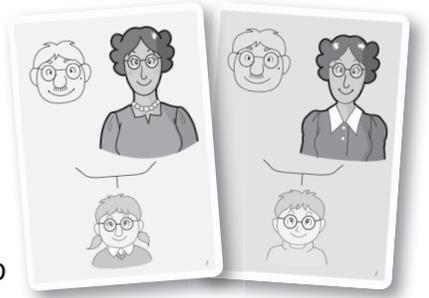


Family Cards

What Are the Family Cards?

We use these two decks (one yellow, the other blue) of 32 illustrated family cards in class to teach words for family members and to reinforce pronouns and possessive adjectives. Both decks depict the same names of family members, e.g., blue-1 and yellow-1 are both “mother,” blue-2 and yellow-2, “father,” etc.

Each card has a person (or people) printed in strong color, another printed in light color, and in some a colorless line-drawn third party. The party in strong color is the subject of the card, while those in light color indicate the family relationship. For example, in card 1, the woman in strong color is mother to the child in light color, but in card 22, she is wife to the light-colored man.



Cards yellow-1 and blue-1

The family relationships pictured in the two sets are different. For example, when sentences are formed about the cards, yellow-1 is “She’s her mother” while blue-1 is “She’s his mother.” (See illustration above.)

Tips for Use

- After flashing the family cards, relate them to students’ families and your own:

T: “Who has a little brother?” — Ss: “I do!”

T: “What’s his name?” (A boy who gives his own name has misunderstood the question to mean, “Who is a little brother?”; a student who gives a female name has confused “brother” and “sister”.)

T: “How old is he?” (A child who gives an age older than her own has confused “big” and “little”.)

The second and third questions above also help us confirm comprehension.

- Verify students’ understanding of words like “cousin” by having them translate to Japanese (“cousin” = *itoko*).

(Note: the Japanese for “aunt” and “uncle” can also mean any older woman or man in or out of the family. Clarify by saying *shinseki no obasan* and *shinseki no ojisan*—*shinseki* means “family relative.” Note also that “aunt” and “grandmother” in Japanese differ only by the presence of an elongated vowel: *obasan* vs. *obaasan*, respectively. Likewise “uncle” and “grandfa-

ther”: *ojisan* vs. *ojiisan*.)

Possessive Sentences

8th Rank students in elementary first grade or older learn to form sentences about the family cards. Example (blue-2): “He’s her father” or “He is her father.” (Teach both the contracted “he’s” and the full “he is”, but not both at once. Teach one, then introduce the other when students have mastered the first.) For possessive sentences for all 64 family cards, see the end of this manual entry.

How to Teach Pronouns and Possessive Adjectives

1. Introduction

Begin without using the family cards. Teach “he” and “she” in context during class. For example, if a student is absent, have others say, “He’s/She’s not here” during roll call. This and the games described below may be done from the 10th Rank.

2. Pointing Game / Recognition step

Divide the class into two teams and give each a counter. Place a single chip, and a pile of several chips on the table. You say a pronoun, and students point to the appropriate person, people, chip or chips. See Table 1 for the rules:

Table 1 – Personal Pronouns

Pronoun	Students point to...	Translation
I	...themselves.	<i>watashi wa</i>
you	...the teacher.	<i>anata wa</i>
she	...a female classmate, observer, or (in a room of all males) an object or poster depicting a female. (Girls do not point to themselves.)	<i>kare wa</i>
he	...a male classmate, observer, or (in a room of all females) an object or poster depicting a male. (Boys do not point to themselves.)	<i>kanojo wa</i>
we	...themselves and their teammates.	<i>watashi-tachi wa</i>
they	...the members of the other team...	<i>karera wa</i>
	...or to the pile of chips.	<i>sorera wa</i>
it	...the single chip.	<i>sore wa</i>

In this game, students should point with an open hand (pointing at a person with only an index finger can cause offense). We award a point to the team of the student who is the fastest. Follow up by quickly eliciting a Japanese translation of the pronoun and doing group repetition of the English. Repeat this procedure with all of the pronouns listed in Table 1. As per our standard operating procedure, touch repeatedly on those pronouns students are unsure about.

3. *Production step*

The procedure is similar to the above, but this time we point and students attempt to say the appropriate pronoun fastest. Check comprehension regularly: students sometimes say *otoko no ko* (boy) or *onna no ko* (girl) which means they have confused “he/she” with “boy/girl.”

4. *Possessive adjectives*

When the class has a solid understanding of the personal pronouns, move on to the possessives. Get each student to take a chip and place it on the table in front of them. We follow the above procedure (this time pointing to objects instead of people) to teach these possessive pronouns.

Table 1 – Possessive Adjectives

Possessive phrase	Translation
my chip	<i>watashi no chippu</i>
your chip	<i>anata no chippu</i>
her chip	<i>kanojo no chippu</i>
his chip	<i>kare no chippu</i>
our chips	<i>watashi-tachi no chippu</i>
their chips	<i>karera no chippu</i>
your chips	<i>anata-tachi no chippu</i>

Family Concentration

As in other games of concentration, or *shinkei suiaku* (“nervous breakdown” in Japanese), the object is to turn over face-down cards to find identical pairs. Family card pairs, though, are not exactly identical—blue-1 and yellow-1, for example, are both “mother” but have different possessive sentences. We nevertheless call them a match.

1. Students play in teams of two, except in odd-numbered classes, where you’ll need to have one team of three. Select five matching pairs of cards (e.g., five blues and the corresponding five yellows) and spread them face-

down on the table, mixing them up.

- If we use more pairs, infrequent matches will reduce the fun and make the game take too long to end.
 - The first time you play, use even fewer pairs.
2. The first student in a team turns over a card and says the possessive sentence for it. If she makes a mistake, however, that team's turn is over.
 - On the next round, her teammate will go first.
 3. Otherwise, the other student on the team turns another card, trying to guess or remember which card will make the match.
 - Even if the card does not match, he is required to try to say the possessive sentence for it. If he's unable to, the teacher may want to help, or let his teammate (or everyone) help him through it.
 - With a weak class or the first time or two at this game, you may allow both (or three) team members to give the required sentence in rough unison for each card that they've individually chosen. Even with this advantage, there will typically be many errors of commission and omission.
 - The student who turned the second card over will go first on this team's next turn.
 - With three-member teams that don't err with the first card, it will be students A and B the first time, C and A the second, B and C the third...
 4. If the team has not made a match, they turn both cards face down again and the next team tries.
 5. If they have made a match, they take the cards and place them on the table before them.
 - Unlike the standard concentration game, they do not get another immediate turn.
 6. Repeat steps 2–5 until only four cards remain on the table.
 7. When only four cards remain on the table, mix them up (adds to the fun). Then repeat steps 2–5, again mixing the cards up each time.
 - Or, if the next team in turn is losing the game, you have the option of “forgetting” to mix.
 8. When only the last pair is left, pick up the cards and have kids guess the sentence word-by-word in a round. Wordlessly move to next person as soon as one offers an incorrect identification try. By the process of elimi-

nation of non-applicable words, a progressive advantage is given. (Each student must start at the beginning, e.g., “He is her...”, rather than simply continuing from a midway point of the previous student’s error.) Example:

You hold the card for “They’re his little brothers” and invite the first student to guess the sentence.

Kakeru: She’s—

You: Sorry. Mari?

Mari: He’s—

You: Oops, no. Taiki?

Taiki: They’re her—

You: Nope. Sayumi?

Sayumi: They’re their—

You: Sorry. Aoi?

Aoi: They’re his... *(she knows she’s on the right track—you haven’t cut her off—what could it be!? She takes a guess...)* little brothers.

You: Good! *(Show the hidden card.)* Everyone?

All: They’re his little brothers.

A team’s turn during Family Concentration ends at once if:

- On the first card, the student makes a vocabulary or pronunciation error.
- Either student speaks Japanese, horses around, or is too slow to choose a card or to speak.
- If when their turn comes around, they can’t decide or ‘mis-decide’ whose turn it is to go first. (The teacher will know which of a pair it should be because on a given round, throughout the game, it will either be all left side, or all right side team members.)
- The student speaking breaks any of these rules when pointing to the card:
 - a. Point, don’t touch.
 - b. Point once to the subject of the card and say the pronoun, e.g., point to the mother and say “She’s”...
 - c. Point next to the light-colored party and say the possessive adjective, e.g. point to the girl and say “her”...
 - d. Do not point back to the mother when saying “mother” to complete the sentence “She’s her mother.” (To point back would be to doubly identify—strange to do in a real social situation.)
 - e. For plural parties, point with two (or three) fingers to indicate understanding of the plural.

Family Tree

Family Tree is a 6th Rank elective. Students construct a home-made Family Tree, using a PLS-provided sheet. The main goals of this are to personalize the family member vocabulary, to build class camaraderie by sharing information with one another, and to provide real-world practice using the pronouns and possessive adjectives taught before.

Detailed instructions for use can be found in both English and Japanese on a letter that should be given to students along with the Family Tree sheet. This is to be passed along to parents, on whose help the success of the activity somewhat depends.

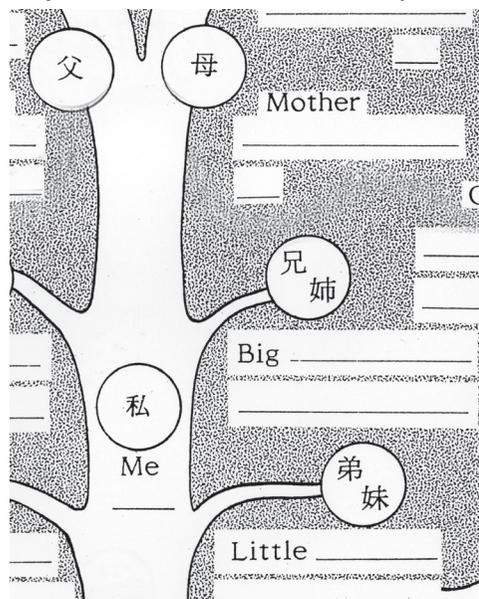
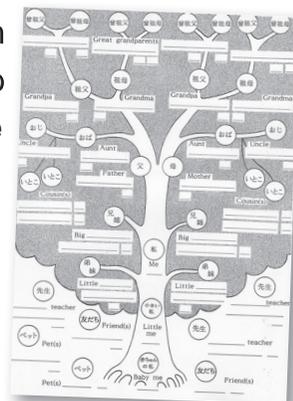
Students should affix a picture of a family member at each appropriate space on their Family Trees. For this they may use any of the following:

- a photo
- a copy of a photo
- a drawing.

While the first option is preferred, the second is also acceptable when only one photo exists and students quite understandably don't wish to cut and paste it. The third option should remain a last resort.

There are also spaces for each family member's name and age. Of course, when family situations do not exactly match the format of the Family Tree sheet, it should be creatively modified. (*In this and all discussions of family, teachers should be sensitive to issues of relatives who have passed away, divorce, etc.*) All this cutting, pasting, and writing may be spread over a few weeks.

In class, students can be asked to show their Family Trees to one another and to talk about them. Family member introductions, student-centered interviews, and info recall games afterward have all been found effective.



Rank Requirements

Rank	Requirement(s)
10 th	Cards 1–11 are introduced, but not tested
9 th	Cards 1–11, vocabulary only
8 th	Cards 1–14, possessive sentences
7 th	Cards 15–22, possessive sentences
6 th	Family & Friends workbook Family Tree (<i>elective</i>)
3 rd	Cards 1–32, possessive sentences

List of Possessive Sentences

Un-contracted forms may also be taught and used. For example, “She is her mother” rather than “She’s her mother.” **Y** = yellow card; **B** = blue card.

1 MOTHER (MOM / MOMMY)

Y She’s her **mother**.

B She’s his **mother**.

2 FATHER (DAD / DADDY)

Y He’s his **father**.

B He’s her **father**.

3 GRANDMOTHER (GRANDMA)

Y She’s his **grandmother**.

B She’s their **grandmother**.

4 GRANDFATHER (GRANDPA)

Y He’s their **grandfather**.

B He’s his **grandfather**.

5 BIG BROTHER (OLDER BROTHER)

Y He’s her **big brother**.

B He’s his **big brother**.

6 BIG SISTER (OLDER SISTER)

Y She’s his **big sister**.

B She’s their **big sister**.

7 LITTLE BROTHER (YOUNGER BROTHER)

Y They’re his **little brothers**.

B He’s their **little brother**.

8 LITTLE SISTER (YOUNGER SISTER)

Y She’s his **little sister**.

B She’s her **little sister**.

9 AUNT

Y She’s his **aunt**.

B She’s their **aunt**.

10 UNCLE

Y He’s their **uncle**.

B He’s his **uncle**.

11 COUSIN

Y She’s her **cousin**

B They’re **cousins**.

12 PARENTS

Y They’re her **parents**.

B They’re his **parents**.

13 **GRANDPARENTS**

- Y** They're their **grandparents**.
B They're her **grandparents**.

14 **GREAT-GRANDPARENTS**

- Y** They're his **great-grandparents**.
B They're their **great-grandparents**.

15 **SON**

- Y** They're their **sons**.
B He's their **son**.

16 **DAUGHTER**

- Y** She's their **daughter**.
B They're their **daughters**.

17 **CHILDREN**

- Y** They're their **children**.
B They're her **children**.

18 **GRANDSON**

- Y** They're their **grandsons**.
B He's their **grandson**.

19 **GRANDDAUGHTER**

- Y** She's their **granddaughter**.
B They're their **granddaughters**.

20 **GRANDCHILDREN**

- Y** They're their **grandchildren**.
B They're his **grandchildren**.

21 **HUSBAND**

- Y** He's her **husband**.
B He's her **husband**.

22 **WIFE**

- Y** She's his **wife**.
B She's his **wife**.

23 **NEPHEW**

- Y** They're her **nephews**.
B He's his **nephew**.

24 **NIECE**

- Y** She's his **niece**.
B They're her **nieces**.

25 **GREAT-UNCLE / GREAT-AUNT**

- Y** He's his **great-uncle**.
B She's her **great-aunt**.

26 **STEPFATHER / STEPMOTHER**

- Y** He's his **stepfather**.
B She's her **stepmother**.

27 **STEPSON / STEPDAUGHTER**

- Y** He's his **stepson**.
B She's her **stepdaughter**.

28 **STEPSISTER**

- Y** They're **stepsisters**.
B She's her **stepsister**.

29 **HALF-BROTHER / HALF-SISTER**

- Y** He's her **half-brother**.
B She's his **half-sister**.

30 **MOTHER-IN-LAW / FATHER-IN-LAW**

- Y** She's her **mother-in-law**.
B He's his **father-in-law**.

31 **SISTER-IN-LAW / BROTHER-IN-LAW**

- Y** She's his **sister-in-law**.
B He's her **brother-in-law**.

32 **FAMILY / RELATIVES**

- Y** They're a **family**.
B They're **relatives**.