

ENGLISH AUDIOPIEDIA
SUPPLEMENTARY MATERIALS

ONCE UPON A TIME IN JAPAN

A. IDENTIFICATION

Code	:	12/EAP/X SMA
Theme	:	Legends
Subtheme	:	World Legends (Human Action)
Social Function	:	To tell a story and entertain the listener
Grade	:	Grade X Senior High School

B. KEY VOCABULARY

samurai (noun)	:	ksatria Jepang pada zaman dahulu
fled (verb 2)	:	melarikan diri
settled (verb 2)	:	tinggal/berdiam
bib (noun)	:	celemek makan bayi/anak
defeated (verb 2)	:	mengalahkan
impressed (verb 3)	:	terkesan
courage (noun)	:	keberanian

C. MONOLOGUE SCRIPT

Hi, my name is Kintaro. I am sure you can guess where I come from by my name. Yep, I'm from Japan. You can find me in Joruri and Kabuki (a form of Japanese traditional drama), in songs, paintings, statues, dolls, storybooks, and even in the form of candy. In Japan, I'm quite popular because people like to retell my story to following generations. Here is my story.

Once upon a time in Japan, there was a daughter of a rich man near Mount Kintoki who married a samurai named Sakata. The woman, Princess Yaegiri, and the samurai were my parents.

One day, my mother fled because of a conflict between my father and uncle that led to the death of my father. She finally settled in the forests of Mount Kintoki to raise me all alone.

As I lived in the forest, I wore a bib with a "gold" letter on it. That's why people call me Kintaro. Kin means gold, while taro means boy. I grew into an energetic, healthy, and extremely strong boy. I was never afraid of anything as all the animals in the jungle were my friends. Wait did you hear

that? Don't be afraid. I defeated that bear in sumo wrestling. He's my best friend now, along with a deer, a monkey, and a rabbit.

One day, my animal friends and I wanted to cross a valley but unfortunately, the bridge broke. So, I decided to pull out a giant tree and make it into a bridge. I didn't know but a man was watching me from afar. He turned out to be the great samurai named Yorimitsu Minamo. He was so impressed that he trained me to become a samurai.

I defeated many bandits, so I was appointed as the chief of the "Four Braves", Yorimitsu's special forces. At that time, I changed my name to Sakata no Kintoki in respect to Mount Kintoki where I was raised and I brought my mother to Kyoto.

Until now, many parents continue to decorate the room of their sons with my picture to wish them health, strength, courage, and success.

adapted from <http://academickids.com>

D. EXERCISES

Task 1: Explore

Answer the questions by choosing A, B, C, D or E.

1. What is the purpose of the speaker?
 - A. to tell the legend of Kintaro
 - B. to describe Kintaro's appearance
 - C. to discuss the strength of Kintaro
 - D. to explain the origin of Kintaro's name
 - E. to inform listeners about the popularity of Kintaro
2. The speaker said, "He was so impressed that he trained me to become a samurai".
What is a synonym for the word "trained"?
 - A. forced
 - B. drilled
 - C. directed
 - D. exercised
 - E. motivated
3. The speaker said, "I defeated many bandits, so I was appointed as the chief of the "Four Braves", Yorimitsu's special forces. At that time, I changed my name to Sakata no Kintoki in respect to

Mount Kintoki where I was raised and I brought my mother to Kyoto".

What does the speaker talk about?

- A. the mother of Kintaro
- B. the successful life of Kintaro
- C. the meaning of Kintaro's name
- D. the legendary Yorimitsu's Four Braves
- E. the defeat of the criminals in Kintaro hands

Key Answer

- 1. A. to tell the legend of Kintaro
- 2. B. drilled
- 3. B. the successful life of Kintaro

Task 2: Explore

Answer the questions by choosing A, B, C, D or E.

- 1. What is the likely benefit of listening to this story?
 - A. increasing the listeners' interest in forests
 - B. boosting the need to learn Japanese language
 - C. raising the listener's expectation to live in Japan
 - D. realising the importance of developing bravery in children
 - E. building the courage of the listeners to one day become a samurai

- 2. The speaker says, "Until now, many parents continue to decorate the room of their sons with my picture to wish them health, strength, courage, and success". He means Kintaro is ...
 - A. a famous figure in Japan
 - B. a great image for decoration
 - C. a model for a room decoration
 - D. a symbol of an ideal son in Japan
 - E. a representation of Japanese tradition

- 3. According to the speaker, why was Yorimitsu Minamo impressed by Kintaro?
 - A. Kintaro had displayed his extremely strong power.
 - B. Kintaro had shown his kindness to his animal friends.
 - C. Kintaro had succeeded in crossing the valley with a tree.

- D. Kintaro had exposed his ability to speak with his furry friends.
- E. Kintaro had fixed the bridge over the valley for his animal friends.

Key Answer

- 1. D. realising the importance of developing bravery in children
- 2. D. a symbol of an ideal son in Japan
- 3. A. Kintaro had displayed his extremely strong power.

Task 3: Apply

Answer the questions by choosing A, B, C, D or E.

- 1. Which of the following words are similar in meaning?
 - A. appointed, taken, resolved
 - B. appointed, selected, chosen
 - C. appointed, agreed, arranged
 - D. appointed, decided, assigned
 - E. appointed, determined, picked

- 2. "One day, my mother fled because of a conflict between my father and uncle that led to the death of my father. She finally settled in the forests of Mount Kintoki to raise me all alone."
Which would be the most suitable sentence to continue this paragraph to show Kintaro's appreciation to his mother?
 - A. What a pity for her!
 - B. What a lovely mother!
 - C. What a good old day!
 - D. What a huge sacrifice!
 - E. What a wonderful time!

Key Answer

- 1. B. appointed, selected, chosen
- 2. D. What a huge sacrifice!

Task 4: Present

Listen to the audio and do the following activities. You may choose the ones that you like most or the activities that your teacher assigns to you.

1. Listen to the audio again, and retell the story to your desk-mate or friend in your own words.
Record your voice during the retelling activity and use it to reflect on your performance retelling the story.
2. If you were Kintaro, would you agree to become a samurai after the death of your samurai father?
3. In a group of four, find a legend in your area. Act it out with your group in front of the class or record it in video format.

Key Answer

1. Use the following student checklist to prepare your activity retelling the story and to reflect on it.

Retelling Element	Description	Checkmark
Structure/sequence	I use the structure of a narrative text to retell the story: 1. Orientation 2. Complication 3. Re-Orientation	
Content/Detail	I retell important information from the story. 1. When did the story happen. 2. Where did the story happen. 3. Who was involved in the story 4. What problem did they have. 5. What was the solution to the problem.	
Grammar	1. I use the language elements of a narrative text to retell the story: 1. Simple Past Tense 2. Time conjunctions 3. Adverbs of time	
Fluency	1. I speak fluently. 2. I use proper intonation. 3. I speak with an appropriate volume.	
Originality	I use my own words to retell the story.	

- Your response should be related to the death of Kintaro's father and the opportunity to serve the country (character building and critical thinking).

Example:

If I were Kintaro, even if my father died as a samurai, I would agree to become a samurai. This is because being a samurai offered the best and most complete training in becoming a warrior and serving the country at that time. Another reason is that at that time, dying as a samurai was assumed to be an honour, so my father's death wouldn't discourage me.

- Use the following student checklist to prepare your project.

Category	Description	Checkmark
Structure	We use the structure of a narrative text in the drama. 1. Orientation 2. Complication 3. Resolution	
Content	We act out the following information in the text. 1. The introduction of story (who, when, where) 2. The problem of the story 3. The solution of the problem	
Grammar	1. We use Simple Past Tense 4. We use Time conjunctions 5. We use Adverbs of time	
Fluency	1. We speak fluently. 2. We present it with adequate volume and use proper intonation.	
Performance	1. We use blocking and movement. 2. We get into the character. 3. We use facial expressions and body language.	
Teamwork	We present it as a team.	

E. REFERENCES

Kementerian Pendidikan dan Kebudayaan. (2016). Bahasa Inggris SMA/MA/SMK/MAK X (Rev). Jakarta: Kementerian Pendidikan dan Kebudayaan.

Kementerian Pendidikan dan Kebudayaan. (2016). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 24 Tahun 2016. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Prihastiwi, Heny. (2020). GBIM JM English Audiopedia. Once upon a time in Japan. Yogyakarta: Balai Pengembangan Media Radio Pendidikan dan Kebudayaan.

Kintaro. tersedia di <http://academickids.com/encyclopedia/index.php/Kintaro>. diakses tanggal 10 Mei 2020.

Today's Japanese word "Kintaro" tersedia di <http://re-discoveryjapan.net/todays-japanese-word-kintaro/> diakses tanggal 10 Mei 2020.