

## Kisetsu 1: Haruichiban

# Getting Started II

Getting Started II is designed to attain the following objectives. At the end of this section, your students will be able to:

- handle successfully a variety of Japanese simple questions and answers
- better understand their teacher and classmates through interactive activities
- enhance their visualization skills
- express preference
- construct and use mindmaps effectively to enhance their learning
- develop sets of useful categorical vocabulary

They will also learn:

- how to ask simple yes-no questions and WH-questions
- how to answer questions affirmatively
- how to describe colors, size, and personal characters
- about your own learning style
- about Japanese calligraphy, school subjects and Japanese events
- to recognize hiragana

Getting Started II has ten steps altogether and each step is designed in a way that facilitates the objectives mentioned above. The format of a step is as follows.

### A. Simple Questions and Answers

One or several useful questions and how to answer them are introduced per step.

### B. Mindmaps

This section typically shows two mindmapping examples per step. Mindmap is a type of semantic map in which related concepts are linked with the key concept stated in word on the center of a blank paper. Although the categories and the words have been selected with the later chapters of this book in mind, the main purpose of the mind mapping exercise is to call students' attention to and awareness of the importance of organizing isolated words by a common category or a related concept. An exercise like this will not only enhance their vocabulary building but also help them improve your organization and study skills in general. It will also give them abundant opportunities to cooperate one another while creating something useful.

Research has shown that when lists of words are presented in categories, recall of material is two to three times better than when the same list of words is randomly presented.

When words are presented in random order, as in the first list, recall is improved when subjects have enough time to generate their own categories. (p. 24 Diane F. Halpern, Critical Thinking Across the Curriculum, LEA 1997)

C. **Hiragana**

Hiragana characters are introduced in the same manner as katakana in Getting Started I.

D. **Katakana Review**

Several katakana words are listed in each step for review.

E. **Activity**

One activity or game is usually conducted in each step. The students are given a good deal of opportunities in which they use expressions introduced in Simple Questions and Answers. These activities and games also help them use and retain katakana and hiragana characters and words they have learned.

## STEP 1

### A. Simple Questions and Answers - *nandesuka*

- (1) Use both things which students obviously know what they are and things that they may not know what they are. The latter include traditional Japanese items such as *kendama*, *sensu*, and *omaomori*.
- (2) Make students guess what something is by:
  - a) hiding the object behind a screen on which it can be silhouetted.
  - b) placing the object in a bag and having them touch and feel by hands.
  - c) wrapping the object with a cloth or *furoshiki*.

### B. Mindmaps

- (1) Athletic activities by season
  - a) Teacher writes "*spootsu*" in katakana on the central part of the blackboard and then draws four lines radiating from the word. At the end of each line, she writes *haru*, *natsu*, *aki*, and *fuyu*.
  - b) Teacher asks students to name popular athletic activities they know. As she hears names of such activities, she pronounces them in Japanese, classifies them roughly according to the season in which they are played and writes them in katakana.
- (2) School events by season  
In small groups the students make a mindmap for "*sukuuru iveno*" (school events) and share their work with the rest of the class.

### C. Hiragana *a-gyoo*, long vowels *aa*, *ii*, *uu*, *ee*, *oo*

### D. Katakana review

The class review katakana characters through words related to Italian food.

### E. Activity

Interviews - "*aki no spootsu wa nan desu ka*"

- a) Teacher prepares an interview sheet in which there are spaces for interviewee's names and answers for four questions below and distributes them to class.
  - Q1: *haru no spootsu wa nan desu ka.*
  - Q2: *natsu no spootsu wa nan desu ka.*
  - Q3: *aki no spootus wa nan desu ka.*
  - Q4: *fuyu no spootsu wa nan desu ka.*
- b) Each student chooses four sports (one per season) they have been playing or want to play. After that, they go around the class and ask each other the four questions. They record answers on their interview sheet.

c) After the interview, the class shares their findings.

e.g. T: *A san, dare ni kikimashita ka.*

A: *B san ni kikimashita.*

T: *soodesu ka. B san no haru no spootsu wa nan desu ka.*

A: *sofuto booru desu.*

T: *a, soodesu ka. ja, natsu no spootus wa nan desu ka.....*