



Challenge with Erin -Japanese Language Test-

## Hints for use 4

Do you remember the games and activities in “[Hints for Use 1](#),” KOTOBA 1? Hints for use 4, KOTOBA 2 provides you with games and activities which enable your students to make simple sentences.

### 1 Preparation: Take a look at KOTOBA 2

In each stage of the study section ‘Let’s Try’, there are card games called KOTOBA 2.

#### What is KOTOBA 2?

KOTOBA 2 contains games in which students use the words that they studied in KOTOBA 1. They create sentences by matching picture cards of verbs with cards showing related vocabulary.

Kotoba 2 has been created to enable students to extend their utterances beyond one word, as in “What Japanese food do you like?” “I like sushi”

In KOTOBA 2, there are some games with cards that have text rather than pictures. The text is mainly adverbs like “a little” or “very” which enable students to extend their utterances.



If people experience difficulty in moving the cards on the screen when they play KOTOBA 2, they can learn by observing others play.



### 2 Hints for use: Creating sentences



Do you do similar activities to KOTOBA 2 in your classes? If so, what have you come up with, and what do you watch out for?



I make printouts to check students' understanding. I leave some spaces blank in the sentences they have studied, and we fill them in using words we work out together.

I see. By using printouts to check their understanding, your students also have a written record. In KOTOBA 2, after students create a sentence they can listen to an audio version to check. As a general rule, it is good to have your students listen to the sentences they have made and then try saying them themselves.

I also make the same kinds of printouts, but rather than me suggesting words to fill in the spaces, I encourage the students to come up with their own words. Then if there's time, the students read their completed sentences to each other to check.



I understand. Having the students think of words to use gives them choices, and is a good activity. A further possibility might be to make this an activity in which students make a simple conversational exchange where they can freely fill in the spaces. This would give them a communicative context in which to practice.

A: <sup>わたし</sup>私は、( ) にいきます。  
○○さんは?  
B: <sup>わたし</sup>私は、( ) でべんきょうします。  
A: そうですか。では、またあした!



### Suggestion



The pictures used in this app are available on the 'Minna no Kyozaï' website as "School Life Pictures." They're useful when you're making printouts—for example when you don't want to give your students words to fill in the blanks like the app does, but you'd like to use the pictures as hints. The pictures are mainly related to school life and daily life, so they'll have a lot of other uses. Try accessing the site and having a look!



Anyone who wants to have a look at these pictures can do so [here](#) after logging in. The login page is [here](#).

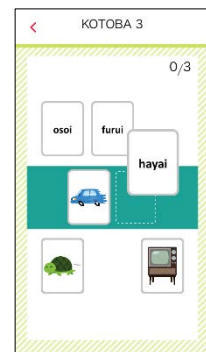
\*The 'Minna no Kyozaï' website has a registration system, so first-time users will need to register.

I sometimes play a card game similar to the app. I make cards with illustrations of vocabulary and cards with written verbs, and encourage my students to create lots of different sentences by thinking about combinations.



That's a really good activity. In KOTOBA 2, you only choose which words to insert, but your activity lets students focus on the verbs as well. It might be a good idea to use the KOTOBA 2 activities as homework, and your card activity as an exercise in class, so the students can carry out preparation or review.

The next game, KOTOBA 3, includes pairs of adjectives and words that often appear together. Like this game, KOTOBA 3 has many important words to enable students to extend their expressions—try tackling them together.



### 3 Finally

Students need practice to speak in sentences rather than just words, but once they can do this they will experience a sense of achievement: “I said it properly!” By gradually building up your students’ ability to speak in sentences, you will lead them to increase their variety of expression and to experience the enjoyment of communicating.