

アドベンチャー
日本語 3

ADVENTURES IN JAPANESE 3
TEACHER'S HANDBOOK

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Illustrated by Michael Muronaka & Emiko Kaylor

Adventures in Japanese 3 Teacher's Handbook, Third Edition

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Illustrations: Michael Muronaka & Emiko Kaylor

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ADVENTURES IN JAPANESE 3

TEACHER'S HANDBOOK

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INTRODUCTION

Dear Japanese Language Teacher,

The purpose of this teacher's handbook is to assist you in your teaching. Because we realize that teachers need more than just series components -- student textbooks, workbooks and audio materials -- we have compiled this handbook for you to use as a guide to teaching with these materials. Please use these offerings as samples and adapt them freely to suit your needs and the learning preferences of your students.

On the following pages, you will find a summary which briefs you, the teacher, about ways in which teachers can employ *Adventures in Japanese* to meet national standards in Japanese and expectations of Advanced Placement programs in Japanese. In addition to using the textbooks, it is highly recommended that you integrate accompanying ancillaries, such as lessons on the audio CDs, into your curriculum.

Following the section on national standards, you will find sample forms such as the "Student Information Form," that may be useful as you assist your students on an individual basis. The "Class Participation & Language Usage Grade Form" may be used to evaluate your students' classwork. Asking students to evaluate their own class participation and how often they use Japanese makes students aware of the importance of speaking Japanese in class. There are samples of two types of "Oral Pro-Achievement Interview" exam evaluation forms. The 100 point evaluation form is used for the semester exams and the 30 point evaluation form is used after each lesson.

Sample quizzes and sample written exams give you some idea of how you may prepare such tests.

Projects are good way to incorporate the national standards into your curriculum. Four projects introduced in this handbook are self-introduction, high school life, entertainment, and *(o)bento*. Each consists of the project guidelines and the evaluation rubrics. Please photocopy these pages for your students.

We encourage *Kaiwa* (conversation) Day to be included in your curriculum on a regular basis. It is very important for students to have many opportunities to apply new material they learn in realistic situations. On *Kaiwa* Day, students are not allowed to use English at all, and must have discussions with a partner and/or a group of students. You will find the details included here on how to handle *Kaiwa* Days.

In this handbook, you will also find the scripts that accompany the listening exercise worksheets and the answers for the listening exercise worksheets in this handbook.

The overhead visuals are useful in the classroom. There are three types: one may be used for teaching vocabulary, one for teaching sentence patterns and the third for teaching *kanji*. Please photocopy these pages and use them as you like.

For additional ideas and activities, please consult the *Adventures in Japanese* website for teachers at <http://www.punahou.edu/aij>. Teachers are invited to submit their own supplementary activities to this website for sharing.

We hope you will enjoy teaching with these materials. Have a successful career!

Hiromi Peterson, Naomi Hirano-Omizo, Junko Ady & Jan Asato
2006

Suggestions for Meeting Japanese National Standards and Advanced Placement Expectations:

The following sections outline the national standards in Japanese and how activities in *Adventures in Japanese 3* respond to them. While this is not an exhaustive discussion, it will inform you, the teacher, about how standards may be met in Volume 3.

I. Communication: Communicate in Japanese.

1.1 Interpersonal Communication. *Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.* Students will speak consistently in class for every lesson as they practice with the vocabulary and grammar activities in the text in pairs or in small groups. These exercises elicit information, feelings, emotions and opinions about matters ranging from family to school life to studying Japanese to etiquette to entertainment to traveling. During oral assessments, they will demonstrate their ability to speak with proficiency using tasks provided at the start of each lesson. While using Volume 3, students also communicate interpersonally through writing, as they learn to write letters which eventually may be sent to a friend or relative who is a native speaker of Japanese. While doing their projects, they may interview native speakers or communicate through e-mail to obtain information about high schools or contemporary entertainment.

1.2 Interpretive Communication. *Students understand and interpret written and spoken language on a variety of topics.* Students engage in activities that regularly require them to actively listen and read, comprehend, then demonstrate their understanding. For example, their daily in class interactions with their classmates and teacher based on pair activities or group activities require strong listening skills in order to respond appropriately. Students who are required to complete the exercises for each lesson on the audio CDs gain excellent practice in listening comprehension. If they are fortunate, students are even able to test their listening skills with native speakers as they obtain information for their projects on high school life in Japan or on contemporary Japanese entertainment. Students also regularly practice their reading skills as they read dialogues, narratives and letters in each lesson of their text. As students venture into completing projects, they are required to investigate sources written in Japanese via the internet or read messages sent to them by native speakers through e-mail.

1.3 Presentational Communication. *Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.* Although short recitations and presentations are quite a regular part of class activities, the opportunities that truly highlight presentational communication are the major projects we suggest in the teacher's handbook: self-introductions, comparison of aspects of Japanese high schools and the student's own school, contemporary Japanese entertainment and *obento* making. In all of these projects, students are required to organize information and/or concepts and prepare an oral presentation using visuals (electronic, posters or realia) for their classes or for an audience which extends beyond the classroom. They also write a more detailed report on the topic in Japanese, which again may be shared with an audience beyond the teacher.

II. Cultures: Gain Knowledge and Understanding of Japanese Culture.

2.1 *Students demonstrate an understanding of the relationship between the practices and perspectives of Japanese culture.* Students begin Volume 3 with an introduction to speech styles and male and female speech. Through this lesson, students learn how language practices reflect Japanese social values. In subsequent lessons, extensive cultural notes inform students about practices in Japanese high schools, Japanese letter writing, use of *kanji* dictionaries, the physical structure of dwellings and etiquette of living in Japanese homes, Japanese meals and table manners, and transportation systems and how to maneuver about in the Tokyo train system. In classroom discussions, or through projects, students demonstrate their understanding of how these practices reflect Japanese perspectives. For example, in the lesson about the Japanese home, students learn about the concept of *uchi* (inside) and *soto* (outside) through the Japanese practices of removing footwear and outer garments before entering the home, of conducting business in the *genkan*, of the use of bathroom slippers and other numerous examples of how the concept still lives in contemporary Japanese lifestyle.

2.2 *Students demonstrate an understanding of the relationship between the products and the perspectives of Japanese culture.* In Volume 3, students have several opportunities to experience products and demonstrate how they are connected to perspectives of Japanese culture. For example, in the transportation lesson, they are given maps to read, and learn to listen to and follow directions, while understanding the Japanese values of efficiency, punctuality and courtesy. In the lesson about the Japanese home, students engage in a Discovery Box activity which introduces them to the uniquely Japanese household gadgets, such as the *futon tataki* (Japanese bedding swatter), table leg coverings, or terry towel toilet seat covers. Students are able to handle these (or any items the teacher wishes to show them), predict what they are, how they are used, and why they are used in Japanese homes. The best example of this standard in action, however, is the *obento* lesson, which introduces students to a variety of foods, tastes, textures, methods of preparation and presentation. Students understand how this traditional Japanese favorite food item is a prime representation of many Japanese perspectives.

III. Connections: Connect with other disciplines and acquire information.

3.1 *Students reinforce and further their knowledge of other disciplines through the Japanese language.* In Volume 3, students are able to further their understanding of other disciplines, mainly social studies (history, sociology, geography, economics, etc.), music, art, drama and home economics. For example, in the entertainment lesson, students gather a bounty of information on contemporary Japanese music, drama (movies, television, *anime*) and art (*anime*) when they research current popular forms of entertainment in Japan. They check authentic websites for information on favorite entertainers or productions, download Japanese music and clips of *anime*, and share information with their peers during their project presentations.

3.2 *Students acquire information and recognize the distinctive viewpoints that are only available through Japanese language and culture.* Students at this level are able to meet this standard through the lesson on letter writing, listening to or watching visuals about the use of unique grammatical forms, such as male/female speech and plain and polite spoken styles. The projects on the comparison of

student life at Japanese and American high schools and Japanese and American entertainment genres allow students to choose, investigate and learn about aspects of these topics which they may have limited prior knowledge of, but which they are very interested in investigating.

IV. Comparisons: Develop Insight into the Nature of Language and Culture.

4.1 *Students demonstrate understanding of the nature of language through comparison of the Japanese language and their own.* In almost all of their encounters in a Japanese language class, students are bombarded by comparisons and contrasts between Japanese and their own language. In their daily oral practice activities, for example, students at this level learn that utterances such as *Nihon ni kita ato de ichinen ni narimasu* are incorrect, but should instead say *Nihon ni kite kara, ichinen ni narimasu* though both should translate in English as "It has been a year since I have come to Japan." Proverbs introduced in this volume, which have their equivalents in English as well as proverbs which are uniquely Japanese, highlight the universalities of language and culture, as well as their marked contrasts. Besides the incongruities between the languages to which the students are exposed daily in class, students delve deeper at this level into Japanese speech styles and male and female speech. The entire Lesson 1 is dedicated to these styles of speech. Students must demonstrate an ability to recognize, and in the case of speech styles, produce the correct speech style based on any given situation. For example, on conversation days when speaking with their peers, they use the informal, or plain style. When they take their OPI exams and are asked questions by their teacher, they switch to the formal, or polite speech style. When they write compositions for their projects, they use the plain style, but in the lesson on letter writing, they use the polite style. In the lesson on using the *kanji* dictionaries, students learn to appreciate the historical and structural significance of the Japanese writing system and how different the writing system is from the English writing system. Numerous other opportunities allow students to be able to demonstrate their understanding of the obvious and subtle similarities and differences between Japanese and English.

4.2 *Students demonstrate understanding of the concept of culture through comparisons of Japanese culture and their own.* Opportunities for students abound in this realm, especially as they read the cultural notes in the book and actively engage in their projects. Whether it is the lesson on Japanese high schools, letter writing, writing systems, Japanese entertainment, the Japanese home, Japanese food and manners, or the Tokyo transportation system, students will compare how similar and different Japanese and Americans' daily experiences are. As one specific example, when students write their letters in Japanese, they learn to appreciate the Japanese respect for order and structure, for respect toward others as well as respect for themselves, and their sensitivity to the forces of nature and their influence on the lives of the Japanese. Another example already discussed earlier is the *obento* project. This project allows students to demonstrate their understanding of the values of the Japanese. They produce their own *obento* that expresses the values Japanese place on efficient use of space, convenience, practicality, aesthetic appeal, harmony, sensitivity to nature, among other things. Through these authentic experiences, students are readily able to understand and compare cultural differences as well as similarities.

V. Communities: Participate in Multilingual Communities at Home and Around the World.

5.1 Students use Japanese both within and beyond the school setting. In conjunction with the lessons in Volume 3, students are able to use Japanese in various contexts within diverse communities. For example, when they engage in the project comparing Japanese high schools and their own high schools as well as the project on contemporary entertainment, students are encouraged to do research on the web for information, interview native speakers in and out of the school community, invite native speaking resource persons to campus, e-mail or chat online with native speaking resource persons beyond school and even participate in teleconferencing sessions that their teachers may arrange! During the New Year celebration, students are encouraged to write Japanese *nengajo* to send to family members or friends who appreciate the fact that the student is studying Japanese. They may prepare and share part of their *obento* with their family during this project. They may venture out to a *karaoke* box to share their Japanese singing talents with others in conjunction with the entertainment lesson. They may participate in community service opportunities that expose them to the language and culture of Japan, or travel to Japan on their own or with organized study abroad/homestay programs. The opportunities are boundless.

5.2 Students show evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment. Lessons in Volume 3 have proven to spark lifelong interest in Japanese language and culture. In particular, the lessons students are most appreciative of after they leave us are the lessons on letter writing, using the *kanji* dictionary, the Japanese home and etiquette in the home, preparation of Japanese foods and etiquette, contemporary Japanese entertainment and traveling in Tokyo. Some students become avid followers of J-Pop, *karaoke*, *anime* and *manga* as a result of the one lesson and project they had engaged in at this level. Students who travel to Japan find themselves drawn to trying out the train system and visiting the excitement offered at Akihabara, Harajuku, Shibuya or Ikebukuro because of all they have learned in the final lesson of Volume 3. It is truly gratifying to see how students are able to use what they have learned even after they have graduated. We often discover that former students include Japanese as part of their college or professional career, or their personal lives as a result of interest we have helped to generate through our curriculum.

We hope that the preceding information has been helpful in providing you, the teacher, with some ways in which *Adventures in Japanese, Volume 3* can be employed to help your students meet national language standards and prepare for Advanced Placement exams.

The ultimate goal of the authors of this text however, is one that far supersedes meeting national standards or succeeding at AP exams. It is our wish to nurture students who grow to love the language and culture of Japan and integrate some aspect of Japan into their lives so they may eventually contribute to a more seamless relationship between our nations. We hope that with their appreciation of the power of understanding many languages and cultures, they will be better prepared to lead us into the future to a more peaceful and harmonious world.

STUDENT INFORMATION FORM (SAMPLE)

Japanese 3 Class time: _____

STUDENT INFORMATION

Name: _____
Last First Middle

Mailing address: _____

Home phone number: _____ E-mail address: _____

Grade: _____ Homeroom Teacher: _____ Dean/Counselor: _____

Siblings at the same school (Names & grades): _____

Japanese Language Background

1. What Japanese class did you take last year? _____

Who was your teacher last year? _____

What grade did you receive in that course? _____

2. Do you regularly speak Japanese at home? Circle: Yes or No

Does anyone in your home speak Japanese as a native speaker? Circle: Yes or No

3. Have you ever been to Japan? Circle: Yes or No

If "yes," why were you there (e.g., lived there with family, went on vacation, etc.)
and how long did you stay?

4. Your first language is: _____

Other languages that you use are: _____

5. What are your goals in this Japanese course?

6. Things you would *like* to do in this class.

7. Things you *wouldn't* like to do in this class.

8. List ways in which knowing Japanese would be useful to you.

9. Is there anything that I, as your teacher, should know about you that might affect your performance in this course?

10. Would you like to regularly meet with a student tutor? How often?

CLASS PARTICIPATION AND LANGUAGE USAGE GRADE

Class Participation Points		Language Usage Points	
11 A	I always volunteer for tasks and enthusiastically participate in pair/group work.	11 A	I always speak to my partner (and other classmates) in Japanese. I always try to speak in Japanese to the <i>sensei</i> in and out of class.
10 A-		10 A-	
9 B+	I regularly volunteer for tasks and regularly participate in pair/group work.	9 B+	I always try to speak in Japanese to the <i>sensei</i> in and out of class, but only sometimes use Japanese with my partner/classmates.
8 B		8 B	
7 B-		7 B-	
6 C+	I sometimes volunteer for tasks. During pair/group work, I sometimes start discussing topics other than the task at hand.	6 C+	I sometimes use Japanese with my <i>sensei</i> and partner/classmates.
5 C		5 C	
4 C-		4 C-	
3 D+	I don't often participate in pair/group work or am easily distracted (get sleepy, often go to the bathroom, locker, etc.)	3 D+	I almost always speak in English.
2 D		2 D	
1 D-		1 D-	

PARTICIPATION/LANGUAGE USAGE SELF-EVALUATION:

1. I participated orally in these ways (be specific about tasks you volunteered for, contributed to class, etc.):

2. Given what I've written above, I believe I deserve a _____ in Class Participation for this grading period.

3. I made efforts to speak to my *sensei* or partner in Japanese in these ways:

4. Given what I've written above, I believe I deserve a _____ in Japanese Language Usage for this grading period.

5. My goal for next term is: (Be specific.)

名前： _____

コメント： _____

クラス： _____

	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
<u>Communication:</u> Understood partner? Appropriate response? Effective communication?	30 communicates very well	28 communicates	25 communicates well on most occasions	24	23 sometimes communicates well	21 communicates	20 seldom communicates well	18 communicates	17 cannot communicate well in most situations	16	15
<u>Accuracy:</u> Grammatical accuracy Complexity and variety of grammatical structures	20 accurate, complex, variety	18	17 few errors, mostly complex, some variety	16	15 some errors, some complex, little variety	14	13 frequent errors, fairly simple, little variety	12	11 unintelligible, simple, no variety	10	10
<u>Speech style:</u> Appropriate use of formal and informal speech style Appropriate use of male and female speech	10 accurate	9	8 few errors	8	7 some errors	7	6 frequent errors	6	5 unintelligible	5	5
<u>Fluency/Speed:</u> Flow vs. hesitation	10 fluent	9	8 fluent with occasional hesitation	8	7 some hesitation	7	6 often hesitates	6	5 extremely hesitant, choppy	5	5
<u>Vocabulary:</u> Variety, accuracy	20 abundant, varied, accurate	18	17 good variety, mostly accurate	16	15 fair usage	14	13 limited usage	12	11 inadequate usage	10	10
<u>Pronunciation/Intonation:</u> Good to bad	10 excellent	9	8 good	8	7 fair	7	6 poor	6	5 unintelligible	5	5
Total	94	90	85	80	75	70	65	60	57	54	50

Oral Pro-Achievement Interview

(30 points)

名前 : _____

クラス : _____

Use of PLAIN / POLITE SPEECH FORM	3	2	1
Use of MALE/FEMALE speech	3	2	1
Use of VOCABULARY (Variety / Complexity / Accuracy)	4	3	2
Use of GRAMMAR (Variety / Complexity / Accuracy)	4	3	2
COMMUNICATION WITH PARTNER	3	2	1
FLUENCY / SPEED / FLOW	4	3	2
INTONATION / PRONUNCIATION		2	1
DEVELOPMENT		3	2
SPONTANEOUS RESPONSE / COMPREHENSION	4	3	2

TESTS (SAMPLES)

The tests that follow are samples. Please modify them to meet your own class goals and needs.

QUIZZES

There are two quizzes per lesson. You may use one or both. For large classes, you may give different quizzes to every other student to minimize cheating. Two versions are also handy when students make up quizzes, as they can be given Quiz ② if the rest of the class has already taken Quiz ①, and vice versa.

LESSON EXAMS

Every lesson has written exams. The written exams include the listening comprehension section.

ORAL PRO-ACHIEVEMENT INTERVIEW EXAMS

At the end of each semester (or even more frequently), an Oral Pro-Achievement Interview (OPI) is recommended. It assesses the student's interpersonal communication skills, which form an essential aspect of language learning. Using of all the tasks from each lesson, assess each student. The OPI may be conducted in pairs, or one-on-one with the teacher. It is easier and less time-consuming for the teacher to conduct the OPI in pairs, especially in larger classes. All the tasks are designed to be used in pairs. Although students are expected to prepare for all tasks, on OPI day, fewer tasks are randomly selected for actual testing. After the task centered OPI portion of the interview, the teacher generally asks each student a few spontaneous questions relating to the task. This is also evaluated. Using the enclosed OPI evaluation sheet on page 5, the teacher carefully assesses each student's performance. It is a good idea to record the OPI with a tape recorder so that the teacher can go back to check the student's work, if necessary. Students may also be asked to self-evaluate their performance.

It is suggested that students be given a copy of the evaluation rubric before the exam. Prior to the OPI, explain the evaluation process and the evaluation criteria to your students. For the exam, encourage the students to speak often and interact as they would in a natural conversation. Encourage students to take risks. Students should plan and practice it, but should NOT memorize the task. Mistakes do not count as heavily against them as miscommunication.

The rough guideline is as follows: An "A" student will do more than you expected. A "B" student

will do most of the things you expected. A "C" student will sometimes hesitate and will not fully meet your expectations. "D" students often hesitate and cannot communicate most of the time. If there are multiple teachers teaching the same level, teachers may decide to interview students in each other's classes, so that an interview inquiring about a student's personal life will be more realistic. This also assures that expectations of teachers teaching at the same level are roughly equal.

If you choose to give an OPI test after every lesson, you may use the 30 point evaluation sheet on page 6.

SEMESTER EXAMS

The written semester exam assesses reading comprehension, grammar, word usage and the writing of *kanji*. These sample exams are, for the most part, objective exams and are designed to be answered using Scantron forms. The written semester exams may count for a percentage of the total semester exam grade. The semester OPI exam may count for the rest of the grade.

アンダーラインの漢字をひらがなで書きなさい。(1 X 30 = 30)

1. あしたは どよう日です。
2. わたしは がっこうへ くるまで いきます。
3. ともだちは もんの ところで まっています。
4. いえの そとに ねこが います。
5. ろくじはんに かえります。
6. あしたの おてんきは あめでしょう。
7. にくは とても たかかったです。
8. いもうとは よねんせいです。
9. なんの たべものが いちばん すきですか。

アンダーラインの漢字をひらがなで書きなさい。(1 X 30 = 30)

1. あしたは すいよう日です。
2. ちちは らいげつ ちゅうごくへ いきます。
3. せんせいは ほんを よんでいます。
4. すみません、きこえません。もういちど いってください。
5. なんじかん テレビを みていますか。
6. この さかなは すこし ふるいと おもいます。
7. ははは スーパーで たくさん かいました。
8. ひだりの シャツのほうが すきです。
9. ちかくの レストランで しょくじを しましょう。

アドベンチャー日本語3 1課

名前： _____

かんじ小テスト①

日付： _____

Write the *furigana* for the underlined *kanji* and rewrite the underlined *hiragana* in *kanji*. Include *okurigana* if necessary. (1 X 30 = 30)

1. かんじが ごじゅうぐらい かけます。

2. ちちは ぎんこうの しごとを しています。

3. あねは ちゅうしょくの 時間が ありません。

4. あにの マイクは きょねん このこうこうへ きていました。

5. そ祖母は 今朝 しんぶんを よんでいます。

6. いもうとは テニスが 下手です。

7. お先に。

8. ぼくは 明日 友達の 家族に 会います。

アドベンチャー日本語3 1課

名前： _____

かんじ小テスト②

日付： _____

Write the *furigana* for the underlined *kanji* and rewrite the underlined *hiragana* in *kanji*. Include *okurigana* if necessary. (1 X 30 = 30)

1. ははは 毎日 家族の ちゅうしょくを 作ってくれます。

2. あにの 去年 くるまを 買いました。

3. お姉さんの おしごとは なんですか。

4. 祖父は しんぶんを よんでいます。

5. おとうとは かんじを かくのが 上手です。

6. いもうとは がっこうの ランチが すきではありません。

7. お先に。

8. 昨日、友達と いっしょに 宿題を しました。

日本語で書きなさい。ならった漢字は使いなさい。漢字には読みがなを書きなさい。(2 X 15 = 30)

1. proverb
2. (one's own) grandfather
3. physics
4. to major (in) [dictionary form]
5. carrot
6. lunch (not ひるごはん)
7. anytime (is fine)
8. kindergarten
9. history
10. to use [MASU form]
11. Dust amassed will make a mountain.
12. I eat nothing but vegetables.
13. [Expression used by a family member who leaves home for the day.]
14. Welcome home. [Used by a family member who welcomes another family member home.]
15. Excuse me, I must be going now. [Used when one must leave a place.]

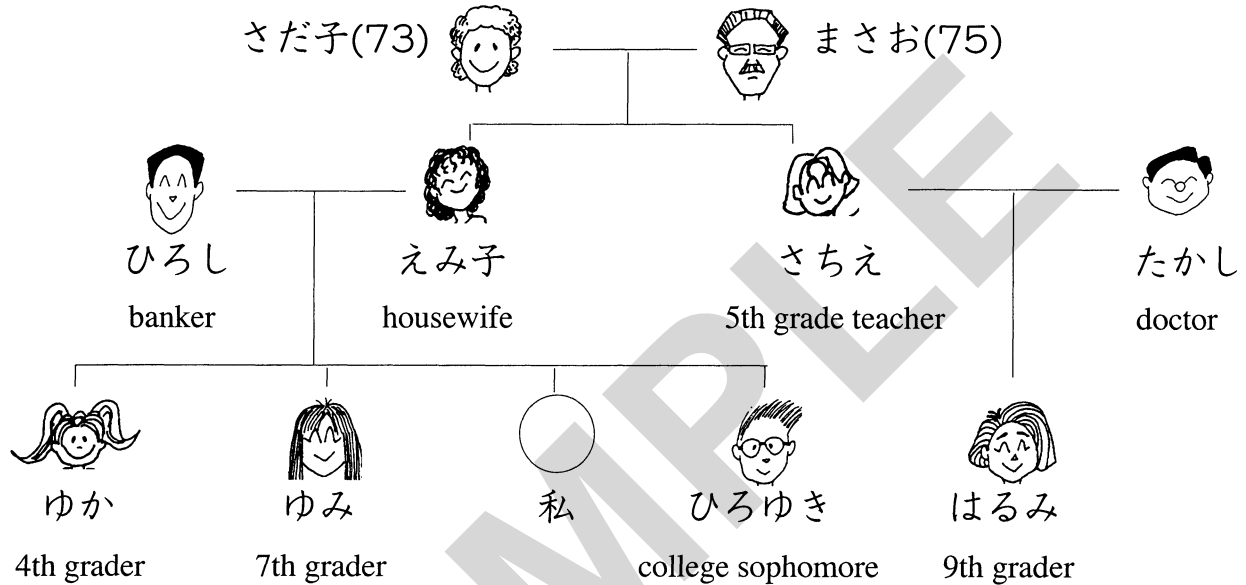
日本語で書きなさい。ならった漢字は使いなさい。漢字には読みがなを書きなさい。(2 X 15 = 30)

1. proverb
2. (one's own) grandmother
3. literature
4. to graduate [dictionary form]
5. history
6. breakfast (not あさごはん)
7. anyplace is fine
8. kindergarten
9. let's eat [informal form of 食べましょう]
10. to change [MASU form]
11. I eat nothing but vegetables.
12. Dust amassed will make a mountain.
13. [Expression used by a family member who sends off another family member for the day.]
14. It is I, (not you.) [emphasis]
15. I am sorry to have inconvenienced you; I apologize for a rude act I have committed.

Use *kanji* wherever possible.

One point will be subtracted for every four *kanji* you do not use.

I. Listening. Study the following family tree, then listen to your teacher as he/she reads five statements once each. Circle T or F for each statement based on the information on the family tree. (1 X 6 = 6)



1. (T F) 2. (T F) 3. (T F) 4. (T F) 5 (T F) 6. (T F)

II. Match each situation below with the appropriate expression. (1 x 8 = 8)

- | | |
|---|--------------|
| _____ 1. You leave your own home for the day. | A. しつれいしました。 |
| _____ 2. Someone in your family leaves the house for the day and you see him/her off at the door. | B. お先に。 |
| _____ 3. You eat before someone else. | C. お休みなさい。 |
| _____ 4. You are about to enter your teacher's office. | D. 行ってらっしゃい。 |
| _____ 5. You welcome your dad home at end of the day. | E. さんねんですねえ。 |
| _____ 6. You just sneezed in class. | F. 行って来ます。 |
| _____ 7. You are disappointed about the cancellation of a future event. | G. しつれいします。 |
| _____ 8. You and your family are about to go to bed. | H. お帰りなさい。 |

III. Fill in the blanks with the correct *kanji* or the correct readings of the *kanji*. Then circle the English translations T (true) or F (false). (1 X 20 = 20)

1. 祖父と祖母はしごとをしていませんから、まいあさプールへおよぎに
 () () () () () () 行きます。

(T F) My grandparents are not working, so they go to the pool every morning to swim.

2. あねとおとうとといもうとは、いつもかんじをかいています。

() () () () () ()

(T F) My older brother and younger brother and younger sister are always writing *kanji*.

3. 友達のおにいさんはダウンタウンのぎん行につとめているから、

() () ()

ちゅう食は家で食べません。

() ()

(T F) My friend's older sister works at a bank downtown, so she doesn't eat lunch at home.

IV. Using the -OO form, invite a friend to do something with you at the following places or on the following occasions. Use a different verb each time. (2 X 3 = 6)

1. しゅうまつ _____
2. としょかん _____
3. スナックバー _____

V. Match the beginnings and ends of some of the proverbs you have learned this lesson. (1 X 9 = 9)

- | | |
|------------------|------------|
| _____ 1. 三日 | A. 三年。 |
| _____ 2. はなより | B. あかい。 |
| _____ 3. ちりもつもれば | C. 勝ち。 |
| _____ 4. うみよりふかい | D. だんご。 |
| _____ 5. いしの上にも | E. 山となる。 |
| _____ 6. まけるが | F. 木からおちる。 |
| _____ 7. となりの花は | G. 母のあい。 |
| _____ 8. さるも | H. かえる。 |
| _____ 9. かえるの子は | I. ぼうず。 |


VI. Write the number of the proverb from Part V which accurately depicts each situation below. Use each once only. (1 X 4 = 4)

- _____ 1. Scarlett the cat was injured in a fire while rescuing her young kittens.
- _____ 2. I started off the school year by studying *kanji* every night, but by the second week of school, I gave it up.
- _____ 3. Tom is a professional basketball player who usually is the highest scorer on his team, but tonight, he missed all of his free throws.
- _____ 4. My parents bought me a new car I wanted last year, but my friend just got a new one I like even better.

VII. Using the *しか* construction, write an appropriate sentence for each picture below, using the cues provided. (2 X 3 = 6)

Example:

日本語だけ
分かります。




一ろうさん

日本語
えい語
中国語
スペイン語

一ろうさんは日本語しか分かりません。

1.

テニスだけ
好きです。




きみ子さん

やきゅう
テニス
バレーボール
ゴルフ

2.

れきしだけ
おもしろい
です。




ケリーさん

ずう学
日本語
れきし
ぶっけ

3.

先生とだけ
日本語を話
します。



とおるさん

おばあさん
友だち
お父さん
先生

VIII. Read the following conversation between a male and two female speakers. Identify whether the speaker is male or female by writing 男 or 女 in the blanks. (1 X 8 = 8)

1. _____ あ、こんにちは。^{げん}元気なの？
2. _____ うん。^{げん}元気よ。おひる、もう食べたの？
3. _____ まだ。おなかすいてるわ。
4. _____ じゃあ、いっしょに食べないか。
5. _____ うん。どこへ食べに行くの？
6. _____ 今日、カフェテリアのメニューはピザだけ。
7. _____ ピザが大好きだわ！
8. _____ きみもピザが好きかい？ じゃあ、カフェテリアへ行こう！

IX. Read the following dialogue between friends. Change the underlined portions of each sentence to the correct informal ending. Kawaguchi is male and Ueda is female. (1 X 13 = 13)

川口(男)：明日はミアさんのお誕生日パーティーじゃありませんでしたか。
()

上田(女)：はい。 もうプレゼントを買いましたか。
() ()

川口(男)：まだ買っていません。 上田さんは？
()

上田(女)：私も買わなければなりません。 いっしょにショッピングセンターへ
()
行きましょうか。
()

川口(男)：それはいいかんがえです。ぼくは買い物がきらいです。
() ()

上田(女)：では、今いっしょに行きませんか。
() ()

川口(男)：いいですよ。 車がありますから、ぼくがうんてんします。
() () ()

X. Read Lynn's first conversation with her homestay father just before dinner. Fill in the blanks with the letter of the best response from the box below. Use each choice once only. Not all choices will be used. (1 X 14 = 14)

リン：_____。リンです。どうぞよろしく。

お父さん：_____。よろしく。リンは、何才？

リン：16才です。高校の二年生です。

お父さん：そうか？ ご家族は何人？

リン：四人です。父と母とあと私です。

お父さん：お父さんのおしごとは？

リン：父はエンジニアで、母は_____の先生を_____。

母は_____子供どもが大好きです。

お父さん：そうか。_____も高校生かい。

リン：いいえ、あには去年、高校を_____して、今ボストンの大学に行っています。物理りを_____しています。

お父さん：そうか？リンも科学かが好きかい？

リン：数学すうや科学かはあまり好きじゃありません。

私は_____が大好きです。

お父さん：じゃ、本を読むのが好きか。食べ物で何かきらいな物、あるかい？

リン：だいたい_____食べられますが、やさいの中で、_____が苦手にがです。

お父さん：それはだめだ。さあ、もう_____の時間だよ。_____か。

これから何かあったら、_____言ってくれ。

リン：はい。よろしくおねがいします。

- | | | | |
|-------------------------|----------|----------|-----------|
| A. 文学 <small>ぶん</small> | E. おねえさん | I. 夕食 | M. はじめまして |
| B. 食べろう | F. おにいさん | J. いつでも | N. 何でも |
| C. ようちえん | G. しています | K. こちらこそ | O. にんじん |
| D. 食べよう | H. そつぎょう | L. せんこう | P. 小さい |

XI. Answer the following questions in Japanese. (2 X 3 = 6)

1. 何年に高校を卒業するはずですか。

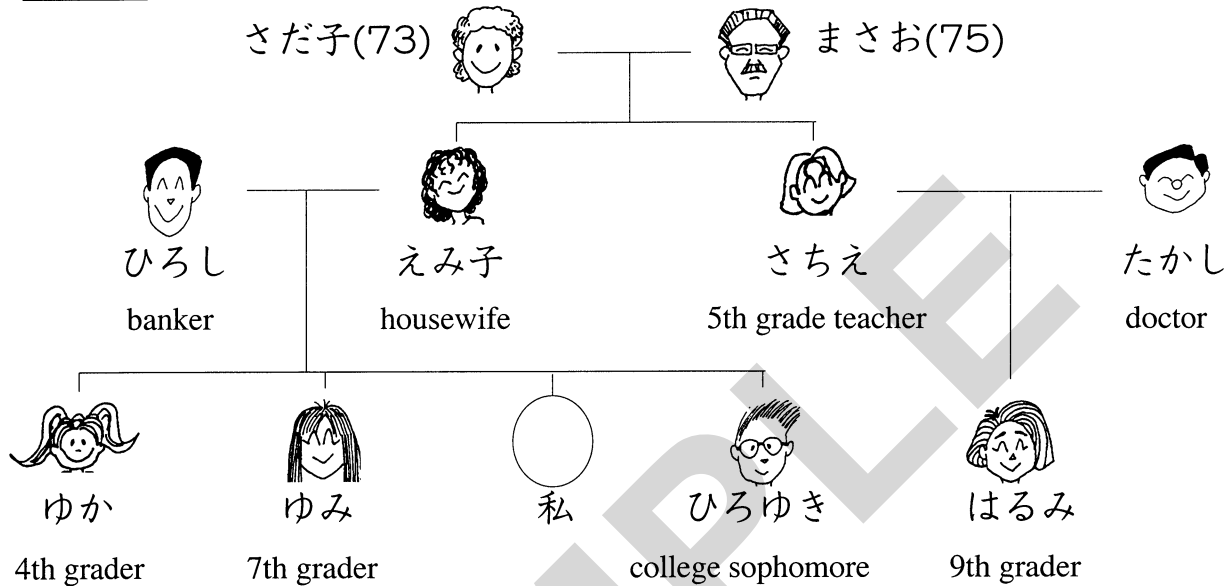
2. 文学と科学とどちらの方が好きですか。

3. 数学と化学と物理で何が一番むずかしいと思いますか。

SAMPLE

1課の試験 (100点)

I. Listening. Study the following family tree, then listen to your teacher as he/she reads five statements once each. Circle T or F for each statement based on the information on the family tree. (1 X 6 = 6)



1. (T F) 2. (T F) 3. (T F) 4. (T F) 5 (T F) 6. (T F)

1. 祖父のまさおは73才です。
2. おばは小学校の先生をしています。
3. 父のひろしは銀行に勤めています。
4. おじはいしゃをしています。
5. 姉は大学の二年生です。
6. 妹のゆみは中学生です。

PROJECTS (SAMPLES)

The following section contains four projects that you may consider including in your curriculum as you teach from this textbook series. They have been field tested. One project is assigned every quarter and each is linked to at least one of the lessons. The first project is linked to Lesson 1 (Self-Introductions), the second project to Lesson 2 (Japanese High Schools), the third project to Lesson 6 (Japanese Entertainment) and the final project to Lesson 8 (Japanese Meal). You may wish to try one or two out first. You will undoubtedly have to make some changes to meet your needs, the needs of your students and other time and logistical conditions at your school.

As the projects were designed, several considerations were met. First, they were linked to national standards, thereby ensuring that all areas of learning and skills were integrated. Second, they serve as an authentic means for students to communicate, whether it is gathering information from authentic sources, or producing a project for an authentic audience. Third, they serve as an integrated alternative assessment form that goes far beyond paper and pencil testing or oral testing, as it requires students to think critically -- to plan, organize, apply what they have learned in a truly communicative way, present, and reflect on their learning. Finally, many of these projects require students to employ some of the newest forms of technology as part of their presentations. Students who are skilled in technology delight in the opportunity to use and teach others about technology. Students who are less skilled receive a basic introduction to technology that they can then use for other classes, or in the future. If technological support is not available at your school, these projects can easily be converted to more traditional kinds of presentations. It has been our experience that, while students must work hard to produce these projects, they find working on them very memorable and enjoyable. From a teacher's point of view, projects provide one of the best ways of helping students pull together all they have learned in a meaningful way.

Each project consists of a set of basic instructions for the student, including an introduction, standards that are being met, objectives, procedure, method of evaluation and due dates. These instructions are followed by extensive sets of rubrics for each aspect of the project. Most projects include an oral presentation, a visual element, a composition and a reflection. Students should be given these rubrics along with the basic instructional sheet so they are fully aware of the expectations for each aspect of the project before beginning. At the end, teachers use these rubrics to assess the student's work. Projects are generally worth between 10 - 15% of the student's quarter grade.

Good luck as you use these sample projects for your reference!

プロジェクト1 「じこしょうかい」 (75てん)

Introduction:

You will introduce yourself in Japanese to your classmates and to your Japanese teacher using an electronic slide show.

Standards:

- Presentational communication
- Linguistic comparison
- Culture

Objectives:

1. To organize and do an oral presentation about yourself using an electronic slide show.
2. To write a composition about yourself.

Procedure:

1. Organize, in outline form, what it is you would like to share with your class about yourself. You must properly introduce yourself (with appropriate body language) and should include information about your family (including occupations if applicable), your grade in school, favorite subjects and your future plans. Other information, such as your age, interests, strengths, likes, dislikes, where you live, etc. may also be included.
2. You will not be allowed to use any notes. You will create an electronic slide show presentation that will allow you to orally present your self-introduction in an organized way. Your slide show will become your "notes." It is important that you select your visuals well, so they can serve as "prompts" for you as you speak. You will include between 2 - 5 slides in your presentation, no more and no less. You will be evaluated on how well your oral presentation integrates your slides. See the visual rubric attached.
3. On the day designated by your teacher, you will present your self-introduction. It should be well planned and well organized, but it should NOT be memorized. Your presentation should sound and look natural. You should try to use new vocabulary and structures. Use the formal speech style. Your presentation should be between 2 - 3 minutes. Presentations that are too long will be cut off. Check the oral presentation rubric for details.
4. After your oral presentation, you will be writing a more detailed composition about yourself. This should provide more information than you were able to talk about in your presentation. Elaborate and expand on the areas you touched on in the presentation. Use as many new vocabulary and structures as you can, while incorporating a variety of structures from earlier levels of Japanese. Be organized and be sure your composition flows well. You may type (1 1/2 pages) or use *genkoyoshi* (2 pages). Use the plain form writing style. Check the composition rubric attached.
5. The final portion of this project is your reflection which will be written in Japanese. The reflection may be typed or handwritten. There is no length requirement, except that all of the areas listed on the rubric be covered. In it, you will include information about what you learned and some of the difficulties and successes you experienced while doing this project. Check the reflection rubric for more details.

Evaluation:

Oral presentation (Individual points):	20 points	Due: _____
Visuals (Individual points):	15 points	Due: _____
Composition (Individual points):	30 points	Due: _____
Reflection (Individual points):	10 points	Due: _____

SAMPLE

I. Oral Presentation (Individual Points) _____ /20 pts.**Standards:** Presentational communication, Cultural comparison**Content: _____/5 (Individual points)***Expectation: Provided ample and interesting information about self, i.e., age, grade, interests, family, strengths, likes, dislikes, residence, school, subjects, future plans.*

- 5 Fully met expectations.
- 4 Met most expectations.
- 3 Satisfactorily met expectations.
- 2 Did not meet most expectations.
- 1 Did not meet expectations.

Time limit: _____/1 (Individual points)*Expectation: Presentation was 2 - 3 minutes.*

- 1 Met expectations.

Language use: _____/4 (Individual points)*Expectation: No or very few grammatical errors, language was used appropriately, used a variety of grammatical structures and vocabulary, including recently learned material.**Information was communicated well, as language was used effectively.*

- 4 Fully met expectations.
- 3 Met most expectations.
- 2 Satisfactorily met expectations.
- 1 Did not meet most expectations.

Delivery: _____/3 (Individual points)*Expectation: Projected voice well, maintained good eye contact, used appropriate body language.*

- 3 Met expectations.
- 2 Satisfactorily met expectations.
- 1 Did not meet most expectations.

Pronunciation, Intonation: _____/3 (Individual points)*Expectation: Pronunciation and intonation communicates well with native speakers.*

- 3 Met expectations.
- 2 Satisfactorily met expectations.
- 1 Did not meet most expectations.

Flow, Organization, Preparation: _____/4 (Individual points)*Expectation: Presentation flowed well, was well-prepared (but not memorized) and well organized.*

- 4 Fully met expectations.
- 3 Met most expectations.
- 2 Satisfactorily met expectations.
- 1 Did not meet most expectations.

KAIWA (CONVERSATION) DAY

会話の日

Goals:

Kaiwa session:

1. To practice speaking with peers and adults in one-to-one and small group settings.
 - a. Initiating conversation. (i.e., questioning)
 - b. Responding appropriately.
2. To develop active listening skills.
3. To practice using newly learned vocabulary and grammar along with "old" material.
4. To learn more about your peers, teachers and other class participants!!!

Lab. session:

1. To improve listening comprehension skills.
2. To develop reading comprehension skills.
3. To develop oral fluency in reading.

Procedure:

In class, you will be engaging in guided free conversations. The teacher may select a topic and let you know ahead of time what it will be, but may also often present you with a topic after you arrive to class. Since no English is allowed in class this day, instructions for the day's class will be flashed on the OHP in English for you to read. Points will be subtracted from your grade if you use any English. Generally, the format of the *kaiwa* class is that you will first break into pairs and practice. This serves several purposes: 1) It is far less threatening to talk to one person than to many people. 2) You can "figure out" what kinds of things to say about the day's topic and practice. 3) Your partner can listen and help you express what you want to say or provide help and corrections. 4) The teacher, who will be circulating, can provide you with help or answer questions. After about 10 minutes of practice, you will have a conversation/discussion with the entire group. Since you are now speaking to a larger group, the dynamics may be different, but you are expected to participate by listening carefully and contributing to the discussion based on your practice with your partner. Encourage others to participate by asking each other questions, commenting, and reacting. Try not to dominate conversations -- allow others to participate.

There are several general *kaiwa* goals which will apply to everyone at every session:

1. Speak no English.
2. Help create a non-threatening environment by being supportive.
3. Listen carefully and try to keep the conversation more or less "connected."
4. Participate, and encourage your peers to participate.
5. Come prepared to these classes by reviewing the current vocabulary and grammatical forms so you can "try them out."

Other than these goals, you will be required to write two goals of your own. These goals are to be very specific, so that you and your teacher can easily assess whether you attained the goals or not. For example, a goal such as "I want to become more fluent in Japanese" cannot be easily measured. What does "more fluent" mean? Write goals such as "I will use at least two new grammatical patterns at each *kaiwa* session." Or, "I will ask at least two classmates open-ended questions at every session." You use

the same goals for a quarter.

You will be evaluated on your performance mainly in the large group. The teacher will consider the degree of participation (quantity and quality), how well you have attained the general goals listed above (#1 ~ 5) and your general attitude. See the attached rubric. As the teacher is circulating during the paired conversation time, he/she may hear you using a new grammar form especially well, or express something very well. On the other hand, he/she may hear you speaking English! In either types of cases, he/she will note it down and it will become part of your performance grade for class that day.

Your homework after *kaiwa* days is to spend a few minutes reflecting and assessing your own performance. You will address the general goals in a checklist form and you will be required to give a detailed self-assessment of your personal goals. See the sample attached. At the end, you are to evaluate your own performance for the day, and the teacher will also evaluate your performance, taking your self-evaluation into consideration. You will also receive a grade for the quality of your reflection, based on its content and your use of Japanese (grammar, vocabulary, *kanji* and legibility).

SAMPLE

General Goals:

1. 日本語だけで話す。
Speak in Japanese only.
2. クラスメートをたすける。
Help to create a non-threatening environment by being supportive.
3. クラスメートの話をよく聞いて、話題からそれない。
Listen carefully and do not stray from the topic.
4. よくかんがえて、話す。
Think carefully and speak.
5. 出来るだけ会話にさんかして、クラスメートにもさんかしてもらう。
Participate, and encourage your peers to participate.
6. じゅうぎょうの前にその課の単語とか文法を勉強しておいて、クラスで使ってみる。
Come prepared to class by reviewing the current vocabulary and grammar so you can "try them out."

During class, you will be evaluated on:

1. Your adherence to the goals above.
2. The quality and quantity of your participation in the larger group discussions.
3. Your engagement during small and large group conversations.
4. Your success in attaining your personal goals.
5. Your willingness to take risks with the language.

Your homework tonight:

1. Using one sheet given to you, write your approved goals and a self-assessment of your *kaiwa* performance based on your goals. Read over the sample *kaiwa* reflection sheet you were given in an earlier class.
2. On the other sheet, write only your approved goals in black ink. *Sensei* will make copies of this for your use for future *kaiwa* classes.

今日のトピック： _____

Other focuses： _____

Procedure:

1. Pair off with a partner. Try to work with different partners each session.
2. Practice talking about the topic. This is a time to listen, ask and practice with your partner. Help each other out. Ask *sensei* for help. 日本語だけで！
3. Always keep in mind the class goals and your personal goals.
4. At the signal from your teacher, you will reconvene with the entire *kaiwa* class and this time conduct a discussion in the larger group on the same topic. You may talk about yourself, talk about your partner, or ask questions of others in the large group. Keep all of the goals in mind!!!

Suggested grammatical forms for this session:

1. _____
2. _____
3. _____
4. _____
5. _____

- 10 points Participates and performs above and beyond expectations.
Asks many appropriate questions.
Uses newly learned and/or complex structures.
Uses newly learned vocabulary.
Demonstrates good listening skills by making relevant comments. Uses *aizuchi*.
Demonstrates initiative by drawing the quieter students into the conversation.
Leads and guides the conversation.
Uses no English.
- 9 - 8 points Asks some appropriate questions.
Gives some responses.
Takes some initiative.
Demonstrates good listening skills by making relevant comments.
Uses some *aizuchi*.
Tries to use newly learned and/or complex structures.
Uses newly learned vocabulary.
Uses no English.
- 7 - 6 points Takes limited initiative during group talk.
Tries to use some new grammar and vocabulary.
Uses a little English.
- 5 - 4 points Does not use new grammar or new vocabulary.
Uses English.
- 3 - 1 points Does not, or rarely speaks.
Uses English.

会話の日リフレクション *Kaiwa* Day Reflection in Japanese

I. クラスのゴール **Class goals** : Rate your performance of each, 0 - 3. 3 = Achieved goal completely.

(3 2 1 0) 1. 日本語だけで話す。Speak in Japanese only.

(3 2 1 0) 2. クラスメートをたすける。Help to create a non-threatening environment by being supportive.

(3 2 1 0) 3. クラスメートの話をよく聞いて、話題からそれない。

Listen carefully and do not stray from the topic.

(3 2 1 0) 4. 出来るだけ会話にさんかして、クラスメートにもさんかしてもらう。

Participate, and encourage your peers to participate.

(3 2 1 0) 5. じゅぎょうの前にその課の単語とか文法を勉強しておいて、クラスで使ってみる。

Come prepared to *kaiwa* classes by reviewing the current vocabulary and grammar so you can "try them out."

II. 私のゴール **My goals** : For each personal goal, tell whether you attained your goal today. If you did, provide examples and contexts. If you did not achieve your goal, explain why and tell how you can improve next time.

私のゴール1 : _____

私のゴール2 : _____

III. ほかの感想 **Other comments** : How you think you excelled or can improve in an area not addressed earlier?

私の会話 **Student's evaluation of own performance today:** ____/10

先生の評価 **Teacher's evaluation of performance:** ____/10

感想文 **Quality of reflection:** ____/10

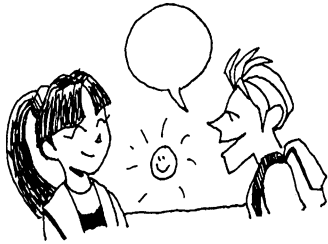
感想文 **Reflection grade based on**

Content (5): Thoughtful and well supported with examples and context.

Use of Japanese (5): Legible, use of *kanji*, appropriate use of grammar and vocabulary.

アドベンチャー日本語3 Useful Expressions その1

1)



2)



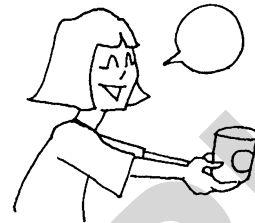
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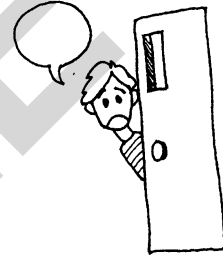
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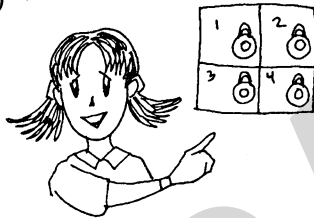
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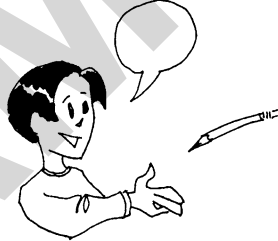
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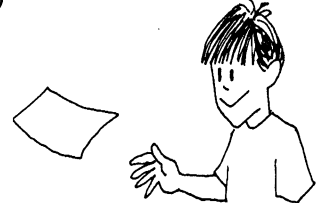
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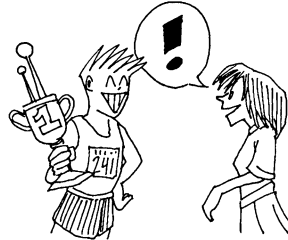
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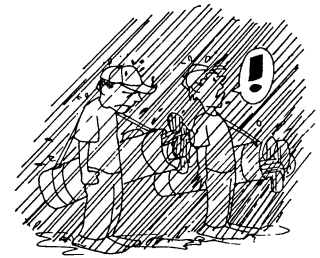
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11)



12)

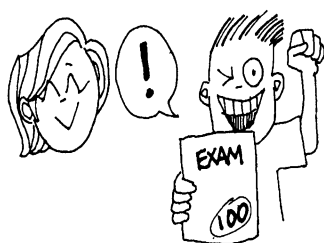


アドベンチャー日本語3 Useful Expressions その2

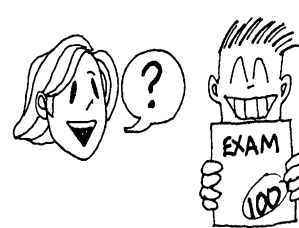
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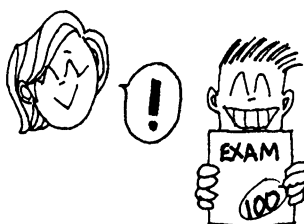
14)



15)



16)



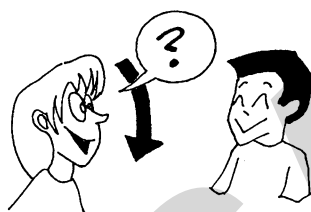
17)



18)



19)



20)



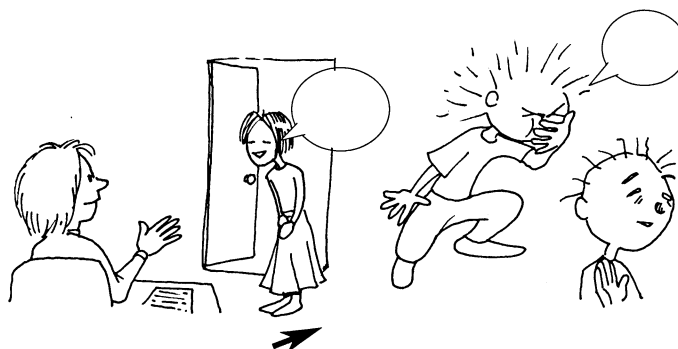
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22)



23)



アドベンチャー日本語3：1課—ことわざ

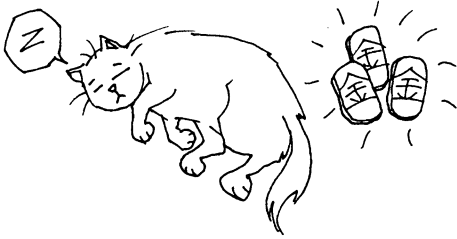
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2.



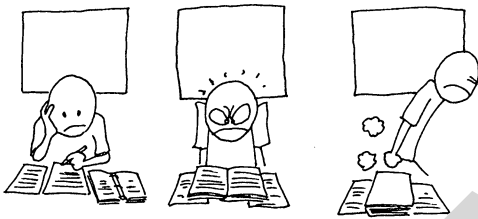
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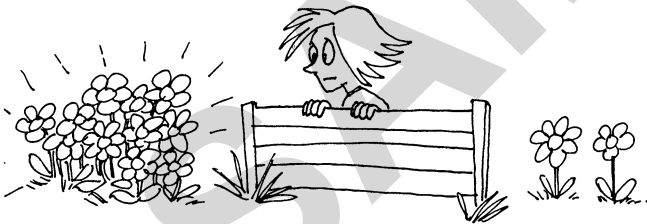
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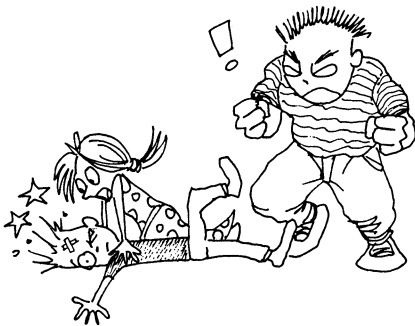
8.



9.



10.



11.



12.



アドベンチャー日本語3：1課一単語その1

1)



2)



3)



4)



5)



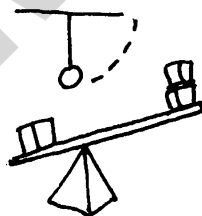
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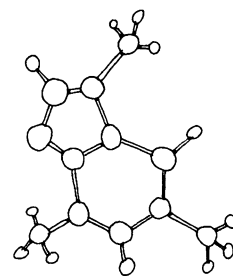
7)



8)



9)



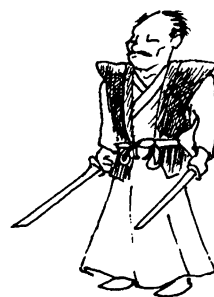
10)



11)

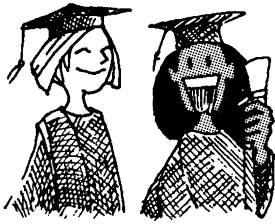


12)



アドベンチャー日本語3：1課一単語その2

13)



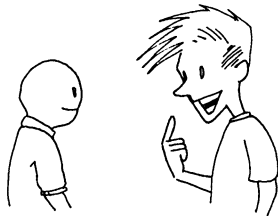
14)



15)



16)



17)



18)



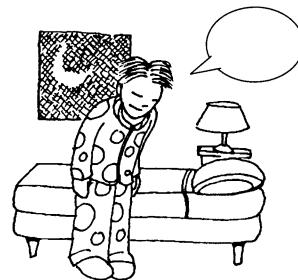
19)



20)



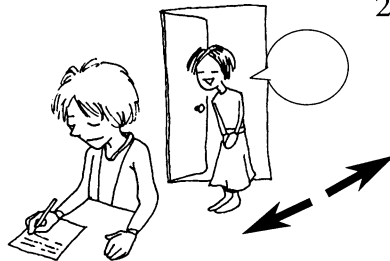
21)



22)



23)

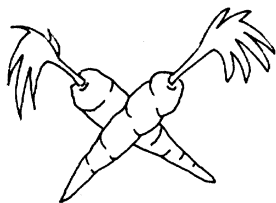


24)



アドベンチャー日本語3：1課一単語その3

25)



26)



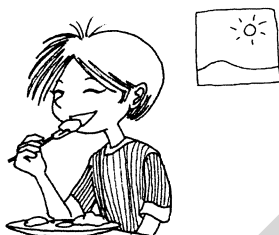
27)



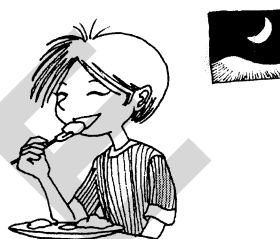
28)



29)



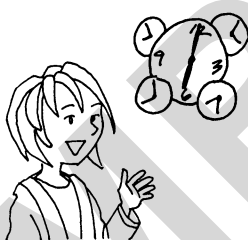
30)



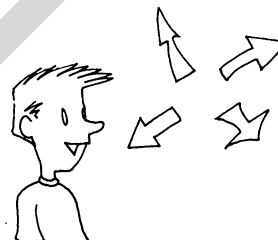
31)



32)



33)



What do you like?

Please tell me anything.

Can you write *kanji*?

Can you write *kanji* too?

34)



35)



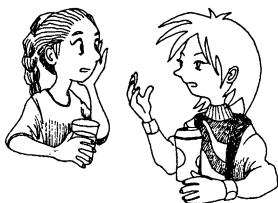
36)



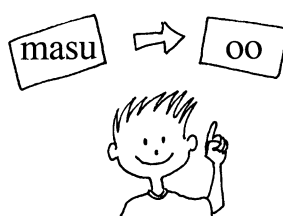
37)



38)



39)



40)



1. 漢字^じ
2. 漢字
3. 姉の本、お姉さん
4. 妹の名前、妹さん
5. 兄の車、お兄さん
6. 弟の本、弟さん、兄弟
7. 朝御飯^{ごはん}、毎朝、朝日新聞、朝食、今朝
8. 昼御飯^{ごはん}、昼食
9. 明るい所、明日
10. 去年
11. 銀行、銀のネックレス
12. 仕事、仕方がない