

## Appendix 7.1.22 Whole Language Lesson (Japanese)

### *INTRODUCTION*

Whole language learning provides many benefits for language learners. Through the use of authentic texts, the learner is exposed to natural and contextualized discourse (Goodman and Goodman, 1990; Freeman and Freeman, 1992). Adair-Hauck, Donato and Cumo (1994) claim that a whole language approach “stresses natural discourse and encourages students to comprehend meaningful and longer stresses of discourse from **the very beginning of the lesson**” (p. 94). This emphasis on the “big picture” can be implemented through the use of stories, poems, songs, cartoons or listening selections (ibid.). Recently, I have been exploring whole language strategies with my Japanese classes; I have found that the students show interest in and motivation for the material, which seems to facilitate retention.

A whole language lesson can also be implemented to focus on form (Long, 1991) within the context of an interesting story. The following lesson in Japanese is based on the PACE model (Donato and Adair-Hauck, 1992) which encourages the language learner to reflect on the use of target language forms. Unlike a traditional grammatical lesson, a PACE lesson operates on the premise that the “teacher and learners collaborate and co-construct a grammar explanation” (p. 95). Similar to authentic learning situations outside of the classroom, this approach stresses that learning transpires **between people through social interaction**. Recent research in cognition and language development highlights the importance of socially-mediated interaction in the language learning process (Cazden, 1981; Rogoff, 1990). Furthermore, the PACE model incorporates the notion that learners need to be active participants in the language learning process.

The PACE model is a four-fold process that includes elements crucial to student comprehension and participation. The four stages are:

1. **PRESENTATION:**  
The teacher foreshadows the grammar structure with an appropriate text, with emphasis on meaning. “Multiple passes” are employed to recycle the storyline through pictures, TPR activities, etc., to increase **comprehension** and student **participation**.
2. **ATTENTION:**  
The teacher turns the learners’ attention to focus on **form**. This can be done in a number of ways; for example, using an overhead transparency, the teacher may circle a particular linguistic form, such as descriptive adjectives, in different colors.
3. **CO-CONSTRUCTION:**  
After the teacher has turned the learners’ attention to focus on a particular target form, together they co-construct the grammatical explanation. The teacher assists the learners with questions to encourage them to reflect upon, hypothesize, predict and form generalizations regarding the systematicity of the language.
4. **EXTENSION:**  
The learners **use** grammatical structures to do a **function** or **task** relating to the theme of the lesson.

This lesson uses a traditional Japanese folktale entitled Kaguya Hime, which is the story of a woodcutter and his wife who are blessed for many years after finding a baby girl in a bamboo tree; although as much of the original structure as possible was retained, I had to simplify the story in order to emphasize the following three grammatical features and to make it comprehensible for the second-level learners:

- (1) adverb + *narimasu* ———> meaning *to become* adjective
- (2) noun + *ni* + *narimasu* ———> meaning *to become* noun
- (3) person + *wa* + clause + *to* + *iimashita* ———> meaning *PERSON said, “\_\_\_\_\_.”*

The pictures that are included may be easily enlarged and colored for use as visuals or props (see Appendices F and G).

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**W H O L E   L A N G U A G E   L E S S O N****I. OBJECTIVES****A. FUNCTIONAL OBJECTIVES**

SWBAT, given oral presentation whereby teacher tells Kaguya Hime folktale with linguistic/visual cues and student interaction, accurately complete chart during storytelling and order pictures relating to storyline.

**B. PERFORMANCE OBJECTIVES (skills)**

1. *Listening*: students will listen to rendition of folktale and orally respond (chorally) with repetitions of key phrases cued by teacher.
2. *Speaking*:
  - students will respond chorally in Japanese to teacher's questions during telling of folktale.
  - students will confer with partners in Japanese to determine accurate order of pictures (see Appendices F and G).
3. *Reading*: students will use knowledge of *hiragana* and *kanji* to read chart and to provide requested information (see Appendices B-1 and B-2).
4. *Writing*: students will complete chart (in *hiragana* ) during oral presentation of folktale (see Appendices B-1 and B-2).
5. *Culture*: students will identify common themes prevalent throughout Japanese stories and discuss their importance to the society /culture.

**C. GRAMMATICAL OBJECTIVES (grammar form)**

DAY 1: SWBAT, given presentation of folktale, comprehend at least 85% of meaning of story's targeted linguistic elements, through prior knowledge of individual words and use of visuals and props.

DAY 2: SWBAT, given romanized copy of folktale (Appendix C) and teacher's questions, accurately underline and explain the following 3 grammatical patterns:

<b>adverb + <i>narimasu</i></b>	——> meaning to become <u>adjective</u>
<b>noun + <i>ni</i> + <i>narimasu</i></b>	——> meaning to become <u>noun</u>
<b>person + <i>wa</i> + clause + <i>to</i> + <i>iimashita</i></b>	——> meaning <u>PERSON</u> said, “_____.”

**D. VOCABULARY OBJECTIVES**

DAY 1: SWBAT, given teacher's oral repetition and contextual clues (modeling, props, visuals), correctly infer meaning of words heard.

DAY 3: SWBAT, given teacher's oral rendition of folktale, correctly order 16 mini-pictures related to storyline (see Appendices F and G).

**E. CULTURAL OBJECTIVES**

SWBAT, given viewing of Kaguya Hime folktale as told by teacher and prior knowledge of basic Japanese themes, correctly identify threads running throughout Japanese stories (i.e., nature theme, old married couple, supernatural powers).

## II. MATERIALS

<b>STORY PROPS:</b>		
—laminated characters	—branch	—ceramic bowl
—laminated scenes	—basket (i.e., crib)	—fur
—bamboo trunk	—knife (i.e., axe)	—baby doll
—gold coins (i.e., chocolate)	—bow and arrow	—beads
—nest		

### III. ANTICIPATORY SET (*active participation / prior knowledge*)

Tell students in Japanese that they will hear a well-known folktale and point out all the props and visuals. Ascertain what they know about Japanese folktales and ask them to speculate on the impending storyline.

### IV. PRESENTATION

Teacher can do a short pre-listening activity by picking out 5-10 words most likely unfamiliar to students, which are critical to the meaning of the story; using props, gestures, pictures or mime facilitates the negotiation of meaning. Next, the actual story is presented in Japanese in conjunction with props in an integrative fashion [i.e., with comprehension checks (signalling thumbs-up or thumbs-down)] with the emphasis on **meaning**. During storytelling, students complete chart (in *hiragana*) to reinforce comprehension as well as to ensure their accountability. This segment lasts approximately 20 minutes. Students then do a “think-pair-share” activity to share their impressions of what transpired in the story. See Appendices A-1 and A-2 for the Kaguya Hime story.

### V. ATTENTION

Teacher draws students’ attention to form through, for example, an overhead transparency. See Appendix C for a sample overhead transparency on how to focus on form.

### VI. CO-CONSTRUCTION

Teacher asks cognitively probing questions to guide learners towards reflection on the target form(s). For example, some appropriate queries would be: “What comes in front of the verb *narimasu* ? “What do you think it means?” “Do you see something familiar in the words ending in *-ku* ? “What part of speech do you think it is?” “Where is the word *iimashita* found in the sentences?” “You know what the verb *iimasu* or *iu* means, so can you predict what the sentence means when this word comes after a statement containing a subject and another verb?”

**VII. EXTENSION**

Students are given guided practice by working cooperatively and individually to carry out function(s) related to the lesson's theme:

—On Day 2, students do a listening exercise involving a shortened version of the story with 5 pictures which students must put in the correct order (see Appendix E).

—On Day 3, students are divided into groups of no more than 3 for an activity which consists of ordering 16 4"x4" picture cards, according to the storyline presented by the teacher (see Appendices F and G).

—Also on Day 3, students work in teacher-designated groups to begin writing their own stories, using the target forms and vocabulary.

**VIII. CLOSURE / WIND-DOWN**

Teacher asks one or two students to quickly summarize (in English) the basic plot of the Kaguya Hime folktale.

**IX. HOMEWORK ASSIGNMENT:**

Due Day #2: *scrambled sentence activity*, which consists of rearranging words to form grammatical sentences (see Appendix D).

Due Day #4: *group-generated story*, written with target forms and vocabulary.

**X. LESSON ASSESSMENT**

Teacher reflects back on lesson to assess effectiveness of methods used and activities done.

## APPENDIX A-1

KAGUYA HIME

MUKASHI MUKASHI TAKE-TORI NO OJI-SAN TO OBA-SAN GA IMASHITA. ARU HI, TAKE-TORI NO OJI-SAN WA TAKE-BAYASHI NI IKIMASHITA. TOTSUZEN, KARE WA HIKARU TAKE O MITSUKEMASHITA. KARE WA HIKARU TAKE O KIRIMASHITA. TAKE NO NAKA NI, UTSUKUSHII AKACHAN GA IMASHITA. OJI-SAN WA TOTEMO SHIAWASE NI NARIMASHITA. KARE WA UCHI NI AKACHAN O TSURETE KAERIMASHITA. OJI-SAN TO OBA-SAN WA ISSHO-NI UTSUKUSHII AKACHAN O DAIJI-NI SODATEMASHITA. OJI-SAN WA TAKE O KIRU TO, TOKIDOKI KOBAN O MITSUKEMASHITA. OJI-SAN TO OBA-SAN WA DAN-DAN KANEMOCHI NI NARIMASHITA. UTSUKUSHII AKACHAN WA SE GA TAKAKU NARIMASHITA. KANOJO WA HAYAKU OKIKU NARIMASHITA. MAMONAKU OTONA NI NARIMASHITA. MINNA WA “KAGUYA HIME” TO IU NA O TSUKEMASHITA.

KAGUYA HIME WA TOTEMO KIREI-NA ONNA-NO-HITO NI NARIMASHITA. TAKUSAN NO OTOKO-NO-HITO WA “KEKKON-SHITAI” TO IIMASHITA. HITO-TACHI NO NAKA DE, GO-NIN NO OTOKO-NO-HITO WA HONTO-NI NESSHIN DESHITA. SHIKASHI, KAGUYA HIME WA KEKKON SHITAKUNAKATTA DESU. YATTO, KANOJO WA AKIRAMEMASHITA. KANOJO WA IIMASHITA: “ICHIBAN HAJIME NI WATASHI NO HOSHII MONO O MOTTE-KITE KURETA HITO TO KEKKON SHIMASU.” SASSOKO GO-NIN NO OTOKO-NO-HITO WA ATCHI-KOTCHI NI DEKAKEMASHITA.

ICHI-BAN-ME NO OTOKO WA MEZURASHII ISHI-NO-HACHI O SAGASHI NI IKIMASHITA. KONO ISHI NO HACHI WA INDO NI ARU TO IWARETE IMASHITA. INDO WA TOSUGITA NODE, ICHI-BAN-ME NO OTOKO WA YAMA-DERA NO ISHI-NO-HACHI O NUSIMIMASHITA. DEMO, KAGUYA HIME WA SUGU WAKARIMASHITA. “KORE WA NISEMONO DESU” TO IIMASHITA.

NI-BAN-ME NO OTOKO WA KIN NO KI NO EDA O SAGASHI NI DEKAKEMASHITA. SHIKASHI, HONMONO WA TAKAKATTA DESU. DAKARA, NI-BAN-ME NO OTOKO WA NISEMONO O KAIMASHITA. KARE WA KAGUYA HIME NI KIN NO KI NO EDA O MOTTE-KAERIMASHITA. TOKORO GA, SONO TOKI, MISE NO TEN'IN WA O-KANJO O MOTTE-KIMASHITA. KAGUYA HIME WA “YAPPARI, NISEMONO DESU” TO IIMASHITA.

SAN-BAN-ME NO OTOKO WA HI-NEZUMI NO KAWA O SAGASHI NI DEKAKEMASHITA. HI-NEZUMI WA KAZAN NO NAKA NI IMASHITA. DAKARA, SAN-BAN-ME NO OTOKO WA MISE DE HI-NEZUMI NO KAWA O KAIMASHITA. KAGUYA HIME WA “MAA, UTSUKUSHII DESU. KORE WA HONMONO NARA, HI NO NAKA NI IRETE-MO, MOEMASEN, DESHO?” TO IIMASHITA. DEMO, YAPPARI, HI-NEZUMI NO KAWA WA MOEMASHITA.

YON-BAN ME NO OTOKO WA RYU NO KUBI NI ITSUTSU NO HIKARU TAMA O SAGASHI NI IKIMASHITA. KARE WA FUNE NI NORIMASHITA. HIDOI ARASHI NI NARIMASHITA. RYU NO KAMI-SAMA WA OKORIMASHITA. SORE DE, SAN-BAN-ME NO OTOKO WA INORIMASHITA. KARE WA RYU NO KAMI-SAMA NI AYAMARIMASHITA. SORE DE, UMI WA SHIZUKA NI NARIMASHITA.

GO-BAN-ME NO OTOKO WA TSUBAME NO KOYASUGAI O TORI NI IKIMASHITA. TSUBAME NO SU WA TAKAI YANE NO UE NI ARIMASHITA. GO-BAN-ME NO OTOKO WA HASHIGO O KAKEMASHITA. DEMO, TODOKIMASEN DESHITA. SORE DE, KARE WA KAGO NI NORIMASHITA. DEMO, TSUNA GA KIREMASHITA. GO-BAN-ME NO OTOKO-NO-HITO WA OCHIMASHITA. SHINIMASHITA.

KO-SHITE, GO-NIN NO OTOKO-NO-HITO WA SHIPPAI-SHIMASHITA. KAGUYA-HIME WA “WATASHI WA HOTTO SHIMASHITA” TO IIMASHITA. MAMONAKU, AKI NI NARIMASHITA. KAGUYA HIME WA YORU NI, YOKU TSUKI O NAGAMEMASHITA.

MAI-BAN MAI-BAN NAKIMASHITA. KANASHIKU NARIMASHITA. OJI-SAN MO OBA-SAN MO SHINPAI-SHIMASHITA. KAGUYA-HIME WA “WATASHI WA TSUKI NO SEKAI NO HITO DESU” TO IIMASHITA. “HACHI-GATSU JU-GO NICHİ NO MAN-GETSU NO YORU NI, TSUKI KARA NO TSUKAI WA WATASHI O MUKAE NI KIMASU.” OJI-SAN MO OBA-SAN MO KANASHIKU NARIMASHITA.

HACHI-GATSU JU-GO NICHİ NO YORU NI, TAKUSAN NO HITO GA MAMORI NI YUMIYA O YOİ-SHIMASHITA. YAGATE, TSUKI KARA NO TSUKAI GA KIMASHITA. TOTSUZEN, YUMIYA O MOTSU HITOTACHI WA YOWAKU NARIMASHITA. KAGUYA-HIME WA OJI-SAN NIMO OBA-SAN NIMO, “SAYONARA” TO IIMASHITA. SORE DE, TSUKI KARA NO TSUKAI NO KURUMA NI NORIMASHITA. KAGUYA-HIME WA IIMASHITA: “OJI-SAN, OBA-SAN, IMA MADE, HONTO-NI ARIGATO.”



## APPENDIX A-2

KAGUYA HIME

*Once upon a time, there lived a bamboo cutter and his wife. One day, when the old man went to the bamboo grove, he suddenly saw a glowing bamboo trunk and cut it open. Inside there was a beautiful baby girl, which made the bamboo cutter very happy. He returned to his home with the baby, and he and his wife carefully raised her. After that, when the old man cut down the bamboo, he often found gold coins inside the trunk and the couple became rich. The beautiful baby grew big very quickly and soon became an adult. Everyone gave her the name “Kaguya Hime”, which means “a girl born from bamboo.”*

*Kaguya Hime grew into a beautiful woman and many men wanted to marry her, but she always refused; however, she relented and told five of the most earnest gentlemen: “I will marry the first one of you who returns with the objects that I want.” The five men immediately set off in search of the items.*

*The first man went to look for a rare stone bowl which was said to be in India. As India was too far away, he stole a bowl from a mountain temple; however, when he presented it to Kaguya Hime, she soon realized it was an imitation.*

*The second man went off to look for a golden tree branch, but it was expensive. So, he bought an imitation and returned with it to Kaguya Hime’s house. Just then, the shopkeeper showed up with the bill.*

*The third man went off to look for the skin of a fire-rat; since fire-rats lived inside volcanoes, he bought a skin. Kaguya Hime thought it was beautiful, but threw it on the fire to test if it were truly the skin of a fire-rat. It burned.*

*The fourth man went to look for five shining beads on the neck of a dragon. He boarded a ship, but a storm soon developed, because the dragon-god became angry. The man prayed and apologized to the dragon-god, who then quieted the sea.*

*The fifth man went to get a cowrie from a swallow’s nest. As the nest was on top of a high roof, he put up a ladder, but it did not reach; so, he climbed into a basket which was hoisted up, but the rope broke, and he fell and died.*

*Like this, the five men failed, and Kaguya Hime was relieved. Soon, it turned to fall and she would gaze at the night moon. Night after night, she cried and became sad; the old man and the old woman worried. Kaguya Hime told them that she was a person from the moon world and that on August 15th—the next full moon—moon messengers would come to take her back. The couple became very sad.*

*On the evening of August 15th, many people prepared their bows and arrows in order to protect Kaguya Hime. After a while, the moon messengers came, and suddenly, the arrow-slinging people grew weak and could not defend her. Kaguya Hime said good-bye to the old man and the old woman, then climbed into the moon messengers’ palanquin. “Thank-you for everything,” she said to the old couple, and returned to the moon.*

## APPENDIX B-1

むかし ばなし

ものがたり の だい: \_\_\_\_\_

ものがたり の シーン:

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おもな 人たち:

一	二	三	四	五	六	七	八

もんだい:

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できごと:

一	
二	
三	
四	
五	

おわり:

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## APPENDIX B-2

*F - O - L - K - T - A - L - E*

STORY TITLE: \_\_\_\_\_

SCENE:

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MAIN CHARACTERS:

1	2	3	4	5	6	7	8

PROBLEM:

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OCCURRENCES:

1	
2	
3	
4	
5	

ENDING:

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## APPENDIX C

KO-SHITE, GO-NIN NO OTOKO-NO-HITO WA SHIPPAI-SHIMASHITA. KAGUYA-HIME WA “WATASHI WA HOTTO SHIMASHITA” TO IIMASHITA. MAMONAKU, AKI NI NARIMASHITA. KAGUYA HIME WA YORU NI, YOKU TSUKI O NAGEMEMASHITA. MAI-BAN MAI-BAN NAKIMASHITA. KANASHIKU NARIMASHITA. OJI-SAN MO OBA-SAN MO SHINPAI-SHIMASHITA. KAGUYA-HIME WA “WATASHI WA TSUKI NO SEKAI NO HITO DESU” TO IIMASHITA. “HACHI-GATSU JU-GO NICHİ NO MAN-GETSU NO YORU NI, TSUKI KARA NO TSUKAI WA WATASHI O MUKAE NI KIMASU.” OJI-SAN MO OBA-SAN MO KANASHIKU NARIMASHITA.

HACHI-GATSU JU-GO NICHİ NO YORU NI, TAKUSAN NO HITO GA MAMORI NI YUMIYA O YOİ-SHIMASHITA. YAGATE, TSUKI KARA NO TSUKAI GA KIMASHITA. TOTSUZEN, YUMIYA O MOTSU HITOTACHI WA YOWAKU NARIMASHITA. KAGUYA-HIME WA OJI-SAN NIMO OBA-SAN NIMO, “SAYONARA” TO IIMASHITA. SORE DE, TSUKI KARA NO TSUKAI NO KURUMA NI NORIMASHITA. KAGUYA-HIME WA IIMASHITA: “OJI-SAN, OBA-SAN, IMA MADE, HONTO-NI ARIGATO.”

APPENDIX D  
**SENTENCE SCRAMBLER**

おなまえ :

Directions: Rearrange the words to make sentences.

1. DAN-DAN NARIMASHITA OJI-SAN NI KANEMOCHI WA
2. WA NISEMONO TO KORE IIMASHITA DESU
3. WA KAGUYA-HIME ONNA-NO-HITO NARIMASHITA KIREI-NA NI
4. NARIMASHITA NI ARASHI HIDO'I
5. WA KAGUYA-HIME HOTTO-SHIMASHITA WA WATASHI IIMASHITA TO
6. YUMIYA NARIMASHITA HITOTACHI TOTSUZENMOTSU O WA YOWAKU
7. MO OBA-SAN NARIMASHITA MO OJI-SAN KANASHIKU
8. NARIMASHITA NI AKI
9. ARIGATO TO KAGUYA-HIME OJI-SAN WA OBA-SAN IIMASHITA
10. KAGUYA-HIME OBA-SAN OJI-SAN NIMO IIMASHITA NIMO WA SAYONARA TO

## APPENDIX E

**MUKASHI MUKASHI ... :  
ONCE UPON A TIME...**

テープ 219

Listen to this adaptation of a famous Japanese folk tale. The pictures below illustrate the story, but are in the wrong order. Put the pictures in the correct order by writing a number from 1 to 5 in the box next to each one.

o-jii-san  
o-bā-san  
take  
akachan  
o-kanē  
tsuki

grandfather/(as here) old man  
grandmother/(as here) old woman  
bamboo  
baby  
money  
moon

**MUKASHI MUKASHI ... :  
ONCE UPON A TIME...**

テープ 219

Listen to this adaptation of a famous Japanese folk tale. The pictures below illustrate the story, but are in the wrong order. Put the pictures in the correct order by writing a number from 1 to 5 in the box next to each one.

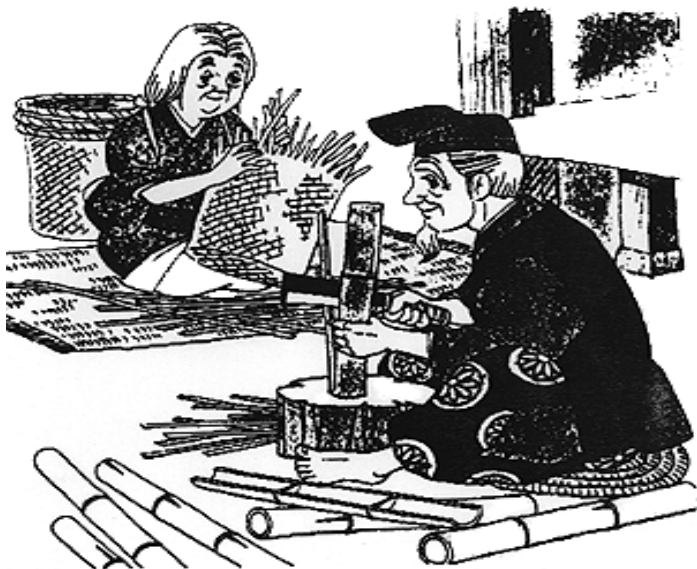
o-jii-san  
o-bā-san  
take  
akachan  
o-kanē  
tsuki

grandfather/(as here) old man  
grandmother/(as here) old woman  
bamboo  
baby  
money  
moon

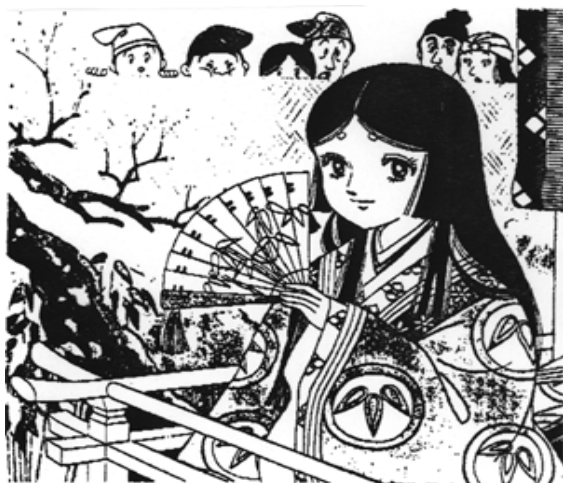


Source: Japanese Language and People, BBC Books, 1994, London.

APPENDIX F-1



## APPENDIX F-2





## APPENDIX F-3



## APPENDIX F-4



### むかし ばなし： かぐや ひめ

むかし むかし、 たけとり の おじいさん と おばあさん さんが いました。 ある 日、 たけとり の おじいさん は たけばやし に いきました。 とつぜん、 かれ は ひかる たけ を つけました。 かれ は ひかる たけ を きりました。 たけ の なか に、 うつくしい あかちゃん が いました。 おじいさん は とても しあわせ に なりました。 かれ は いえ に あかちゃん を つれて かえりました。 おじいさん と おばあさん は いっしょ に あかちゃん を だいに そだてました。 おじいさん は たけ を きる 時、 時々 金 を つけました。 おじいさん と おばあさん は だんだん 金もち に なりました。 うつくしい あかちゃん は せがたかくなりました。 かのじょ は はやく 大きく くなりました。 まもなく 大人 に なりました。 みんな は 『かぐや ひめ』 と いう 名 を つけました。

かぐや ひめ は とても きれい な おんなの人 に なりました。 たくさんの おとこの人 は 『けっこん したい』 と 言いました。 人々 の なか で、 五人 の おとこの人 は 本とう に ねっしん でした。 しかし、 かぐや ひめ は けっこん しなくなかった です。 やっと、 かのじょ は あきらめました。

かのじょ は 言いました：『一番 はじめ に 私 の ほしいもの を もって来て くれた 人 と、 けっこん します。』 さっそく、 五人 の おとこの人 は あっち こっち に 出かけました。

こうして、 五人 の おとこの人 は しっばい しました。 かぐや ひめ は 『私 は ほっと しました』 と 言いました。 まもなく、 あき に なりました。 かぐや ひめ は よる に、

よく 月 を みました。 まいばん まいばん、 なきました。  
かなしく なりました。 おじいさん も おばあさん も しんぱい  
しました。 かぐや ひめ は 『私 は 月 の 人 です』 と  
言いました。 『八月十五日 の まん月 の よる に、 月 から  
の くるま に のって、 月 に かえります。』

八月十五日 の よる に、 たくさんの 人々 が まもり に  
ゆみや を ようい しました。 やっと、 月 から の くるま  
が 来ました。 とつぜん、 ゆみや を もつ 人たちは よわく  
なりました。 かぐや ひめ は おじいさん にも おばあさん  
にも、 『さようなら』 と 言いました。 それ で、 月 から  
の くるま に のりました。 かぐや ひめ は 言いました：  
『おじいさん、 おばあさん、 今 まで、本とう に  
ありがとう。』

かぐや ひめ

1. たけとり	bamboo cutter
2. ある 日	one day
3. とつぜん	suddenly
4. みつける / みつけます	to find
5. だいじ (-na)	important
6. そだてる / そだてます	to raise (i.e., a child)
7. だんだん	little by little
8. 金もち(-no)	rich (person)
9. おとな (大人)	adult
10. けっこん する / します	to marry
11. しかし	but
12. あきらめる / あきらめます	to give in (to something)
13. ほしい もの	something you want/desire
14. あっち こっち	here and there
15. めずらしい	rare; unusual
16. さがし に いく / いきます	to go to look for
17. ぬすむ / ぬすみます	to steal
18. にせもの	fake
19. 本もの	genuine / authentic
20. (お) かんじょう	bill (from a store)
21. かざん (火山)	volcano
22. もえる / もえます	to burn
23. りゅう / たつ	dragon
24. おこる / おこります	to be angry
25. あやまる / あやまります	to apologize
26. はしご を かける / かけます	to climb a ladder
27. とどく / とどきます	to reach (something)
28. かご	basket
29. おちる / おちます	to fall
30. しばい する / します	to fail

かぐや ひめ

お名前：

年月日：

むかし むかし、 おじいさん と おばあさん が \_\_\_\_\_。 ある 日、 \_\_\_\_\_  
 の おじいさん は たけ に あかちゃん を \_\_\_\_\_。 いっしょに、 たけとり の  
 おじいさん と おばあさん は 『かぐや ひめ』 を \_\_\_\_\_ に \_\_\_\_\_。  
 時々 たけとり の おじいさん は たけ に \_\_\_\_\_ を みました。  
 \_\_\_\_\_、 \_\_\_\_\_ は \_\_\_\_\_ に になりました。 かぐや ひめ は  
 うつくしい \_\_\_\_\_ になりました。 五人 の おとこの人 は かのじょ  
 \_\_\_\_\_ けっこん \_\_\_\_\_。 でも、 かぐや ひめ は けっこん \_\_\_\_\_  
 です。 やっと (in the end)、 かのじょ は \_\_\_\_\_。 だから (therefore)、 五人 の  
 おとこの人 は ほしいもの を \_\_\_\_\_ に いきました。 かぐや ひめ は 一 (ichi)  
 \_\_\_\_\_ の はやく ほしいもの を もって かえた 人 と  
 けっこん します (Kaguya Hime would marry the first person who returned with what she wanted)。

しかし、五人の おとこの人 は ほしいもの を もって かえりません でした (But the 5 men  
 didn't bring back the desired things)。 かぐや ひめ は \_\_\_\_\_ になりました。おじいさん  
 も おばあさん も かなしく \_\_\_\_\_。 本とうに、 かぐや ひめ は \_\_\_\_\_  
 の \_\_\_\_\_ でした。 ある \_\_\_\_\_、 人たちは 月 から \_\_\_\_\_。  
 かぐや ひめ は 月 の \_\_\_\_\_ に \_\_\_\_\_。 『さようなら。おじいさん も  
 おばあさん も、 本とうに、 ありがとう ございました。』

います	のります	に
おとな	なります	くるま
だいじ	番	月
かなしい	だんだん	みつけます
お金	人	日
たけとり	そだてます	目
きます	さがし	二人
しなくなかった	と	あきらめます
命もち	しなかった	

しゅくだい： かぐや ひめ

お名前：

年月日：

やりかた： 日本語 で、 かいて 下さい。

1. One day, a bamboo cutter suddenly found a baby inside a bamboo (tree).
2. The old man and the old woman happily raised Kaguya Hime
3. Kaguya Hime didn't want to marry the five men.
4. But, she gave in to the five men.
5. There were five things that Kaguya Hime wanted. (use "arimasu")
6. The five men looked for the things that Kaguya Hime wanted (i.e., "Kaguya Hime's desired things").
7. The 1st man, the 2nd man and the 3rd man gave her fakes (fake things).
8. The third man went to the fire rat's volcano.
9. A dragon was angry with the fourth man.
10. The fourth man apologized.
11. The fifth man climbed a ladder.
12. The fifth man didn't reach the nest; he fell and died.
13. All of the five men failed, and Kaguya Hime didn't marry.
14. But, she cried every night.
15. On August 15th, Kaguya Hime got in a "moon car" and returned to the moon.

かぐや ひめ の クイズ (#1)

お名前： 年月日： 学校： / 点

- |                       |   |                    |
|-----------------------|---|--------------------|
| 1. BAMBOO CUTTER      | — | だいじ (な)            |
| 2. ONE DAY            | — | とつぜん               |
| 3. SUDDENLY           | — | おとな                |
| 4. TO FIND            | — | たけとり               |
| 5. IMPORTANT          | — | そだてる / そだてます       |
| 6. TO RAISE (a child) | — | みつける / みつけます       |
| 7. LITTLE BY LITTLE   | — | ある日                |
| 8. RICH               | — | 金もち (の)            |
| 9. ADULT              | — | けっこん する / けっこん します |
| 10. TO MARRY          | — | だんだん               |

かぐや ひめ の クイズ (#1)

お名前： 年月日： 学校： / 点

- |                       |   |                    |
|-----------------------|---|--------------------|
| 1. BAMBOO CUTTER      | — | だいじ (な)            |
| 2. ONE DAY            | — | とつぜん               |
| 3. SUDDENLY           | — | おとな                |
| 4. TO FIND            | — | たけとり               |
| 5. IMPORTANT          | — | そだてる / そだてます       |
| 6. TO RAISE (a child) | — | みつける / みつけます       |
| 7. LITTLE BY LITTLE   | — | ある日                |
| 8. RICH               | — | 金もち (の)            |
| 9. ADULT              | — | けっこん する / けっこん します |
| 10. TO MARRY          | — | だんだん               |

かぐや ひめ の クイズ (#1)

お名前： 年月日： 学校： / 点

- |                       |   |                    |
|-----------------------|---|--------------------|
| 1. BAMBOO CUTTER      | — | だいじ (な)            |
| 2. ONE DAY            | — | とつぜん               |
| 3. SUDDENLY           | — | おとな                |
| 4. TO FIND            | — | たけとり               |
| 5. IMPORTANT          | — | そだてる / そだてます       |
| 6. TO RAISE (a child) | — | みつける / みつけます       |
| 7. LITTLE BY LITTLE   | — | ある日                |
| 8. RICH               | — | 金もち (の)            |
| 9. ADULT              | — | けっこん する / けっこん します |
| 10. TO MARRY          | — | だんだん               |



かぐや ひめ の クイズ (#2)

お名前：	年月日：	学校：	/	点
1. BUT	—	あきらめる	/	あきらめます
2. TO GIVE IN TO SOMETHING	—	めずらしい		
3. SOMETHING YOU WANT/DESIRE	—	ぬすむ	/	ぬすみます
4. HERE AND THERE	—	(お) かんじょう		
5. RARE/UNUSUAL	—	しかし		
6. TO GO TO LOOK FOR	—	本もの		
7. TO STEAL	—	さがし	に	いく / いきます
8. FAKE	—	ほしい	もの	
9. GENUINE	—	にせもの		
10. BILL (from a store)	—	あっち	こっち	

かぐや ひめ の クイズ (#2)

お名前：	年月日：	学校：	/	点
1. BUT	—	あきらめる	/	あきらめます
2. TO GIVE IN TO SOMETHING	—	めずらしい		
3. SOMETHING YOU WANT/DESIRE	—	ぬすむ	/	ぬすみます
4. HERE AND THERE	—	(お) かんじょう		
5. RARE/UNUSUAL	—	しかし		
6. TO GO TO LOOK FOR	—	本もの		
7. TO STEAL	—	さがし	に	いく / いきます
8. FAKE	—	ほしい	もの	
9. GENUINE	—	にせもの		
10. BILL (from a store)	—	あっち	こっち	

かぐや ひめ の クイズ (#2)

お名前：	年月日：	学校：	/	点
1. BUT	—	あきらめる	/	あきらめます
2. TO GIVE IN TO SOMETHING	—	めずらしい		
3. SOMETHING YOU WANT/DESIRE	—	ぬすむ	/	ぬすみます
4. HERE AND THERE	—	(お) かんじょう		
5. RARE/UNUSUAL	—	しかし		
6. TO GO TO LOOK FOR	—	本もの		
7. TO STEAL	—	さがし	に	いく / いきます
8. FAKE	—	ほしい	もの	
9. GENUINE	—	にせもの		
10. BILL (from a store)	—	あっち	こっち	

かぐや ひめ の クイズ (#3)

お名前： 年月日： 学校： / 点

- |                         |   |                  |
|-------------------------|---|------------------|
| 1. VOLCANO              | — | 火山 (かざん)         |
| 2. TO BURN              | — | おちる / おちます       |
| 3. DRAGON               | — | おこる / おこります      |
| 4. TO BE ANGRY          | — | はしご を かける / かけます |
| 5. TO APOLOGIZE         | — | しっばい する / します    |
| 6. TO CLIMB A LADDER    | — | もえる / もえます       |
| 7. TO REACH (SOMETHING) | — | かご               |
| 8. BASKET               | — | あやまる / あやまります    |
| 9. TO FALL              | — | とどく / とどきます      |
| 10. TO FAIL             | — | りゅう              |

かぐや ひめ の クイズ (#3)

お名前： 年月日： 学校： / 点

- |                         |   |                  |
|-------------------------|---|------------------|
| 1. VOLCANO              | — | 火山 (かざん)         |
| 2. TO BURN              | — | おちる / おちます       |
| 3. DRAGON               | — | おこる / おこります      |
| 4. TO BE ANGRY          | — | はしご を かける / かけます |
| 5. TO APOLOGIZE         | — | しっばい する / します    |
| 6. TO CLIMB A LADDER    | — | もえる / もえます       |
| 7. TO REACH (SOMETHING) | — | かご               |
| 8. BASKET               | — | あやまる / あやまります    |
| 9. TO FALL              | — | とどく / とどきます      |
| 10. TO FAIL             | — | りゅう              |

かぐや ひめ の クイズ (#3)

お名前： 年月日： 学校： / 点

- |                         |   |                  |
|-------------------------|---|------------------|
| 1. VOLCANO              | — | 火山 (かざん)         |
| 2. TO BURN              | — | おちる / おちます       |
| 3. DRAGON               | — | おこる / おこります      |
| 4. TO BE ANGRY          | — | はしご を かける / かけます |
| 5. TO APOLOGIZE         | — | しっばい する / します    |
| 6. TO CLIMB A LADDER    | — | もえる / もえます       |
| 7. TO REACH (SOMETHING) | — | かご               |
| 8. BASKET               | — | あやまる / あやまります    |
| 9. TO FALL              | — | とどく / とどきます      |
| 10. TO FAIL             | — | りゅう              |

クイズ： かぐや ひめ (#4)

お名前：

年月日：

A. **MATCHING:** write the # of the word on the left in the appropriate corresponding blank on the right.

- |                     |                                 |                          |
|---------------------|---------------------------------|--------------------------|
| 1. けっこん する / します    | _____ to fail                   | (6.5 pts. / .5 pt. each) |
| 2. はしご を かける / かけます | _____ to go to look for         |                          |
| 3. そだてる / そだてます     | _____ to reach (something)      |                          |
| 4. おこる / おこります      | _____ to give in (to something) |                          |
| 5. おちる / おちます       | _____ to apologize              |                          |
| 6. しっばい する / します    | _____ to be angry               |                          |
| 7. みつける / みつけます     | _____ to steal                  |                          |
| 8. もえる / もえます       | _____ to burn                   |                          |
| 9. あきらめる / あきらめます   | _____ to marry                  |                          |
| 10. さがし に いく / いきます | _____ to find                   |                          |
| 11. ぬすむ / ぬすみます     | _____ to fall                   |                          |
| 12. あやまる / あやまります   | _____ to climb a ladder         |                          |
| 13. とどく / とどきます     | _____ to raise (i.e., a child)  |                          |

B. **TRANSLATION:** えい語 で、 かいて 下さい。

(8 pts. / 1 pt. each)

- |               |          |
|---------------|----------|
| 14. たけ        | 18. かが   |
| 15. あっち こっち   | 19. しかし  |
| 16. とつぜん      | 20. だんだん |
| 17. (お) かんじょう | 21. ほんもの |

C. **SENTENCES:** write one sentence using each of the following words.

(10 pts. / 2 pts. each)

22. ある 日
23. だいじ (な)
24. めずらしい
25. にせもの
26. ほしいもの

D. **KANJI:** write the following words in kanji.

(.5 pt. / .25 pt. each)

- |             |           |
|-------------|-----------|
| 27. volcano | 28. adult |
|-------------|-----------|