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Adaptable
Communicative Activities
for
Chinese, Japanese, and Korean
Language Textbooks

Volume 3



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edited by Michiko Kaneyasu

**ADAPTABLE COMMUNICATIVE ACTIVITIES FOR
CHINESE, JAPANESE, AND KOREAN
LANGUAGE TEXTBOOKS**

VOLUME 3

Contributions by

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Stella Lee

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Earl Park

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Adaptable Communicative Activities Volume 3

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This volume is a product of the three-year Open Educational Resource (OER) project (2023-2026), supported by UCLA's Richard C. Rudolph East Asian Library and funded by a Title VI East Asian National Resource Center (NRC) grant from the U.S. Department of Education. The project's final-year funding, however, was not disbursed following the U.S. Department of Education's 2025 decision not to make continuation awards for several Title VI programs, including National Resource Centers. The project is directed by Michiko Kaneyasu, Ph.D., Associate Professor of Japanese Language and Linguistics in the Department of Asian Languages and Cultures at UCLA. Contributors to the volume include Teaching Asian Languages MA (TALMA) students as well as graduate students from the graduate seminar, Asian 204 "Issues and Practices in Teaching Asian Languages" (fall 2025 & winter 2026).

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We also wish to thank all the workshop speakers from the first two years of the project. Because the final year of funding was not released following the U.S. Department of Education's 2025 decision not to make continuation awards for several Title VI programs, we were not able to hold any additional workshops this year. We relied on the workshop materials from the first two years to learn about OER and design effective communicative activities and other supplemental materials.

Special thanks go to OER project alumni Liqing Rao and Shenghan (Harry) Li, who generously reviewed drafts of Chinese activities.

Preface

This volume is the third and final volume in a three-volume series that provide adaptable communicative activities designed for beginning-level Mandarin Chinese, Japanese, and Korean language textbooks. Although many university language programs use ‘communicative’ language textbooks, these resources often provide only discrete sets of questions and fictional dialogues that do not resonate well with students. To develop communicative and interactional competence for unrehearsed real-world situations, students need extensive practice using language and other resources for meaningful purposes. This volume addresses this need with activities that emphasize practical communication skills, authentic and up-to-date resources, and real-life situations.

The activities are intended as supplemental materials that can be integrated with commonly used language textbooks in university language programs, primarily in the United States. The current volume includes nine Korean activities, five Japanese activities, and four Chinese activities. Each activity includes:

- Activity title
- Textbook/chapter/section
- Target learner level
- Learning objectives
- Length (in minutes)
- Relevant vocabulary and grammar
- Materials
- Teacher preparation steps
- Activity steps (and teacher guidelines)
- Worksheets and other materials as appendices

Some activities feature hyperlinks to external resources, including video clips, websites, and images. The links were active as of June 2026, though they may become unavailable at a later date. In such cases, readers are advised to look for alternative resources. The type and purpose of each link are described within the respective activities.

Editable versions of the worksheets and other materials included in the appendices are available in the Supplemental Materials section. We encourage readers to customize any aspect of these activities to better meet the specific needs of their students and teaching contexts. While the activities are primarily designed for university-level language instructors, they are flexible enough to be adapted by educators at all levels and can also serve as practical examples in language teacher training programs. We hope you find the activities in this volume engaging and beneficial to your teaching!

KOREAN ACTIVITY 3

Self-guided Vocabulary Learning for Realistic Small Talk

Suggested citation: Park, Earl. (2026). “Korean Activity 3: Self-guided Vocabulary Learning for Realistic Small Talk.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Korean Activity 3: Self-guided Vocabulary Learning for Realistic Small Talk

Textbook/chapter/section

- Klear Integrated Korean Beginning 1: Lesson 2 (Usage)

Target learner level

- Beginning level; first semester/quarter [Novice-Low (ACTFL); A1 (CEFR)]

Learning objectives

- Students will be able to...
 - exchange basic information about themselves with their classmates or other Korean speakers in a spontaneous interaction.
 - use communication skills to address and solve communication challenges.
 - use English words + Korean grammar structure for words they do not know
 - ask in Korean for the Korean equivalents of placeholder English words they use
 - study the Korean equivalents of their placeholder English words, thereby familiarizing themselves with the language learning process

Length (in minutes)

- 10-35 minutes x 3 (over one to three class periods)

Relevant vocabulary

- See the list of vocabulary/expressions in Appendix VV

Relevant grammar

- Those covered in Lesson 1 and 2 of the above-named textbook

Materials

- Class slides (if necessary)
- List of vocabulary/expressions (Appendix VV)
- Self-guided vocabulary sheet (Appendix WW)
- Small talk activity worksheet (Appendix XX)

Abbreviations

- T = Teacher; S = Student; Ss = Students

Teacher preparation steps

- The first goal of this activity is to help students develop communication skills and strategies they can use during spontaneous interaction. The second goal is to get students into the practice of noting, looking up, and then studying words that come up in said spontaneous interactions that they do not know.
- Therefore, it is important that the activity steps are implemented over several class periods so that students have a chance to practice, recall and reflect, and practice repeatedly. Moreover, students should be given leeway in regards to spontaneous vocabulary used. Abiding by the grammar form should take priority over 100% correct vocabulary.
- Go over the Activity Steps and decide during which class period you will incorporate each activity.
- Teacher should encourage students to continue using the practiced communication skills throughout the rest of the semester/quarter.

Activity steps (and teacher guidelines)

Step 1: Creating to-do verbs + Basic small talk (20-35 minutes)

- **Timing for implementation:** After the students have learned how to
 - Chapter 1, Conversation 1
 - Introduce themselves with their name, school year, and nationality, to be copula (이다), and also particle (도)
 - Chapter 1, Conversation 2
 - Be more specific in their identity with the to not be copula (아니다)
 - Continue the conversation by asking what questions (뭐)
 - End the conversation with the expression “nice to meet you” (만나서 반갑습니다)
 - Chapter 2, Conversation 1
 - Basic adjectives indicating feelings about things (괜찮다, 재미있다, 맛있다, 좋다)
 - The adverb 아주
 - Chapter 2, Conversation 2
 - The inverse of 재미있다, 맛있다 (재미없다, 맛없다)
 - Asking how things are (어때요?)
 - To-do verbs ((word) + 하다)
- **Part 1: Explaining the versatility of 하다**
 - Explain to students that 하다 indicates to-do, and that noun + 하다 turns the noun into a verb
 - Example: study (공부 + 하다 = 공부하다)
 - Example – homework (숙제 + 하다 = 숙제하다)

- Example – date (데이트 + 하다 = 데이트하다)
 - Example – worry (걱정 + 하다 = 걱정하다)
 - Example – joke (농담 + 하다 = 농담하다)
 - Have students in pair-shares making their own 하다 verbs with the following pattern. After pair-sharing, students are to share what they came up with as a class.
- **Part 2: Basic Small Talk Components**
 - I-do, we-do, you-do
 - Teacher first models this conversation, then models with another student, then has two students model the conversation
 - A: 안녕하세요.
 - B: 안녕하세요.
 - A: 이름이 뭐예요?
 - B: ()이에요/예요. 이름이 뭐예요?
 - A: ()이에요/예요 / 만나서 반갑습니다.
 - B: 만나서 반갑습니다.
 - Class discussion: Does this interaction feel full? If not, what is it missing?
 - Using question words
 - Teach the following vocabulary
 - Work (일 + 일하다)
 - Hometown (고향)
 - Hobby (취미)
 - Culminating in the following questions:
 - 무슨 일을 해요? (무슨 = what)
 - 고향이 어디예요? (어디 = where?)
 - 취미가 뭐예요?
 - Instruct students “When you do not know the specific Korean vocabulary, use (English) + 하다 or (English) + 이에요/예요.
 - I-do, we-do, you-do with more full conversation
 - Teacher first models this conversation, then models with another student, then has two students model the conversation
 - A: 안녕하세요.
 - B: 안녕하세요.
 - A: 이름이 뭐예요?
 - B: (Name)이에요/예요. 이름이 뭐예요?
 - A: (Name)이에요/예요. 무슨 일을 해요?
 - B: (Occupation)해요. (A)는/은요?
 - A: (Occupation)해요. 고향이 어디예요?
 - B: (Hometown)이에요/예요. (B)는/은요?
 - A: (Hometown)이에요/예요. 취미가 뭐예요?
 - B: (Hobby)이에요/예요. (A)는/은요?
 - A: (Hobby)이에요/예요. 만나서 반갑습니다.
 - B: 만나서 반갑습니다.
- **Part 3: Class mingling activity**

- Instruct students “Greet and make small talk in pairs as possible for two minutes. Use English placeholder words with Korean grammar for words you don’t know.”
- Students may use answers different from their own lives for this activity.

Step 2: Learning to ask questions to fill in gaps + self-guided vocabulary sheet with high priority words (20-30 minutes)

- **Timing for implementation:** After students have gotten into the practice of using (English)하다 or (English) + 이에요/예요 to create placeholders for words they do not know.
- **Part 1:** Asking how to say a word in Korean
 - Teach students the following phrase to ask how to say their English placeholder words in Korean:
 - [Placeholder word] 한국어로 뭐예요?
 - As a class, have students volunteer to ask for the Korean equivalents of English words.
- **Part 2:** Asking the meaning of a Korean word
 - Teach students the following phrase to ask the meaning of an unknown Korean word:
 - [Korean word] 영어로 뭐예요?
 - Stress to students that while they will probably not use this question phrase when practicing with each other, it is a helpful question to ask during class and during conversations with native speakers.
- **Part 3:** Learning how to use the self-guided vocabulary sheet
 - Explain the philosophy behind the self-guided vocabulary sheet
 - Being able to both ask for Korean equivalents of English words and ask for the meaning of Korean words will expose students to increasingly more new vocabulary.
 - When interacting with new vocabulary, it is important to have an ecosystem to be able to study new vocabulary. This is where the self-guided vocabulary sheet comes to play.
 - A great way to use the self-guided vocabulary sheet is to jot down quickly new words in one’s phone, notepad, notebook, etc. (if socially ok). Later, one can transfer the new words to the self-guided vocabulary sheet
 - Pull up the self-guided vocabulary sheet (Appendix WW) on a projector or pass out copies of the sheet to the class. Afterwards, explain the sheet’s various sections.
 - The “word” and “meaning” cells are self-explanatory. Students are to log the new vocabulary word/term and its meaning.
 - The “part of speech” cell becomes increasingly important as students learn more grammar rules because the part of speech determines conjugation rules.

- For the “priority” cell, students are to gauge how important each word is to study. “!” is low priority. “!!” is medium priority. “!!!” is high priority. Because language learners are regularly tasked with learning new vocabulary, this ability to differentiate and prioritize is especially important.
- For the “flashcard” cell, students are to mark “O” for words they made flashcards for—usually for medium-to-high priority words. They are to mark “X” for words they did not make flashcards for. Students get to determine how much bandwidth they would like to dedicate to each word.
 - Even though students may not make flashcards for every word in the vocabulary sheet, the act of filling entries for words out can help for the next time students run into the “easier” words.
- To get started with using the vocabulary sheet, students get to determine the priority level of “저기요” and “주세요.” Moreover, they can choose to (or not choose to) make flashcards for the aforementioned pieces of vocabulary.

Step 3: Small talk activity (10-20 minutes)

- **Timing for implementation:** After students are familiar with the self-guided vocabulary sheet and the practice of studying high priority words
- **Part 1: Small talk activity (15-20 minutes)**
 - Goal of the activity: Engage in more realistic small talk, practice using placeholder words with relevant Korean grammar, and get into the practice of filling in the gaps after running into placeholder words.
 - Materials: Small talk activity worksheet (Appendix XX)
 - Instructions:
 - Go around the classroom and greet and introduce yourself to a classmate. Pretend that you are meeting them for the first time:
 - 안녕하세요. 저는 (name)이에요/예요. 이름이 뭐예요?
 - Ask each other the basic small talk questions established in previous steps.
 - 무슨 일을 해요?
 - 고향이 어디예요?
 - 취미가 뭐예요?
 - While engaging in small talk, fill in the small talk worksheet cells (Appendix WW). Note words to look up later in the appropriate box.
 - Once small talk lingers off, say farewells and move onto a new partner.
 - 만나서 반갑습니다.
 - **Notes:** Encourage students to use placeholder words when needed and make note of/jot down said words for later study with the self-guided vocabulary sheet.
 - Results:
 - Ask students to share placeholder words that they think are important. Other students will have the choice of adding said words to their own lists.

Appendix VV: Korean Activity 3, 4, 5

- Korean Activity 3, 4, 5: List of vocabulary and expressions (Download an editable version in the Supplemental Material section.)

Word/expression		Meaning
Step 1: Question Words		
무슨	mooseun	Which ... ?
어디	eodee	Where?
뭐	mwoe	What?
Step 2: Asking how to say a word		
한국어	hangookeo	Korean language
[English word] 한국어로 뭐예요?	[English word] hangookeoro mwoe yeyo?	What is [English word] in Korean?
영어	yeongeo	English
[Korean word] 영어로 뭐예요?	[Korean word] yeongeoro mwoe yeyo?	What is [Korean word] in English?
Step 3: Small Talk Topics		
일	il	Work
무슨 일을 해요?	Mooseun ileulr haeyo?	What work do you do?
고향	gohyang	Hometown
고향이 어디예요?	Gohyangee eo- deeyeyo?	Where is your hometown?
취미	Chweemee	Hobby
취미가 뭐예요?	Chweemeega mwoeyeyo?	What is your hobby?
Step 4: Ending Conversation		
만나서 반갑습니다.	Mannaseo ban- gapseumneeda.	It was nice meeting you.

Appendix WW: Self-guided vocabulary sheet

Word	Meaning	Part of Speech	Priority (!, !!, !!!)	Flashcard (O/X)
저기요	Over here (polite)	Interjection		
주세요	Please give (to me) (polite request)	Verb		

Appendix XX: Small Talk Activity Worksheet

- Korean Activity 3: Step 3 Part 1 “Small Talk Activity” (Download an editable version in the Supplemental Material section.)

Instructions: Walk around the classroom and greet a classmate as though you are meeting them for the first time. Greet your classmates and introduce yourselves.

From there, engage in basic small talk talking about work, hobbies, and hometown. As the conversation unfolds, fill in the corresponding cells in your small talk worksheet, and jot down any familiar words in the designated boxes to look up later.

When the conversation comes to a natural close, say your farewells and move onto a new partner.

Tips:

- 1) If you don't know a word mid-conversation, don't stop. Use a placeholder word and make note of it in the “Words to look up” cell.
- 2) You can ask your partner if they potential know the unknown word with the phrase “한국어로 뭐예요?”

Name (이름)	Work (일)	Hobby (취미)	Hometown (고향)	Words to look up

KOREAN ACTIVITY 4

Listening Logs for Self-guided Practice

Suggested citation: Park, Earl. (2026). “Korean Activity 4: Listening Logs for Self-guided Practice.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Korean Activity 4: Listening Logs for Self-guided Practice

Textbook/chapter/section

- Klear Integrated Korean Beginning 1: Lesson 2 (Usage)

Target learner level

- Beginning level; first semester/quarter [Novice-Low (ACTFL); A1 (CEFR)]

Learning objectives

- Students will be able to...
 - get into the habit of listening to naturalistic dialogue outside textbook materials
 - seek out listening resources that match their preferred learning style and comprehension level
 - better self-gauge and assess their own listening and listening development
 - get into the practice of noting unfamiliar words to later look up and study

Length (in minutes)

- 20-35 minutes x 2 (over two class periods)

Relevant vocabulary

- No set relevant vocabulary list for this OER

Relevant grammar

- At first, those covered in Lesson 1 and 2 of the above-named textbook
- Students will be able to incorporate all future grammar points they learn as they continually interact with this OER

Materials

- Class slides (if necessary)
- Listening Log (Appendix YY)
- Listening Log Exemplar (Appendix ZZ)

Abbreviations

- T = Teacher; S = Student; Ss = Students

Teacher preparation steps

- The first goal of this activity is to help students get into the habit of supplementing their listening practice outside the classroom.
 - There is also a big focus on having students develop the mindset that not fully understanding during listening practice is both okay and integral to the process of improving.
- The second goal is to get students into the practice of noting, looking up, and then studying words that they do not know.
 - This second goal is to help students develop helpful studying routines.
- The activity steps will be explained during a single class period.
 - However, the listening log is to be a quarter-/semester-long assignment for students to engage with.
- Instructions for checking up and giving feedback will be provided in **Step 2**
 - Step 2 involves a 10-20 minute discussion conducted after students have completed one week of listening logs. The discussion has three parts:
 - Reminding students of the philosophy behind listening logs
 - Having students pair-share reflect on their experience
 - Facilitating a class discussion for students to share helpful approaches and effective strategies

Activity steps (and teacher guidelines)

Step 1: Explaining the Listening Log (20-35 minutes)

- **Timing for implementation:** After the students have learned (with basic listening and speaking practice for) the following grammar points:
 - Chapter 1, Conversation 1
 - The copula (이다) and (은/는) subject particles to form basic “to be” present tense, polite form sentences
 - Chapter 1, Conversation 2
 - The copula (아니다) and (이/가) subject particles to form basic “to not be” present tense, polite form sentences
 - The interrogative pronoun (뭐) and rising tone for basic “what?” questions
 - Answer to basic yes/no questions with (네/아니요)
 - Chapter 2, Conversation 1
 - Present tense, polite form conjugations of verbs and with consonant endings
 - Chapter 2, Conversation 2
 - (을/를) object particles to form sentences with direct objects
 - Present tense, polite form conjugations of verbs and adjectives with vowel endings
- **Part 1:** Explaining the philosophy behind the listening log

- Explain to students that the listening log is to get them to engage in listening practice in a deeper manner that's free from explicit assessment with the following key points:
 - Assessments can be counterintuitive. By its very nature, assessments require correct answers that are gradable. However, in real-time conversations, there are many ways to say the same thing. Moreover, the vernacular of a language may be different from the textbook.
 - The aim of the listening log is to have students actively listen and make sense of what they hear with their limited vocabulary. Doing so is to help students slowly develop an ear for the language and notice patterns that will make up future lessons.
 - The point is to understand a small portion (could be 10%, 20%, etc.) when engaging with naturalistic listening examples. The potential frustration is inherent to the process.
 - Provide certain YouTube channels and resources (but also encourage students to seek out their own):
 - <https://www.youtube.com/@ComprehensibleInputKorean>
 - <https://www.youtube.com/@RiaKoreaOfficial>
 - https://www.youtube.com/@delicious_korean
 - Students are to focus and reflect on their own learning process
- Explain the various components of the listening log (Appendix YY)
 - If the class has a no screen policy, pass out copies of the listening log to students. If screens are used, students are to download their own copy.
 - First explain that students are to do 20 minutes of listening practice for the log per day and that this requirement can be done through one or multiple videos.
 - The “Time” of the videos per date is to add up to 20 minutes
 - Remind students that language learning, like every long-term endeavor, requires taking small but meaningful steps regularly. While said steps might not feel like much on a day-to-day basis, the cumulative power of intentional action is not to be underestimated. The “time” and “no.” cells can serve as motivating reminders of the work students put in.
 - Then explain that the title of the video and hyperlink provides students with an easier way to revisit past videos.
 - Revisiting past videos can be a great way to track growth in both listening and vocabulary.
 - “Have you listened to this before” can be utilized to compare growth in understanding for revisited videos.
 - Afterwards, explain that “Percentage Understood” is to be a rough estimate, not an exact science.
 - Lastly, explain that the 2-3 words to self-study is a great way to learn vocabulary relevant to one's own interests because students are in charge of choosing their videos.

- Students are to be encouraged to use the listening log exemplar (Appendix ZZ) as a resource if any formatting questions come up
 - Open the space for students to ask questions about the listening log assignment.
 - After students are thoroughly primed, have students first pair-share their current approach to studying vocabulary and grammar, along with the ways they work on their listening, speaking, and writing. Then, have students discuss approaches they intend to try for the listening log assignment.
 - Afterwards, students will share as a class.
- **Part 2: Class Listening Log Activity**
 - Objective: Students will practice using their listening logs (Appendix YY) to engage with Korean comprehensible input videos. First, they will do so by filling out the first listening log entry as a class. Then, they will reflect on this activity in pairs and as a class.
 - Present a comprehensible or naturalistic input video for the class and pause before starting said video. Have students fill out preliminary information for the presented video
 - If the class has a no screen policy, students can use the physical copy passed out in Part 1. If screens are allowed, students can download the reading log template on their device.
 - In filling out information for the first listening log entry, have students fill out the same information before the video is played. Students will all put “1” for “No.,” today’s specific date for “Date,” the same title and time for the video, and “N” for “Have you listened to this before”
 - Example video if teacher does not want to use his/her/their own: <https://www.youtube.com/watch?v=EpGocbJZ3jc>
 - The video features Ria, a Korean language content creator. She aims to teach Korean through vlog-style videos. In the beginning of the video, she instructs that students 1) first watch without subtitles 2) watch with Korean subtitles afterwards 3) and finally shadow by repeating what Ria says almost simultaneously (with a slight delay)
 - The video features Ria’s narration over her trip to the supermarket (with real-time dialogue interspersed). The video features vocabulary and grammar suitable for beginner learners. Moreover, words and phrases that might be at a higher-level pop up as text, and Ria repeats certain words and phrases to aid learners. In speaking, Ria alternates between a slow pace and medium pace.
 - If teacher uses the one provided, then students are to fill out the following as such:
 - Title of Video + Hyperlink: Slow Korean Shop with me at a Korean Supermarket
 - Time: 8:43
 - If this specific video is unavailable, searching “comprehensible input

Korean” in YouTube should provide suitable alternatives. One factor to consider is if the video is suitable for beginner learners, fitting the middle-ground between too easy and too difficult.

- Here are some alternative YouTube videos that fit a similar niche to the Ria video:
 - <https://www.youtube.com/watch?v=9lOJxJBRj1I>
 - https://www.youtube.com/watch?v=-gFU2eFQ_Ik
 - <https://www.youtube.com/watch?v=IRWypWNCO3k>
- Before playing the video, instruct students to listen intently while jotting down words to self-study when the opportunity arises.
- After finishing the video, have students fill out “Percentage Understood.” Furthermore, have students write down words to self-study if they do not already have 2-3.
- Have students first pair-share their answers to the following questions:
 - In what ways did this listening activity differ from textbook-based listening activities?
 - What grammar points and vocabulary did you recognize?
 - What words did you put down to self-study?
- Afterwards, students will share as a class.

Step 2: Checking in with the Listening Log (Discussion) (10-20 minutes)

- **Timing for implementation:** After students have engaged with the listening log for one week.
- **Part 1:** Re-explaining philosophy behind the listening log
 - Remind students of the following key points:
 - The listening log is an opportunity for students to acclimate themselves to self-studying by listening
 - The lack of assessments allows students to learn how to become self-directed learners. With no graded pressure, they can structure their learning in ways that work best for them.
 - The expectation is that students will not fully understand what they listen to.
 - By engaging in this activity, students are to challenge themselves to listen to more difficult input, closer to speed of naturalistic conversations.
 - Moreover, students are to better recognize at what levels listening materials are too simple or too difficult.
- **Part 2:** Reflecting on the listening log experience
 - Have students pair-share following
 - Were there any grammar points from your listening log that you recognized later in class?
 - Did the listening log foster growth in your listening skills? If so, how?

- What do you still struggle with in regards to listening?
 - Is there a personal approach or philosophy that helped you get more out of the listening log? If so, what is it?
- **Part 3:** Class discussion (Listening Log)
 - Come back to discuss and write on the board the different approaches and philosophies that helped students get more out of the listening logs.

Appendix YY: Listening Log

- Korean Activity 4: Step 1 Part 1 “Explaining the Listening Log” (Download an editable version in the Supplemental Material section.)

한국어 (Korean 1)

Listening Log #

이름 (Name) :

Date of Submission : _____

No.	Date	Title of Video + Hyperlink	Time	Percentage Understood (0%-100%)	2-3 New Words to Self-study	Have you listened to this before? (Y/N)

Appendix ZZ: Listening Log Exemplar

- Korean Activity 4: Step 1 Part 1 “Explaining the Listening Log” (Download an editable version in the Supplemental Material section.)

한국어 (Korean 1)

Listening Log # 1

이름 (Name) : 박열

Date of Submission : 3/14/2026

No.	Date	Title of Video + Hyperlink	Time	Percentage Understood (0%-100%)	2-3 New Words to Self-study	Have you listened to this before? (Y/N)
1	2/28	Slow Korean Vlog 📺 Super Easy Korean for Beginners Korean Comprehensible input	6:46	85%	독착했어요 밥을 사 줘요 사진을 찍어요	N
2	2/28	Slow Korean 📺 Easy Korean Comprehensible Input at the movie theater Listening Practice for beginners	6:50	70%	영화관 예매해요 필요해요	N
3	2/28	How to make a flower with a tissue - Comprehensible Input	10:09	40%	여러분 어떻게 조심히	N
4	3/1	Be nice, get pepperonis - Comprehensible Input	11:11	38%	근처 가까워요 주위	N
5	3/1	Slow Korean 📺 Easy Korean Comprehensible Input at the movie theater Listening Practice for beginners	6:50	80%	메뉴 판 굿즈 음료수Y	Y

6	3/1	Trip to Korea: 3 Things You Must Consider 🌸 Com-prehensible Input Delicious Korean Podcast	16:25	40%	하늘 여행 봄	N
7	3/2	Decoding Korean: Which Languages are Similar? KR Delicious Korean Podcast Comprehensible Input	20:00	30%	쉬워요 어려워요 시작할 게요	N
8	3/3	Decoding Korean: Which Languages are Similar? KR Delicious Korean Podcast Comprehensible Input	20:00	34%	비슷해요 배웠어요 이야기	Y
9	3/4					

KOREAN ACTIVITY 5

Learning to Use Open-Source Flashcard Programs for Spaced Repetition Memorization

Suggested citation: Park, Earl. (2026). “Korean Activity 5: Learning to Use Open-Source Flashcard Programs for Spaced Repetition Memorization.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Korean Activity 5: Learning to Use Open-Source Flashcard Programs for Spaced Repetition Memorization

Textbook/chapter/section

- KLearn Integrated Korean Beginning 1: Lesson 2 (Usage)

Target learner level

- Beginning level; first semester/quarter [Novice-Low (ACTFL); A1 (CEFR)]

Learning objectives

- Students will be able to...
 - create a flashcard ecosystem that utilizes spaced repetition memorization
 - create decks for relevant vocabulary/grammar flashcards for the classroom, for their listening logs, and for outside-the-classroom interactions.
 - practice inputting vocabulary/grammar flashcards on their own
 - reflect on their open-source flashcard program implementation and overall learning process

Length (in minutes)

- 25-35 minutes x 2 (over two class periods)

Relevant vocabulary

- No set relevant vocabulary list for this OER

Relevant grammar

- At first, those covered in Lesson 1 and 2 of the above-named textbook
- Students will be able to incorporate all future grammar points they learn as they continually interact with this OER

Materials

- Class slides (if necessary)
- Self-guided reflection sheet (Appendix AAA)

Abbreviations

- T = Teacher; S = Student; Ss = Students

Teacher preparation steps

- The first goal of this activity is to guide students in creating a flashcard ecosystem that utilizes spaced repetition memorization.
 - By interacting with this ecosystem, students will be tasked with thinking more deeply about their studying and learning process outside the classroom. The emphasis for students will be less on preparing for assessments and more on habit-building and getting into a consistent routine.
- Therefore, it is important that the activity steps are implemented early in the quarter/semester so that students have time to develop their ecosystem, learn through trial-and-error, and make little tweaks to what works for them.
- If teachers plan on implementing the listening logs in [Korean Activity 2], this activity serve as a supplement.
- In regards to assessing student performance, teachers can use the self-guided reflection sheets provided in Appendix AAA and provide grades on the depth of students' reflections.

Activity steps (and teacher guidelines)

Step 1: Helping Set Up an Open-Source Flashcard Program Ecosystem For Spaced Repetition Memorization (20-35 minutes)

- **Timing for implementation:** After the students have learned (with basic listening and speaking practice for) the following grammar points:
 - Chapter 1, Conversation 1
 - The copula (이다) and (은/는) subject particles to form basic “to be” present tense, polite form sentences
 - Chapter 1, Conversation 2
 - The copula (아니다) and (이/가) subject particles to for basic “to not be” present tense, polite form sentences
 - The interrogative pronoun (무엇) and rising tone for basic “what?” questions
 - Answer to basic yes/no questions with (네/아니요)
 - Chapter 2, Conversation 1
 - Present tense, polite form conjugations of verbs and with consonant endings
 - Chapter 2, Conversation 2
 - (을/를) object particles to form sentences with direct objects
 - Present tense, polite form conjugations of verbs and adjectives with vowel endings
- **Part 1:** Explaining the philosophy behind open-source flashcard programs
 - Explain to students a sizeable portion of language learning requires self-studying

and that an effective component of self-studying is seeking out listening material and conversational opportunities outside the classroom setting. Thus, it is important that students create a studying ecosystem to review vocabulary and grammar from outside the classroom setting.

- Explain spaced repetition memorization
 - A simplified definition is that the brain both quickly forms connections and forgets said connections. However, each time a connection is revisited, it is strengthened, making forgetting less likely for a longer interval. Spaced repetition has students reviewing words at increasing intervals, ensuring they practice vocabulary at the moment they are most likely to forget. This method reduces wasted repetition of already-known words, which becomes more and more necessary as students' vocabulary grows.
- Explain that Anki is an app that creates flashcards that utilizes spaced repetition and syncs across devices.
 - Anki is free to download as a desktop app. AnkiMobile is a one-time payment of \$24.99. With an account, one's Anki decks will sync across platforms.
 - Non open-source alternatives include the following:
 - Supermemo (freemium subscription model)
 - Quizlet (freemium subscription model)
 - Memrise (freemium subscription model)
- **Part 2: Primer for Anki and spaced repetition memorization**
 - Present the following video: <https://www.youtube.com/watch?v=ixD9RWp-Fuk4&t=92s>
 - The video was made in April 18, 2024. The tutorial uses Anki for macOS 11+ to explain to download and use the application.
 - Before playing the video, stress the use of multiple decks and different types of flashcards; all can be used as tools to personalize one's own studying.
- **Part 3: Downloading Anki**
 - Direct students access <https://apps.ankiweb.net/> on their personal devices to download Anki
 - After all students have downloaded Anki for their device, have them create decks to input 10 vocabulary terms from the KLEAR textbook.
 - Float around the classroom to help students having technical difficulties
 - Afterwards, have students create a deck for vocabulary outside the classroom setting.
- **Part 4: Explaining the self-guided reflection sheet**
 - Present example of self-guided reflection sheet (Appendix AAA) to the class.
 - Explain that students are to finish and turn in their reflection sheet every week and that they will be assessed on the depth of reflection.
 - Convey that the sheet's rationale is to improve one's meta-learning/meta-

cognition; students will learn how to learn.

- Students are to contemplate what worked and did not work in regards to studying. It is to be expected that students will not have an optimal study routine; the goal is to slowly create one. To do so, students are to experiment with approaches. Each failure is to be framed as an opportunity to get closer to study routines that resonate.

Step 2: Reflection Sheet Reflection (10-20 minutes)

- **Timing for implementation:** After students have engaged with their Anki deck for one week.
- **Part 1:** Re-explaining the philosophy behind the self-guided reflection sheet
 - Remind students that the reflection sheet is more to help students develop an understanding of how they best learn.
 - Their assessment is not on language mastery, rather students will be graded on the thoughtfulness of their reflections.
 - Setbacks are not to be viewed as failure; instead, they are to be seen as stepping stones towards routines that truly work for students.
- **Part 2:** Reflecting on one's reflections
 - Have students pair-share their reflection sheets
 - For their pair-shares, remind students that the focus is to share information with their partners that might be helpful. Talking together is a way to glean insight from the study routine of peers without judgment.
 - Moreover, encourage students to share little (or big) wins they had during the week in regards to language learning.
 - After the pair-share, have students discuss what they talked about as a class.

Appendix AAA: Self-guided Reflection Sheet

- Korean Activity 5: Step 1 Part 4 “Explaining the self-guided reflection sheet” and Step 2 Part 2 “Reflecting on one’s reflections” (Download an editable version in the Supplemental Material section.)

Name:

Date:

Self-guided Reflection Sheet # _____

Self-study

How many hours per week am I actually spending outside the classroom? Does that feel like enough?

What does my typical study session look like? Is it working?

Which area (reading, writing, listening, speaking) gets the most attention, and which gets neglected?

Progress

What can I do now that I could not one week ago? What still feels out of reach?

What is one goal I can set for myself for the upcoming week? What would “good progress” look like?

What is one thing I could drop, swap, or add this week to improve my study routine?

KOREAN ACTIVITY 6

Beyond “Hello”: 안녕하세요 and 안녕 in Real-life Context

Suggested citation: Cho, MoonKyoung. (2026). “Korean Activity 6: Beyond “Hello”: 안녕하세요 and 안녕 in Real-life Context.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Korean Activity 6: Beyond “Hello”: 안녕하세요 and 안녕 in Real-life Context.

Textbook/chapter/section

- Integrated Korean: Beginning 1: Lesson 1 — Greetings and Introductions

Target learner level

- Beginning level: first semester / quarter [Novice-Low to Novice-Mid (ACTFL); A1 (CEFR)]

Learning objectives

By the end of this activity, students will be able to:

- Identify appropriate Korean greetings and farewells based on social relationships and situational context.
- Interpret the function of 안녕 as either a greeting or a farewell depending on interactional position.
- Distinguish between polite and casual greeting forms, including 안녕, 안녕하세요, 안녕히 가세요, and 안녕히 계세요.
- Show awareness that Korean greetings are chosen based on situation, relationship, and role.
- Select contextually appropriate greetings in familiar, everyday situations.

Length

- 10–15 minutes × 4 steps
(The steps are sequenced but may be conducted in one class session or across separate days.)

Relevant vocabulary

- 안녕 / 안녕하세요
- 안녕히 계세요 / 안녕히 가세요
- 잘 가 / 잘 가요
- 잘 있어 / 잘 있어요
- 다녀올게(요) / 다녀오겠습니다
- 잘 다녀와(요) / 잘 갔다 와(요)/다녀오세요

(See Appendix BBB)

Relevant grammar

- Speech levels (polite vs. casual style)
- This activity focuses on choosing appropriate expressions based on situation rather than producing complete grammatical sentences, which supports communicative goals at the novice level.

Materials

- Worksheet: “Choose the Greeting” — used in Step 3: Student practice; see Appendix DDD
- Short YouTube video clip(s): Korean drama/everyday clips showing 안녕 in context — used in Step 1
- Scenario images with blank speech bubbles — used in Steps 2 and 3; see Appendix CCC
- Images generated using ChatGPT (OpenAI) for instructional use — see Appendix CCC
- Vocabulary list — used in Step 1; see Appendix BBB

Abbreviations

- T = Teacher
- S = Student
- Ss = Students

Teacher preparation steps

- This activity helps beginning learners understand that the same Korean greeting can mean different things depending on the situation and relationship. Many textbooks present 안녕하세요 as the standard greeting and briefly introduce 안녕 as an informal alternative, but they often do not emphasize that 안녕 can function both as a greeting and as a farewell depending on the situation, especially in close relationships (including relationships where there is an age difference).
- By presenting multiple everyday scenarios, this activity highlights how Korean speakers select greetings and farewells based on relationship, role, and situational context, illustrating Korean as a context-dependent, situation-based use of language. The focus is not on grammatical complexity, but on developing learners’ pragmatic awareness at the novice level.
- Review all activity steps and select an appropriate number of images based on available class time (five to seven situations recommended).
- Prepare images with blank conversation bubbles for student responses.
- Inform students that more than one response may be appropriate in some situations.
- Provide feedback that emphasizes appropriateness and contextual fit rather than grammatical accuracy.
- Encourage students to articulate why a particular greeting is suitable for a given situation.

Activity steps (and teacher guidelines)

Step 1: Reviewing and expanding greeting expressions (10–15 minutes)

Timing for implementation

- After students have learned basic greetings (안녕하세요, 안녕) in Lesson 1.

Purpose

- To introduce Korean greetings as context-dependent choices rather than direct translations.

Teacher explanation

- The teacher introduces and briefly explains the following expressions:
 - 안녕하세요 — polite greeting used in respectful or neutral contexts when meeting
 - 안녕 — informal greeting when meeting or farewell used among casual or close relationships
 - 안녕히 가세요 — polite farewell said to the person(s) leaving
 - 잘 가(요) — farewell said to the person(s) leaving
 - 안녕히 계세요 — polite farewell said to the person(s) staying
 - 잘 있어(요) — farewell said to the person(s) staying
 - (잘) 다녀올게(요) / 다녀오겠습니다 — when leaving with the expectation of return
 - 잘 다녀와(요) / 안녕히 다녀오세요 — to the person(s) leaving with the expectation of returning.
- T shows visual media examples of greetings such as 안녕, 안녕하세요 etc. from k-dramas and blogs.

Video examples: YouTube clips for noticing 안녕 in context

- The teacher may use the following short clips to help students notice how 안녕 is used differently depending on situation, relationship, and tone.
 - Clip 1: 안녕 as a casual greeting — shows 안녕 used when speakers meet or greet each other informally.
<https://youtube.com/shorts/gsJRi3vf04Y?si=dHKuMPIL-gAh-p2F>
 - Clip 2: 안녕 as a casual farewell — shows 안녕 used when speakers leave or say goodbye in a familiar relationship.
<https://youtube.com/shorts/sY1HSKp1YRo?si=3rZAXYh1PPQb-4Wo>
 - Clip 3: 안녕 with tone and relationship cues — shows how facial expression, tone, or relationship affects the meaning of 안녕.
<https://youtube.com/shorts/DpEzwNt-I5Y?si=wjGzp0v3otezZqcy>

Tip for instructors

- If any of these clips are no longer available, instructors can search YouTube, Korean drama clips, or Korean learning channels using keywords such as “안녕 greeting,” “안

녕 goodbye,” “Korean drama 안녕,” “안녕하세요 vs 안녕,”**or** “Korean greetings in real life.”

- When selecting replacement clips, choose short scenes where the relationship between speakers is clear and where students can tell whether the speakers are meeting, leaving, or speaking casually. Clips with visible facial expressions, gestures, and everyday situations are especially useful for novice learners.

Video observation (listening and noticing)

- T shows video clips in which 안녕 is used in real-life situations. The clips are grouped by usage (greeting/farewell), and the goal is for Ss to notice differences in tone, situation, and interaction.

Purpose

- To help students become familiar with how the same expression may sound different depending on the situation, relationship, and emotional tone.

Instructions for Ss

- Watch the clips and listen carefully to how 안녕 is said.
- Pay attention to tone, facial expression, and situation.
- Notice whether the speakers are meeting, parting, or speaking casually.

Teacher note

- The clips are short and do not always show the full situation. They are used only to provide exposure to natural speech, not to test understanding.

Pair-share (optional)

- Students briefly discuss what they noticed about the tone or situation.

Step 2: Teacher-guided scenarios — Contextual interpretation through scenarios (15-20 minutes)

Purpose

- To model how 안녕 and other greetings are used in real-life situations.
 - In this step, Ss apply their understanding of Korean greetings to situations shown in the images in Appendix CCC.

Scenario 1: Student and teacher in the hallway



Student: 안녕하세요
Teacher: 안녕(하세요)

Explanation:

- The student uses a polite greeting, while the teacher may choose a casual greeting to signal friendliness. (Note: In contemporary Korean, using 안녕하세요 with younger people is also common to show politeness.)

Scenario 2: College students (senior–junior relationship)



Junior Ss: 안녕하세요
Senior Ss: 안녕
A student wearing pink says “안녕” indicating she is a friend with the seniors.

Explanation:

- Greeting choices reflect the relationship between speakers, such as school year, closeness,

and relative status, not only age.

Scenario 3: Guests leaving a house



Guests: 안녕히 계세요

Family: 안녕히 가세요

Explanation:

- Polite farewells depend on who is leaving and who is staying.

Scenario 4: Child leaving for school



Child: 안녕/ 다녀올게(요)

Parent: 안녕, 잘 다녀와

Explanation:

- Family departures prioritize warmth and care over formality.

Scenario 5: Friends meet and separate quickly (three-image sequence)



Two friends run into each other and greet briefly.



One friend is in a hurry because he is late for an appointment.



They part shortly afterward.

First 안녕 → greeting

Second 안녕 → farewell

Explanation:

- The same expression can serve different functions at different moments in the encounter.

Scenario 6: Train station family farewell



Parents: 안녕히 계세요

Grandparents: 안녕, 조심히 잘 가

Child: 안녕

Explanation:

- In this family farewell situation, each speaker chooses a different expression based on who is leaving, who is staying, and the family relationship.
- The parents say 안녕히 계세요 to the grandparents because the grandparents are staying behind.
- The grandparents say 안녕, 조심히 잘 가 to the family members who are leaving, using a warm and caring casual farewell.
- The child says 안녕, which is appropriate in a close family relationship and can function as a simple farewell.

Step 3: Student practice — Greeting scenarios: fill in the speech bubble (20 minutes)

Purpose

- Ss apply their understanding to new situations.

Instructions

- Students view images in Appendix CCC with blank speech bubbles and fill in appropriate greetings.
More than one answer may be acceptable.

Student fill-in situations (5–7 images)

1. Students and teacher greeting each other.



2. Classmates greeting each other in the classroom



3. Son leaving home for school



4. Friends greeting and parting quickly



Two friends ran into each other at a library



One student came to study, while the other is about to leave.



They part after a short greeting.

5. Seeing off grandparents going on a cruise trip



Teacher guideline:

- Accept multiple appropriate answers when context allows.
- Feedback should focus on why an expression fits the situation.

Step 4: Reflection and generalization (5–10 minutes)

Activity

- Whole-class discussion or brief written reflection:
 - . When do we use 안녕하세요?
 - . When do we use 안녕?
 - . How can the same word mean different things?

Exit Ticket (2–3 min)

- The instructor provides two short situations involving 안녕. Students choose the best meaning of 안녕 in each situation - hi / bye / farewell - and write one reason for each choice in English, simple Korean, or with a gesture.

Example situations:

1. Two friends meet in front of the classroom and one says 안녕.
→ Meaning: hi
2. Two friends leave the library after studying and one says 안녕.
→ Meaning: bye / farewell

Key takeaway:

- In Korean, greetings and farewells are chosen based on relationship, role, and situation, not fixed meanings.

Appendix BBB: Vocabulary and expressions list

Expression	Meaning	Usage note
안녕하세요	Hello (polite)	Teachers, elders, formal contexts
안녕	Hi / Bye	Close relationships; meaning depends on situation
안녕히 가세요	Goodbye (to person leaving)	Polite farewell
안녕히 계세요	Goodbye (to person staying)	Polite farewell
다녀올게(요)	I'll be back	Casual/(Everyday polite)
다녀오겠습니다	I'll be back	Formal-polite
잘 다녀와(요)	Come back safely	Casual/(Everyday polite)
(안녕히) 다녀오세요	Come back safely	Formal-polite

Appendix CCC: Scenario Images for Activity

These images are used in Step 2 and Step 3 for contextual greeting practice. Students choose appropriate expressions based on situation, relationship, and role.

Image 1.



Image 2.



Image 3.



Image 4.



Image 5.



Image 6.



Image 7.



Image 8.



Image 9.



Image 10.



Image 11.



Image 12.



Image 13.



Appendix DDD: Worksheet — “Choose the Greeting”

Instructions: Read each situation and choose an appropriate Korean greeting or farewell. More than one answer may be possible. Write a short reason for your choice in English or simple Korean.

Situation	Possible expression(s)	Reason for your choice
1. Student and teacher greeting each other		
2. Classmates greeting each other in the classroom		
3. Son leaving home for school		
4. Friends greeting each other quickly		
5. Friends parting shortly afterward		
6. Seeing off grandparents going on a cruise trip		

KOREAN ACTIVITY 7

Beyond “Have You Eaten?”: Food-Based Expressions as Greetings and Relational Strategies in Korean

Suggested citation: Cho, MoonKyoung. (2026). “Korean Activity 7: Beyond “Have You Eaten?”: Food-Based Expressions as Greetings and Relational Strategies in Korean. Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Korean Activity 7: Beyond “Have You Eaten?”: Food-Based Expressions as Greetings and Relational Strategies in Korean.

Textbook/chapter/section

- Integrated Korean: Beginning 1, Lesson 1, “Greetings and Introductions,” and beginning-level food vocabulary related to 밥 and 먹다.
- Although food-based greeting expressions such as 밥 먹었어?, 식사하셨어요?, and 다음에 밥 한번 같이 먹자 are not explicitly introduced in the beginning-level textbook, this activity uses them as a pragmatic extension of familiar vocabulary and greeting functions.
- The pragmatic use of food-based expressions as greetings or relational expressions is discussed in Integrated Korean: Advanced 1, pp. 158–162.

Target learner level

- Beginning level: later in the first year [Novice-Mid to Novice-High (ACTFL); A1 (CEFR)]

Learning objectives

Students will be able to:

- Recognize that expressions such as 밥 먹었어?, 식사하셨어요?, and 다음에 밥 한번 먹자 are often used as greetings or parting expressions, not only about eating.
- Understand that food-related expressions in Korean can show care, politeness, or close-ness.
- Tell the difference between literal meaning and pragmatic meaning depending on the situation.
- Choose appropriate responses based on the relationship and context.
- Show awareness that Korean greetings and parting expressions may not always mean exactly what the words say.

Length

- 15–20 minutes × 3 steps (Steps are sequenced but may be conducted on separate days.)

Relevant vocabulary / expressions

- Food-related vocabulary: 식사, 밥, 먹다
- Time/relational expressions: 다음에, 언제, 한번, 같이
- Honorific-related vocabulary: 모시다
- Everyday greeting expressions: 밥 먹었어?, 식사하셨어요?, 다음에 밥 한번 먹자

Relevant grammar

- Honorific marker -(으)시-
- Speech levels (polite vs. casual)
- This activity focuses on understanding meaning in context rather than producing complex grammatical forms.

Materials

- Dialogue examples: Instructor-prepared examples — used in Step 1: Noticing and Awareness
- Video clips: Short YouTube clips showing food-related expressions in real conversation — used in Step 1: Noticing and Awareness
- Vocabulary list: Food-based greeting expressions — used before or during Step 1; see Appendix EEE
- Images: Image prompts for interpretation and role-play — used in Steps 2–3; see Appendix FFF
- Interpretation worksheet: Student worksheet for categorizing and explaining expressions — used in Step 2 and Step 3; see Appendix GGG
- Teacher reference: *Integrated Korean: Advanced I*, pp. 158–162 — used for instructor preparation and background understanding

Abbreviations

- T = Teacher
- S = Student
- Ss = Students

Teacher preparation steps

- Review the dialogue examples, video clips, and image prompts before class.
- Decide which video clip(s) and how many scenarios to use based on available class time.
- Remind Ss that food-related expressions may have literal or relational meanings depending on context.
- Encourage Ss to explain their reasoning based on relationship, tone, and situation rather than word-for-word translation.
- Accept multiple interpretations when context reasonably allows them.

Background of the activity

- In Korean, references to food, especially 밥 and 식사, are often used beyond their literal

meaning. Expressions such as 밥 먹었어요? 식사하셨어요? or 다음에 밥 한번 같이 먹자 may function as greetings, polite closings, or relational expressions rather than actual plans to eat together. Learners who interpret these expressions literally may misunderstand the speaker's intention. In everyday interaction, these expressions are often used to show care, politeness, or social closeness without requiring a concrete follow-up.

- Integrated Korean: Advanced 1 (pp. 158–162) notes that expressions such as “언제 밥 한번 같이 먹죠” may be understood as polite or relational language rather than a specific invitation. However, these expressions are not always explained in beginning-level lessons, even though the vocabulary itself appears at the novice level.
- This activity helps students notice how food-related expressions can function as greetings or leave-taking expressions and understand how context affects their meaning.
- For example:
 - 밥 먹었어요?
 - 식사하셨어요?
 - 언제 식사 한번 하죠
 - 다음에 밥 한번 같이 먹자
- The first two expressions may function as greetings or expressions of care rather than literal questions about whether someone has eaten. The latter two expressions may sound like invitations, but they do not necessarily indicate a concrete plan to share a meal. Instead, they often function as polite relational expressions that help maintain social connection.
- As discussed in *Integrated Korean: Advanced 1* (pp. 158–162), expressions such as 언제 밥 한번 함께 먹죠 may function as relational expressions rather than specific invitations. Building on this point, the activity helps beginning learners recognize how context, relationship, and tone signal whether food-based expressions are literal questions, concrete invitations, or relational expressions.

Activity steps (and teacher guidelines)

Step 1: Noticing and Awareness (15–20 minutes)

Timing for implementation

- After students have learned basic greetings and food-related vocabulary.

Goal

- Help students notice that food-related expressions in Korean may have relational meanings rather than literal meanings.

Procedure

- Present the following dialogues to the class: Ss may refer to **Appendix EEE** for vocabulary and expression support during this step.

(1) Meeting Greeting



A (Female) : 식사하셨어요?

B (Older Male) : 아, 네. 잘 지냈어요?

Guide discussion:

- Is A primarily asking about food consumption?
- What meaning does this expression show?

Explain that this question often expresses care or politeness rather than asking about eating.

(2) Parting Expression



A (older male) : 다음에 밥 한번 같이 먹자.

B (younger male) : 네, 다음에 또 뵈게요.

Ask:

- Are they making a specific plan?
- What social function does this phrase serve?

Explain that this expression may be used as a polite or friendly closing without making a concrete plan.

Video examples: YouTube clips for noticing food-related expressions in context

- T shows short video clips where food-related expressions are used in real-life situations. These clips help students notice whether the expressions are used literally or relationally.
 - **Clip 1:** Food-related expression as a greeting or care expression - shows how an expression such as 밥 먹었어? or 식사하셨어요? can function as a greeting or a way to show care rather than only as a literal question about eating.
<https://youtube.com/shorts/tKP7yQeMOAk?si=S0DijqM8cujgXMwN>
 - **Clip 2:** Food-related expression as a non-specific invitation or closing - shows how an expression such as 다음에 밥 한번 먹자 or 언제 한번 식사해요 may function as a polite relational closing rather than a concrete meal plan.
<https://youtube.com/shorts/KoLTX2aAvvg?si=aGIS0BCtiuabzNAt>

Tip for instructors:

- If any of these clips are no longer available, instructors can search YouTube, Korean drama clips, Korean variety show clips, or Korean learning channels using keywords such as “밥 먹었어 greeting,” “식사하셨어요 greeting,” “다음에 밥 한번 먹자,” “언제 밥 한번 먹자,” “Korean food greeting,” or “Korean relational expression 밥.”
- When selecting replacement clips, choose short scenes where the relationship between speakers is clear and where students can tell whether the expression is being used as a real question, a concrete invitation, or a relational expression.
- Clips with visible gestures, tone, facial expressions, and a clear before-and-after context are especially useful for beginning learners.

Instructions for Ss:

- Watch the clips and listen carefully
- Decide whether the expression is literal or relational.
- Does the speaker expect a real plan?
- What does the expression mean socially?

Teacher note:

- The clips are used to help Ss notice that expressions such as 밥 먹었어요?, 다음에 밥 한번 먹자, 언제 한번 식사해요 may function as greetings or relational closings rather than literal invitations.

What will happen next?

Instructions for Ss:

- Read the expression below and choose the most likely interpretation based on the situation. Decide whether the speaker is making a concrete meal plan or using the expression as a polite relational closing.

Purpose:

- This question helps students notice that food-related expressions such as 다음에 식사 한번 같이 하자 may sound like a specific invitation, but they can also function as a polite or friendly closing.

Instructions for Ss:

- Read the expression below. Then choose what will most likely happen next. Think about whether the speaker is making a real meal plan or using the expression to end the conversation politely.

Expression:

“다음에 식사 한번 같이 하자.” (Let’s have a meal together sometime.)



Choose the best answer:



a) They decide a specific day to meet and eat together.



b) They go to eat together immediately.



c) They say goodbye after making a vague or non-specific plan.

Teacher note:

- After students choose an answer, ask them to explain their reasoning. Guide them to notice that 다음에, 한번, and the lack of a specific time or place make the expression sound non-specific. In many everyday situations, this phrase functions as a polite relational closing rather than a concrete invitation. Therefore, c is the most likely answer unless the broader context clearly shows that the speakers are making an actual plan.

Step 2: Interpretation Practice (15–20 minutes)

Timing for implementation

- After Step 1. This step may be conducted on a separate day.

Goal

- Help students interpret the meaning of food-related expressions based on context, relationship, and situation rather than word-for-word meaning.

Procedure

- T presents short situations or image prompts that include food-related expressions. Ss decide how each expression is being used in context. Ss may refer to **Appendix EEE** while interpreting the expressions, but they should use the context, relationship, and situation to decide whether the meaning is literal or relational.
- Because the meaning of food-related expressions depends on situation, relationship, and

tone, Ss should not interpret the expressions as isolated sentences. T should provide a brief context for each expression before Ss categorize it.

Ss categorize each expression as one of the following:

A. Greeting / care expression

- The speaker uses the expression to greet someone or show care. The main purpose is not to make plans, but to acknowledge the other person or ask about their well-being.
Example: 밥 먹었어?, 식사하셨어요?

B. Polite non-specific invitation / closing

- The speaker mentions eating together in the future, but does not set a specific time, place, or plan. The expression often functions as a polite or friendly way to close the conversation.
Example: 다음에 밥 한번 같이 먹자, 언제 한번 식사 함께해요

C. Concrete invitation

- The speaker is making a real plan to eat together, usually with a specific time, place, or follow-up question.
Example: 오늘 저녁에 같이 밥 먹을래요?, 이번 주 토요일에 식사할까요?

T may use the examples below with a brief oral or visual context:

- 밥은 먹었어? — used when close friends meet
- 식사하셨어요? — used when a younger speaker greets an older person politely
- 언제 한번 식사 함께해요. — used while saying goodbye without setting a date or place
- 다음에 밥 한번 같이 먹자. — used as a friendly closing after a brief conversation
- 오늘 저녁에 같이 밥 먹을래요? — used while making a specific dinner plan

After Ss answer, review together and ask Ss to explain their reasoning.

Ask:

- Does this expression mean a real plan?
- Is the speaker showing care, politeness, or closeness?
- Is there a specific time, place, or follow-up plan?
- What does the situation suggest?

Teacher guideline

- Accept more than one answer if the context reasonably allows different interpretations. Guide Ss to think about relationship, situation, tone, and specificity rather than only literal meaning.

Step 3: Role-Play Creation and Presentation (15–20 minutes)

Goal

- Help students use expressions appropriately in different situations.

Procedure

- Students work in pairs to create short role-play.
- Each pair chooses one situation and creates a short dialogue using at least one food-related expression.

Scenarios may include:

- Running into an old friend
- Parting after meeting a former co-worker
- Meeting a neighbor in a neighborhood
- Talking with a close friend

Students must

1. Use at least one food-related expression.
2. Decide whether the expression is relational or literal.
3. Respond in a way that fits the situation.

A.



B.



C.



Check scripts before practice.

If time allows, have selected pairs present and highlight effective pragmatic usage.

Optional Step 4: Cross-Cultural Reflection (10–15 minutes)

Ask students:

- Does your language use food expressions as greetings?
- Have you experienced misunderstanding due to indirect expressions?
- Why might indirectness function as warmth rather than dishonesty?

Encourage reflection on high-context communication norms.

Appendix EEE: Vocabulary for Food-Based Greeting Expressions

This appendix provides food-related expressions that often function as greetings or relational expressions in Korean. Instructors may refer students to this list during Step 1: Noticing and Awareness and Step 2: Interpretation Practice.

The following expressions may function as greetings, expressions of care, polite closings, or non-specific invitations depending on the situation. Students should review this list before completing Step 1: Noticing and Awareness and Step 2: Interpretation Practice.

Korean	Meaning	Notes
밥	Meal/Cooked rice	Often used to mean a meal in general
식사	Meal (formal)	Used in polite speech
먹다	To eat	
식사하다	To have a meal	Polite/formal
같이	Together	
다음에	Next time/Later	
언제	When/Sometime	May indicate vague time
한번	Once/Sometime	May indicate vague time
또	Again	
보다	To see/To meet	

Common Expressions Used in This Activity

These expressions are frequently used in Korean conversation as relational language. Students should review this list before completing the activity.

Expression	Literal meaning	Common social meaning
밥 먹었어?	Did you eat?	Greeting / showing care
식사하셨어요?	Did you have a meal?	Polite greeting
다음에 밥 한번 같이 먹자	Let's eat together next time	Friendly closing / not always a real plan
언제 한번 식사 함께해요	Let's have a meal sometime	Polite / non-specific invitation
다음에 또 봐요	See you next time	Parting expression
잘 지냈어요?	Have you been well?	Greeting

Appendix FFF: Image prompts for interpretation and role-play

Image 1. Neighbor greeting.



Image 2. Former co-workers parting



Image 3. Senior-junior parting



Image 4. Relative running into each other



Image 5. Former boss and employee parting



Image 6. Friends saying goodbye



Appendix GGG: Interpretation Worksheet

Korean Activity 7: Step 2 and Step 3 Worksheet — Interpretation and Role-Play Practice

Instructions:

Decide the meaning of each expression based on context. Then create a short role-play using at least one food-related expression.

Part 1. Interpretation

Expression	A Relational greeting	B Polite / non-specific	C Real invitation
언제 한번 식사 함께해요			
다음에 또 봐요			
밥 먹었어?			
식사하셨어요?			
다음에 밥 한번 같이 먹자			

Part 2. Image interpretation

Question	Answer
Relationship between speakers	
What expression could they use?	
Literal or relational	
What happens next?	
Why?	

Part 3. Role-Playing

Situation	Dialogue
Running into an old friend	
Meeting a former co-worker	
Talking with a neighbor	
Saying goodbye to a friend	

Part 4. Reflection

Question	Answer
Does your language use food greetings?	
Have you misunderstood indirect expressions?	
Why can indirectness sound polite in Korean?	

KOREAN ACTIVITY 8

“들어가요” on the Phone: Meaning, Use, and Natural Phone Closings

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Activity title

- Korean Activity 8: “들어가요” on the Phone: Meaning, Use, and Natural Phone Closings

Textbook/chapter/section

- Integrated Korean Beginner 2, Lesson 13 (전화 표현), pp. 139–165
 - Note: Lesson 13 introduces basic phone expressions, but it does not explicitly present “들어가요 / 들어가” as a phone-closing expression. This activity adds it as a pragmatic extension.

Target learner level

- Beginning to lower-intermediate level: late first year [Novice-Mid to Intermediate-Low (ACTFL); A1–A2 (CEFR)]

Learning objectives

Students will be able to:

- Interpret 들어가요 / 들어가 in phone closings as a well-wishing leave-taking (wishing safety/comfort), not a literal “enter.”
- Select 들어가요 vs. 들어가 appropriately based on relationship and speech level.
- Produce natural phone closings using a simple closing sequence (wrap-up → 들어가요 → final line).
- Notice that in some hierarchical situations, speakers may pause after 들어가요, but treat this as optional cultural knowledge rather than the main target.

Length

- 15–20 minutes × 3

Relevant vocabulary

- 들어가요 / 들어가
- 끊다 (전화를 끊다)
- 그럼 / 이만 / 다음에 / 연락할게요
- 수고하세요 (optional)

Relevant grammar

- Polite request/imperative: -(으)세요
- Informal style: -아/어
- Future intention: -르 게요 / -겠 습니다 (for “꿈을 게요/꿈 겠 습니다”)

Materials

- Dialogue examples (handout or board)
- Short YouTube video clip showing natural phone closing exchange.
- Vocabulary list (Appendix HHH)
- Scenario cards (Appendix III)
- Worksheet (Appendix JJJ)

Abbreviations

- T = Teacher
- S = Student
- Ss = Students

Teacher preparation steps

- Prepare the phone-closing dialogues and scenario cards before class. Decide whether to model both polite and casual closing before pair work.

Background of the activity

- Learners often hear Korean speakers end phone calls with 들어가세요 / 들어가, and ask:
 - “Go in where?”
 - “What if the person is already inside?”
- In Korean, 들어가세요 at the end of a phone call commonly functions as a formulaic well-wish, similar to “Take care,” “Be safe,” or “Get home and settle in comfortably.” The expression can be used even when the listener is already indoors because its main function is relational well-wishing, not literal direction.
- Side note (etiquette, optional): In some hierarchical contexts, people may pause after saying 들어가세요, allowing the senior person to hang up first. This is not the main learning target, it is included only to raise pragmatic awareness.

Activity steps (and teacher guidelines)

Step 1: Noticing the meaning (15–20 minutes)

Timing for implementation

- After students can use polite vs. casual speech levels.

Goals

- Help students infer the pragmatic meaning of 들어가세요 from context.
- Focus on understanding meaning in context rather than memorizing rules.
- Present the dialogues and ask: “What does 들어가세요 mean here—literally, or socially?”

1. First, review how to begin a phone conversation in Korean.



2. Pair discussion

- Students discuss the following dialogues with a partner before whole-class discussion.

3. Ask:

- What does 들어가세요 mean in this situation?
- Is the speaker giving a real direction, or showing politeness?
- When would you use this expression?

(1) Polite phone closing

A: 네, 안녕히 계세요.

B: 네. 들어가세요.

A: 네, 다음에 또 연락할게요.



(2) Casual phone closing

A: 그래, 그럼 다음에 봐.

B: 응, 들어가.

A: 잘 있어



4. Video examples (YouTube clips):

<https://youtube.com/shorts/g0-A35r9WBo?si=gSFr8jkcCx-riW2m>

(Target part of the clip: 0:15-0:22)

Instructions for Ss:

- Watch the clip and listen carefully to the phone closing
- What does 들어가세요 mean in this situation?
- Is the speaker giving a real direction, or showing politeness?
- Why does the speaker use this expression at the end of the call?

Teacher note:

- The clip is used to help students notice that 들어가세요 may function as a well-wishing leave-taking expression similar to “Take care” rather than a literal instruction to enter somewhere.

Teacher guide (brief explanation):

- “들어가세요” here ≈ “Take care / Be well / Stay safe and comfortable.”

Step 2: Choice practice (15–20 minutes)

Goal

- Help students choose appropriate forms based on relationship and context.

Part 1: Choose the form.

- Students choose 들어가세요 or 들어가.
- Students first work individually, then compare answers with a partner.

Discuss why each expression is appropriate for the situation.

1. (Friend) 그럼 _____.
2. (Son) 그럼 _____, 아버지.
3. (Older neighbor) 들어가 _____.
4. (Close sibling) 응, _____.

Part 2: Choose the best full closing line

- Students choose the most natural closing sequence for a phone conversation.
- Students compare their answers with a partner and explain why their order sounds natural.

Example:

A: 그럼 이만 들어가(세)요.

B: 들어가세요. 또 연락 드릴게요.

C: 들어가. 끊을게.

Teacher guide:

- Reinforce a basic closing structure:
Wrap-up → 들어가세요/들어가 → 끊을게요/끊어

Step 3: Meaningful role-play (15–20 minutes)

Goal

- Students produce closings that fit relationship + speech level.

Give each pair scenario cards. Students should imagine the situation as a real phone call. They should speak naturally instead of reading directly from the worksheet (see **Appendix JJJ** for a sample).

They must end the call naturally using the following elements:

- (required) 들어가/들어가세요
- (required) 그럼/이만/다음에/etc.
- (optional) 수고하세요/ 다음에 연락 드릴게요/ etc.

Suggested scenarios:

- A. Son calling Dad ending a phone call after talking on the phone
- B. Friend confirming meeting time
- C. Calling an older relative to check in
- D. Coworker finishing a short call

Images for suggested scenarios (see **Appendix III**):

A.



B.



C.



D.



Students compare answers with a partner before whole-class discussion.

After each role-play, partners give feedback to each other:

- Was the closing natural?
- Was the speech level appropriate?
- Did the conversation sound realistic?

Teacher feedback focus:

- Correct choice of 들어가세요 vs. 들어가
- Smooth sequencing (not abrupt)
- Natural intonation and pacing
- Appropriate meaning for the situation

Step 4 (Optional): Side note – hierarchy and phone-closing etiquette (5 minutes)

Show a brief comparison (no test on it):

Hierarchical (sometimes heard)

Son: 그럼 들어가세요, 아버지.

Dad: 응. 그래, 들어가.

Son: 네. (pause)

Explain:

- In some hierarchical situations, the lower-status or younger speaker may wait for the higher-status or older speaker to hang up first. For example, a son may wait until his dad ends the call, or a younger person/lower status person may wait for an older person/higher status person to disconnect.
- This is not a strict rule, but learners may notice this pattern in real conversations. The goal is simply to raise awareness, not to require students to follow a fixed formula.

Students discuss the example in small groups before whole-class discussion.

Appendix HHH: Phone-Closing Expressions for Step 1

Korean	Meaning	Notes
여보세요	Hello (on the phone)	Used only when answering the phone
전화	Phone / telephone call	phone conversation
끊다	To hang up	
전화를 끊다	To hang up the phone	Often used at the end of a call
연락하다	To contact	Used in closing expressions
다음에	Next time / later	Common in leave-taking
그럼	Then / well then	Used to wrap up conversation
이만	Now/ at this point	Used to signal closing
수고하세요	Take care / good work	Polite closing expression

Expressions for phone closings:

Expression	Literal meaning	Common social meaning
들어가요	Please go/return inside	Take care / Get home safely / Rest well
들어가	Go in	Casual form of 들어가요
그럼 이만	Well then, for now	Wrap-up before closing
다음에 또 연락할게요	I will contact you next time	Polite closing line
연락드릴게요	I will contact you (humble)	Used with senior / higher status person
끊을게요	I will hang up now	Natural final line
끊겠습니다	I will hang up now	Formal form
잘 있어	Stay well	Casual closing
안녕히 계세요	Stay well	Polite parting expression

Appendix III: Images for Step 3 “Phone call role-play practice”

Suggested scenarios:

- A. Son calling Dad ending a phone call after talking on the phone
- B. Friend confirming meeting time
- C. Calling an older relative to check in
- D. Coworker finishing a short call

A.



B.



C.



D.



Appendix JJJ: Step 3 “Phone-closing practice” sample worksheet

“들어가요” Phone Closing Practice

A. Choose the best form

Choose the correct expression for each situation.

Write V in the correct column.

Situation	들어가요	들어가
친구 (friend)		
아버지 (Dad)		
이웃 어른 (older neighbor)		
친한 선배 (close upper-class-man)		

B. Write your own phone closing

Write a short phone closing (2-3 lines) for each situation.

Situation	Your phone ending
회사 사장님과 전화	
동생과 전화	
아버지와 전화	
학교 선배와 전화	

You may use expressions such as:

그럼 / 이만 / 다음에 / 들어가 / 들어가세요 / 끊을게(요) / 연락할게(요) / 수고(하세요)

KOREAN ACTIVITY 9

Korean Number Systems and Commonly Used Counters

Suggested citation: Lee, Stella. (2026). “Korean Activity 9: Korean Number Systems and Commonly Used Counters.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Korean Activity 9: Korean Number Systems and Commonly Used Counters

Textbook/chapter/section

- Integrated Korean Beginning 1: Lesson 4 “At Home”

Target learner level

- Beginning level; first semester/quarter [Novice Low-Mid (ACTFL); A1 (CEFR)]

Learning objectives

- Students will be able to understand the Korean number system and the differences between Sino-Korean and Native Korean numbers.
- Students will be able to identify which counters and which number systems are used in different situations.
- Students will be able to use appropriate numbers and counters in realistic communicative contexts (e.g., talking about time, age, quantity, and everyday situations).

Length (in minutes)

- 10-20 minutes x 3

Relevant vocabulary

- Commonly used counters in the Korean number system

Native Korean Counters	
~살	age
~잔	glass
~장	page
~병	bottle
~그릇	bowl
~접시	dish

Sino Counters	
~번	(phone)number, digits
~호	address/room number
~돈 (원, 달러, 불)	money
~길이/거리 (마일miles, 미터 meter, 센치cm)	length/distance
~퍼센트	percentage

Materials

- Class slides
- Appendices
 - Appendix LLL: Guided practice worksheet for identifying and filling in appropriate number systems and counters
 - Appendix MMM: Communicative handout for practicing numbers and counters through question-and-answer activities
 - Appendix NNN: Visual cafe menu used as a real-life context for practicing prices, numbers, and ordering expressions

Abbreviations

- T=Teacher; S=Student; Ss=Students

Teacher preparation steps

- The background of the activity: Korean uses two number systems, Sino-Korean and Native Korean, which are both frequently used in everyday communication. However, beginning-level Korean textbooks often introduce these two systems separately and provide limited explanations of why and when each system is used with specific counters. As a result, students may memorize forms without fully understanding their functional distribution.
- While both Sino-Korean and Native Korean numbers are used to express quantity, they are not interchangeable and are closely tied to the types of counters and communicative contexts in which they appear.
- Understanding the relationship between number systems and counters is essential for learners to communicate accurately and naturally in real-life situations, such as ordering food, telling time, giving quantities, or discussing prices.
- Although the distinction may seem straightforward at first, incorrect use of number systems and counters can lead to misunderstanding or sound unnatural, making explicit instruction and guided practice necessary at the novice level.

Activity steps (and teacher guidelines)

Step 1: Introducing two number systems (10-20 minutes)

- Goal: Students will be able to select the appropriate number system (Sino vs. Native) based on context and use everyday counters not commonly taught in textbooks to describe their environment and daily purchases in simple, complete sentences.

Part 1: Introduce and explain number systems

- Native Korean numbers are used for counting people, objects, age, and hours. Mostly used for smaller numbers than Sino (Usually less than 100).
- Sino-Korean numbers are numbers used for formal, abstract, and numeric systems such as dates, money, measurements, math, minutes/seconds, addresses etc. Can count very large numbers.

Part 2: Introduce and model everyday counters

- Introduce and explain commonly used counters beyond the textbook (listed in the “Relevant vocabulary” table above).
- Model how these counters are used in context, drawing on the distinctions between Native and Sino-Korean number systems introduced in Part 1.
 - Make sure to provide examples while going over the “Relevant vocabulary” table above. For example: 몇 살이에요? 저는 스무 살이에요.

Part 3: Review - Fill in the blanks using the correct number system and counter (Appendix LLL)

- Now that students have learned the differences between Native and Sino-Korean numbers and their counters, they will participate in a whole-class activity. Using the table in Appendix LLL, students will determine which number system and counter should be used to fill in each blank. The instructor will go over the first example with the students to model the process. To encourage participation, the instructor may call on students who require more support, while ensuring the activity remains inclusive and all students have an opportunity to participate.

Step 2: Pair-Up Activity (Appendix MMM) (10-20 minutes)

- Students will ask their partner about their age, phone number, the distance from home to school, and how many hours and minutes it takes to drive from home to school using a map app on their phone. Emphasize that the information does not need to be real; students may make up answers to protect their privacy and can be creative. Students should write their partner’s answers on the worksheet in Appendix MMM. The teacher will then ask students to volunteer to talk about their partner’s information. If no one

volunteers, the teacher will select some students to present.

- Questions should be asked using the formal ~요 form, and answers should be in the same formal style (e.g., 제 나이는 스무 살이에요). Question and answer formats are listed in Appendix MMM.

Step 3: Communicative activity set in a real-life context (Appendix NNN) (10-20 minutes)

Part 1: Korean cafe example (whole class)

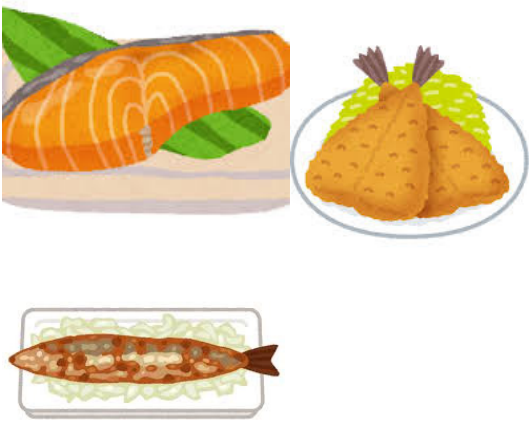
- Using Appendix NNN (Korean cafe menu), the class will review the menu and information together. The instructor will role-play as a customer, prompting the class to respond as café employees. To increase variety and challenge, the instructor will ask a range of questions that require students to use different number systems and counters (e.g., prices and item quantities).
 - T asks how much is americano and Ss answers:
 - T: 아메리카노 한 잔 얼마예요?
 - Ss: 사천오백 원입니다.
 - T orders coke and fried rice. Ss answers how much they are:
 - T: 콜라 한 잔이랑 볶음밥 한 접시 주세요.
 - Ss: 네, 만이천 원입니다.

Part 2: Korean cafe (Pair Activity)

- Using the same menu in Appendix NNN, students will now move from whole-class guided practice to pair work. Students will practice with a partner and then present to the class, either as volunteers or by being selected by the instructor. One student will act as a customer and the other as a cafe staff member, and they will switch roles. While students may be creative with the context, each question and answer must include a number and a counter. Give students time to practice (approximately five minutes), and allow time to address pronunciation and questions.

Appendix LLL (For Step 1 Part 3): Fill in the correct number system and counter.

	커피 ____ 주세요.
403호	제 방은 ____ 입니다.
7500원	가격은 ____ 입니다.
	맥주 ____ 주세요.
	라면 ____ 주세요.
010-9873-4671	제 번호는 ____ 입니다.
12:53	지금 시간은 ____ 입니다.

	생선요리 _____ 주세요.
---	------------------------

Images: Irasutoya

Appendix MMM (For Step 2): Pair-work worksheet in which students ask and record their partner's information (e.g., age, phone number, distance, and travel time), practicing the use of appropriate number systems and counters.

질문	대답
몇 살이에요?	이에요.
전화번호가 뭐예요?	이에요/예요.
학교에서 집 얼마나 멀어요? (Miles/마일)	이에요.

Appendix NNN (For Step 3 Part 1&2): Visual Korean cafe menu used to provide a real-life context for practicing prices, ordering, and the use of appropriate number systems and counters. Using Appendix NNN, the class will review the menu and information together. The same menu will be used throughout both the whole-class and pair activities.



Google Gemini. (2026, January 31). Image of Korean Cafe Menu [AI-generated image]. <https://gemini.google.com/>

KOREAN ACTIVITY 10

Asking Age and Switching to Informal Speech (반말) in Korean

Suggested citation: Lee, Stella. (2026). “Korean Activity 10: Asking Age and Switching to Informal Speech (반말) in Korean.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Korean Activity 10: Asking Age and Switching to Informal Speech (반말) in Korean

Textbook/chapter/section

- Integrated Korean Beginning 1: Lesson 1 “Greetings” & Lesson 2 “Korean Language Class (~어요/아요)”

Target learner level

- Beginning level; first semester/quarter [Novice Low-Mid (ACTFL); A1 (CEFR)]

Learning objectives

- By the end of this lesson, students will be able to:
 - Ask someone’s age using polite Korean (존댓말).
 - Confirm whether they are the same age.
 - Appropriately suggest switching to informal speech (반말).
 - Use common casual self-introduction questions used by young Koreans (teens–20s).
 - Respond naturally in informal speech in peer-level conversations.

Length (in minutes)

- 10-20 minutes x 3

Relevant vocabulary

- Polite (존댓말)
- Informal (반말)

Relevant Grammar

- Polite ending: ~요
- Informal endings: ~아 / ~야
- Omission of -요 in casual speech
- Use of -이아 vs. -야 depending on final consonant (받침)

Materials

- Class slides
- Dialogue examples

- Optional MBTI website link (<https://www.16personalities.com/>)

Abbreviations

- T=Teacher; S=Student; Ss=Students

Teacher preparation steps

- In Korea, asking someone's age is a common and culturally important part of first-time interactions. Age determines speech level and social hierarchy. When two people discover they are the same age (동갑), they often suggest switching from polite speech (존댓말) to informal speech (반말). However, many beginner textbooks focus primarily on formal self-introductions and may not expose students to authentic peer-to-peer language used by young adults. As a result, students may understand polite forms but feel unprepared for real-life casual conversations.

This lesson explicitly introduces:

- The social function of asking age
- The transition from 존댓말 to 반말
- Natural, commonly used informal questions that are frequently used among young people in Korea

By practicing both forms and switching between them, students develop pragmatic awareness in addition to grammar knowledge.

Activity steps (and teacher guidelines)

Lesson goal:

The goal of this lesson is to help students understand the cultural importance of asking about age in Korean first-time interactions and how age influences speech levels. Students will learn how to ask about age politely and how to appropriately transition to informal speech (반말) when speakers are the same age or close in age, while also using common self-introduction questions found in authentic peer-to-peer communication.

Step 1: (10-20 minutes)

Part 1: Teach and explain

- Explain that in Korean society, asking about age is a common and natural part of first-time interactions.
- Explain that once two speakers realize they are the same age or close in age, they often suggest using informal speech (반말).
- Briefly introduce the concept of 반말 vs. 존댓말, emphasizing that 반말 is commonly used among peers and close acquaintances.
- Show a short video clip that explains how Korean speakers use 반말 and 존댓말 depending on age, social hierarchy, and context (e.g., workplace vs. peer interactions). The video should also illustrate how speech levels shift when speakers discover they are the same

age. If the linked video is unavailable, instructors may search for similar clips using keywords such as “Korean honorifics vs. informal speech,” “반말 vs 존댓말 explanation,” or “Korean speech levels examples at work/school.”

- <https://www.youtube.com/watch?v=i1qGE0ZC0Xk> (1:20 – 1:33 Example of formality changes based on workplace hierarchy)
- https://youtu.be/zrGG7mm_Ruo?si=UbUVjoZv3jjhVYwv (0:00 – 0:10 & 16:28 – 16:37 Example of difference between 반말 and 존댓말 in first-time interactions)

Part 2: Common self-introduction questions in casual Korean

- Introduce commonly used self-introduction questions in casual Korean that are frequently used by young people (teens through thirties) but are not always emphasized in textbooks. Emphasize that these questions are typically used after speakers agree to switch to informal speech (반말), and are common in peer-to-peer conversations.
- Highlight that these questions are typically short and used in informal, peer-to-peer conversations.
- Follow-up questions used after confirming the same age and switching to informal speech (반말):
 - 반말해도 돼?
 - 우리 말 놓을까?
 - 전화번호 뭐야?
 - 카톡 (카카오톡) 뭐야?
 - 인스타 아이디 뭐야?
 - MBTI 뭐야?*

*For MBTI, ask students to check their MBTI results using the provided website link for homework and upload a screenshot of their results for submission. (<https://www.16personalities.com/>)

Part 3: Teaching students how to respond using 반말

To teach this, the teacher first models a polite question and answer and then shows how the same response changes in casual speech.

Example:

- 존댓말:
나이가 어떻게 되세요? → 스물한 살이에요.
- 반말:
나이 몇 살이야? → 스물한 살이야.
몇 학년이야? → 3학년이야.

The teacher also explains that when a word does not have a final consonant (받침), the sentence ending -아 is used instead of -오|아. However, the teacher notes that in casual conversation, these endings are optional and answers can still be natural without them.

Step 2: Class Activity (Practicing the conversation as a whole class) (10-20 minutes)

Part 1: Teacher modeling

The teacher first presents a brief self-introduction and models common age-related questions. The teacher may show an example dialogue with two people on the screen or invite one student to volunteer.

Example dialogue:

T: 안녕하세요. 혹시 나이가 어떻게 되세요?
S: 아, 저는 21살이에요.
T: 아, 나도 21살인데! 동갑인데 말 놓을까요?
S: 그러자!

After the model dialogue, the teacher asks follow-up questions to students in the class randomly, such as:

- 전화번호 뭐야?
- 카톡 (카카오톡) 아이디 뭐야?
- 인스타 아이디 뭐야?
- MBTI 뭐야?
- 몇 학년이야?

And that student needs to answer the question in 반말 form. For example:

- 010-1234-5678 이야
- 아이디 Abc1234야
- 1학년이야

Step 3: Communicative Activity with a partner (10-20 minutes)

How it works

- Set up a situation where students meet for the first time.
- Assume that the two speakers are the same age.

Task

1. Ask age using polite form
2. Confirm same age
3. Switch to ‘Banmal’
4. Ask 2–3 follow-up questions
5. Switch roles
6. Ask for volunteers to present to the class

Required questions

- 나이가 몇 살이에요?
- 말 놓아도 돼?

Follow-up questions

- 어디 살아?
- 전화번호 뭐야?
- 카톡 아이디 뭐야?
- 인스타 아이디 뭐야?
- MBTI 뭐야?
- 몇 학년이야?

KOREAN ACTIVITY 11

Expressing Plans and Probable Future with ~(으)ㄹ 거예요

Suggested citation: Lee, Stella. (2026). “Korean Activity 11: Expressing Plans and Probable Future with ~(으)ㄹ 거예요.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Korean Activity 11: Expressing Plans and Probable Future with ~(으)ㄹ 거예요

Textbook/chapter/section

- Integrated Korean Beginning 1: Lesson 7 “The Weekend”

Target learner level

- Beginning level; first semester/quarter [Novice Low-Mid (ACTFL); A1 (CEFR)]

Learning objectives

- Recognize and understand the form ~(으)ㄹ 거예요 as a marker of future intention or probable future.
- Distinguish between present tense (-아요/어요) for scheduled events and ~(으)ㄹ 거예요 for intention or prediction.
- Use ~(으)ㄹ 거예요 to talk about weekend plans and future events in short conversations.

Length (in minutes)

- 10-20 minutes x 3

Relevant vocabulary

Weekend-related vocabulary from Lesson 7:

- 영화 보다
- 친구를 만나다
- 파티를 하다
- 공부하다
- 여행 가다
- 시험이 있다
- 쇼핑하다
- 책을 읽다
- 배우다
- 먹다

Relevant grammar

- ~(으)ㄹ 거예요 (intention / probable future)
- Present tense (-아요/어요) for definite scheduled events

Materials

- Class Slides
- Appendix PPP: A reference chart of common Korean verbs showing how to form the future tense using ~(으)ㄹ 거예요, including verb stems, ending types (vowel/consonant), and English meanings.

Abbreviations

- T=Teacher; S=Student; Ss=Students

Teacher preparation steps

- In Lesson 7, students learn ~(으)ㄹ 거예요 to express future plans and probable events. This form is commonly used in everyday Korean when talking about weekend plans or upcoming events. However, beginners often confuse ~(으)ㄹ 거예요 with the present tense used for scheduled events, so clear explanation and practice are important.
- The background of the activity: Although the textbook explains the grammar clearly, it provides limited opportunities for communicative practice. Many activities focus on sentence-level drills rather than meaningful interaction. To address this gap, this OER provides CLT-based activities that enable students to use ~(으)ㄹ 거예요 in realistic and personally meaningful contexts. Instructors can use these activities to facilitate pair and group interactions that promote communicative use of future expressions.

Activity steps (and teacher guidelines)

Step 1: Teach and explain (10-20 minutes)

- Introduce how to form the future tense using ~(으)ㄹ 거예요 by reviewing commonly used verbs and guiding students to convert them into future forms. Use Appendix PPP as a reference chart that presents verb stems, ending types (vowel/consonant), and English meanings to support explanation and practice.
- Randomly pick students and ask what they did over the weekend and what they will do after this class or on future dates.

Step 2: Work in Pairs - Future Plans Pair Conversation (10-20 minutes)

Part 1: The teacher asks for one student volunteer and models a short conversation using the future tense:

T: 이번 주말에 뭐 할 거예요?

(What will you do this weekend?)

S: 친구를 만날 거예요.
(I will meet a friend.)

T: 어디에서 만날 거예요?
(Where will you meet?)

S: 카페에서 만날 거예요.
(I will meet at a cafe.)

Part 2: After modeling, students work in pairs and ask and answer the following questions:

- 도서관에서 뭐 할 거예요?
(What will you do at the library?)
- 집에서 뭐 할 거예요?
(What will you do at home?)
- 주말에 뭐 할 거예요?
(What will you do this weekend?)
- 여름 방학에 뭐 할 거예요?
(What will you do during summer break?)

After several minutes, the teacher asks a few pairs to demonstrate their conversation for the class.

Step 3: Communicative Activity Using Online Discussion Board (10-20 minutes)

- Divide students into small groups of 3–4 using an online random partner generator to ensure fairness. Each student is responsible for writing at least one question and one response. Since student names are visible on the discussion board, instructors can monitor individual contributions. At the same time, group members should support one another by checking and correcting language errors collaboratively.
- Each group collaboratively creates and posts three meaningful questions using the future tense form ~(으)ㄹ 거예요 on the class discussion board. The questions should relate to real-life plans (e.g., after class, the weekend, or summer break).
- Assign each group to respond to another group's questions. Students should write com-

plete sentences using ~(으)ㄹ 거예요 and are encouraged to provide natural, expanded answers rather than short responses.

- For example: 이번 주말에 친구를 만날 거예요. 같이 영화를 볼 거예요.
- Students may use class slides, Appendix PPP, or appropriate online resources to check grammar and vocabulary before posting.

Teacher's Note: This activity encourages students to use online resources independently while practicing the target future tense form in a meaningful way. By interacting on the discussion board, students extend classroom communication into a realistic digital context, similar to how people naturally talk about future plans online.

Appendix PPP - Future Tense Reference Chart ~(으)ㄹ 거예요

A chart of common verbs showing stems, ending types, and future tense forms with English meanings. Used in Step 1 for explanation and practice.

Original Verb	Stem	Ending Type	Future Tense Form	English Meaning
보다 (to watch)	보	Vowel	볼 거예요	I will watch
만나다 (to meet)	만나	Vowel	만날 거예요	I will meet
하다 (to do/have)	하	Vowel	할 거예요	I will do/have
공부하다 (to study)	공부하	Vowel	공부할 거예요	I will study
가다 (to go)	가	Vowel	갈 거예요	I will go
있다 (to have/be)	있	Consonant	있을 거예요	I will have/There will be
쇼핑하다 (to shop)	쇼핑하	Vowel	쇼핑할 거예요	I will shop
읽다 (to read)	읽	Consonant	읽을 거예요	I will read
배우다 (to learn)	배우	Vowel	배울 거예요	I will learn
먹다 (to eat)	먹	Consonant	먹을 거예요	I will eat

JAPANESE ACTIVITY 5

Expressing Agreement: *Ne* vs. *Yone*

Suggested citation: Kaneyasu, Michiko. (2026). “Japanese Activity 5: Expressing Agreement: *Ne* vs. *Yone*.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Japanese Activity 5: Expressing Agreement: *Ne* vs. *Yone*

Textbook/chapter/section

- Genki I: Lesson 4 “The First Date”
- Tobira I: Unit 1, Lesson 4 “One *takoyaki* for me too, please!”

Target learner level

- Beginning level; first semester/second quarter [Novice-Low to Novice-Mid (ACTFL); A1 (CEFR)]

Learning objectives

- Students will be able to demonstrate their understanding of the difference between the utterance-final particles *Ne* and *Yone*.
- Students will be able to select the appropriate utterance-final particle based on context and explain their reasoning.

Length

- 10-20 minutes x 4

Relevant vocabulary

- No additional vocabulary

Relevant grammar

- No additional grammar

Materials

- Class slides or a handout to present the examples
- Multiple choice questions [Step 2 Part 2 activity] (Appendix QQQ)

Teacher preparation steps

- The background of the activity: Although the utterance-final particle よね is extremely common in everyday interactions in Japanese, it is usually not introduced in widely used beginning-level Japanese language textbooks. The textbooks often introduce and use the utterance-final particles よ and ね in their dialogues and activities, but not よね.

- While both ね and よね can be used to elicit and express agreement, there are important differences.
- Simply put, ね elicits or expresses agreement (or an affiliative stance) based on shared access to what is being discussed in the current exchange.
- よね, by contrast, elicits or expresses agreement (or an affiliative stance) based on assumption that the speaker's view was formed independently of the current exchange.
- The difference may seem subtle, but it plays an important role in facilitating smooth social communication and in building or maintaining positive social relationships.
- Here are some real-life examples from YouTube videos (the links were working as of February 2026):

1) https://youtu.be/iYlgEXMjYGE?si=Hmu3IS_6-LoBwSKH&t=638

Child 「おいしいね」

Mom 「おいしいね」

2) <https://youtu.be/SzMixWWhe8?si=iAEFzt1Zt7r6lOOb&t=448>

Child 「パン粉、おいしいね」

Mom 「パン粉、おいしくないよ (笑)」

3) <https://youtu.be/i0dQ9Z7k-2g?si=EH-UFxZOom-j2w5B&t=252>

A 「ん～おいしいね～」

B 「おいしい」

4) Quoted lines only: https://youtu.be/KDUutmpJft8?si=irX6xzYGvfyV-vH_y&t=141

Extended segment: <https://youtu.be/KDUutmpJft8?si=EUJ75GUtHgofylZ-K&t=96>

(Context: A tries the gummy first. Then B tries it.)

A 「おいしいよね？」

B 「おいしい」

5) <https://youtu.be/VPNZfZPzSn4?si=8rW0t8412GVvFGxv&t=575>

A 「うまい！いや、食べた方がいいよ。めっちゃおいしいよ、菜の花」

B 「うそ？ (tastes the food) んん！ほんとだ」

6) Quoted lines only: <https://youtu.be/UM5yx6GpwpM?si=1NH0ImVOh1DD1b-Wa&t=789>

Extended segment: <https://www.youtube.com/watch?v=UM5yx6GpwpM&t=764s>

A 「クリエイティブピクチャーコントロール、楽しいですよね」

B 「楽しいです」

7) <https://www.youtube.com/watch?v=CnNuoQUy7eo&t=448s>

A 「難しいよね、日本語って」

B 「楽しいですよね」

- Steps 1-3 are sequential, but they can be done on separate days. Step 4 deals with confirming information and is optional.

Activity steps (and teacher guidelines)

Step 1: Examples and functions (10-20 minutes)

- **Timing for implementation:** After the students have learned ね and よ from the textbook.
- **Goal:** This step aims to provide realistic examples and input and to gain students' understanding of the functional difference between ね and よね in eliciting or expressing agreement.
 - Present the following examples with context and describe the functions of ね and よね.
 - (1) [Context: A and B are watching a newly released movie together.]
 - A: このえいが、おもしろいですね。
 - B: そうですね！
 - (2) [Context: A and B are neighbors. They see each other in the morning.]
 - A: 今日もあついですね。
 - B: あついですね。
 - (3) [Context: A is watching a newly released movie. Their roommate B walks in.]
 - A: このえいが、おもしろいですよ！
 - B: ああ、そのえいが、みました。おもしろいですよね。
 - (4) [Context: A is telling classmate B about their challenges with homework.]
 - A: しゅくだい、すごくたいへんです。
 - B: わかります！たいへんですよねー。
 - Tips for explanation:
 - In (1), A is eliciting B's agreement that the movie they are watching together is funny/interesting based on their shared ongoing experience. In response, B expresses agreement with the same implied assumption. The use of ね in eliciting and expressing agreement implies that they have just formed their view on the spot based on the shared experience.
 - Similarly, in (2), two neighbors elicit and express agreement about the shared experience of the current weather. Again, the use of ね implies that they have just formed their assessment of the weather (the point is not whether they have actually thought it was hot when they met; what is important is that they are expressing their view this way to build and maintain good terms with each other).
 - In (3), the fact that A uses よ indicates that A thinks B has not watched the movie yet, since よ is used to present information as new and noteworthy. In response, B tells A that, in fact, B has watched the movie. B then expresses agreement that the movie is funny/interesting with よね (おもしろいですよね). よね implies that B has formed their view based on their

own prior experience, independent of the current exchange.

- In (4), A tells B that (doing) homework is tough. B shows affiliation with よね (たいへんです よね). B is saying, “I totally get it. It’s tough (based on my own prior experience with homework).” If B were to say たいへんです ね with ね, B would be expressing an affiliative stance (“I’m sorry; I feel you.”) without implying independent experience with a similar situation.

Step 2: Multiple choice practice (10-20 minutes)

- **Timing for implementation:** After Step 1 (can be done on a different day)
- **Part 1:** Review the functional difference between ね and よね from Step 1 if necessary.
- **Part 2:** Multiple choice questions [Appendix QQQ]
 - Ask students to pick the most appropriate utterance-final particle based on the context and the other person’s utterance.
 - (1) [Context: A and B are eating a pizza from a new restaurant together.]

A: このピザ、おいしいです [よ | ね | よね]。

B: そうです [よ | ね | よね]!
 - (2) [Context: A is eating French fries from a new restaurant. A’s roommate B walks in and sees A eating.]

A: このフライドポテト、おいしいです [よ | ね | よね]。

たべますか?

B: あ、それ、してます。おいしいです [よ | ね | よね]。
 - (3) [Context: A is telling classmate B about their plan for the weekend.]

A: しゅうまつ、ともだちとテニスをします。

B: テニスですか。わたしも好きです。

たのしいです [よ | ね | よね]。
 - (4) [Context: A is telling classmate B about their upcoming trip to Japan.]

A: こんど、日本に行くんです。すごくたのしみです。

B: へえー、いいです [ね | よ | よね]!
 - While going over the students’ answers, have them explain why they chose a certain particle for each situation.
 - Tips for explanation:
 - (1): A and B share the experience of eating a pizza at the moment of the exchange, so A would not use よ or よね unless A has eaten the same pizza before and assumes (or presents it as though) B has also eaten it on

their own; in that case, A might use よね. If A used ね, the most natural response from B would be ね as well unless B has eaten the same pizza before, in which case they might use よね instead.

- (2): For A, ね would not be a natural choice because A and B are not sharing the experience of tasting the French fries at that moment. The most likely choice is よ if A assumes (or presents it as though) B has not tried the fries from the new restaurant. If A knows from some source that B has already tried them, then よね may be a natural choice. It turns out that B has already tried the new fries. Since both A and B have tried them independently and this is mutually known, the natural choice for B when expressing agreement would be よね.
- (3): Since B says that they also like (playing) tennis, the most natural choice would be よね.
- (4): ね would be the most natural choice to show an affiliative stance (“That sounds great!”) unless B wants to imply that they have formed their view—based on prior experience and independent of the current exchange—that Japan (or traveling in general) is nice; in that case, B might use よね (e.g., りょうこう、いいですね!, 日本、いいですね!).

Step 3: Skit creation and presentation (10-20 minutes)

- First, as a class, brainstorm a few situations where two or three people would share assessments or opinions about something.
- Examples: classmates sharing their weekend plans, neighbors meeting on the street, roommates eating together, family members deciding what show to watch
- Guide students to create a short skit in pairs or small groups based on a chosen situation. They must include よ, ね, and よね in their skit.
- Check each group’s script before they practice their skits.
- If time allows, have some or all pairs/groups present their skits, and highlight effective uses of よ, ね, and よね.

Step 4: [Optional] Confirming information with よね (10-20 minutes)

- **Background:** Widely used beginning-level Japanese textbooks often teach learners to use ね when confirming information. However, in many cases よね is more appropriate since the speaker cannot confirm the information unless they have prior knowledge from another source or personal experience.
- **Examples and explanation:**
 - (1) [Context: Teacher is confirming the student’s major.]
Teacher: サムさんのせんこう、にほんごです よね?
Student: はい、そうです。

(2) [Context: A customer is shopping at a clothing store.]

Customer: このシャツ、XXL ないです **よね**？

Staff: こちらは、そうですね。SからXLまでです。
もうしわけございません。

(3) [Context: Alex is confirming that their friend Bob knows Alex's roommate Charlie.]

Alex: Bobさん、Charlieさん、しってます **よね**？

Bob: えっ、Charlie？ あ、はい、しってます。Alexさんも？

Alex: ルームメイトです！

○ Tips for explanation:

- In (1), the teacher is confirming their understanding of the student's major based on prior knowledge. In (2), the customer has formed an educated guess based on past experience at this store or similar stores, which often do not carry XXL. In (3), Alex has learned from another source that Bob knows Charlie and is confirming that information now.

• **Compare the above examples (1)-(3) with (4) below:**

(4) [Context: The phone operator is confirming the customer's phone number.]

Customer: 698の3818です。

Operator: 698の3818です **ね**？

Customer: はい、そうです。

○ Tips for explanation:

- Unlike (1)-(3), in (4), the operator has just received the customer's phone number during the current exchange. When confirming information that the speaker has just received, **ね** is more appropriate since the speaker did not gain the information from other sources or their own experience prior to the current exchange.

Additional reading in Japanese:

- 「おいしいよ」「おいしいね」「おいしいよね」 <https://nihongokan.blogspot.com/2021/07/yoneyone.html>

Appendix QQQ: Japanese Activity 5

- Japanese Activity 5: Step 2 Part 2 “Multiple choice questions” (You can download an editable version in the Supplemental Material section.)

Instructions: Circle the most appropriate utterance-final particle based on the context and the other person’s utterance. Be prepared to explain your choices.

(1) [Context: A and B are eating a pizza from a new restaurant together.]

A: このピザ、おいしいです [よ | ね | よね]。

B: そうです [よ | ね | よね]!

(2) [Context: A is eating French fries from a new restaurant. A’s roommate B walks in and sees A eating.]

A: このフライドポテト、おいしいです [よ | ね | よね]。
たべますか?

B: あ、それ、してます。おいしいです [よ | ね | よね]。

(3) [Context: A is telling classmate B about their plan for the weekend.]

A: しゅうまつ、ともだちとテニスをします。

B: テニスですか。わたしも好きです。
たのしいです [よ | ね | よね]。

(4) [Context: A is telling classmate B about their upcoming trip to Japan.]

A: こんど、日本に行くんです。すごくたのしみです。

B: へえー、いいです [ね | よ | よね]!

JAPANESE ACTIVITY 6

Location Words Through Classroom Directives and Personal Topics

Suggested citation: Kaneyasu, Michiko and Lara, Ayumi M. (2026). “Japanese Activity 6: Location Words Through Classroom Directives and Personal Topics.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Japanese Activity 6: Location Words Through Classroom Directives and Personal Topics

Textbook/chapter/section

- Genki I: Lesson 4 “The First Date”
- Tobira I: Unit 1, Lesson 5 “Nyanta is missing!”

Target learner level

- Beginning level; first or second semester/quarter; Novice-Mid (ACTFL); A1 (CEFR)

Learning objectives

Students will be able to:

- React appropriately to routine classroom directives involving location words.
- Use appropriate location words to ask and answer questions about familiar and personal topics, such as where their home state or hometown is located, what they have in their bags or backpacks, and their classmates’ names.
- Use clarification strategies (e.g., え？, (partial) repetition, ○○って英語で何ですか？, もういちどお願いします) when they have trouble hearing or understanding.

Length

- 15–20 minutes per step (steps are not intended to be sequential)

Relevant vocabulary

- Location words introduced in the above named textbook chapters

Relevant grammar

- None (～てください is used repeatedly, but no need to teach the conjugation patterns.)

Materials

- Class slides (as necessary)

Abbreviations

- T = Teacher; S = Student; Ss = Students

Teacher preparation steps

- Go over the steps below and decide which one(s) to implement in your class.
- Step 0 includes routine classroom directives. It is most effective to use them intentionally throughout the semester/quarter.
- Steps 1–3 are not intended to be sequential, so any of them can be implemented independently.

Activity steps (and teacher guidelines)

Step 0: Routine classroom directives

- **Timing for implementation:** After students have learned basic location words (前／後ろ／中／上／下／右／左).
- **General tips:**
 - It is most effective to use them intentionally throughout the semester/quarter.
 - At the beginning, use gestures to help students understand the directives.
 - Encourage students to use clarification strategies when they have trouble hearing or understanding the directives (see below for examples).
- **Situations and directives:**
 - After individual, pair, or group work:
 - T: はい、じゃあ、**前**を見てください。
 - **Tip:** To keep the directive from becoming too routine (マンネリ化), which can lead to students not paying attention, use different location words from time to time to check students' reactions. For example, はい、じゃあ、**後ろ・右**を見てください。
 - When asking some students to do a demonstration or presentation:
 - T: **前**に来てください。／**前で**やってください。／**前で**お願いします。
 - Before a quiz or test:
 - T: 教科書は**カバンの中**に入れてください。
 - T: スマホも**カバンの中**に入れてください。
 - T: カバンがない？じゃあ、**つくえの下**に置いてください。／**このテーブルの上**に置いてください。
 - When distributing handouts, worksheets, quizzes, etc.
 - T: **左の人**に渡してください。
 - T: **後ろ**にまわしてください。
 - Before pair work:
 - T: ペアになってください → 私・皆さんから見て、**右の人**がA、**左の人**がB。
 - Before a choral repetition of a dialogue or text with two parts:
 - T: 私・皆さんから見て、**右がわ**がA、**左がわ**がB。

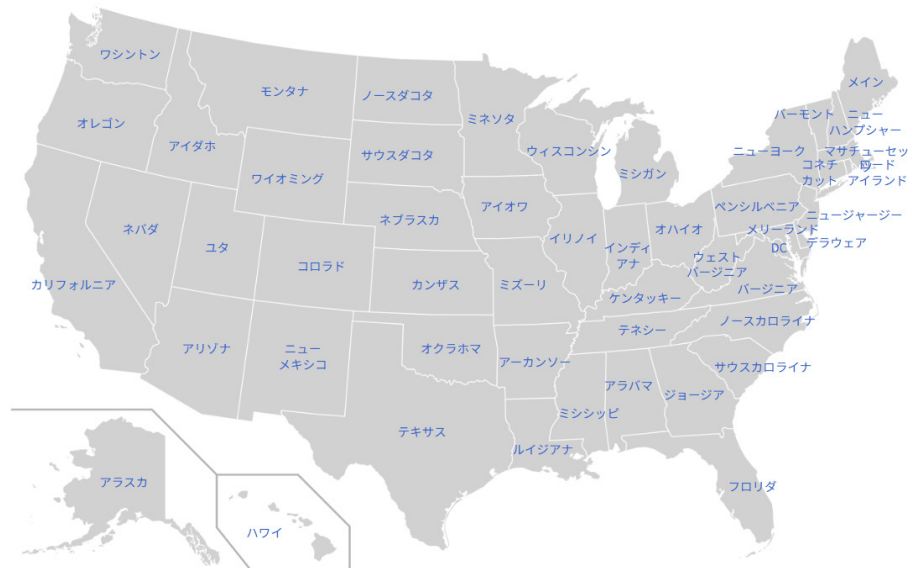
- **Clarification strategies for students (a sample pattern):**

- T: 前に来てください。
 S: えっ？
 T: 前に (with a beckoning gesture) 来てください。
 S: まえ...
 T: [models the question for the student] 「前って英語で何ですか？」
 S: [realizes what T is doing and tries to repeat the phrase] 前って
 T: 「英語で」
 S: 前って英語で
 T: 「何ですか？」
 S: 何ですか？
 T: 「前って英語で何ですか？」
 S: 前って英語で何ですか？
 T: うん。じゃあ、Take 2. [Now that S remembers how to ask the clarification question, T restarts the exchange from the beginning. “Take 2” serves as a cue.]
 T: 前に来てください。
 S: 前って、英語で、何ですか？
 T: Front.
 S: Front.
 T: そうです。じゃあ、Take 3. [Now that the vocabulary issue is resolved, T restarts the exchange from the beginning.]
 T: 前に来てください。
 S: はい。 (comes to the front of the classroom)

Step 1: Describing the location of one’s home country, state, or hometown (15–20 minutes)

- **Timing for implementation:** After students have learned basic location words. For this activity, students need to know only the following location words: 上／下／右／左.
- **Part 1: Review and practice**
 - Review how to ask where someone is from (e.g., their home country, state, or hometown, depending on the context) and have students practice in pairs.
 - T-S:

T: S1さん、しゅっしんは、どこですか？
 S1: えっと、コロラドです。
 T: へえー、コロラド。コロラドって、どこですか？
 S1: えっと...
 - Show a U.S. map with state names (in katakana or in English, depending on students’ readiness as judged by the instructor).



(<https://ja.wikipedia.org/wiki/アメリカ合衆国の州>)

- Practice how to describe the location of a few states mentioned by students.

- Example:

T: コロラドは、ニューメキシコの・・・

Ss: 上

T: ニューメキシコの上です。

Ss: ニューメキシコの上です。

T: コロラドは、ワイオミングの・・・

Ss: 下です。

T: ワイオミングの下です。

Ss: ワイオミングの下です。

T: コロラドは、ユタの・・・

Ss: ユタの右です。

T: コロラドは、カンザスの・・・

Ss: カンザスの左です。

- **Part 2:** Location challenge (pair activity)

- **Goal:** Find out each other's home state, or, if they are from the same state, each other's hometown or current town of residence. Then, describe the location of the state or town to the partner. The partner must draw a map to show the location. If the location is drawn correctly, switch roles. If not, try again.

- A sample exchange between two students:

A: Bさん、しゅっしんはどこですか？

B: ミネソタです。

A: へえー。ミネソタ。ミネソタって、どこですか？

B: えっと、ミネソタはアイオワの上です。

A: アイオワの上。(draws the location on a piece of paper)

A: はい、オッケーです。
 B: で、カナダの下です。
 A: ああ、カナダの下ですね。 (adds to the drawing) はい。
 B: はい。で、ミネソタは、ウィスコンシンの左です。
 A: え？ もういちど、お願いします。
 B: ウィスコンシンの左です。
 A: ひだり... Right?
 B: 左は left.
 A: Left. わかりました。 (adds to the drawing) はい、つぎ。
 B: えっと、ノースダコタとサウスダコタの右です。
 A: はい はい はい。 (adds to the drawing)
 A: できました！ どうですか？
 B: (Checks A's drawing) いいです！ (or ちょっと、ちがいます)
 A: やったー！ (A and B switch roles)

● **Part 3:** Teacher location challenge [Optional]

- **Goal:** Find out the teacher's hometown, their favorite city, the country they want to visit, etc. by listening to descriptions of the locations.
- **Tip:** The teacher should not name the place.
- Students may be allowed to check a map online to figure out the answer.
 - A sample pattern:

T: ここは国です。
 この国に行きたいです。 (I want to visit this country someday.)
 T: この国は、中国の下にあります。
 (Ss: Indiaですか？)
 (T: 日本語で、お願いします。)
 (S: Indiaって、日本語で何ですか？)
 (T: インド)
 Ss: インドですか？
 T: インドじゃないです。
 T: この国は、海の左にあります。
 S: 海って、英語で何ですか？
 T: Ocean.
 Ss: たいわんですか？
 T: 台湾じゃないです。
 T: この国は、ラオスの右です。
 S: あ、Vietnamですか？
 T: そうです！ベトナムです。
 T: (Shows a map) ベトナムは中国の下です。海の左です。ラオスとカンボジアの右です。

Step 2: Describing what students have in their bags/backpacks (15–20 minutes)

- **Timing for implementation:** After students have learned basic location words. For this activity, students need to know only the following location words: 中.
- **Part 1:** Review and practice
 - Review and practice how to ask what someone has in their bag or backpack.
 - T-S:

T: Sさん、カバンの中に何がありますか？ 3つ、おしえてください。

S: えっと… (checks inside their bag)

S: iPadとAirPodsとApple Pencilがあります。

T: へえー。全部アップルですね。アップルが好きなんですか？

S: いや、べつに好きじゃないです。

T: そうですか…
- **Part 2:** A guessing game (pair activity)
 - **Goal:** In pairs, students guess three items their partner likely has in their backpack. They will write down their guesses before taking turns asking each other questions to find out if they guessed correctly. For each correctly guessed item, they get one point. The person with more points wins the game.
 - **Example:** A student (A) guessed that their partner (B) has something to eat, a drink, and a game in their backpack. B guessed that A has a notebook, sunglasses, and a mask in their bag.
 - After writing down their guesses, A and B take turns asking questions:

A: Bさん、カバンの中に食べ物がありますか？

B: えっと… (checks inside the backpack) はい、あります！ Chipsがあります。

A: 1ポイント！ じゃあ、Bさん、どうぞ。

B: Aさん、カバンの中にノートがありますか？

A: え？ ノートですか？ ありません。

B:ほんとに？ よく見ましたか？

A: はい。ほんとです。

B: そうですか。じゃあ、つぎ、Aさん。

A: カバンの中に飲み物がありますか？

[The game continues…]

Step 3: Recalling and learning classmates' names (15–20 minutes)

- **Timing for implementation:** After students have learned basic location words. For this activity, students need to know only the following location words: 上／下.
- **Purpose:** One common use of 上 and 下 in everyday conversations is to refer to family names as 上の名前 and given names as 下の名前. The purpose of this step is to have students learn their classmates' names using these common expressions.

- **Part 1: Teach and practice**
 - Teach students different conventions for full names in English and Japanese.
 - In English, the family name is also referred to as the ‘last’ name, while the given name is referred to as the ‘first’ name.
 - In Japanese, on the other hand, the family name is referred to as 上の名前, whereas the given name is referred to as 下の名前. This is because the family name is said and written before the given name in Japanese.
 - This may be easier to understand when names are written vertically from top to bottom. The family name is written above or on top, while the given name is written below or at the bottom.
 - Present some example names with pictures and ask students to identify whether each name is 上の名前 or 下の名前 and call out the answer.
 - Ohtani (Shohei) (上の名前)
 - Kondo (Marie) (上の名前)
 - (Murakami) Haruki (下の名前)
 - (Miyazaki) Hayao (下の名前)
 - Osaka (Naomi) (上の名前)
 - Kitty (Hello Kitty’s full name is Kitty White) (下の名前)
 - Mario (Super Mario’s full name is Mario Mario) (どっちでも正解)
- **Part 2: Name recall challenge (a mingling activity)**
 - **Goal:** Students will recall and learn as many classmates’ full names as possible within a given time limit and write their names in katakana (or hiragana or English, depending on students’ readiness as judged by the instructor).
 - **Instructions:** Students have 5 minutes to ask as many classmates as they can for either their first name or last name. They cannot ask the same person for both names. After 5 minutes, the teacher will group them randomly into groups of four to six. Students have to write the group members’ full names in katakana (or hiragana or English) without asking them again. The teacher will collect the papers and announce the winner in the next class.
 - **Sample exchange during the mingling activity:**
 - S1: こんにちは、〇〇さん (if S1 remembers S2’s first or last name) /
こんにちは！ (if S1 doesn’t remember S2’s name)
 - S2: こんにちは、〇〇さん (if S2 remembers S1’s first or last name) /
こんにちは！ (if S2 doesn’t remember S1’s name)
 - S1: 〇〇さん、上の名前は何ですか？ (if S1 wants to know S2’s family name)
 - S2: 〇〇です。
 - S1: ああ、〇〇さん。 (repeats the family name to confirm)
ありがとうございます。
 - S2: すみません。下の名前は何ですか？ (if S2 wants to know S1’s given name)

name)

S1: ○○です。

S2: ○○さん。(repeats the given name to confirm)

ありがとうございます。

S1: いえいえ。じゃあ、また。

S2: はい。しつれいします。

○ **Sample cues after the mingling activity:**

T: じゃあ、5人のグループになって、グループメンバーの上の名前と下の名前を書きます。もう話しません。

T can write a sample table on the board as follows:

	上のなまえ	下のなまえ
1		
2		
3		
4		
5		

T: 先生がグループを言います。

(Points to five students and tells them to form a group)

1、2、3、4、5、みなさんグループです。

T continues making groups until everyone is assigned to one.

T: グループメンバーの上の名前と下の名前を表に書いてください。

左に上の名前、右に下の名前を書いてください。

T collects the sheets and checks the names. T can return the sheets and announce the winner in the next class meeting.

JAPANESE ACTIVITY 7

Campus Navigation Activity

Suggested citation: Lara, Ayumi M. (2026). “Japanese Activity 7: Campus Navigation Activity.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Japanese Activity 7: Campus Navigation Activity

Textbook/chapter/section

- Genki I: Lesson 4 “The First Date”
- Tobira I: Unit 1, Lesson 5 “Nyanta is missing!”

Target learner level

- Beginning level; first semester/quarter; Novice-Mid (ACTFL); A1 (CEFR)

Learning objectives

Students will be able to:

- Identify buildings on a campus map using ここ、そこ (and optionally あそこ).
Note: あそこ may be more practical when the map is displayed on a large screen.
- Ask about campus location using 「～はどこにありますか。」
- Ask for and give simple directions using familiar spatial vocabulary such as 上、下、右、左、前、後ろ、間、中、近く、隣、横.
- Negotiate meaning in real-time interaction through the use of discourse markers (e.g., あのう、あ、うーん), confirmation strategies (e.g., [place/location]ですか), and expressions of uncertainty or lack of knowledge (e.g., たぶん、わかりません).

Length

- 15-30 minutes per step (3 steps)

Relevant vocabulary

- See the list of vocabulary/expressions in Appendix RRR

Relevant grammar

- Those covered in Tobira I through Lesson 5 and Genki I through Lesson 4
- Additional grammar and phrases not covered in textbooks are provided in Appendix RRR.

Materials

- A campus map, projected for whole-class use or accessed digitally on individual devices (see a sample campus map in Appendix SSS)
- Optional campus buildings/vocabulary list

Abbreviations

- T = Teacher; S = Student; Ss = Students

Teacher preparation steps

- This activity helps students develop practical communication skills for asking, giving, and confirming directions in Japanese using a campus map as a scaffold. While textbook activities focus on controlled or semi-guided practice, they are typically limited to scripted exchanges. This activity extends those practices through open-ended, interaction-based tasks that promote spontaneous language use and real-time clarification. The use of a familiar campus map and hesitation うーん supports building interactional competence and more realistic communication.
- Review key vocabulary and expressions in advance to ensure students have sufficient input before engaging in communicative tasks.
- Plan to implement the activity across multiple class periods to allow for practice and reinforcement.
- Prepare all materials in advance including campus maps, optional list of buildings and vocabulary.
- Sequence the activity from controlled and guided practice to pair or small-group communicative role-play.
- Encourage the use of Japanese as the primary classroom language, while providing visual and contextual support to aid comprehension.
- Note: Some anticipated challenges (e.g., misunderstandings or uncertainty about locations) are addressed with example phrases; however, additional variations may naturally arise during classroom interaction.

Activity steps (and teacher guidelines)

Step 1: Locating Campus Building on the Map Using ここ、そこ、あそこ (15 minutes)

- **Timing for implementation:** After the students have learned ここ/そこ and basic location words.
- **Part 1: Warm-up: Identifying Locations**
 - Instruct students to look at the campus map printout or PowerPoint display (see Appendix SSS for a sample campus map).
 - Have students point to a building and indicate whether it is ここ、そこ、or あそこ based on a fixed reference point.
 - Clearly establish the reference point (e.g., “You are here”) to avoid confusion and support comprehension.
 - ここ = in the immediate vicinity of where the speaker and listener are standing
 - そこ = in the nearby area of where the speaker and listener are standing
 - あそこ = far from both (Note that on a small map, using あそこ may not be practical unless displayed on a large screen or projection.)

- Call on different students (3–5 examples).
 - Example

T: 図書館はどこですか。
S1: ここです。/ そこです。/ (あそこです。)

T: ブックストアはどこですか。
S2: ブックストアはここです。/ そこです。/ (あそこです。)

T: ここはジムですか。
S3: はい、ジムです。/ いいえ、ジムじゃないです。
- After initial modeling, have students practice asking and answering in pairs using the same buildings to reinforce their understanding.
- **Part 2: Expressing Uncertainty or Polite Hesitation**
 - Set the context: students do not always know the answer.
 - Teach students words and expressions that they can use to show that they are hesitating, thinking, or do not know the answer.
 - Hesitation (thinking): うーん
 - Apology (for politeness): すみません
 - Clarifying (and buying time): [Place] ですか
 - Lack of knowledge: (ちょっと) わかりません
 - Emphasize that these expressions are important for maintaining natural conversation flow, even when students are unsure.
 - Examples:

T: うーん、わかりません。
T: すみません。バス停はわかりません。
T: ちょっとわかりません。
 - Have students practice in pairs. One student asks about a location, and the other responds politely when they do not know, using the target expressions.
 - Repeat the exchange several times to build confidence and fluency.
 - Remind students to speak at a slightly slower pace, pause briefly with うーん and ちょっと. Provide a model and have students repeat before practicing in pairs
 - Example:

S1: あのう、すみません。ATMはどこですか。
S2: ATMですか。うーん、すみません。
 ちょっとわかりません。
S1: あ、そうですか。ありがとうございました。

Step 2: Campus Map Exploration (20 minutes)

- **Timing for implementation:** After students have learned location expressions using the XのY pattern (e.g., landmark + の + location)
- **Part 1:** Review of key campus buildings

- Teacher reviews key campus buildings with the class, pointing to each location on the map.
- **Note:** For this example, names of the buildings listed are specific to the UCLA campus; teachers should replace them with landmarks familiar to their students.
 - Example landmarks (UCLA):
ロイスホール (Royce Hall), パウエル図書館 (Powell Library), 美術館 (Art Museum), ブックストア (Bookstore), バス停 (Bus stop), 学生センター (student center), ATM, ヘルスセンター (Health center), カフェテリア (Cafeteria), 寮 (dorm)
- **Part 2 : Introducing the X の Y Structure**
- Review location words with examples on the map: 上、下、右、左、前、後ろ、間、中、近く、隣、横
 - Explain that the XのY pattern is used to describe the location of something relative to a landmark.
 - Practice Examples:
T: ロイス ホールの 前
Ss: ロイス ホールの 前
T: パウエル図書館はロイスホールの前にあります。
Ss: パウエル図書館はロイスホールの前にあります。

 - T: ブックストアの近く
Ss: ブックストアの近く
T: ヘルスセンターはブックストアの近くにあります。
Ss: ヘルスセンターはブックストアの近くにあります。
- **Part 3 : Pair Practice for Location Words Using Campus Map**
 - Begin with teacher-led modeling: Provide visual support by pointing to both the landmark (X) and location (Y) on the map while students answer.
 - Have students practice in pairs:
 - Student A asks about location
 - Student B responds using the XのY
 - Example dialogue:
S1: あのう、すみません。パウエル図書館はどこですか。
S2: えっと、ロイスホールの前です。
S1: あ、そうですか。 / あ、わかりました。ありがとうございます。
S2: いいえ。
 - Once students are comfortable with the dialogue, have them switch roles and practice asking about the location of different buildings. Encourage them to continue rotating buildings to get more practice using location words in context.

Step 3: Recalling and Describing Locations Without a Map (20-30 minutes)

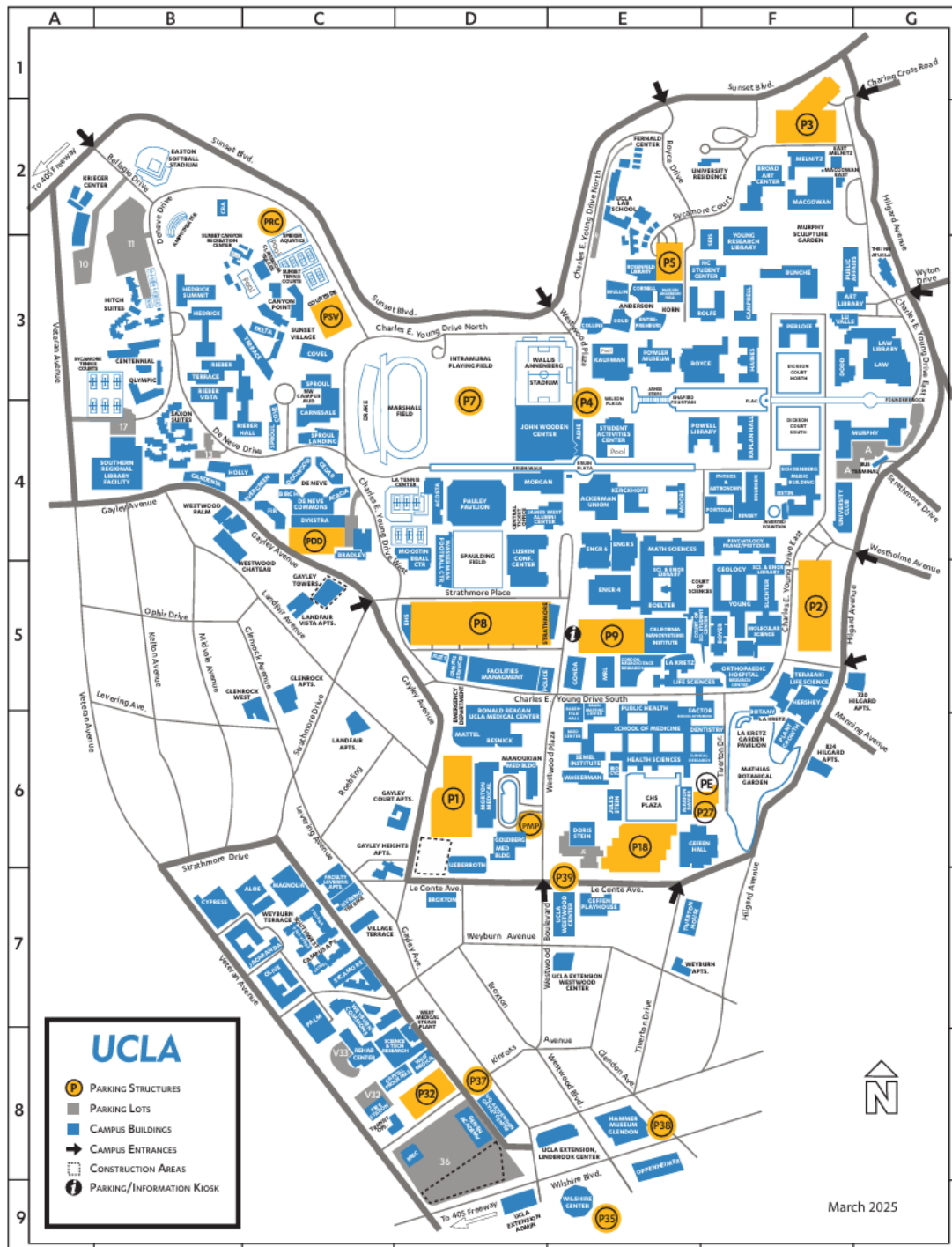
- **Timing for implementation:** After students have learned location words.
- **Part 1: Ask About and Describing Campus Locations**
 - Highlight that approximate language is acceptable and realistic in communication
 - Encourage use of uncertainty expressions (うーん、すみません...わかりません).
 - Example
 - S1: あのう、すみません。
 - S2: はい。
 - S1: ヘルスセンターはどこですか。
 - S2: はい。
 - S2: えっと、ブックストア、わかりますか。
 - S1: はい、わかります。
 - S2: ブックストアのちかくです。
 - S1: ありがとうございます。
 - S2: どういたしまして。
- **Part 2: Expressing Uncertainty When Giving Directions Using たぶん**
 - Explain to students that they can give a rough direction using location words while signaling that they are not fully confident about the information by using たぶん.
 - Highlight how hesitation expression (e.g., うーん) and たぶん work together to express uncertainty in a polite and natural way.
 - Have students practice the dialogue in pairs, then encourage them to vary the buildings and location expressions rather than simply repeating the model.
 - Example dialogue:
 - S1: すみません、カフェテリアはどこですか。
 - S2: カフェテリアですか。うーん、たぶん、ブックストアのなかにあります。
 - S1: あ、ブックストアのなかですか。わかりました。ありがとうございます。
 - S2: いいえ、どういたしまして。

Appendix RRR:

- List of vocabulary and expressions

Word/expression		Meaning
Step 1: Expressing Uncertainty or Polite Hesitation		
～はどこにありますか。	～ wa dokoni arimasu ka	Where is ~?
うーん	u::n	Umm... [filler: used when unsure]
すみません。	sumimasen	Excuse me. / I'm sorry (polite hesitation)
わかりません。	wakarimasen	I don't know.
あのう	ano:	Um... (To get someone's attention politely)
Step 2: Campus Map Exploration		
[landmark] の [location word]	[landmark] no [location word]	[landmark + の + location word] (e.g., ブックストアの前)
いいえ、どういたしまして。	iiie, doo itashimashite	Not at all, you're welcome. / No problem, you're welcome.
Step 3: Giving Approximate Directions Using		
たぶん	tabun	Probably / maybe (used to indicate uncertainty about the exact location)

Appendix SSS: Sample campus map



Source: UCLA Maps, University of California, Los Angeles, www.maps.ucla.edu

JAPANESE ACTIVITY 8

Learning Location Words Through Virtual Classroom Interaction

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Activity title

- Japanese Activity 8: Learning Location Words Through Virtual Classroom Interaction

Textbook/chapter/section

- Genki I: Lesson 4 “The First Date”
- Tobira I: Unit 1, Lesson 5 “Nyanta is missing!”

Target learner level

- Beginning level; first semester/quarter; Novice-Mid (ACTFL); A1 (CEFR)

Learning objectives

Students will be able to:

- Recognize common Japanese location expressions (e.g., 上、下、右、左、中、近く、隣、横、間) and basic combinations (e.g., 右上、左下) used in virtual classroom language.
- Follow simple directions in the virtual classroom (e.g., 右上を見てください。)
- Ask the instructor where different icons are located using 「～はどこにありますか。」 (e.g., チャットボタンはどこにありますか。).

Length

- Step 1 is implemented during regular class time and integrated into normal classroom instruction.
- Step 2 (Part 1 & 2) is optional and used for reinforcement of spatial language: 15-20 minutes

Relevant vocabulary

- Location words introduced in the above named textbook chapters
- Additional vocabulary/expressions in Appendix TTT

Relevant grammar

- No additional grammar

Materials

- Laptop or tablet with internet access (Zoom or other virtual classroom platform)

- Slide presentation to share (e.g., showing screen areas, such as upper right, lower left etc.)
- List of vocabulary/expressions (Appendix TTT)

Abbreviations

- T = Teacher; S = Student; Ss = Students

Teacher preparation steps

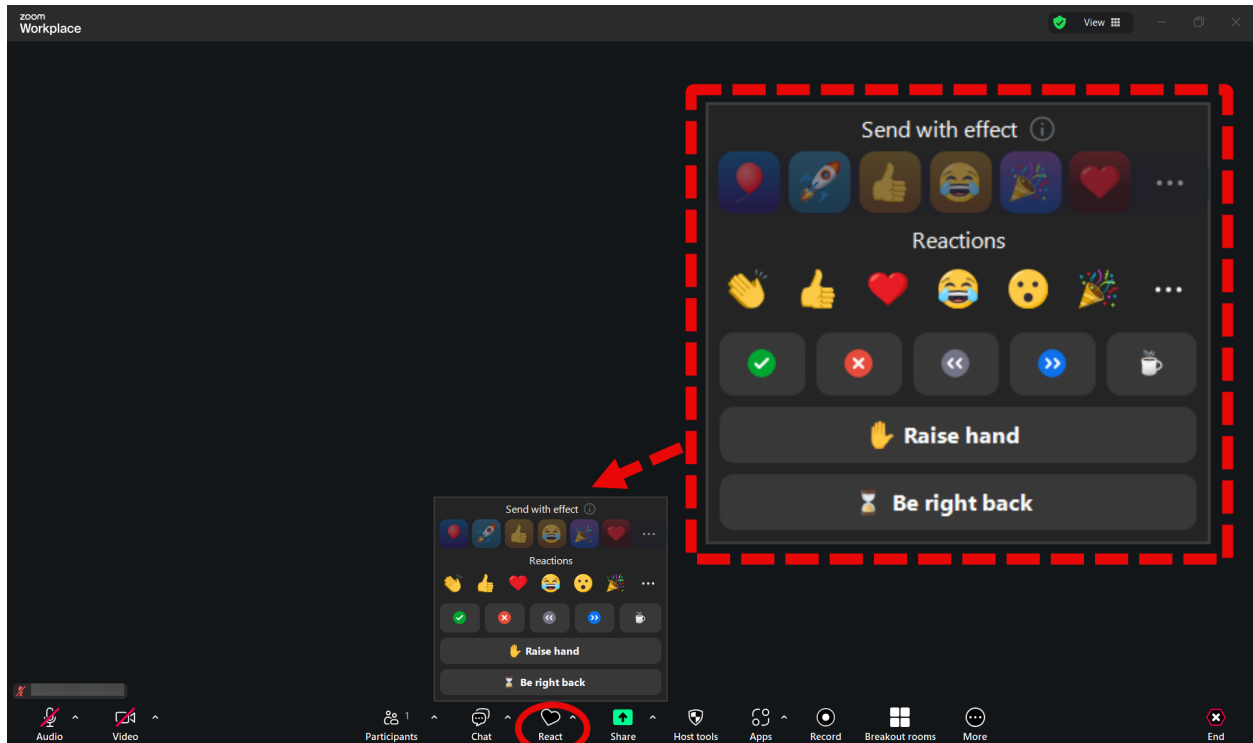
- The goal of this activity is to help students internalize location expressions through natural classroom interaction, primarily via teacher talk rather than isolated practice.
- The instructor should consistently integrate location expressions (e.g., 上、下、右、左、中、近く、隣、横、間) into routine classroom management and everyday instructions, such as directing students' attention to different areas of the screen, slides, chat box, reaction buttons, shared materials or breakout room notifications.
- Rather than pre-teaching all combinations, introduce expressions gradually through repeated classroom use.
- Plan natural instructional moments such as:
 - スライドの右上を見てください。
 - ミュートボタンは下にあります。
- Prepare prompts and opportunities that require students to respond meaningfully:
 - チャットボタンはどこにありますか。
 - リアクションボタンはどこですか。
 - Aさん、下のミュートボタンを押してください。
- Anticipate confusion and model clarification strategies naturally during interaction, such as: “もう一度おねがいします” and “右上って、なんですか？”

Activity steps (and teacher guidelines)

Step 1: Zoom screen interaction using location words

- **Timing for implementation:** After students have learned basic location words and 「～はどこにありますか。」 (This step can be done at the beginning or in the middle of any lesson.)
- **Part 1:** Teacher-led instruction (natural classroom talk)
 - The instructor reviews key vocabulary and location words with students (e.g., チャットボタン、リアクションボタン etc.).

Zoom reaction menu:



(Screenshot by Michiko Kaneyasu, April 5, 2026, Zoom Workplace version 6.6.11)

- Example questions:

T: 左下に何がありますか。

S: Audio

T: チャットボタンはどこにありますか。

S: した。 / Reactボタンのとなり。 / chatとshareの間にあります。

- Example of a teacher instruction and T-Ss instructions:

T: Reactボタンをクリックしてください。

Ss: え？

T: Reactボタン。ハート(gesture ♡)です。

Ss: (Click the React button.)

T: Reactボタンの中に Raise handボタンがあります。Raise handボタンがありますか？

Ss: はい。

T: Raise handは日本語で「手をあげる」。

Ss: てをあげる

T: 手をあげるとき、Raise handボタンを使ってください。わかりますか？

Ss: はい。
 T: じゃ、手をあげてください。
 Ss: (Some click the Raise hand button. Others raise their own hands.)
 T: みんなの手をあげません。(use gesture) ボタンをクリックしてください。
 Ss: ああ～。

- The instructor uses teacher talk to naturally incorporate location words into regular classroom instruction.
- Rather than relying on isolated drills, location words are embedded in meaningful tasks to guide students.

▪ Examples of T-S interactions based on an ‘onomatopoeia’ slide:

T: 右上を見て下さい。何をしていますか。

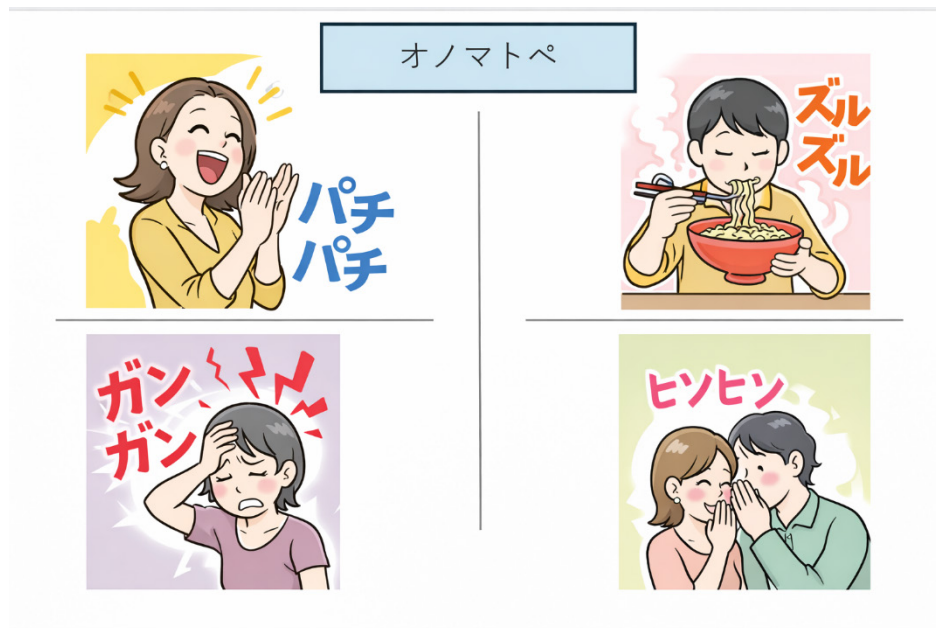
S1: おんなのひとがラーメンを食べています。

S2: ズルズル食べてます。

T: 左下を見て下さい。何をしていますか。

S1: あたまがいたいです。

S2: あたまがガンガンします。

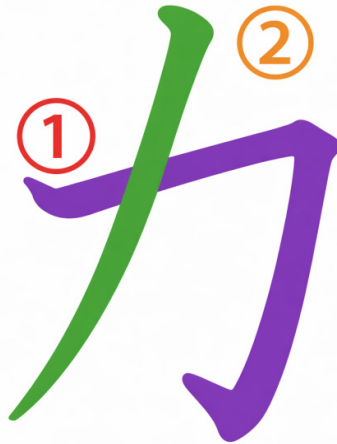


ChatGPT 5.4. (2026). [AI-generated image]

▪ Examples of teacher instructions based on a stroke order practice slide:

T: 左から右へ書いてください。

T: 上から下へ書いてください。



ChatGPT 5.4. (2026). [AI-generated image]

■ Example of a T-S dialogue based on an online shopping site:

T: Aさん、おかし好きですか。

S1: はい。チョコレートが好きです。先生は？

T: うーん、もちが好きです。右上にありますね。せんべいをたべたことがありますか。

S1: はい。でも、まあまあでした。

T: (To all students) チャットの中に好きなおかしを書いてください。

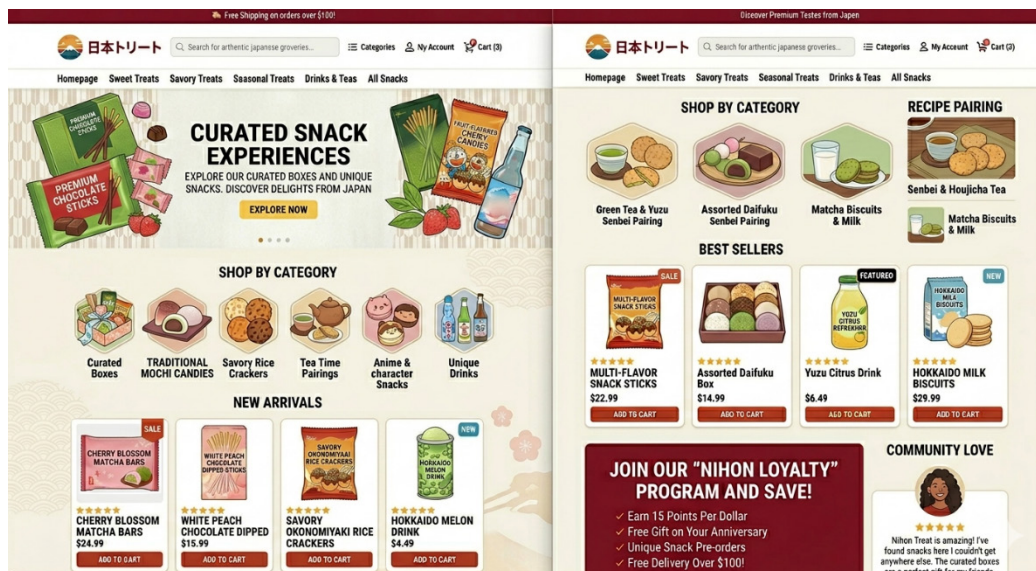


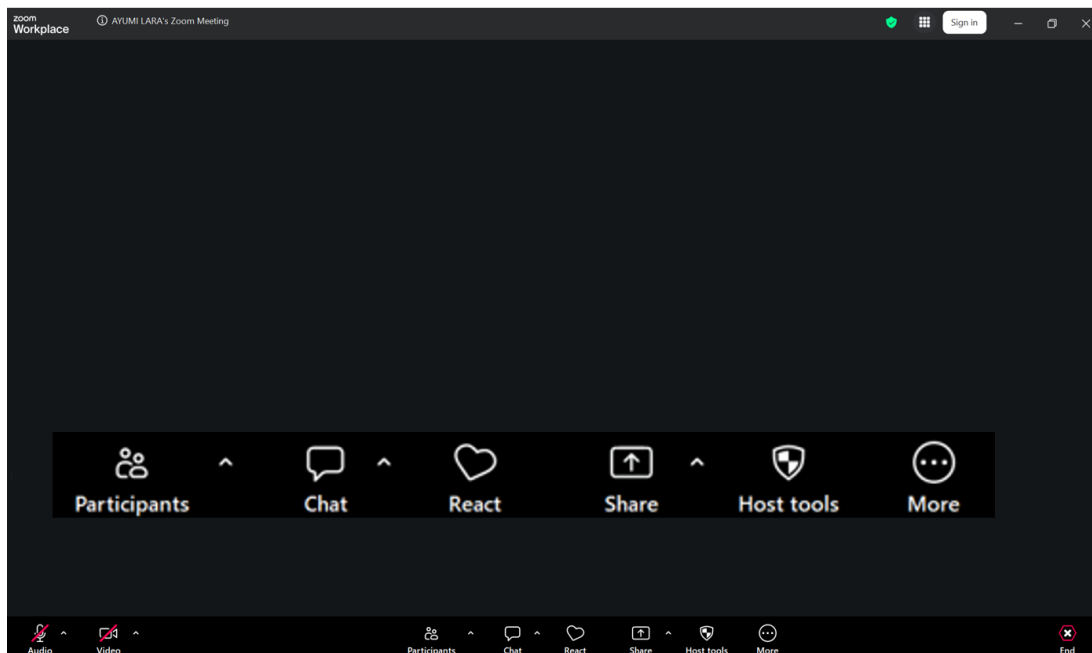
Image created by Gemini 3 (April 18, 2026)

● **Part 2:** Clarification strategies:

- Once students can identify general screen locations, the instructor introduces basic clarification strategies. This step encourages learners to confirm understanding

and locate items on the screen through interaction.

- Asking to repeat: え？／もう一度（お願いします）／すみません。
- Checking hearing/understanding: [(Partial) repetition (ですか)? (e.g., Audioボタン？／中ですか？)]
- Confirming understanding: [Reference point] の [Location word] ですか？ (e.g., Audioボタンの右ですか？)
- Select a few icons (e.g., オーディオボタン、リアクションボタン) to practice clarification strategies. See below for sample Zoom icons.



(Screenshot by Ayumi Lara, April 18, 2026, Zoom Workplace version 6.6.11)

- Model a few clarification questions about the exact location of the icons.
 - Examples:
 - T: え？もう一度おねがいします。
 - T: チャットボタンですか？
 - T: 右ですか。左ですか。
 - T: Reactボタンの中ですか？
 - Example dialogue:
 - S1: 先生、shareはどこにありますか。
 - T: 下にあります。
 - S1: うーん、わかりません。chatの近くですか。
 - T: はい。チャットボタンの右です。隣の隣をみてください。
 - S1: あ、ありました。

T: Aさん、ビデオをオンにしてください。
 S1: えっと、ビデオボタンはどこですか。
 T: 左下です。
 S1: ないです。moreの中ですか。
 T: いいえ、逆です。左です。
 S1: あっ、はい。

Step 2: (Optional) Reading manga panels or read Japanese vertical writing books (15 – 20 minutes)

- **Timing for implementation:** After initial exposure to basic location expressions (e.g., 上、下、右、左) used regularly during class.
- **Part 1: Introducing manga reading direction (teacher talk-based instruction)**
 - The goal of this activity is to reinforce location words.
 - Avoid over explaining reading rules in English, instead keep language simple and consistent in Japanese (Use repetition and visual support instead of translation).
 - The instructor shares a manga page on screen.
 - Examples:

T: これはまんがです。
 T: 右上を見て下さい。
 T: 右上から読みます。
 T: 上から下に読みます。
 T: 次は左上です。
 - Example image:



Image created by Gemini 3 (April 18, 2026)

- The instructor uses the cursor to trace direction while speaking.

- Continue guiding:
 - T: 右上からです。
 - T: 次はどこですか。
- Gradually reduce support and ask students to predict:
 - Examples:
 - T: 次はどこですか。
 - T: 右下です。 / 下です。

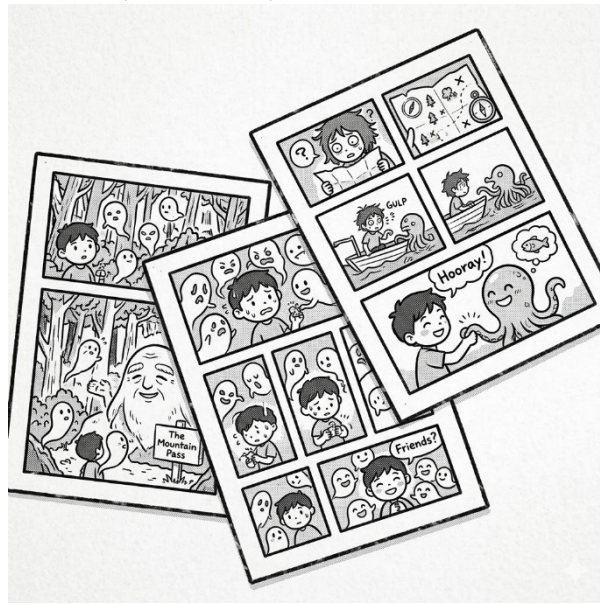


Image created by Gemini 3 (April 18, 2026)

- **Part 2:** Practicing Japanese reading direction with vertical text
 - The instructor shares a book page on screen.
 - The instructor first explains the direction while modeling with the cursor, then checks student understanding by asking to read line by line.
 - Examples:
 - T: これは日本語の本です。
 - T: この本は、読み方が英語と少しちがいます。
 - T: 最初に、どこから読みますか。
(If students do not respond, the instructor points to the top-right corner using the cursor.)
 - T: 右上からです。
 - T: 上から下に読みます。
 - T: 一緒に読みましょう。はい、上から。
 - T: いいですね。つぎは、左へ。
 - Example image:



Source: にほんごたどく「入れて」 <https://tadoku.org/japanese/book/5998/>

- See Tobira textbook p.293-294 and Genki p. 316 for 縦書き example.

Appendix TTT: Vocabulary and Key Phrase Review Sheet

Word/expression		Meaning
Step 1: Zoom		
スライド	suraido	slide
ボタン	botan	button / icon
リアクトボタン	riakuto botan	react icon
チャットボタン	chatto botan	chat icon
シェアボタン	shea botan	share icon
オーディオボタン・ミュートボタン	oodio botan ・ myuuto botan	audio icon ・ mute icon
[location] + [location] みぎ+うえ みぎ+した	migi + ue migi + shita	upper right lower right
[reference point] + [location] チャットボタンの横 ビデオボタンの近く	chatto botan no yoko bideo botan no chikaku	next to the chat icon near the video icon
AとBの間にあります。	A to B no aida ni arimasu.	It is between A and B.
～を見てください。	～ o mite kudasai.	Please look at ～.
もういちどおねがいします。	moo ichido onegaishimasu	Please say it again.
～はどこですか。	～ wa doko desu ka?	Where is ～?
～はどこにありますか。	～ wa doko ni arimasu ka?	Where is ～ located?
～ですか。	～ desuka?	Is it ～ ?
はい、そうです。	hai, soo desu.	Yes, that's correct.
いいえ、ちがいます。	iiie, chigaimasu.	No, that's not correct.
逆	gyaku	opposite
Step 2: Optional Activity		
次はどこですか。	tsugi wa doko desu ka?	Where is next?
XからYに読みます。	X kara Y ni yomi masu.	(We) read from X to Y.
右から(左に)読みます。	Migi kara (hidari ni) yomi masu.	(We) read from right (to left).

JAPANESE ACTIVITY 9

Various Functions of *Nn*—Not Just for Hesitation

Suggested citation: Watanabe, Wataru. (2026). “Japanese Activity 9: Various Functions of *Nn*—Not Just for Hesitation.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Japanese Activity 9: Various Functions of *Nn*—Not Just for Hesitation

Textbook/chapter/section

- Genki I: Lesson 2 “Shopping”
- Tobira I: Unit 1, Lesson 2 “What are you doing over the weekend?”

Target learner level

- Beginning level; first semester/quarter [Novice-Low to Novice-Mid (ACTFL); A1 (CEFR)]

Learning objectives

- Students will be able to produce *nn* in interaction beyond hesitation.
- Students will be able to interpret the meaning of *nn* in different interactional contexts.

Length (in minutes)

- 10-20 minutes × 2

Relevant vocabulary

- うーん
 - Genki I: Expression notes (p. 281)
 - Tobira I: Conversation tips (p. 221)
- See the list of vocabulary/expressions in Appendix UUU

Materials

- Class slides (if necessary)
- Audiovisual resources (see teacher preparation steps for details)
- List of vocabulary/expressions (Appendix UUU)

Teacher preparation steps

- The goal of this activity is to help students practice interpreting and using the interactional token *nn* in realistic contexts in spontaneous interaction.
- In Japanese textbooks, うーん is generally described as a hesitation marker used when the speaker is thinking, cannot make up their mind, or is about to give an unfavorable response. It is typically introduced in textbooks in contexts such as the following, where

the speaker hesitates before declining an invitation or producing an unfavorable response:

Example (1)

A 「明日、いっしょに映画を見ませんか？」

B 「うーん、明日はちょっと…」

Example (2)

A 「○○さんはスポーツをしますか。」

B 「うーん、僕はスポーツはあまり好きじゃないです。」

- However, in everyday conversation, うーん is not commonly used this way, and it is not always pronounced as うーん. In many cases, it is produced as んー, as in the following example:

A 「明日、映画見に行かない？」

B 「んー、何時？」

- Importantly, *nn* itself does not project a unfavorable response. It signals that the speaker is hesitating or thinking, but what follows can vary: it may preface a rejection, an acceptance, a clarifying question, or another type of response. This activity is designed to make students aware that *nn* is not always followed by a rejection of an offer or invitation, contrary to how it is often introduced in textbooks.
- Instructors may use audiovisual materials that show how *nn* is used in natural conversation so that students can hear how it sounds in context. It is also important to note that the duration of *nn* is shorter than that of the examples in the textbooks. The following YouTube clips can be used in the classroom. Each clip features *nn* used in spontaneous interaction where the speaker is hesitating or thinking before producing a response:
 - <https://youtu.be/qAXasL4Z6k8?si=dHd5ymMHUnOwH7zO&t=526>
 - <https://youtu.be/cl7oUBEitPY?si=Bg-OwONJlaZ9vvTd&t=190>
 - <https://youtu.be/cqBPARL1R0A?si=XtazZyLwqqTGkax2&t=200>
 - <https://youtu.be/YdpoKUYy02A?si=aPupOp5sH8bpJToG&t=68>
- Lastly, instructors are encouraged to continue using *nn* tokens throughout the rest of the semester/quarter to provide students with additional opportunities to practice interpreting its meaning.

Activity steps (and teacher guidelines)

Step 1: Displaying hesitation and thinking (10-20 minutes)

- **Timing for implementation:** After the students have learned the Lesson 2 dialogue in Genki I or Tobira I.
- **Part 1:** Introduce *nn* as a token that displays hesitation or thinking before a response.
 - Explain that *nn* is commonly used when the speaker has not yet decided how to

respond. Textbooks often introduce *nn* as a token that prefaces a rejection, but in everyday conversation *nn* is not always followed by a rejection. It can equally preface an acceptance, a question, or another type of response.

- Have students consider how B might respond to A's offer and predict what is likely to follow *んー* in the dialogue below. A and B are friends.
 - Example
- The image below can be used as a visual aid during instruction.

A: とんかつ、食べますか？

B: んー、_____。

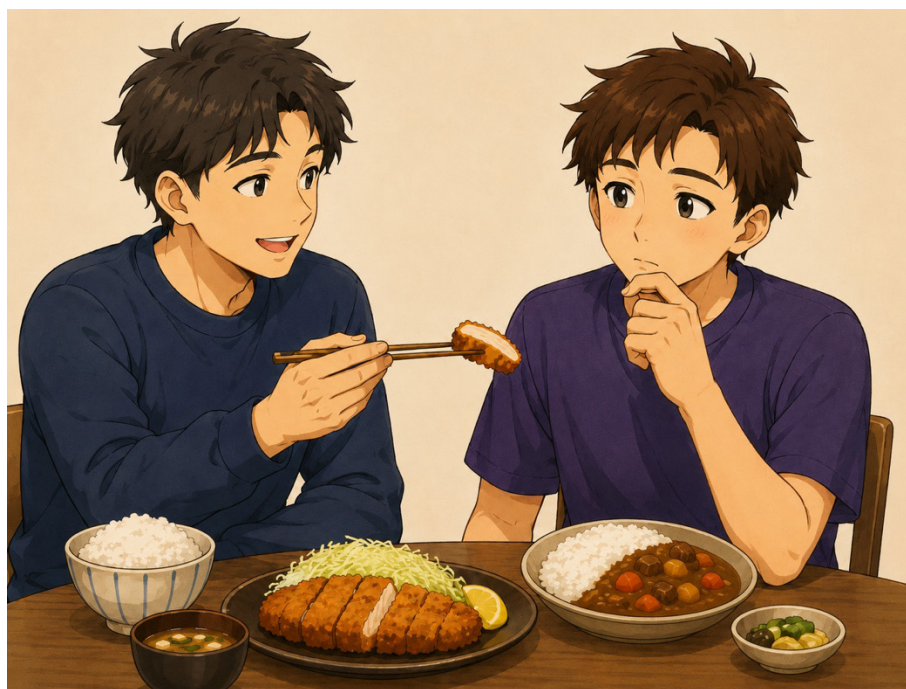


Fig.1 A friend offering tonkatsu. [ChatGPT 5.3 (2026)]

- Elicit a range of possible responses from students. Use the responses to show that *nn* by itself does not signal rejection. The speaker could be heading toward many different responses.
- Teach that *んー* can soften B's expressed stance. Whether B's response is a rejection, acceptance, or a question, prefacing it with *んー* makes the response sound more tentative and socially considerate.
- **Part 2:** Practice *nn* in decision-making contexts.
 - Explain that *nn* is also frequently used when speakers are working through a decision out loud or buying time to think. The following expressions are commonly paired with *んー* in everyday conversation:
 - んー、どうしよう。
 - んー、じゃあ [option] で。
 - Have students consider what the speaker is doing and predict what is likely to

follow んー in the dialogue below.

▪ Example (a dialogue in a restaurant)

Customer: おすすめは、なんですか？

Server: カキフライととんかつがおいしいですよ。

Customer: んー、_____。

- The image below can be used as a visual aid during instruction.



Fig.2 A customer deciding what to order. [ChatGPT 5.3 (2026)]

- Explain that here, *nn* shows that the customer is thinking and has not yet made a decision. The response that follows may be an order, a question back to the server, or a further hesitation.

Step 2: Creative activity: implementing *nn* in textbook dialogues (10-20 minutes)

- **Timing for implementation:** After students have completed Step 1.
- **Part 1: Revising textbook dialogue**
 - Instruct students to work in pairs and select any dialogue from the textbook.
 - Ask students to decide where they can insert *nn* or replace an existing word with *nn*, and to explain why the revision is interactionally appropriate.
- Example (a textbook-like dialogue)

1 Customer: すみません、これはいくらですか？

2 Store staff: それはさんまんえんです。

3 Customer : たかいですね。じゃあ、あのとけいはいくらですか？

4 Store staff: あれはいちまんごせんえんです。

5 Customer : そうですか。あれもたかいですね。

6 Store staff: これはさんぜんえんですよ。

7 Customer : じゃあ、そのとけいをください。

- **Part 2:** Sharing and discussion

- Have each pair share their revised dialogue with the class and explain their choices.
- Encourage class discussion by highlighting that multiple interpretations and placements of *nn* are possible depending on the speaker's stance and context. Instructors may guide the discussion using the examples below.

- Example

1 Customer : すみません、これはいくらですか？

2 Store staff: (んー) それはさんまんえんです。

3 Customer : (んー) たかいですね。(んー) じゃあ、あのとけいはいくらですか？

4 Store staff: (んー) あれはいちまんごせんえんです。

5 Customer : (んー) そうですか、(んー) あれもたかいですね。

6 Store staff: (んー) これはさんぜんえんですよ。

7 Customer : (んー) じゃあ、そのとけいをください。

Appendix UUU: Japanese Activity 9

- Japanese Activity 9: List of vocabulary and expressions (Download an editable version in the Supplemental Material section.)

Word/expression		Meaning
Step 1:		
とんかつ	tonkatsu	pork cutlet
おすすめ	osusume	recommendation
カキフライ	kakifurai	deep-fried oyster
どうしよう	dooshiyoo	What should I do?
じゃあ	jaa	then

CHINESE ACTIVITY 10

Beyond 你好吗: Authentic Greetings and Small Talk for Novice Learners

Suggested citation: Crystal Liou. (2026). “Chinese Activity 10: Beyond 你好吗: Authentic Greetings and Small Talk for Novice Learners.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Chinese Activity 10: Beyond 你好吗: Authentic Greetings and Small Talk for Novice Learners

Textbook/chapter/section

- Integrated Chinese 1 textbook

Target learner level

- First semester/quarter [Novice-Low to Novice-Mid (ACTFL); A1 (CEFR)]

Learning objectives

By the end of this activity, students will be able to:

- Recognize that greetings are social actions, not direct translations
- Use a small set of authentic, contemporary Mandarin greetings appropriately
- Distinguish between neutral greetings and greetings that signal concern or closeness
- Initiate short, natural small talk using greetings plus follow-up questions
- Participate in simple role-play interactions with confidence and intelligibility
- Anticipate how a greeting shapes the next turn in interaction

Length (in minutes)

- 19–24 minutes

Relevant vocabulary and expressions

Casual / Neutral Greetings

- 你好
- 你好呀
- 嗨
- 哈喽 (highlighted as increasingly common among younger speakers)

Follow-Up Questions

- 最近怎么样?
- 干嘛呢?
- 忙什么呢? / 忙啥呢? (colloquial option)

Common Responses

- 还不错
- 有点忙

Natural Conversation Exit

- 先走了
- 改天见 / 改天聊
- 我还有点事，先走了

(Pinyin + gloss provided in handout)

Materials

- Slides with short dialogues

Teacher preparation steps

- The goal of this activity is to help students understand that greetings in Mandarin function as social actions rather than literal questions.
- Instructors should explicitly contrast textbook-style greetings (e.g., 你好吗) with naturally occurring greetings in everyday interaction.
- Emphasize that learners often overgeneralize 你好吗 as a default greeting due to direct translation from English (“How are you”).
- Highlight that greetings in Mandarin are context-sensitive and index relationships (distance, familiarity, concern).
- Encourage students to focus on rhythm and chunking rather than word-by-word production.
- Instructors may optionally provide short authentic examples (video or real-life scenarios) to reinforce natural usage.

Common learner issue

Learners tend to rely on direct translation (e.g., “How are you”) and may overuse 你好吗 in inappropriate contexts, which can sound overly serious or emotionally marked.

Abbreviations

- T = Teacher
- S = Student
- Ss = Students

Activity steps (and teacher guidelines)

Step 1: Problematizing “你好 / 你好吗” (6–8 minutes)

Key Concept:

- Greetings in Mandarin are not neutral information-seeking questions.
- They index social stance, emotional concern, and relational distance.

Instructor input:

- Explain that while 你好 is correct, it is less frequent in casual peer interaction than learners expect.
- Explain that 你好吗? often sounds like 你还好吗?, implying concern.

Instructor prompt:

- Does “你好吗?” sound like a real question here?
- What kind of relationship does it suggest?

Contrast Mini-Dialogues

Context A: Casual encounter

- A: 你好吗?
- B:还好。
→ sounds serious / emotionally loaded

Context B: Natural casual greeting

- A: 哈喽~最近怎么样?
- B: 还不错。

What this shows:

- Greetings are not used to request information
- They signal stance (neutral, caring, distant)
- They shape how the conversation will continue
- They create expectations about the next turn (e.g., response type, tone)

Authentic contexts where “你好吗?” fits:

- Visiting someone who is sick or hospitalized
- Meeting someone you haven’t seen in years (e.g., an ex-partner)

(Optional: short authentic video clip showing this use)

Jay Chou - 你好吗

https://www.youtube.com/watch?v=Wrbjahfg8RM&list=RDWrbjahfg8RM&start_radio=1

Key takeaway for students:

“你好吗?” is not incorrect, but it is context-sensitive and often pragmatically marked.

Step 2: Core Greetings Modeling (5–6 minutes)

Core Set

- 你好
- 你好呀
- 嗨
- 哈喽
- 最近怎么样?

Teacher models each greeting in context, first slowly, then naturally.
Students repeat as chunks, focusing on rhythm.

Note: These greetings vary by age, region, and social group. For example, 哈喽 is more common among younger speakers.

Step 3: Guided Interaction — Greeting + Follow-Up + Exit (8–10 minutes)

Description:

- This step provides structured communicative practice. Students use the core greetings and follow-up questions from Step 2 in short, natural conversations. The interaction is guided but allows flexibility in wording and response.

Goal:

- Students practice greeting someone, asking one natural follow-up question, responding briefly, and exiting politely. The focus is on rhythm, flow, and pragmatic appropriateness rather than perfect grammar.

Task Design

- Students rotate partners every 2–3 minutes
or
- Students stay in pairs while the teacher calls on selected pairs to model for the class

Instructions:

1. Greet your partner
2. Receive a short response
3. Ask one natural follow-up
4. Respond briefly
5. Exit the conversation politely

Model Dialogue

- A: 哈喽～最近怎么样？
- B: 有点忙。
- A: 忙什么呢？
- B: 作业/功课有点多。
- A: 我也是。我有事先走了，改天聊。
- B: 加油！我要去xxx了，改天聊。

Quick reflection (1–2 minutes):

- Did your partner sound casual, polite, or concerned?
- Which part of the greeting gave you that impression?

Optional extension:

Students revise a textbook dialogue by replacing unnatural greetings (e.g., 你好吗) with more appropriate expressions and explain:

- why the original sounds unnatural
- how their revision changes the interaction

CHINESE ACTIVITY 11

Beyond 哪里哪里: Responding to Compliments in Natural Mandarin

Suggested citation: Crystal Liou. (2026). “Chinese Activity 11: Beyond 哪里哪里: Responding to Compliments in Natural Mandarin.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

Chinese Activity 11: Beyond 哪里哪里: Responding to Compliments in Natural Mandarin

Textbook/chapter/section

- Integrated Chinese 1: Lesson 7 Dialogue 1

Target learner level

- First semester/quarter [Novice-Low to Novice-Mid (ACTFL); A1 (CEFR)]

Learning objectives

By the end of this activity, students will be able to:

- Respond to simple compliments in Mandarin using context-appropriate expressions
- Recognize that Chinese has multiple pragmatic options for responding to praise
- Choose between traditional denial and modern acceptance strategies in casual interaction

Length (in minutes)

- 32–41 minutes (single class activity)

Relevant vocabulary and expressions

- 哪里哪里
- 过奖了
- 还可以
- 一般般
- 谢谢
- 不不不
- 没有没有/没有啦
- 你中文说得很好
- 你今天穿得很好看

Materials

- Slides with short dialogues
- Handout or slide with response options

Abbreviations

- T = Teacher
- S = Student
- Ss = Students

Teacher preparation steps

- Prepare 2–3 short compliment scenarios relevant to students' lives (e.g. language ability, appearance, presentation)
- Decide which expressions to model vs. not explicitly teach
- Emphasize that there is no single “correct” answer, only more or less natural ones

Activity steps (and teacher guidelines)

Step 1: Noticing real usage (8-10 minutes)

Timing for implementation:

After students have learned basic greetings and adjectives (好 / 不错)

Teacher action:

Show two short dialogues on the slide.

Dialogue A

A: 你的中文说得很好！

B: 哪里哪里。

Dialogue B

A: 你的中文说得很好！

B: 谢谢～还可以啦。

Dialogue C — Modesty response

A: 你今天穿得很好看！

B: 哪里哪里。

Dialogue D — Refuting / downplaying

A: 你中文说得很好！

B: 没有没有，我还在学。

或者：

A: 你今天穿得很好看！

B: 没有啦，随便穿的。

Guiding questions :

- Do these two answers feel the same?
- Which one sounds more casual?
- Which one sounds more traditional?

Step 2: Meaning & pragmatics clarification (7-8 minutes)

Teacher explanation:

- “哪里哪里” does not literally mean “where where.”
- It is a fixed expression used to show modesty when receiving a compliment.
- The speaker acknowledges the compliment while softening it.

Briefly introduce a spectrum:

1. Modesty / softening

- 哪里哪里
- 过奖了

2. Downplaying the compliment

- 还可以
- 一般般
- 没有没有 / 没有啦
- 不不不

3. Accepting the compliment

- 谢谢
- 谢谢～还可以啦

In traditional Chinese interaction, people often respond modestly.

However, younger speakers today may simply say 谢谢, especially in casual settings.

Teacher note:

Expressions such as 不不不 can appear in spoken Mandarin when strongly rejecting praise, but they are less common in beginner-level classroom dialogues and may sound abrupt.

Step 3: Guided practice (pair work) (7-8 minutes)

Instructions:

Students work in pairs. One gives a compliment, the other responds.

Compliment cards / prompts (on slide or spoken):

- 你的中文说得很好
- 你今天穿得很好看
- 你作业做得不错

Rule:

Each student must respond twice, using two different strategies.

Example:

Round 1 → 哪里哪里

Round 2 → 谢谢 / 还可以/没有啦

Step 4: Reflection & Wrap-up (10-15 minutes)

Whole-class discussion:

- Which answer felt more natural to you?
 - <https://www.youtube.com/watch?v=ZqdtTDklhZ8>
- Which one would you use with a friend?

Teacher may ask students to compare:

How do people usually respond to compliments in English?

Example:

English → “Thank you.”

Mandarin → modesty responses are also common.

This helps students see the pragmatic difference between cultures.

CHINESE ACTIVITY 12

Beyond 是: Adjectives as Predicates in Mandarin

Suggested citation: Crystal Liou. (2026). “Chinese Activity 12: Beyond 是: Adjectives as Predicates in Mandarin.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

- Chinese Activity 12: Beyond 是: Adjectives as Predicates in Mandarin

Textbook/chapter/section

- Integrated Chinese 1: Lesson 1 Dialogue 2
- Integrated Chinese 1: Lesson 3 Dialogue 2

Target learner level

- First semester/quarter [Novice-Low to Novice-Mid (ACTFL); A1 (CEFR)]

Learning objectives

By the end of this activity, students will be able to:

- Recognize that Chinese adjectives can function as complete predicates
- Identify contexts where “是” sounds unnatural before adjectives
- Use the structure Subject + 很 + Adjective in neutral descriptions
- Develop awareness that “很” does not always mean “very”

Length (in minutes)

- 18–25 minutes (single class activity)

Relevant vocabulary and expressions

Learner-like (Unnatural)

- ✗ 他是高
- ✗ 她是漂亮
- ✗ 中国菜是很好吃

Natural Mandarin Patterns

- ✓ 他很高
- ✓ 她很漂亮
- ✓ 中国菜很好吃

Materials

1. Slides with short dialogues
2. Handout or slide with response options

Abbreviations

- T = Teacher
- S = Student
- Ss = Students

Activity steps (and teacher guidelines)

Step 1: Problematizing “是 = is” (5–6 minutes)

Teacher Input

Explain that while 是 is often taught as “to be,” it does not behave like English is / are.

Highlight that in Mandarin:

- 是 + noun → common and natural
- 是 + adjective → usually unnatural in neutral descriptions

Write on the board:

English: He is tall

Mandarin: ✗ 他是高

Pause and ask students whether the sentence feels familiar or intuitive.

Step 2: Judgment Activity — Sounds Natural or Strange? (5–7 minutes)

Instructions

Students read or hear the following sentences and decide whether they sound natural or strange in Mandarin.

3. 她是漂亮。
4. 猫很可爱。
5. 中国菜是很好吃。

Students may respond by:

- Raising hands
- Using ✓ / ✗ cards
- Brief pair discussion (2-3 minutes)

Step 3: Guided Explanation and Reformulation (5 minutes)

The teacher goes through each sentence with the class.

1. 她是漂亮。

Explain that 漂亮 is an adjective, and Mandarin adjectives can function as predicates without 是.

✓ Reformulation:

- 她很漂亮

2. 猫很可爱。

Confirm that this sentence is natural and complete.

Explain that 很 + **adjective** is the common pattern used in neutral descriptions.

3. 中国菜是很好吃。

Explain that in neutral descriptions Mandarin usually **does not use 是 before an adjective phrase**.

A more natural pattern is:

✓ Reformulations:

- 中国菜很好吃
- 中国菜真的很好吃

Teacher may briefly note that 是 + **adjective** can appear in certain discourse contexts (e.g., emphasis or contrast), but those uses are typically introduced at more advanced levels.

Teacher Note: Advanced Uses of 是 + Adjective

While 是 + adjective is generally unnatural in neutral descriptions (e.g., ✗ 她是漂亮), Mandarin does allow 是 + adjective in certain discourse constructions that are typically introduced at more advanced levels.

Two common patterns include:

1. Concessive Structure

Adj + 是 + Adj, 可是...

Example:

这家餐厅 好吃是好吃，可是很贵。

Meaning:

“The restaurant is tasty, but it’s expensive.”

This structure acknowledges a positive quality before introducing contrast.

2. Agreement / Acknowledgement Structure

Example dialogue:

A: 今天的考试真难。

B: 是难，我昨天复习了两个小时但是还有好多不会的。

Here 是 + adjective functions as an acknowledgement of the previous statement.

These patterns involve discourse-level grammar and are typically introduced at intermediate levels. For beginner learners, it is sufficient to focus on the basic predicate adjective pattern:

Subject + 很 + Adjective

Example:

他很高

她很漂亮

Step 4: Controlled Oral Practice (3–5 minutes)

Teacher says an English sentence aloud:
“Beijing is big.”

Students respond chorally:
北京很大。

Repeat with 1–2 more examples if time allows.

Student Handout

Part 1 — Natural or Strange?

Look at each sentence.

Circle Natural or Strange.

她是漂亮。

Natural / Strange

猫很可爱。

Natural / Strange

中国菜是很好吃。

Natural / Strange

他很高。

Natural / Strange

Part 2 — Fix the Sentence

Rewrite the sentence so it sounds natural in Mandarin.

她是漂亮。

中国菜是很好吃。

北京是大。

Part 3 — Describe

Complete the sentences.

我的老师 _____ 很好。

我的朋友 _____ 很高。

这个城市 _____ 很大。

Part 4 — Talk With a Partner

Ask your partner and write their answer.

A: 你的老师怎么样?

B: _____

A: 你的学校怎么样?

B: _____

Part 5 — Class Share

Tell the class one sentence about your partner.

Example:

他的老师很好。

他的学校很大。

Write your sentence:

CHINESE ACTIVITY 13

Beyond Memorization: Talking About Dates and Weekly Life in Mandarin

Suggested citation: Crystal Liou. (2026). “Chinese Activity 13: Beyond Memorization: Talking About Dates and Weekly Life in Mandarin.” Adaptable Communicative Activities Volume 3. CC BY-NC 4.0.

Activity title

Chinese Activity 13: Beyond Memorization: Talking About Dates and Weekly Life in Mandarin

Textbook/chapter/section

- Integrated Chinese 1: Lesson 3 Dialogue 1

Target learner level

- First semester/quarter [Novice-Low to Novice-Mid (ACTFL); A1 (CEFR)]

Learning objectives

By the end of this activity, students will be able to:

- Produce dates using 年–月–日 format
- Ask and answer about birthdays naturally
- Recognize three common forms of “week” (星期 / 周 / 礼拜) and understand their register differences

Length

- 16–20 minutes

Relevant vocabulary and expressions

Dates

- () 年 () 月 () 日
- 你的生日是什么时候?
- 我的生日是…

Week Forms

- 星期一
- 周一
- 礼拜一

Activity steps (and teacher guidelines)

Step 1: Problematizing “Calendar Vocabulary” (5–6 minutes)

Teacher writes on board:

2026年2月14日

Ask:

- Is this just numbers?
- Or is this a full sentence in Chinese?

Highlight:

Chinese dates are produced in logical big-to-small order:

Year → Month → Day.

Then contrast with English word order.

Short task:

Students say today's date in Chinese.

Step 2: Register Awareness – 星期 vs 周 vs 礼拜 (5–6 minutes)

Ask:

- Do these three mean the same thing?
- Why are there three versions?

Clarify in simple English:

- 星期 = standard, neutral
- 周 = short, practical
- 礼拜 = informal, conversational

Mini task:

Students convert:

星期三 → 周三 → 礼拜三

Step 3: Birthday Interaction (Structured Practice) (6–8 minutes)

Model:

A: 你的生日是什么时候?

B: 我的生日是2002年5月6日。

Then extend:

Add follow-up:

是星期几?

今年是星期几?

Students rotate partners and ask 2 classmates.

This transforms static date vocabulary into social interaction.

Student Handout

Activity 1 — Today's Date

今天是：
_____年 _____月 _____日

Activity 2 — Ask Your Partner

你的生日是什么时候？

我的生日是：
_____年 _____月 _____日

今天是星期 _____