

## 1.2 Mechanics くみた組立て

### Directing Simple Review Activities

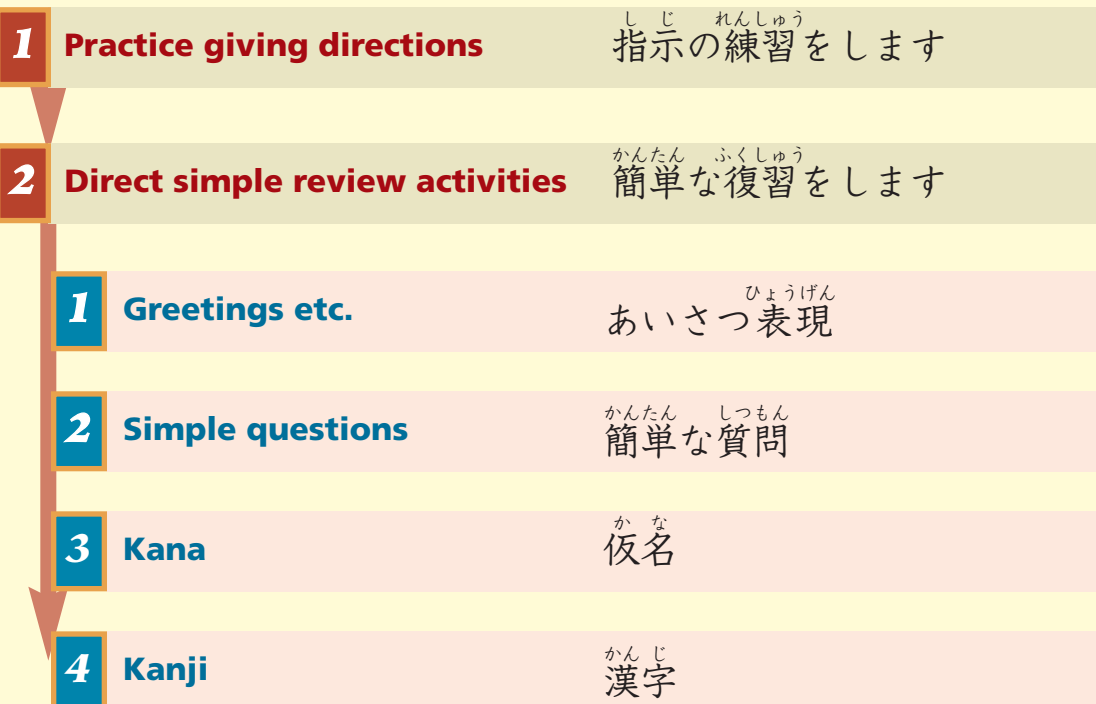
#### かんたん ふくしゅう簡単な復習

#### Objectives

Review some basic materials such as useful daily expressions in kana  
Conduct such a review in Japanese under student leadership

#### Overview

As noted before, *Ginga* stresses student involvement in every aspect of learning. You'll be asked to take on some leadership roles that have been carried out by your teacher so far. In this section you will take turns and conduct simple review exercises in Japanese. This may sound overwhelming but don't worry. Knowing several simple directions and procedures will make you sound like an experienced teacher! The section begins with the learning of such directions and procedures and moves onto various review exercises as shown in the chart below.



# 1 Practice giving directions

## 指示の練習をします

You will be practicing how to conduct simple review activities in Japanese. Two sample activities will facilitate your practice and each activity will consist of a review exercise and a model conversation that will show how a leader may typically interact with the rest of the class in conducting the exercise. Practicing with the sample activities will enable you to lead similar activities throughout *Ginga*.

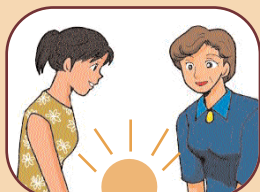
**A. Go over the following sample exercise. It is a very easy exercise, but the focus here is how to conduct it entirely in Japanese among yourselves.**

問題の例を見ましょう。

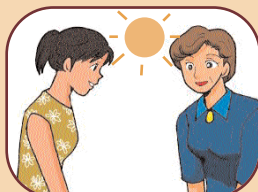
### Exercise A

An expression will be read to you. Match the following pictures with each expression and fill in the blanks with a letter representing an appropriate picture.

1. ( )      2. ( )      3. ( )



a.



b.



c.



**B. Study the following conversation and practice conducting "Exercise A."**

フローチャートに従<sup>したが</sup>って練習<sup>れんしゅう</sup>しましょう。

**指示と会話の例1 (Sample Instructions and Conversation 1)**

1. Indicate the page number and section and ask participants to read the instructions.

L: じゃ、17ページのAをしましょう。  
指示<sup>しじ</sup>を<sup>よ</sup>読んでください。

2. Signal the start of the activity. Read aloud all the answer choices. Make sure to pause several seconds after each one.

L: じゃ、始め<sup>はじ</sup>ましょう。聞<sup>き</sup>いてください。  
1番<sup>ばん</sup> 「こんにちは。」  
2番<sup>ばん</sup> 「こんばんは。」  
3番<sup>ばん</sup> 「おはようございます。」

3. Ask someone for an answer and check his or her answer (which happens to be correct).

L: スミスさん、1番<sup>ばん</sup>の答<sup>こた</sup>えをお願<sup>ねが</sup>いします。  
S: cです。  
L: はい、そうです。

4. Move onto the next question and ask someone else for an answer. Check his or her answer (which happens to be incorrect). Continue until all the questions are covered.

L: キングさん、2番<sup>ばん</sup>の答<sup>こた</sup>えをお願<sup>ねが</sup>いします。  
S: ええと、bです。  
L: いいえ、ちがいます。aです。

5. Announce the end.

L: これで、お<sup>お</sup>終わります。

C. Go over the following sample exercise. Although it requires two answers per question, it is still a choice question in which students are expected to indicate their choice by a letter.

もんだい れい み  
問題の例を見ましょう。

### Exercise B

Fill in the parentheses in Column A with a letter representing its hiragana reading and those in Column B with a letter representing its English equivalent.

Kanji	A.	B.	Hiragana	えいご
1. 一日	( )	( )	a. いつか	k. 3rd day
2. 二日	( )	( )	b. なのか	l. 4th day
3. 三日	( )	( )	c. ふつか	m. 5th day
4. 四日	( )	( )	d. ここのか	n. 6th day
5. 五日	( )	( )	e. みっか	o. 7th day
6. 六日	( )	( )	f. よっか	p. 10th day
7. 七日	( )	( )	g. ようか	q. 9th day
8. 八日	( )	( )	h. ついたち	r. 1st day
9. 九日	( )	( )	i. とおか	s. 2nd day
10. 十日	( )	( )	j. むいか	t. 8th day

D. Study the following conversation and practice conducting "Exercise B." It shows a slightly different way of checking answers from the previous example. This time the leader will first ask the rest of the class if the answer is correct. This will enable you to keep everyone focused and attentive.

しじ かいわ れんしゅう  
指示と会話を練習しましょう。

### 指示と会話の例2 (Sample Instructions and Conversation 2)

1. Indicate the page number and section and ask participants to read the instructions.

L: じゃ、20ページのBをしましょう。  
もんだい よ  
問題を読んでもください。

2. Signal the start of the activity and ask someone for an answer for Question #1.

L: じゃ、<sup>はじめ</sup>始めましょう。スミスさん、<sup>ばん</sup>1番の  
<sup>こた</sup>答えをお願いします。

3. Ask the class if the answer just given by one of the classmates is correct by saying いいですか。 Make a final confirmation depending upon the response has heard. Continue until all the questions are covered.

S: hとrです。

L: いいですか。

C: はい、いいです。

L: じゃあ、キングさん、<sup>ばん</sup>2番の<sup>こた</sup>答えを<sup>ねが</sup>お願い  
します。

K: ええと、dとsです。

L: いいですか。

C: いいえ、ちがいます。cとsです。

L: はい、そうです。cとsです。

じゃあ、ジョーンズさん、<sup>ばん</sup>3番の<sup>こた</sup>答えを<sup>ねが</sup>お  
願いします。

J: fとlです。

L: いいですか。

C: いいえ、ちがいます。fとkです。

L: そうですか。

C: いいえ、ちがいます。eとkです。

L: はい、そうです。eとkです。continued.



4. Announce the end.

L: これで、<sup>お</sup>終わります。

**2 Direct simple review activities**

かんたん ふくしゅう  
簡単な復習をします

**1 Greetings, etc.**

ひょうげん  
あいさつ表現

A. Expressions will be read to you. Match the following pictures with each expression and fill in the parentheses with a letter representing the appropriate picture.

( )に記号を入れてください。

1. ( )      2. ( )      3. ( )      4. ( )      5. ( )  
6. ( )      7. ( )      8. ( )      9. ( )      10. ( )



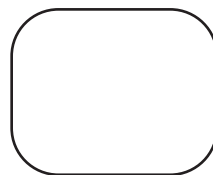
a.



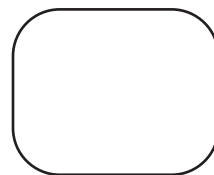
b.



c.



d.



e.



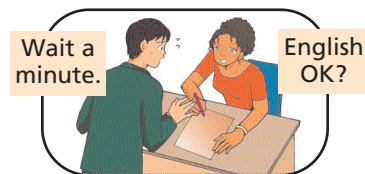
f.



g.



h.



i.

j.

B. Expressions will be read to you. Match the following pictures with each expression and fill in the parentheses with a letter representing the appropriate picture.

( )に記号を入れてください。

1. ( )      2. ( )      3. ( )      4. ( )  
5. ( )      6. ( )      7. ( )      8. ( )  
9. ( )      10. ( )      11. ( )      12. ( )



a.

b.



c.

d.



e.

f.

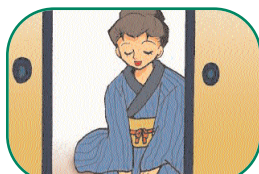


g.

h.



i.



j.



k.



l.

C. What do you say when in the following situations? つぎ <sup>とき</sup> の時、何 <sup>なん</sup> といいますか。

1. You want to greet someone in the morning.
2. You want to introduce yourself.
3. You are about to eat a meal.
4. You want to draw someone's attention.
5. You are leaving home for an errand.
6. You want to say goodnight.
7. You want to greet someone on a beautiful day.
8. You want to indicate that you will take attendance.
9. You want to greet someone in the afternoon.
10. You want to ask someone if it's okay to use English.
11. You just finished a meal.
12. You want to greet someone in the evening.
13. You want to apologize to a stranger.
14. You want to ask someone to pass something out.
15. You want to apologize to your teacher for being late.
16. You want to tell your classmate to be more careful next time.
17. You want to ask someone if she is well.
18. You want to tell your group member that her work is very well done.
19. You want to tell someone to wait a moment.



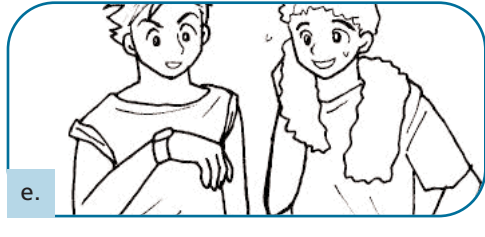
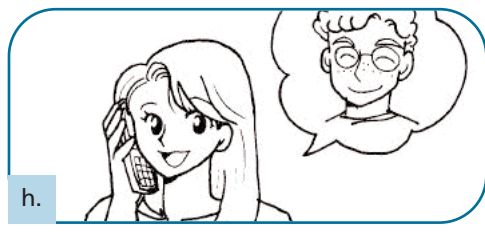
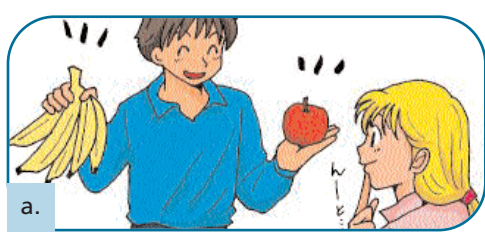
**2 Simple questions**

かんたん しつもん  
簡単な質問

A. Short dialogues consisting of a question and a response will be read to you. Match the following pictures with each dialogue and fill in the ( ) with the letter representing the appropriate picture.

( )に記号を入れてください。

1. ( )      2. ( )      3. ( )      4. ( )      5. ( )  
6. ( )      7. ( )      8. ( )      9. ( )      10. ( )



A. Choose a katakana character that matches the sound you hear, and fill in the ( ) with a letter representing the character.

( )に記号を入れてください。

1. ( )      2. ( )      3. ( )      4. ( )      5. ( )  
6. ( )      7. ( )      8. ( )      9. ( )      10. ( )  
11. ( )      12. ( )      13. ( )      14. ( )      15. ( )

a. ニ	b. ブ	c. コ	d. モ	e. イ	f. サ
g. ツ	h. ネ	i. ド	j. ウ	k. ピ	l. メ
m. エ	n. ゼ	o. キ	p. ヘ	q. チ	r. レ
s. ソ	t. ア	u. テ	v. リ	w. ヨ	x. ヌ

B. Choose a hiragana character that matches the sound you hear, and fill in the ( ) with the letter representing the character.

( )に記号を入れてください。

1. ( )      2. ( )      3. ( )      4. ( )      5. ( )  
6. ( )      7. ( )      8. ( )      9. ( )      10. ( )  
11. ( )      12. ( )      13. ( )      14. ( )      15. ( )

a. の	b. ま	c. ろ	d. や	e. ゆ	f. い
g. す	h. ぼ	i. せ	j. ぎ	k. め	l. た
m. て	n. ぞ	o. ご	p. は	q. ぺ	r. あ
s. る	t. わ	u. う	v. つ	w. か	x. し

C. Conduct katakana and hiragana writing exercises in which a student leader will read individual characters and/or words, and the rest of the class will write them on the board or a piece of paper.

みんなでカタカナとひらがなの練習をしましょう。

## 4 Kanji

かんじ  
漢字

A. Arrange the kanji in numerical order and fill in the ( ) with the letter representing the appropriate kanji.

( )に記号を入れてください。

1. ( )      2. ( )      3. ( )      4. ( )      5. ( )  
6. ( )      7. ( )      8. ( )      9. ( )      10. ( )

a. 八	b. 六	c. 一	d. 四	e. 七
h. 三	i. 九	j. 五	k. 十	l. 二

B. Fill in the parentheses in Column A with a letter representing its hiragana reading and those in Column B with a letter representing its English equivalent.

( )に記号を入れてください。

Kanji	A.	B.	Hiragana	えいご
1. 水曜日	( )	( )	a. もくようび	h. Sunday
2. 月曜日	( )	( )	b. にちようび	i. Monday
3. 土曜日	( )	( )	c. かようび	j. Tuesday
4. 木曜日	( )	( )	d. すいようび	k. Wednesday
5. 日曜日	( )	( )	e. どようび	l. Thursday
6. 金曜日	( )	( )	f. きんようび	m. Friday
7. 火曜日	( )	( )	g. げつようび	n. Saturday

C. Read the following kanji.

かんじよ  
漢字を読んでください。

- |          |          |            |
|----------|----------|------------|
| 1. 八時    | 2. 十六年   | 3. 四時五分    |
| 4. 日本語   | 5. 学年    | 6. 先生      |
| 7. 三百円   | 8. 九千    | 9. 七万      |
| 10. 一万二千 | 11. 九月八日 | 12. 十二月十五日 |

にんしきかんじ  
**Recognition Kanji 1: 認識漢字 1**



なつやすみ  
**夏休み**  
 summer vacation



なまえ  
**名前**  
 name

すき  
**好き**  
 to like

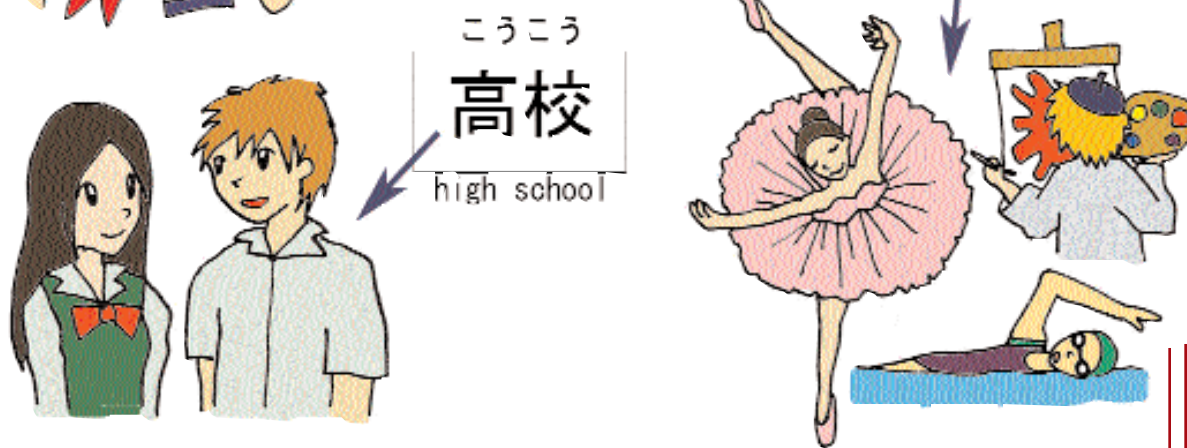
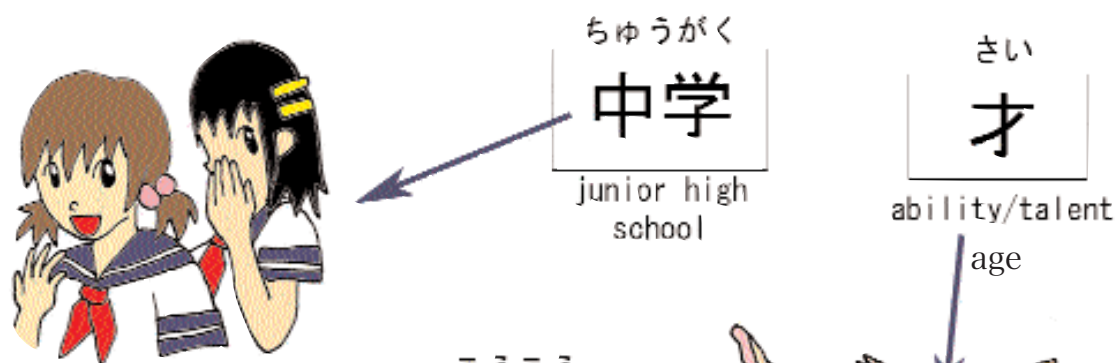
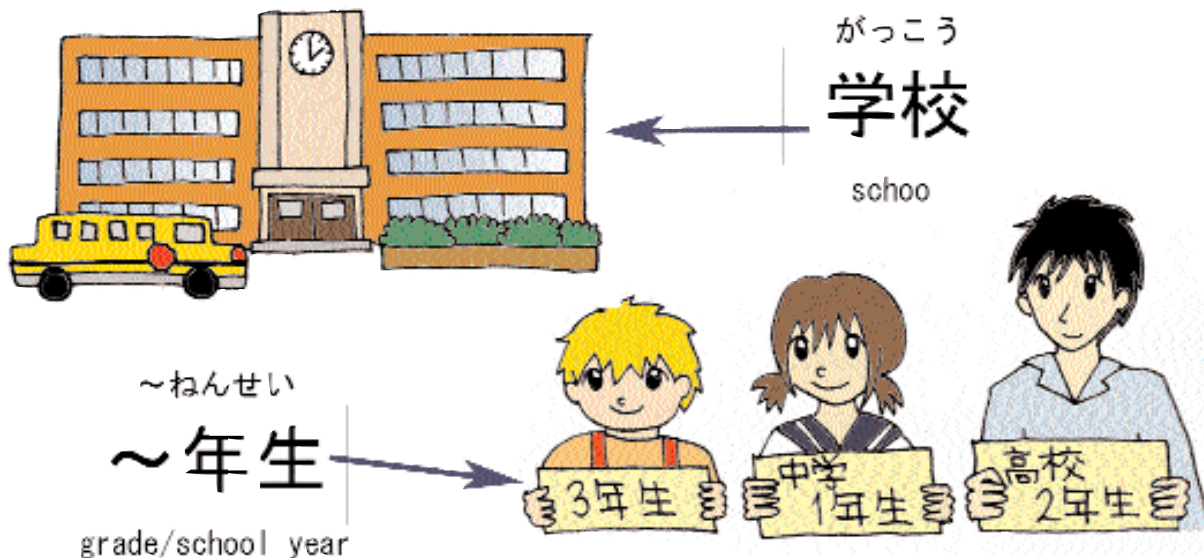


ふつか  
**二日**  
 the second

ついたち  
**一日**  
 the first

みっか  
**三日**  
 the third

日	月	火	水	木	金	土
		1	2	3	4	5
6	7	8	9	10	11	12



## Summer Vacation in Japan: なつやす日本の夏休み

2 summers ago, I went to Tokushima City in Japan. Tokushima is on the island of Shikoku, which is down south, around 3 hours away from Kansai Airport in Osaka.

I went to learn how to speak Japanese better, and how to play shamisen. I'd wanted to play shamisen ever since I'd seen a video of the Yoshida Brothers play with their style in a rock band. I thought that that combination was really cool, so I wanted to try it.

I stayed for a whole month with my shamisen shishou (Master) at his house, spending most of my time learning how to play. Since I already play the guitar, my left hand got used to it pretty easily, but trying to play with a bachi (the pick you use for the Shamisen) was really difficult as well, especially trying to get triple picking (sukui) down. Even though it was difficult, I eventually learned how to do it properly, and ended up learning 15 songs or so.

To practice better, my shishou and I played live shows every Saturday and Sunday at an Udon Inn. It actually felt like I was touring! I had to wake up every morning at 6 to shower, eat breakfast, load the van with all the sound gear, speakers, cables, stands and shamisen, and then it was a 2 hour drive to where we were going. Then when we got there, we had to unload the van, set up, do a sound check, and I played two shows every day for one hour each in the blazing Japanese summer sun. Then when the day was done, we packed it up, ate, then went back home to practice more shamisen, then repeated the whole thing again the next day.



Needless to say, it was exhausting. Nevertheless, it was very rewarding.

When I wasn't practicing shamisen, I was doing a lot of community service activities and sightseeing. I went to a nursing home to chat with them, and play for them a little shamisen. It was really difficult to try and understand their Japanese! Not only had I still not fully gotten the hang of the language, but also they were speaking in a dialect I wasn't familiar with, and it was several decades old. A language can change a lot in a small period of time. But I did understand some people, and a lot of them were very nice and fascinated that I was trying to learn Japanese. It was funny when I found out a lot of them knew Mexican songs and that Mambo had had a big fad in the 60's and 70's. On the last day, I taught them a little Spanish, and some of the things they were asking were not the things you would expect from old people!

Apart from the nursing home, I also did some *aisome* dyeing with Futaai-sensei. *Aisome* is a special indigo colored dye that comes from Shikoku, and is usually very expensive. I got to dye some scarves, and Futaai-sensei was a really kind man. He gave me his Bob Dylan CD live at the Royal Albert Hall!

All in all, Tokushima was a blast. Everybody should go at least once.

