following presentation and answer the questions about it below.

お疲れ^{つか}さまです。ラウンド2ではみなさんたいへんがんばりました。今回^{こんかい}のラウンド3でチーム??と勝^かちたいです。チーム??の強^{つよ}いところと弱^{よわ}いところを知^しっています。強^{つよ}いところを使^{つか}ってすごくいいフィルムをつ^{つく}りましょう。ラウンド1では勝^かちましたが、ラウンド2に負^まけましたから、もう一回^{いっかい}一緒に勝^かちたいです。私^{わたし}は撮^{さつ}影^{えい}の経^{けい}験^{けん}があります。英^{えい}語^ごと日^{にっ}本^{ぽん}語^ごも出^で来^きます。チ^ちム^む??私^{わたし}を選^{えら}んでください。よろしくおねがいします。

1. Which producer do you think would most likely say the above in the pitch to the high school students?

2. To which team do you think is most likely the ?? team being referred to?
- 2) Write your own presentation. Include the following: To which team you would like to pitch for round three (if any) and why, what skills do you have that would make you a good producer, your end goal and how you plan to achieve it, etc.

CULTURE POINT:

- 1) When learning a language, you will make errors. In fact, without making errors, it is said you will not learn. What errors do you often make?
- 2) In this episode, Chris ends his pitch to the directors with 「はじめまして」。What should he have said instead?
- 3) The verb 帰^{かえ}る is another one that non-native speakers often misuse. In English we do not have one word with the same meaning. 帰^{かえ}る means to go home and only “home” so it is different from the English word for “to return” or “to go” which could be to any location.

Which of the following is a correct use of the verb? Mark O if correct and X if incorrect.

1. 教室^{きょうしつ}にすぐ帰^{かえ}ってください。 _____
2. もう夜^{よる}の6時^じですから、帰^{かえ}ります。 _____
3. お母^{かあ}さん：「早く^{はや}帰^{かえ}ってね。」 _____
4. 学校^{がっこう}で：2時^じまでにここに帰^{かえ}りましょう。 _____

- 4) Fix any of the ones you marked X above with the correct verbs and write the new correct sentence down below.