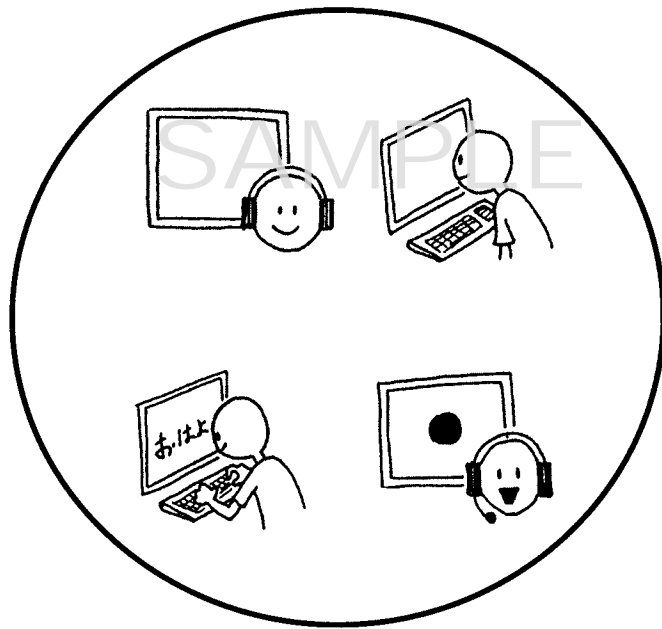


日本語上級練習

STRIVE FOR A 5

AP* JAPANESE PRACTICE TESTS

By the Authors of the Bestselling Series *Adventures in Japanese!*



HIROMI PETERSON, NAOMI HIRANO-OMIZO & JUNKO ADY

Illustrated by Michael Muronaka



CHENG & TSUI COMPANY
BOSTON

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SAMPLE

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STRIVE FOR A 5: AP JAPANESE PRACTICE TESTS

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DOWNLOADS

Users of this book have access to free, downloadable audio recordings that correspond to the listening sections. To download the audio files, you simply need to register your product key on our website.

Instructions for Downloading Audio Recordings and Electronic Flashcards:

1. Visit the Cheng & Tsui Download Center at <http://www.cheng-tsui.com/downloads> and follow the instructions for creating a Cheng-Tsui.com user account.
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SAMPLE

PREFACE: TO THE STUDENT AND THE TEACHER

ABOUT THE BOOK

With the introduction of the AP* Japanese Language and Culture Exam in May 2007, students and teachers of Japanese were faced with the daunting task of preparing for this challenging opportunity. Teachers began networking in an effort to search for appropriate materials to prepare their students. In response to this need, we began writing two volumes, *Further Adventures in Japanese: Suitable for Advanced Placement Programs* and *Strive for a 5: AP Japanese Practice Tests*. It took a full year to prepare the content and design the structure of these materials, and yet another year to create, develop and field test the materials in our own classrooms. We have added cultural notes for students to think about as topics for cultural presentations.

For the AP Japanese Language and Culture exam, 20 topics are listed as possible exam subjects. The topics are: 1. Self, Family and Friends, 2. Daily Life, 3. Leisure, Hobbies and Sports, 4. Home and Community, 5. Cities, Towns and Villages, 6. Nature and the Environment, 7. School and Education, 8. Clothing, 9. Communication and Media, 10. Technology, 11. Work and Career, 12. Rites of Life, 13. Festivals and Annual Events, 14. Transportation, 15. Weather and Climate, 16. Food, 17. Shopping, 18. Body and Health, 19. Travel, and 20. Japan and the World. Students are tested on their listening, reading, writing and speaking skills. Students are also required to demonstrate their understanding of Japanese culture and express their opinions about aspects of the culture. All exams are taken on the computer. Students must type all of their written responses.

Further Adventures in Japanese: Suitable for Advanced Placement Programs focuses on AP topics, vocabulary building, important grammar points, and general review strategies. In order to provide additional practice tests, we created *Strive for a 5*. We have included 20 different samples for each section of the AP exam: Listening, Reading, Writing (Text Chat), Writing (Compare and Contrast Article), Speaking (Conversation), and Speaking (Cultural Perspective Presentation). We organized all of the samples for each section together instead of grouping them as tests, so that teachers and students can pick and choose the topics they need to practice.

In addition, we encourage you to use the AP *kanji* list provided in *Further AIJ* and the sample tests which appear at the end of each of the 20 lessons of *Further AIJ*.

All audio files and AP *kanji* flash cards which accompany *Strive for a 5* may be found at the publisher's website, <http://www.cheng-tsui.com/downloads>. Please download any materials you will need from this site.

Since the AP Japanese exams are administered entirely by computer, we highly recommend that all of the practice tests provided in our texts be conducted in a venue that best replicates the actual test situation. This may not be possible for technical or logistical reasons, but we trust that teachers will devise ways to closely approximate the actual testing situation even during practice sessions.

When assessing your or your students' test responses, please refer to the AP Scoring Guidelines provided on the College Board website
<http://www.collegeboard.com/student/testing/ap/japanese/samp.html?japaneselag>.

TIPS FOR TAKING THE TEST

Based on our experience with the sample tests we have used in our classrooms, we provide here some tips for each test section, which you may want to consider as you use this book.

Listening: Multiple Choice Questions: 25% (30-35 questions, 20 minutes. Response time: 12 seconds per question. Stimulus types: conversation, debate, instructions, message, presentation, public announcement, radio broadcast, talk)

The audio file for this section may be downloaded from <http://www.cheng-tsui.com/downloads>. For this section of the exam, the students listen to a passage or dialogue, which is only read once or twice. They must then respond to multiple choice comprehension questions given in English. In this part of the exam, the students may move back and forth among all of the questions. On the AP exam, the questions are not asked until after the listening portion is complete, so students should not look at the questions prior to listening to the passage. Students are advised to take notes as they listen. Since the response time students are allowed for each multiple choice question is 12 seconds, teachers are encouraged to follow the time limits during practice sessions. Once students have answered an item, they are not able to return and correct themselves even if they later realize they have made an error. It is therefore important that the student be sure of their answer before making a choice.

Reading: Multiple Choice Questions: 25% (35-40 questions, 60 minutes. Stimulus types: e-mail, instructions, letter, news article, short story, travel brochure)

For this portion of the test, students will read a passage which may be a letter, article, or an excerpt of a reading or story, then answer multiple choice comprehension questions asked in English. It is essential that students be able to read and know the meanings of all 410 *kanji* on the AP *kanji* list. This list, along with *kanji* compounds which employ these *kanji*, appears in *Further AIJ*. We recommend that it be used as a *kanji* study guide. These *kanji* are also available in flash card format to be downloaded from <http://www.cheng-tsui.com/downloads>. Please feel free to use the flash cards in ways that best supplement your curriculum.

Writing (Typing): Text Chat: 12.5% (6 questions, 10 minutes. Response time: 90 seconds per question.)

For this section of the test, students must participate in an exchange of text chat messages. Prompts are given one at a time, and students have 90 seconds to type each response. To be successful, students must have the ability to type accurately and quickly in Japanese. Students should be strongly cautioned to select the correct *kanji* when they convert from *hiragana* to *kanji* as they are typing. Proofreading is

essential. Please carefully heed the advice at the beginning of this section of the book.

Writing (Typing): Compare and Contrast Article: 12.5% (1 question, 20 minutes)

In this segment of the test, students are given two topics to compare and contrast, usually derived from their own personal experiences. They have 20 minutes to plan and type out a short essay in Japanese. The required format is to begin with an introduction, followed by three similarities and/or differences between the given topics, and finally, a statement of the student's preference for one of the two topics and the reasons for that preference. For this portion of the text, it is suggested that the student begin by writing an outline in the required format, then type the article. We also recommend that students practice writing this portion by observing the 300 - 400 character length so they will be accustomed to writing articles of the required length. As in the text chat task, students should be very careful about typing the correct *kanji* and proofreading them for accuracy. Please carefully heed the advice at the beginning of this section of the book.

Speaking: Conversation: 12.5% (4 questions, 3 minutes. 20 seconds per question)

The audio files for this section may be downloaded from <http://www.cheng-tsui.com/downloads>. For this section, students participate in a simulated conversation. Students are first given a very brief description of the situation and must listen to prompts which are each said once. After each prompt, students have 20 seconds to respond. Students respond to four prompts. This conversation is not a simulated phone call. It is important that students first listen carefully and comprehend the prompts, then respond clearly and quickly. Students must also be aware of whom they are responding to and use the proper speech style (-*masu* or -*da* style). It is strongly advised that teachers adhere to the 20-second response time during practice sessions as well. Please carefully heed the advice at the beginning of this section of the book.

Speaking: Cultural Perspective Presentation: 12.5% (1 question, 7 minutes. Preparation time: 4 minutes. Response time: 2 minutes.)

For this portion of the test, students must imagine that they will be making an oral presentation about a cultural topic on Japan. They will be provided with a specific topic and will present their own view or perspective on the topic. They must be able to discuss five appropriately selected aspects of that cultural topic. The oral presentation should have an introduction and a conclusion. Students have four minutes to prepare the presentation and two minutes to record it. It is recommended that students write an outline during the preparation time. Students should be well prepared with a solid understanding of a variety of cultural topics. The cultural notes section of the text is provided as a reference mainly for use in this portion of the test. Please carefully heed the advice at the beginning of this section of the book.

Answer Key

For the benefit of the user, all scripts and multiple choice questions in the audio file and answers to the multiple choice questions have been included at the end of this volume. Students and teachers may use these answers to compare and check their answers and to identify any areas in which additional review may be beneficial.

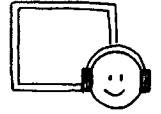
Finally, we close by wishing you success as you use *Strive for a 5!* We hope that you will find the practice provided here useful. We are hopeful that this volume will help to raise the language proficiency of all students of Japanese, while at the same time broadening the minds and hearts of its student users. Thank you for choosing to use *Strive for a 5!!*

がんばりましょう！

SAMPLE



<聞く Listening アドバイス>



You can download the audio recordings for this section from <http://www.cheng-tsui.com/downloads>.

【Sample Stimulus Types】

- Conversation
- Debate
- Instructions
- Message
- Presentation
- Public announcement
- Radio broadcast

【Knowledge/skills】

- Interpretive communication
- Comprehension; inference

【Format】

- Multiple-choice questions
- Several listening selections: 30-35 questions, 25% of the final score, 20 minutes total (Response time: 12 seconds per question)
- Selection will be read once or twice.
- Taking notes is allowed. Notes will not be graded.
- Not allowed to move back and forth among questions.

【Suggestions】

1. Takes notes while listening.
2. The response time students are allowed for each multiple-choice question is 12 seconds. Follow the time limits during practice sessions.
3. On the AP exam, the questions are not asked until after the listening portion is complete, so you should not look at the questions prior to listening to the passage.
4. Once you have answered an item, you will not be able to return and correct it. Be sure of your answer before making a choice.

Contents for Listening

課	AP Contents	SFA5 Topics Listening	Question Types
1	Self, Family, and Friends	Speech	Presentation
2	Daily Life	Announcement	Public Announcement
3	Leisure, Hobbies and Sports	Internationalization of Sports	Conversation
4	Home and Community	My Town	Presentation
5	Cities, Towns and Villages	Radio Interview	Radio interview
6	Nature and Environment	Tsunami News	Radio broadcast
7	School and Education	College Entrance	Conversation
8	Clothing	<i>Kosupure</i>	Conversation
9	Communication and Media	Cellular Phone Etiquette 1 & 2	Instruction/ Public announcement
10	Technology	School Debate	Debate
11	Work and Career	Job Announcement	Announcement
12	Rites of Life	Gifts	Presentation
13	Festivals and Annual Events	Festival Report	Radio broadcast
14	Transportation	Telephone Message	Telephone message
15	Weather and Climate	Four Seasons	Public announcement
16	Food	American Food	Talk
17	Shopping	Department Store Telephone Message	Message
18	Body and Health	Health	Conversation
19	Travel	Home Delivery	Instruction
20	Japan and the World	Election	Conversation



< 1 ・ 聞 く >

Listening: Speech



(Narrator) Now you will listen once to a speech.



SAMPLE



< 1 ・ 聞 く (質問) >

12 秒 x 5

Listening: Speech

(Narrator) Now answer the questions for this selection.

1. What is this person's background?
 - (A) He is Korean and is living in Japan.
 - (B) He is a Japanese citizen, but his parents are Korean.
 - (C) He is ethnically half Korean and half Japanese, and is living in Japan.
 - (D) He is ethnically half Korean and half Japanese, and is living in the U.S.

2. What value did he learn from the Japanese side of his family?
 - (A) respect
 - (B) humility
 - (C) perseverance
 - (D) honesty

3. What value did he learn from the Korean side of his family?
 - (A) patience
 - (B) honor
 - (C) trust
 - (D) frankness

4. In what kind of situation does he experience inner conflict?
 - (A) When he follows Japanese values.
 - (B) When he follows Korean values.
 - (C) When he follows his own heart.
 - (D) When he is torn about which set of values he should follow.

5. What is this person's message?
 - (A) We should not discriminate based on race.
 - (B) We should understand other cultures.
 - (C) We should communicate more with people from other countries.
 - (D) We should travel and see other countries.

Contents for Reading

課	AP Contents	SFA5 Topics Reading	Question Types
1	Self, Family, and Friends	Web Interview Article	Web article
2	Daily Life	Letter	Letter
3	Leisure, Hobbies, and Sports	Magazine Article	Magazine Article
4	Home and Community	<i>My Hashi</i>	News article
5	Cities, Towns and Villages	Sumidagawa	Short story
6	Nature and Environment	Competition Results	Web article
7	School and Education	International Exchange	Report
8	Clothing	Appearance	Article
9	Communication and Media	E-mails	E-mail
10	Technology	Cellular Phones	Instructions
11	Work and Career	Article	News article
12	Rites of Life	Jobs Resume	Advertisement Resume
13	Festivals and Annual Events	Letter of Invitation	Letter
14	Transportation	Yakushima Trip	Diary
15	Weather and Climate	Article	Web article
16	Food	Sweets	Menu
17	Shopping	Sale	Advertisement
18	Body and Health	Health Problems	Article
19	Travel	Travel Guide	Travel brochure
20	Japan and the World	Newspaper Article	News article



< 1 ・ 読む >

Reading: Web Interview Article

ハワイで活躍の日本人・ピーターソンひろみさん



Q：ハワイに来られて何年になりますでしょうか。

A：36年になります。

Q：当初はどういう目的で来られたのでしょうか。

A：1970年ハワイ大学夏期セミナーに始めてハワイに来ました。大学カフェテリアで主人と出会い、翌年京都の大学を卒業。ハワイに71年来て結婚して、ハワイ大学教育学部外国語学科に入学しました。

Q：現在されているお仕事をご説明下さい。

A：プナホウ学園という私立校で日本語と美術としての書道を担当しています。

Q：ハワイで生活されて一番苦労されたことは？

A：やっぱり英語。今も苦労しています。

Q：ハワイで生活されて一番楽しかったことは？

A：好きな家族や友人がいて、好きな仕事が出来て、いろいろな人種のいい人達や生徒に出会える。運がいいとしか言いようがないです。

Q：ハワイへ来られる方へ取って置きの楽しみ方をアドバイス下さい。

A：観光地ばかり行かないで、いろいろな所を足で歩いて下さい。いろいろな発見があるはずです。最近、動物園近くの土曜の朝市は楽しいです。

Q：ハワイのお好きな場所を教えてください。

A：趣味はシュノーケルで、カイマナビーチホテルの前のビーチが大好きです。いろいろな色をした熱帯魚や大きい魚や可愛い魚達にも出会えて、運動だけでなく楽しめます。時に亀にも出会います。

Q：ハワイでお好きなレストランとメニューは？

A：カイクキにある Waiwai Thai というタイ料理のレストラン、グリーンカレーが最高です。癖になる味です。

アロハウォーカー <http://www.alohawalker.com>



< 1 ・ 読む(質問) >

Reading: *Web Interview Article*

(Narrator) Now answer the questions for this selection.

1. What is Mrs. Peterson's educational background?
 - (A) She graduated from a university in Hawaii and then a university in Kyoto.
 - (B) She graduated from a university in Osaka.
 - (C) She graduated from the University of Hawaii with a major in foreign language education.
 - (D) She majored in art at a university in Kyoto.

2. What is an accurate description of Mrs. Peterson's life?
 - (A) Before she could not understand English, but now she does not have any problems with English.
 - (B) She is enjoying her family and friends, but has a little problem with her job.
 - (C) She feels lucky to have a good life.
 - (D) She is still nervous about meeting people of different ethnicities.

3. What does Mrs. Peterson recommend to visitors to Hawaii?
 - (A) People should visit famous tourist attractions.
 - (B) People should take a city bus tour.
 - (C) People should visit the shopping center.
 - (D) People should walk around the city.

4. What kind of restaurants and dishes does Mrs. Peterson enjoy?
 - (A) She likes sushi at Japanese restaurants.
 - (B) She likes noodles at Japanese restaurants.
 - (C) She likes the green curry dishes at Thai restaurants.
 - (D) She likes the green papaya salads at Thai restaurants.

5. What does Mrs. Peterson enjoy?
 - (A) She enjoys fishing.
 - (B) She enjoys snorkeling.
 - (C) She enjoys swimming in pools.
 - (D) She enjoys surfing.

Contents for Text Chat (Writing)

課	AP Contents	SFA5 Topics Text Chat (Writing)
1	Self, Family, and Friends	Introduction
2	Daily Life	Japanese Study
3	Leisure, Hobbies and Sports	Hobbies
4	Home and Community	Home and Community
5	Cities, Towns and Villages	Your Town
6	Nature and Environment	Recycling
7	School and Education	College
8	Clothing	Clothing
9	Communication and Media	Cellular Phones
10	Technology	Computers
11	Work and Career	Part-time Job
12	Rites of Life	Graduation
13	Festivals and Annual Events	New Year's Day
14	Transportation	Driving
15	Weather and Climate	Weather
16	Food	Cooking
17	Shopping	Shopping
18	Body and Health	Healthy Lifestyles
19	Travel	Trip
20	Japan and the World	Japan and the World



< 1・書く (テキストチャット) >

90秒 x 6

Text Chat : *Introduction*

You will participate in a simulated exchange of text-chat messages. Each time it is your turn to write, you will have 90 seconds. You should respond as fully and as appropriately as possible.

You will have a conversation about yourself with Maki Yamada, a student from your sister school in Japan.

1. Respond. (90 seconds)

初めまして。山田です。どうぞよろしく。自己紹介、御願います。

2. Describe. (90 seconds)

そうですか。御家族について教えてください。

3. Give a specific example. (90 seconds)

そうですか。子供の時、どんな子供だったんですか。

4. Explain your preference. (90 seconds)

そうですか。ところで、学校にいるのと、うちにいるのと、どちらの方が好きですか。

5. Describe. (90 seconds)

そうですか。今、どんな友達がありますか。本音が言える友達っていますか。

6. Ask a specific question. (90 seconds)

最後になりますが、私に何か質問がありますか。



< 2・書く (テキストチャット) >

Text Chat: *Japanese Study*

90 秒 x 6

You will participate in a simulated exchange of text-chat messages. Each time it is your turn to write, you will have 90 seconds. You should respond as fully and as appropriately as possible.

You will have a conversation about your Japanese study with Aya Tanaka, a student in Japan.

1. Respond. (90 seconds)
田中あやです。よろしく御願います。日本語は何年ぐらい習っているんですか。
2. Give a specific example. (90 seconds)
日本語の勉強は難しいですか。日本語は何が一番難しいですか。
3. Explain your reason. (90 seconds)
なぜ日本語を取ることに決めたんですか。
4. Describe your teacher. (90 seconds)
日本語の先生はどんな先生ですか。
5. Describe your experience. (90 seconds)
日本語を習って、良かったと思ったことがありますか。どんな時か話を聞かせて下さい。
6. Explain your preference. (90 seconds)
もし次の休みに日本へ行けたら、日本でどんな事をしてみたいですか。

Contents for Conversation (Speaking)

課	AP Contents	SFA5 Topics Conversation (Speaking)
1	Self, Family, and Friends	Host Mother
2	Daily Life	Daily Life
3	Leisure, Hobbies and Sports	Sports
4	Home and Community	Home
5	Cities, Towns and Villages	Volunteer
6	Nature and Environment	Recycling
7	School and Education	School
8	Clothing	Fashion
9	Communication and Media	Video
10	Technology	Cellular Phones
11	Work and Career	Job
12	Rites of Life	Graduation
13	Festivals and Annual Events	Christmas
14	Transportation	Commuting to School
15	Weather and Climate	Hiking
16	Food	Food
17	Shopping	Souvenir Shopping
18	Body and Health	An Injury
19	Travel	Japan Trip
20	Japan and the World	Japan



< 1 ・ 話す (会話) >

20 秒 x 4

Conversation: Host Mother

You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

You will introduce yourself in a conversation with Mrs. Kondo, the mother of your Japanese host family.

(Host mother)



(20 seconds)

(Host mother)

(20 seconds)

SAMPLE

(Host mother)

(20 seconds)

(Host mother)

(20 seconds)

Contents for Compare and Contrast Article (Writing)

課	AP Contents	SFA5 Topics Compare and Contrast Article (Writing)
1	Self, Family, and Friends	Parents and Grandparents
2	Daily Life	Learning Japanese and Learning Science
3	Leisure, Hobbies and Sports	Listening to Music and Watching TV
4	Home and Community	Part-time Work and Community Service
5	Cities, Towns and Villages	Living in the Suburbs and Living in the City
6	Nature and Environment	Earthquakes and Typhoons
7	School and Education	Coed Schools and Boys' or Girls' Schools
8	Clothing	Casual Clothing and Formal Clothing
9	Communication and Media	Watching Movies at a Movie Theater and Watching DVDs at Home
10	Technology	Communicating by Phone and by E-mail
11	Work and Career	Working Part-Time as a Waiter and as a Store Clerk
12	Rites of Life	Birthday Parties and Graduation Parties
13	Festivals and Annual Events	Halloween and Thanksgiving
14	Transportation	Commuting by Bus and Car
15	Weather and Climate	Rainy Days and Sunny Days
16	Food	Fast Food Restaurants and Sit-Down Restaurants
17	Shopping	Department Stores and Supermarkets
18	Body and Health	Healthy Lifestyles and Unhealthy Lifestyles
19	Travel	Foreign Travel and Domestic Travel
20	Japan and the World	Japanese Cars and American Cars



< 1 ・ 書く (比較と対比) >

20分

Compare and Contrast: Parents and Grandparents

Directions: You are writing an article for the student newspaper of your sister school in Japan. Write an article in which you compare and contrast parents and grandparents. Based on your personal experience, describe at least THREE aspects of each and highlight the similarities and differences between parents and grandparents. Also state your preference and give reasons for it.

Your article should be 300 to 400 characters or longer. Use the *desu/masu* or *da* (plain) style, but use one style consistently. Also, use *kanji* wherever *kanji* from the AP Japanese *kanji* list is appropriate. You have 20 minutes to write.

【NOTES/OUTLINE: 自分の作文のアウトラインを書こう！】

Introduction:

SAMPLE

Three similarities and differences:

1. _____
2. _____
3. _____

Your preference and reasons:



< 2 ・ 書く (比較と対比) >

20分

Compare and Contrast: Learning Japanese and Learning Science

Directions: You are writing an article for the student newspaper of your sister school in Japan. Write an article in which you compare and contrast learning Japanese and learning science. Based on your personal experience, describe at least THREE aspects of each and highlight the similarities and differences between learning Japanese and learning science. Also state your preference and give reasons for it.

Your article should be 300 to 400 characters or longer. Use the *desu/masu* or *da* (plain) style, but use one style consistently. Also, use *kanji* wherever *kanji* from the AP Japanese *kanji* list is appropriate. You have 20 minutes to write.

【NOTES/OUTLINE: 自分の作文のアウトラインを書こう!】

Introduction:

Three similarities and differences:

1. _____
2. _____
3. _____

Your preference and reasons:

Contents for Cultural Perspective Presentation (Speaking)

課	AP Contents	SFA5 Topics Cultural Perspective Presentation (Speaking)
1	Self, Family, and Friends	Japanese Greetings
2	Daily Life	Japanese Meals
3	Leisure, Hobbies and Sports	Japanese Traditional Cultural Hobbies
4	Home and Community	Japanese Houses
5	Cities, Towns and Villages	Lifestyle in Japan's Urban Centers
6	Nature and Environment	Recycling in Japan
7	School and Education	Japanese School Life
8	Clothing	The Japanese <i>Kimono</i>
9	Communication and Media	Japanese Pop Culture
10	Technology	Japanese Cellular Phones
11	Work and Career	Japanese Workplace Etiquette
12	Rites of Life	Japanese life events and milestones
13	Festivals and Annual Events	Japanese Seasonal Celebrations
14	Transportation	Driving in Japan
15	Weather and Climate	Weather and Climate in Japan
16	Food	Famous Japanese Cuisine
17	Shopping	Japanese Currency
18	Body and Health	Eastern Medicine
19	Travel	Famous Japanese Local Products
20	Japan and the World	Japan's International Issues



< 1・話す (文化) >

4分+2分

Cultural Perspective Presentation: Japanese Greetings

Directions: Imagine you are making an oral presentation to your Japanese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as complete as possible.

Present your own view or perspective of Japanese greetings. Discuss at least FIVE aspects or examples of Japanese greetings.

Begin with an appropriate introduction, give details, explain your own view or perspective, and end with a concluding remark.

【Let's take notes!】

1. Begin with an appropriate introduction.

2. Discuss five aspects/examples of the topic.

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

3. Explain your view or perspective.

4. End with a concluding remark.

< 1・話す (文化ノート) > 日本のあいさつ : Japanese Greetings

Greetings are used more frequently and with more regularity in Japanese than in English. They reveal much about the cultural values. Expressions such as "good morning," "thank you" or "goodbye" seem universal. There are others that are unique to each culture and language.

Even seemingly universal greetings tell us the values of each culture. For example, おはようございます literally means "it is early." In Japan, which was traditionally agrarian based, an early start meant a good, productive day. In a country where status and identification with a group matters significantly, even a simple greeting such as "Good morning" has at least two forms. There is a more informal おはよう which is used among family and friends, and おはようございます which shows respect and politeness. In Japan, when families gather together for a meal, they say いただきます in unison, then begin their meal. いただきます literally means "I humbly receive." It implies humility and gratitude for the food. The act of uttering this expression together also reminds those around the table that their family is one. Traditionally, the head of the household is served his bowl of rice first by his wife or daughter, though nowadays, the father is rarely at home early enough to have dinner with his family. Food is usually served to the most senior males in the family, with the children and server (usually the wife) being served last. Just as the Japanese feel "right" about beginning the meal with an expression of thanks, they also end their meal with ごちそうさまでした. Meaning "it was a feast," it is also an expression of gratitude for those who provided the meal, as well as for those who prepared it. For both before meal and after meal expressions, it is appropriate to bow slightly to express thanks and respect.

The expressions 行ってきます, 行っていらっしゃい, ただいま and お帰りなさい are uniquely Japanese. They reflect the Japanese consciousness of 内/外. Japanese find it important to announce that they are leaving their inside world to the outside, while those who remain inside extend their best wishes to their family member who ventures into the outside world. ただいま and お帰りなさい announce and respond to the return to one's inside world. It is also courteous to let others in your family know about your whereabouts.

At home, or even outside the home, the expression お先に is used when one does something before another person. It is a reflection of the Japanese strong sense of hierarchy and order. When one does something ahead of others, this expression is said apologetically, gratefully, and respectfully. Japanese prefer not to put themselves before others, as it is seen as a highly individual act and even a selfish act. At home, お先に is used when one bathes ahead of others, goes to bed before others, or eats before others. It is also frequently used when one leaves one's place of work before one's colleagues, or departs from a gathering of friends or acquaintances before others.

Whatever the expression, it is important that the greeting is said with appropriate body language. Whenever one extends greetings in Japanese, there is no physical contact. Greetings are always accompanied by a brief pause in step and a bow, no matter how slight. In Japan, greetings serve as "glue," particularly among those in one's own social group. It is unthinkable for a Japanese to enter a classroom, for example, and not acknowledge others with a greeting, or to leave without excusing himself. Within the family, it is customary to greet one another in the morning, whenever one eats, whenever one leaves or returns home, whenever one does something before another, or when one retires for the night. It is a way to keep communication lines open, and extends courtesy to others so that they know the movements of everyone in the household.

Greetings, their implications, and how they are delivered reveal much about the values of various cultures of the world.

Questions to ponder: Can you think of other greetings that reveal Japanese values? Why do Japanese value greeting those closest to them as opposed to strangers?