

# **ANU EXTENSION**



## **CONTINUING JAPANESE - ANU**

**2015 - 2020**

**H COURSE**



## H Course

**College:** The Australian National University Extension

**Course Title:** Continuing Japanese - ANU

**Classification:** H

Unit Titles	Unit Value
Continuing Japanese 1	1.0
Continuing Japanese 2	1.0

**Dates of Course Recognition:** From 2015 To 2020

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## Course Name

Continuing Japanese - ANU

## Course Classification

H

## Course Developers

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## Course Length and Composition

Name and Number of Units Submitted and the Length of the Units expressed as a Value

Unit Title	Unit Value
Continuing Japanese 1	1.0
Continuing Japanese 2	1.0

## Available Course Patterns

Course	Minimum number of hours per course	Number of standard 1.0 value units to meet course requirements
Minor	110 hours	2 units of 55 hours

## Implementation Guidelines

### Prerequisites or co requisites for the course or units within the course

Students must be granted entry to ANU Extension. The BSSS requires that where an H course can also include students who are not concurrently studying an BSSS Accredited course in the same subject at their home college the H course provider must inform students in writing that the assessment will be the same for all students.

## Goals

**Continuing Japanese - ANU** aims to extend the in-school Continuing Japanese program by consolidating the foundation of the students' Japanese language skills, and further to extend the students' study at their home college to the upper intermediate level. Given that the acquisition of complete language skills requires a comprehensive approach of knowledge and practical exercises, the course is designed to further develop students' knowledge of grammar, vocabulary and socio-cultural aspects of Japan, as well as to further enhance their performative skills through sentence-production drills, conversation practices and reading comprehension. It also covers the four micro areas (speaking, listening, reading and writing) of language learning, and includes the introduction of approximately 600 new kanji in addition to the *Continuing Japanese Course* over two years.

Each unit aims to extend a number of the Continuing Course Integrated Themes (see Table for more details). By the end of the course, students are expected to be able to describe their thoughts, experience and feelings in Japanese relatively freely without much assistance from native speakers of Japanese. They will also be able to read and write relatively long Japanese sentences and paragraphs on various topics, to have good understanding of Japanese culture, society and people, and to have developed good self-study skills for Japanese.

On the basis of these general goals and the BSSS Japanese course guideline, specific goals of each unit will be outlined in the following unit descriptions.

## Student Group

**Continuing Japanese – ANU** is for Year 11 and Year 12 students with substantial linguistic knowledge, skills and cultural background of the target language. They must also be enrolled in the Continuing Japanese course at their home college.

## Content (overview)

### Integrated Themes Table

	Beginning	Continuing	Advanced	ANU Continuing Japanese – H Course
The Individual's Experience	JPN_BEG Introductions 0.5 <ul style="list-style-type: none"> <li>• hiragana</li> <li>• introductions</li> <li>• greetings</li> <li>• times, days, months</li> </ul>	JPN_CON Personal Identity 0.5 <ul style="list-style-type: none"> <li>• personal history</li> <li>• hobbies/Special Interests</li> </ul>	JPN_ADV Youth 0.5 <ul style="list-style-type: none"> <li>• how I live</li> <li>• how I spend my time</li> <li>• what concerns me about the future?</li> </ul>	<b>JPN_CON-ANU</b>  <b>Personal interests</b> <ul style="list-style-type: none"> <li>• personal particulars</li> <li>• giving your opinions</li> <li>• future plans &amp; careers</li> <li>• using computers; typing in Japanese net café</li> <li>• driving</li> <li>• cooking</li> </ul> <b>Individual in society</b> <ul style="list-style-type: none"> <li>• calendar events in Japan</li> <li>• housing conditions</li> <li>• marriage and women's social progress</li> <li>• social classes</li> <li>• school system</li> <li>• social security and community activities</li> <li>• politics and government</li> </ul>
	JPN_BEG Daily Activities 0.5 <ul style="list-style-type: none"> <li>• daily routine</li> <li>• healthy lifestyles</li> </ul>	JPN_CON Health and Fitness 0.5 <ul style="list-style-type: none"> <li>• healthy lifestyles</li> <li>• a visit to the doctor</li> </ul>	JPN_ADV Lifestyles 0.5 <ul style="list-style-type: none"> <li>• everyday life</li> <li>• how I spend my weekend</li> <li>• health and fitness</li> <li>• entertainment for all</li> </ul>	
Society and Community	JPN_BEG Leisure 0.5 <ul style="list-style-type: none"> <li>• Introducing Themselves</li> <li>• summer holidays</li> </ul>	JPN_CON Youth Culture 0.5 <ul style="list-style-type: none"> <li>• adolescent and school life</li> <li>• free time and popular things</li> </ul>	JPN_ADV Education 0.5 <ul style="list-style-type: none"> <li>• a day in the life of a school student</li> <li>• life as an exchange student</li> <li>• what next?</li> <li>• career plans</li> </ul>	
	JPN_BEG Seasonal Activities 0.5 <ul style="list-style-type: none"> <li>• seasons and festivals</li> <li>• weather</li> </ul>	JPN_CON Communication 0.5 <ul style="list-style-type: none"> <li>• traditional stories</li> <li>• cartoons</li> <li>• mass media</li> </ul>	JPN_ADV Communication and the Media 0.5 <ul style="list-style-type: none"> <li>• the way we speak</li> <li>• dear Editor</li> <li>• reading for pleasure</li> <li>• TV for all</li> <li>• the printed word</li> </ul>	

The World Around Us	JPN_BEG Making Acquaintances 0.5 <ul style="list-style-type: none"> <li>shopping and outings</li> <li>food and eating</li> <li>activities in the community</li> </ul>	JPN_CON Social Issues 0.5 <ul style="list-style-type: none"> <li>the environment</li> <li>social issues</li> </ul>	JPN_ADV Global Issues 0.5 <ul style="list-style-type: none"> <li>environmental issues and solutions</li> <li>globalisation</li> <li>the spread of multinationals</li> <li>the advantages and disadvantages of tourism</li> <li>ecotourism</li> </ul>	<b>Contact</b> <ul style="list-style-type: none"> <li>communicating with the world (internet)</li> <li>social hierarchy in different cultures</li> <li>comparing own culture with Japanese culture</li> <li>work environment in different societies</li> <li>Australia-Japan relations</li> </ul>	
	JPN_BEG Beyond School 0.5 <ul style="list-style-type: none"> <li>future intentions</li> <li>travel</li> </ul>	JPN_CON My Future 0.5 <ul style="list-style-type: none"> <li>future plans and goals</li> <li>finding a job/<u>working</u> life</li> <li>relationships</li> </ul>	JPN_ADV Future Directions 0.5 <ul style="list-style-type: none"> <li>the influence and development of technology</li> <li>future directions in science</li> <li>when I leave school, I'd like to...</li> <li>my CV</li> </ul>		
Lifestyle and Traditions	JPN_BEG Getting to Know You 0.5 <ul style="list-style-type: none"> <li>Katakana</li> <li>family</li> <li>school</li> </ul>	JPN_CON A Trip Overseas 0.5 <ul style="list-style-type: none"> <li>tourism and travel</li> <li>transacting (goods/services)</li> </ul>	JPN_ADV Contributions 0.5 <ul style="list-style-type: none"> <li>a short history of...</li> <li>famous people</li> <li>famous events</li> <li>the contribution to Australian society of people from Japan</li> </ul>		<b>Japanese ways</b> <ul style="list-style-type: none"> <li>traditional cultures (kabuki, kimono, tea ceremony, koromogae, bunraku)</li> <li>lifestyle in Japan (house, public bath)</li> <li>working culture in Japan</li> <li>Japanese arts</li> <li>contemporary 'pop culture</li> <li>Japanese cultural exports</li> </ul>
	JPN_BEG Getting Around 0.5 <ul style="list-style-type: none"> <li>home</li> <li>neighbourhood</li> <li>follow these directions!</li> </ul>	JPN_CON Living in Japan 0.5 <ul style="list-style-type: none"> <li>finding a place to live</li> <li>finding a job</li> </ul>	JPN_ADV Relationships 0.5 <ul style="list-style-type: none"> <li>love and marriage</li> <li>parents and children</li> <li>relating and interacting with others</li> </ul>		

## Assessment

Students' achievement is assessed through the speaking, writing and responding tasks, as suggested in the BSSS guideline. (Weight of each task is stated later in the description of each unit.)

### Assessment Task Types

Task Type	Speaking	Writing	Responding *	
<b>Mandatory</b>	Unscripted interview/conversation with teacher/native speaker comprised of unseen and some open ended questions presented on tape, video, CD or DVD  Minimum time limit: Continuing 5 mins	Sustained writing produced in class under test conditions within a minimum of 45 minutes in response to an unseen question based on content covered in the unit  Minimum character limit: 660 characters	<b>Beginning or Continuing</b>  Listening/reading comprehension with questions and answers in English and/or the target language  AND/OR response to an unseen stimulus	<b>Advanced</b>  A sustained response in either the target language or English to a previously unseen/unheard stimulus
<b>Minimum for Mandatory</b>	<b>Beginning 15%</b> <b>Continuing 20%</b> <b>Advanced 20%</b>  <b>of unit total mark</b>	<b>25% of unit total mark</b>	<b>25% of unit total mark</b>	
<b>Optional</b>	Prepared/unprepared class talk  Oral presentation  Role-play  Debate  Interview  Conversation  Discussion  Questionnaire  Interpreting	Written test  Discrete language testing within a larger task  Sustained writing pieces in a variety of genres  Assignment  Creative written production  In-class written production  Translation  Survey	Listening comprehension  Reading comprehension  Web quest in target language  Critical commentary  Written/oral/visual response to a variety of text types  Creative response and written rationale  Multiple choice response  Summary  Review, interpreting and translation  Report in response to stimulus  Cultural assignment using target language sources	
<b>Weightings in 1.0 Units</b>	<b>25 - 40%</b>	<b>25 - 40%</b>	<b>25 - 40%</b>	

- The Mandatory task must be one item with the minimum mandatory weighting as shown above.
- No assessment item may be less than 10%.

## Bibliography

### Recommended Text

Koyama, S., *J Bridge: To Intermediate Japanese*, Bonjinsha, 2003.

### Books and dictionaries

- Ichikawa, Y, *Shokyuu Nihongo bunpou to oshiekata no pointo (Beginner Japanese Grammar and Teaching Technique)*, ThreeA network, 2007.
- Ichikawa, Y, *Chuukyuu Nihongo bunpou to oshiekata no pointo (Intermediate and Advanced Japanese Grammar and Teaching Technique)*, ThreeA network, 2007.
- Makino, S., & M. Tsutsui, *A Dictionary of Intermediate Japanese Grammar*, The Japan Times, 1995.
- Makino, S., & M. Tsutsui, *A Dictionary of Advanced Japanese Grammar*, The Japan Times, 2008.
- Shirakawa, H & et.al, *Shokyuu Nihongo wo oshieru hito no tame no Nihongo handobukku (Handbook for teachers of beginner Japanese)*, ThreeA network, 2001.
- Shirakawa, H & et.al, *Chuujoukyuu Nihongo wo oshieru hito no tame no Nihongo handobukku (Handbook for Teachers of Intermediate and Advanced Japanese)*, ThreeA network, 2001.
- Yokoyama, N., *Yokoyama san no Nihongo (Yokoyama san's Japanese)*, Nihongo Kyooiku Sentaa (Centre for Japanese Education), 1989.

### Websites

- JGram (Online Japanese Grammar database):  
<http://dev.jgram.org/pages/links.php>
- Jim Breen (Online Japanese dictionary service):  
<http://www.csse.monash.edu.au/~jwb/cgi-bin/wwwjdic.cgi?1C>
- Kim, T, *The complete guide to learn Japanese*.  
<http://www.guidetojapanese.org/learn/grammar>
- Japanese Online Self-Help Utility (Online grammar explanation and practice)  
[http://www.laits.utexas.edu/japanese/joshu/grammar/glist/glist\\_jpn.php](http://www.laits.utexas.edu/japanese/joshu/grammar/glist/glist_jpn.php)
- Ministry of Education, Culture, Sports, Science and Technology  
[www.mext.go.jp](http://www.mext.go.jp)
- Ministry of Foreign Affairs  
[www.mofa.go.jp](http://www.mofa.go.jp)
- SPACEALC (Online Japanese dictionary service):  
<http://eow.alc.co.jp/>
- 朝日小学生新聞 <http://www.asagaku.com/shogakusei.html>
- 朝日中学生ウィークリー <http://www.asagaku.com/>
- [www.youtube.co.jp](http://www.youtube.co.jp)

### Newspapers and books

- Japanese-Asahi Shimbun 「朝日新聞」, Yomiuri Shimbun 「読売新聞」, Mainichi Shimbun 「毎日新聞」, etc.,
- Magazines: Nipponia 「にっぽにあ」, Pacific Forum, etc., Nichigo Press 「日豪プレス」 Tensei Jingo 「天声人語」 (朝日新聞社, Ministry of Education, Japan, censored textbooks: World History/Economics
- Satellite television NHK BS1 & 2
- Comic books: 「漫画日本の歴史」, etc
- Videos/DVDs-Studio Ghibli Series, etc.

[Also references in the BSSS Continuing Japanese T-course]

## Continuing Japanese 1

## Value 1.0

### Specific Unit Goals

Through this unit students are expected to consolidate the basis of their Japanese language skills, and to further extend their skills to a good intermediate level. This unit should enable students to:

- gain a good basis of Japanese grammar, various sentence patterns, and new vocabulary including around 300 kanji;
- present their personal particulars, daily routine, interests and holidays;
- express their opinions, intentions and thoughts orally in Japanese;
- read and respond to various issues of Japanese socio-cultural issues, such as *ochugen* 'harvest festival', tea ceremony, *manin densha* 'crowded train';
- listen and respond to the above issues;
- summarise their opinions and thoughts in writing in Japanese about the above issues;
- deepen their knowledge of Japanese working culture (*shinjin kenshuu* 'new staff training', *bounenkai* 'company year-end party', *tate shakai* 'social hierarchy, etc.;) and traditional culture (tea ceremony, sumo, kabuki, etc.); and
- have a good basis of understanding inter-cultural issues, by comparing socio-cultural aspects of their own and of Japan.

### Content

One main textbook, *J-Bridge* is used in this unit. Each session of the unit includes a variety of activities in order to (i) consolidate a basis of Japanese grammar, (ii) increase vocabulary and fixed phrases, and as a result, (iii) develop their communication skills in Japanese, and (iv) deepen their knowledge of Japanese culture, society and people. Students will also be given opportunities to build-up a repertoire of kanji used in daily life and colloquial expressions/set phrases.

### Topics

The following topics will be covered through the unit, the focus of which is on individual interests, working culture (which is very important for understanding Japanese people and society in general), and traditional cultures.

- Personal particulars
- Golden weekend and weather
- Personal computer
- Movie
- Driving
- Giving your opinions, intentions and thoughts
- Future plans and careers
- *Ochuugen* 'harvest festival'

- Kabuki
- Tea ceremony
- Kimono
- Summer holiday in Japan
- Sento 'public bath'
- My own house
- *Tanshin funin* 'Business bachelor'
- Rush hour ( Peak time)
- Training new employees
- Year-end party
- Salesperson
- Changing clothes for new season
- Net café
- Sumo
- Social hierarchy in different cultures

### **Grammar and key expressions examples:**

Note that although some of the grammar areas are also covered in the *Continuing Course*, the **ANU Continuing Japanese 1** course will expand the functionality in which the expressions are used.

- ◆ ~し、~もする '..., and ... too (linking events)'
- ◆ Potential form 'can, be able to'
- ◆ Plain+だろう+と思う 'I think that...'
- ◆ Potential form +ようになる 'become able to...'
- ◆ ます-stem+だす 'start ~ing'
- ◆ ~てさしあげる/いただく/くださる 'do favours'
- ◆ Dictionary+ように言う 'suggest/request to...'
- ◆ Imperative と言う 'say/order to do'
- ◆ ます stem+すぎる 'exceed, too ...'
- ◆ Dictionary+ことになる 'It happens that...; It is arranged that ...'
- ◆ ~ないで (~ずに) 'without ~ing'
- ◆ ~ (ら) れる '(Passive)'
- ◆ ~ (さ) せる '(Causative)'
- ◆ ~ (さ) せられる Causative-passive
- ◆ ~ば 'If...'; ~ば~ほど 'The more ..., the more ...'
- ◆ ~ても 'even if; even though'
- ◆ ~んだ '(explanatory)'
- ◆ ~かしら '(female); I wonder ...'
- ◆ ~らしい '... apparently ...'
- ◆ ~かもしれない 'might...'

- ◆ Relative clauses 住んでいる地域から 'area where we live'
- ◆ Giving and Receiving, including use with the ~て form.
- ◆ Honorific expressions: なさる 'do'; おっしゃる 'say'; いらっしゃる 'be, go, come';  
くださる 'give'
- ◆ Interactive particles: ~ね '(incorporative)', ~よ '(monopolistic)', ~わ '(female)'

## Teaching and Learning Strategies

A range of strategies will be used some of which are:

- Survey class members about their personal particulars, and present results in class.
- Practise Japanese calligraphy in the class.
- Summarise in 2, 3 Japanese sentences about working culture (*shinjin kenshuu* 'new staff training', *bounenkai* 'company year-end party', *tate shakai* 'social hierarchy', etc.) and traditional culture (tea ceremony, sumo, kabuki, etc.).
- Write your opinions about above issues.
- Explore how these issues are portrayed in the Japanese media.
- Discuss the similarities and differences between Japanese culture and Australian culture with regard to the above issues.
- Experience *ochugen* in a traditional way and discuss Japanese tradition of giving and receiving gifts regularly. Also compare it with your own culture.
- Invite Japanese native speakers studying at ANU and interview them using learnt sentence structures.
- Conduct kanji & vocabulary quizzes and sentence-make-up quizzes.
- Watch a video about kabuki, noh and bunraku and learn traditional Japanese performance arts.
- Watch some latest J-Pop DVDs, learn the lyrics and practise singing.
- Improve realistic conversation skills by practising and performing a Japanese skit before large audience.
- Go on an excursion to a Japanese restaurant and order a dish in Japanese and learn traditional Japanese cooking.
- Watch one of the latest movies such as *Bushi no ichibun* (*Love and Honour*, 2006; directed by Yamada Yoji) and learn about samurai's lifestyle, culture and social roles in Edo period, Japan.

## **Assessment**

In this unit students are required to focus on expanding their language skills by consolidating their four skills including speaking, writing, listening and reading. These skills will be assessed with Speaking, Writing and Responding assessment tasks.

### **Assessment Task Types**

Refer to Assessment Task Type Table on page 7.

#### **Suggested assessment tasks for 'Speaking and Responding test'**

- Students listen to Japanese passages, and answer questions, which ask whether or not the students have comprehended the passages. Questions and answers can be in English.
- Students will present an oral summary of one of the topics covered in class and will give a short presentation which includes their opinions on the topic.
- Students are given in advance one of the topics, which have been covered in class, with several sentence structures and key expressions. On the day of the test, students talk about the topic with the teacher, using all the structures and key expressions.
- Students will create their own digital story introducing and commenting on one of the topics covered in the course.

#### **Suggested assessment tasks for 'Writing and Responding test'**

- Students read Japanese passages, and answer questions that assess the students' comprehension of the passages. Questions and answers may in English, such as an English content summary.
- Students are required to write a short paper on one of the topics covered in class and will give a short presentation which includes their opinions on the topic.
- Students make up simple sentences using given sentence structures and/or key expressions, which have been covered in class.
- Students are given several sentence structures and key expressions covered in the class, in advance. On the day of the test, students write a story using all the structures.

## **Specific Unit Resource**

### **Recommended Text**

Koyama, S., *J Bridge: To Intermediate Japanese*, Bonjinsha, 2003.

## Continuing Japanese 2

Value 1.0

### Specific Unit Goals

This unit should enable students to:

- gain a good knowledge of Japanese grammar at an upper intermediate level, including of the complex sentence structure;
- expand vocabulary, including approximately 300 new kanji, which can be used to read and write about various topics such as school life, traditional arts, working culture, etc.
- gain a better in depth understanding of Japanese culture, history, social structures and people's interaction and demonstrate this knowledge through oral and literal communication;
- establish, maintain and extend interpersonal communication with Japanese speakers relatively freely on various socio-cultural topics;
- exchange and explore information and ideas from extended levels of spoken, written and visual texts, in a variety of modes;
- respond creatively and /or critically to a variety of highly complex text types;
- communicate in highly complex linguistic and cultural contexts showing strong control over linguistic elements including a range of register and an awareness of audience and purpose; and
- further develop independent, problem solving and collaborative learning skills.

### Content

One main textbook, *J-Bridge* is used in this unit. Each session of the unit includes a variety of activities in order to (i) consolidate a basis of Japanese grammar, (ii) increase vocabulary and fixed phrases, and as a result, (iii) develop their communication skills in Japanese, and (iv) deepen their knowledge of Japanese culture, society and people. Students will also be given opportunities to build-up a repertoire of kanji used in daily life and colloquial expressions/set phrases.

After completing **ANU Continuing Japanese 1**, students will consolidate their previous learning and further build up their repertoire of idiomatic expressions/set phrases, which are inherent to some aspects of contemporary as well as traditional Japanese culture.

### Topics

The focus is on working culture, people (their attitudes to certain social issues) and lifestyle. Cross-cultural issues will also be discussed with related topics.

- Calendar events in Japan
- Japanese cooking
- School system
- Housing conditions
- Marriage and women's social progress
- Japanese attitude to work
- The equal society and middle class consciousness

- Group consciousness and titles
- Social security and community activities
- Japanese government
- Traditional arts
- Australia-Japan relations
- Contemporary 'pop' culture
- Japanese cultural exports

### Grammar and key expression examples

Note that, as with **ANU Continuing Japanese 1**, although some of the grammar areas are also covered in the Continuing Course, the **ANU Continuing Japanese 2** course will expand the functionality in which the expressions are used.

- ◆ 無理なく～できる 'possible to do ... without difficulty'
- ◆ ～てくる '(changed towards here/now'
- ◆ ～にもよる 'depend on also ...'
- ◆ いったん～と思う 'at first glance think it as ...'
- ◆ ～になる見通し 'it is prospected that it becomes...'
- ◆ 実感を持つ 'to actually feel'
- ◆ ～するように工夫する 'consider so that...'
- ◆ 誰でも～できる 'everyone can do'
- ◆ 抜きに考えられない 'not thinkable without ...'
- ◆ ～の影響を受ける 'is influenced'
- ◆ 個性を伸ばす 'to develop one's personality or individuality'
- ◆ 仕事につく 'get a job'
- ◆ 身につける 'learn, acquire'
- ◆ 言葉に甘える 'be persuaded by kind word'
- ◆ 感謝をあらわす 'to express appreciation'
- ◆ ～に注意を払う 'to pay attention to ...'
- ◆ 願い事をする 'wish for or request something'
- ◆ 個性を生かす 'to develop one's personality'
- ◆ 人生を送る 'to lead a life'
- ◆ 人手がかかる 'to require many hands'
- ◆ 相槌を打つ 'to make an agreeable response'
- ◆ ～に適している 'suitable for ...'
- ◆ ろくに～ない '...(do)... insufficiently'
- ◆ 一役買う 'bears a part'
- ◆ ～さえすれば 'if and only if...'
- ◆ よしあし 'merits and demerits'
- ◆ 二の次 'secondary'
- ◆ ～に熱中する 'be absorbed in...'
- ◆ ～に関心を持つ 'have an interest in...'
- ◆ いい年をして 'act your age'
- ◆ 重く見る 'to consider as important'
- ◆ 生活を営む 'maintain a living'
- ◆ ～の許す限り 'as far as ...permits'
- ◆ ～に限らず 'not limited to~'
- ◆ ～に打ち込む 'to devote oneself to~'
- ◆ 思うように～ない 'not to ~ as one would like'
- ◆ 何となく 'for some reason or another'
- ◆ ～にちなむ 'to be connected'

- ◆ 何といても'despite whatever else might be said'
- ◆ ~に応える'to meet ~, to respond to`
- ◆ 親交をあたためる 'to improve a friendship'

## Teaching and Learning Strategies

A range of strategies will be used some of which are:

- Summarise issues in 2 to 3 Japanese sentences, such as, Japanese housing conditions, marriage and relationships in Japan, women's equal opportunities, elderly people's problems, educational issues, and work problems.
- Write and discuss your opinion about the above issues, including media research to gather information on these issues: How are they portrayed in the Japanese media? What about the Australian media?
- Research Japanese traditional cultures (e.g. *sahou* 'etiquettes', *bunraku* 'traditional drama using puppets', *taiko* 'drum') and housing (e.g. apartment, structure of house), and present results.
- Research contemporary Japanese 'pop' culture and Japanese cultural exports.
- Compare students' own culture with Japanese culture, and present their results and thoughts in class.
- Japanese typing and computer skills and email.
- Kanji & vocabulary quizzes and sentence-make-up quizzes.
- Watch some latest J-Pop DVDs, learn the lyrics and practise singing.
- Watch one of the latest movies such as *Always Sanchoo me no Yuhi* (Sunset on the Third Street, 2005, directed by Yamazaki Takahashi) and learn about Japanese lifestyle in 1960's.
- Watch a clip about tea ceremony in class, then later practise it at Tatami room at ANU and learn more about Japanese traditional culture.
- Improve realistic conversation skills by practising and performing a Japanese skit before large audience.

## **Assessment**

In this unit students are required to focus on expanding their language skills by consolidating their four skills including speaking, writing, listening and reading. These skills will be assessed with Speaking, Writing and Responding assessment tasks.

### **Assessment Task Types**

Refer to Assessment Task Type Table on page 7.

#### **Suggested assessment tasks for 'Speaking and Responding test'**

- Students listen to Japanese passages, and answer questions, which assess the students' comprehension of the passages. Questions and answers should be in Japanese.
- A week before the test, students are given one of the topics covered in class to research/summarise their thoughts about the topic. On the day of the test, students verbally present their finding/thoughts to the class. Their presentation is then followed by an interview with the teacher on the topic.

#### **Suggested assessment tasks for 'Writing and Responding test'**

- Students read Japanese passages, and answer questions that ask the students' comprehension of the passages. Questions and answers should be in Japanese.
- A week before the test, students are given one of the topics covered in class. They research on the topic and on the day of the test, they write a short report in Japanese (approximately 450 - 500 characters in length).

## **Specific Unit Resource**

### **Recommended text**

Koyama, S., *J Bridge: To Intermediate Japanese*, Bonjinsha, 2003.