

PROFESSIONAL DEVELOPMENT

AP[®] Japanese Language
and Culture

Instructional Strategies
to Incorporate Culture

Curriculum Module

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Introduction

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Teaching culture is an essential element of *Standards*-based instruction. What are the successful instructional strategies to incorporate culture into an AP® Japanese course?

In this curriculum module, the first article, “Strategies to Integrate Culture into AP Japanese Language and Culture,” written by Eiko Ushida, briefly summarizes how cultural knowledge is examined in the AP Japanese Exam; she then discusses some useful strategies to teach culture in the classroom and follows with an introduction of content-based instruction (CBI) as one approach to incorporate culture in the target language. She thereby shows how to create a theme-based unit with instructional strategies and sample activities.

Three unit plans introduced in this curriculum module, written by Mieko Avello, Kyoko Shoji and Naomi Okada, respectively, were taught in their AP class and modified based on students’ performance. The first unit, “Obon Festival,” written by Mieko Avello, illustrates with step-by-step instruction how the author taught a Japanese cultural event, the Obon festival, one of three major holidays in Japan. Avello helps students to understand and be able to talk about the cultural practice and perspectives of Obon and related summer festivals, using authentic materials.

The second unit, written by Kyoko Shoji, focuses on environmental issues, including global warming and recycling. She incorporates multiple technologies in her teaching. The Internet-based authentic materials help students to develop three modes of communication skills and cultural knowledge. Assessments include various types of tasks in formats similar to AP Exam questions.

The last unit, written by Naomi Okada, teaches students how to travel around Japan and instructs students on how to check for lodging, create a realistic travel itinerary, and use public transportation to navigate around the city. Her unit plan incorporates extensive supplementary materials from many teaching resources.

These unit plans were designed to help students develop cultural knowledge in three modes of communication in order to improve their overall communicative competency. Each unit includes an overall outline of the unit that shows when and how vocabulary, new grammatical structures and cultural knowledge are introduced in class with an approximate timeline. They also include detailed lesson plans with assessment tasks, rubrics and sample activities with teaching materials.

The collection of articles and unit plans in this publication is a resource to aid reflection, to reassure and to explore effective instructional strategies to guide students in reaching higher levels of language proficiency.

Strategies to Integrate Culture

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1. Introduction

Culture has played various roles in foreign language classrooms. Its importance has become greater since the *Standards for Foreign Language Learning in the 21st Century (Standards)* were published in 1996. For Japanese language education, the importance of culture was further highlighted by the beginning of the AP Japanese Language and Culture Exam.

Up to now, culture has been included in secondary Japanese education in many ways, such as conducting culture demonstrations or events, watching films and so on. Now, the *Standards* and the AP Exam require us to look at culture as an integrated aspect of language learning, not a separate one. Students need to be introduced to a wide range of Japanese culture and engage in cognitively challenging topics through carefully designed lessons that enhance language learning (College Board, 2007, 2008). To conduct such a course, the emphasis must rely on language use and culture, integrating them in such a way that opportunities for learning culture are maximized in a rich language context.

In this article, I will discuss the definition of culture for AP Japanese and look at the role of cultural knowledge in the *Standards* and the AP Exam. Then, I will present some useful strategies for the classroom. Finally, I will introduce content-based instruction (CBI) by showing how to create a theme-based unit with instructional strategies and sample activities.

2. What Is Culture?

2.1. Culture in the *Standards*

Culture, together with Communication, Connections, Comparisons and Communities, is one of the five goal areas in the *Standards*. Among the five, the Cultures and Comparisons goals most directly target cultural learning. They specifically state, “gain knowledge and understanding of other cultures” and “develop insight into the nature of language and culture,” respectively. Furthermore, culture is embedded in the remaining goals as shown in the following:

- Students are to communicate in a different mode on cultural topics using culturally appropriate manners. (Communication)
- Students are to acquire information and learn distinctive points of view through Japanese language and culture. (Connections)
- Students are to use Japanese language to participate in Japanese communities within and outside of classrooms. (Communities)

Culture has been studied in various disciplines and defined in many different ways over time. For example, some view culture as “everything in human life,” whereas in the field of intercultural communication, it is more specifically perceived as values, beliefs, perceptions and social relationship patterns. Sometimes, it is divided into two groups: “big-C culture” and “little-c culture.” Big-C culture is considered formal, and it often includes what are perceived as traditional or higher forms of it, for example literature, theater (e.g., *kabuki*, *noh*) and art (e.g., *ukiyo-e*, *sumi-e*). Little-c culture, on the other hand, is perceived as including things that happen in daily/mundane life, such as human interaction and behavior (e.g., shopping, dating, eating). In the *Standards*, both aspects of big-C culture and little-c culture are viewed as inseparable and important for language learning.

In the *Standards*, culture is defined as practices (i.e., patterns of social interaction), products (e.g., books, foods, music) and perspectives (e.g., meanings, attitudes, values, ideas). Of these three, the ultimate goal for learners of foreign language is to understand the perspectives because cultural practices and products are based on cultural values. Additionally, the *Standards* emphasize the importance of raising students’ cultural awareness at every stage of language learning to develop cultural understanding and respect by analyzing both similarities and differences between their own culture and other cultures.

Under this philosophy, the standards presented in the Cultures goal are aimed at students demonstrating an understanding of the relationship between the practices and perspectives (standard 2.1), and between the products and perspectives (standard 2.2) of the cultures studied. Under the Comparisons goal, students are to demonstrate their understanding of culture through the comparison of cultures studied and their own (standard 4.2). What these standards tell us is that students are expected not only to know

about Japanese culture but also to *demonstrate* (e.g., explain, describe, show, illustrate, teach) their *understanding* (e.g., what they have understood, interpreted or learned) of it through communication, using, of course, the Japanese language. And this is what the AP Japanese Exam is trying to assess.

2.2. Culture in the AP Japanese Language and Culture Exam

The AP Japanese Language and Culture Exam is a performance assessment test/evaluation designed to see how well students can perform in assigned tasks in Japanese for three specific modes of communication: interpersonal, interpretive and presentational. The concept is similar to the *ACTFL Performance Guidelines for K–12 Learners* (1998), which highlight the anticipated performance outcomes of the goals of the *Standards*, defining *how well* students perform. In the *Guidelines*, culture is included as “cultural awareness” to assess how students’ cultural understanding is reflected in their communication. For example, cultural awareness for the intermediate learner range looks at the following criteria for each communication mode:

Interpersonal Tasks

- Use some culturally appropriate vocabulary and idiomatic expressions.
- Use some gestures and body language of the target culture.

Interpretive Tasks

- Use knowledge of their own culture and that of the target culture(s) to interpret oral or written texts more accurately.
- Recognize target culture influences in the products and practices of their own culture.
- Recognize differences and similarities in the perspectives of the target culture and their own.

Presentational Tasks

- Use some culturally appropriate vocabulary, idiomatic expressions and nonverbal behaviors.
- Demonstrate some cultural knowledge in oral and written presentations.

2.2.1. Culture in Interpersonal Tasks

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

For the Interpersonal Communication standard, students are to demonstrate their knowledge of cultural perspectives, practices and products in negotiating meaning with the person(s) to whom the students are communicating. Students also need to develop the ability to recognize that different language and cultures use different patterns of communication.

Cultural knowledge plays a critical role in three aspects: context, content and appropriate use of language. Students need knowledge of cultural perspectives concerning interactions between individuals of different ages, status and background to examine the context of communication to identify with whom, when and how we are communicating, and for what purpose. Then, students activate cultural knowledge to determine what to say (content) and how to do it appropriately (register and style).

During communication, cultural elements appear frequently as a topic, information (content), vocabulary, idiomatic expressions and/or nonverbal elements such as a gesture. In order for students to engage in culturally appropriate Interpersonal Communication, they should have cultural information that they can talk about, compare to that of other culture(s) and give opinions about.

In the AP Japanese Exam, Interpersonal tasks (e.g., conversation, returning a telephone call or text chat) are slightly different from real-life tasks because of a lack of opportunities for negotiation of meaning and use of communication strategies. Therefore, planning becomes very important. Before providing responses, students should first read the instructions very carefully to understand the context. They need to anticipate what they are going to communicate about, what information will be used and then what language (vocabulary, grammar structures, discourse structures, register and style) they will hear/see/use. With sufficient planning, students will be able to respond to the prompts properly, provide elaborate responses and use appropriate language.

2.2.2. Culture in Interpretive Tasks

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

For the Interpretive Communication standard, students are to show their knowledge of how cultural perspectives are embedded in the text. Students also need the ability to analyze and compare the content of the information available both in Japanese and their own language, so they can examine linguistic and cultural differences. Students understand cultural content, interpret the text and negotiate meanings by processing language, and by using visual cues and background knowledge.

For the Interpretive Communication mode such as reading, listening and viewing tasks, students are required to use their knowledge of their own culture and of Japanese culture to interpret oral or written texts more accurately. Since cultural knowledge is often embedded in the context, students can interpret the text better when they use their background knowledge (i.e., schema) to enhance their language comprehension. Cultural knowledge provides contextual clues and the schema necessary when students apply top-down processing skills to assist them in understanding the text. This allows students to guess the meaning of unknown Japanese language text (e.g., kanji, vocabulary, grammar structures) and make good inferences to answer the questions. Without cultural knowledge, students tend to apply a bottom-up process because they have to depend exclusively on language itself. As the combination of both of these processes maximizes students' text interpretation, cultural knowledge becomes crucial.

Since students read or listen to authentic or semi-authentic texts, and complete comprehension and interpretation tasks on the AP Japanese Exam, they need the following to be better prepared for these tasks:

- Knowledge of Japanese culture on a wide range of topics
- Familiarity with authentic materials
- The ability to use strategies to understand these types of texts (e.g., using background knowledge, guessing in context)

2.2.3. Culture in Presentational Tasks

Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

For the Presentational Communication standard, students are to demonstrate their knowledge of cultural perspectives, practices and products in both oral and written form to the audience. Students also need to realize that different cultures use different patterns of interaction with an audience; therefore, they should gain knowledge of cultural perspectives concerning interactions between a speaker/writer and the person to whom he/she presents.

Because cultural knowledge plays a critical role in context, content and appropriate use of language, students need knowledge of cultural perspectives to examine the context of communication in order to identify the target listeners/readers and the purpose of the presentation. Then, they can activate their cultural knowledge to determine what to present (content) and how to do it appropriately (register and style, and discourse structures). For example, for story narration tasks, if students do not have much knowledge of Japanese culture, they will create a story that only describes what they see on the surface. This story may not be very clear or logical to the audience if students fail to explain in detail why things are happening. However, if students are aware of the cultural

information embedded in the pictures and discourse structure of story narrations, they will be able to interpret Japanese practices, products and perspectives, and produce a more detailed and complete story consistent with stimulus.

In real life, we usually spend sufficient time preparing for a presentation because it is usually conducted in a formal situation. During this preparation, even native speakers of Japanese pay close attention to the content, organization and language used in it to make it appealing, comprehensible and appropriate to the target audience. However, students have little time to prepare for presentation tasks in the AP Exam (e.g., cultural perspective presentation and compare-and-contrast article). With limited time, students must first read the instructions very carefully to understand the context. Then, they need to plan what they are going to talk/write about (cultural content), what language they will use (e.g., kanji, vocabulary and idiomatic expressions, grammar structures, discourse structures, register and style) and how they must organize their ideas logically. With sufficient planning, students will be able to give an accurate, appropriate, thorough and logical presentation. In order to help students do this in the AP Exam, we must provide them with good models and instructions to guide them, along with ample opportunities to engage in presentation tasks on various topics in the classroom.

Additionally, the AP scoring criteria shows that students are expected to present “accurate” and “thorough” cultural information for cultural topic presentations. Although you may argue about what accurate cultural information is, students should obtain enough information that is commonly believed to be “accurate” as well as information which includes different viewpoints, so that students can analyze both pieces of information. This will help students use a higher level of critical thinking skills and provide thorough information on cultural topics.

Summary

To perform well in using language and cultural knowledge on the AP Japanese Exam, students have to think of the prompt or topic, analyze it, develop their own arguments, and present their views accurately, logically, thoroughly and appropriately within a limited time. To achieve this performance level, students will need plenty of opportunities to practice. In the following section, we will discuss how to develop an AP Japanese Language and Culture course that integrates language and culture learning.

3. Curriculum Development

3.1. Culture as Curricular Element

The *Standards* broadens the definition of foreign language instruction. They provide a useful framework, called “The Weave of Curricular Elements,” to develop a standards-based foreign language program (1999, p. 29). This framework illustrates curricular elements by which the *Standards’* 5 Cs are achieved, showing the interaction between *knowing* and *doing* (Phillip, 2003). It suggests that in order for students to meet all of the standards, students should be provided sufficient opportunities to explore, develop and use communication strategies, learning strategies, critical thinking skills and skills in technology, as well as the appropriate elements of the language system and culture. This “Weave” shows us not only a process of how to achieve the goals in Cultures and Comparisons, but also the importance of cultural content as it forms a knowledge base or context that supports student learning in all of the goal areas.

In the *Standards*, a language system is viewed not only as a means of communication, but also as a primary tool for “expressing cultural perspectives and participating in social practices” (*Standards for Foreign Language Learning*, p. 47). That is, language is used for gaining a cultural understanding and a connection to other disciplines. Furthermore, language and culture are carefully intertwined in a study of the language system because it includes learning linguistic elements (e.g., vocabulary and grammar rules) as well as sociolinguistic elements (e.g., register, discourse styles), so that students can interact in a culturally appropriate manner in the target language. This is why, when we look at an actual AP Japanese Exam, we can see that it puts equal importance on both cultural skills and language use.

One of the useful approaches to incorporate these curriculum elements is content-based instruction.

3.2. Content-Based Instruction

Content-based instruction (CBI) is an approach that integrates language and content by teaching a subject (e.g., geography, history, environmental issues) or a specific theme or topic in the target language. This approach has been used in various second language (L₂) teaching contexts, including English for Specific Purposes programs and immersion programs for K–12 students, since the 1980s (e.g., Brinton, Snow, and Wesche, 2003).

The content-based approach aims at developing use-oriented L₂ skills, by placing the content at the core of the curriculum. That is, the curriculum design starts with a specific content to teach as new knowledge. It is this content that determines the selection and sequence of language elements. Students are exposed to rich target language data on the selected content, and required to communicate in many ways to negotiate meanings of the language data. During this process, students internalize new knowledge incidentally.

It has been claimed that this approach has a “two for one” effect, meaning that students acquire content knowledge and increase their language proficiency at the same time. (Wesche, 1993)

Successful implementation of CBI enables L₂ learning to occur in a meaningful context. It provides students with content to talk about while learning L₂ and practice in how to use the skills, and it promotes critical thinking skills. Omaggio Hadley (2001) concludes with regard to successful CBI that “... simply teaching language through content or content through language is not enough. Rather, an integration of form-focused activities and content-based assignments are needed to achieve the best results, regardless of the age or level of proficiency of the students” (p. 169).

To apply CBI for the AP Japanese course, we can use the CBI approach to use culture as a driving force for curriculum development. By creating a theme-based unit (or thematic module), culture can be the content or theme of the course, and we can integrate all of the necessary skill areas described in the earlier sections. For example, Brinton (2005) lists the following characteristics of designing theme-based instruction:

- Theme-based units incorporate all skills.
- Topics in a theme-based curriculum are chosen for their high interest to students.
- Theme-based courses may cover a variety of topics or treat one topic more in-depth.
- Instruction is student-centered; the learners are active.
- The teacher presents the topic as a vehicle for language development; teaching language, not content, is the main goal of the course.
- Authentic materials are used to form the core of the curriculum.

There are two ways to incorporate theme-based instruction for the AP Japanese course. Once you complete the second-year college-level textbook, you can design your own original thematic unit so that students can learn different contents using the Japanese language and improve their overall Japanese language proficiency (e.g., see the lesson unit on Tokyo travel and transportation). If the class is still using a textbook, you can add new topics to the existing ones as supplementary materials or you can expand the topics used in the textbook (e.g., see lesson units on environment and Obon).

In this way, you can teach the basic language that is necessary for students to attain a second-year Japanese level by using the textbook chapters. At the same time, you can teach the topics presented in the chapters, or any of your choice, with content-oriented materials and activities prepared by you. This strategy is used to push students to a higher level of Japanese proficiency and content knowledge, and to develop their abilities to deal with an unknown language in a real-life context.

3.3. Application to Classroom Practice

3.3.1. How to Develop the Theme-Based Unit

1. Select a topic to teach

The topic can be selected from other school subjects (e.g., geography, history, environmental studies), or it can be a theme that directly relates to Japanese culture (e.g., house, family, school). Age-appropriateness and topics raised in the AP Japanese Exam and Course Description (p. 6) should be taken into account when selecting them.

2. Reflect the teaching context

Think about what your students already know about the subject or academic content, and where your unit fits into the overall school curriculum.

3. Select the content to teach

Based on your findings for #2, focus the content. Select what aspects of the topic to teach, and identify specific products, practices and perspectives to introduce in the unit.

4. Set a time frame that meets your needs

The unit can differ in length. It can be short enough so it can be completed in one class or one week, or it can be long enough to last about one month or the entire semester. Keep in mind that if you develop a small unit, you can introduce many topics during a school term, thus maintaining students' motivation level. However, students may not learn the content as deeply as they might be able to from a longer unit. The opposite is also true; if you develop longer units, students will have more time to comprehend, evaluate and apply the content knowledge to new situations. However, the number of topics will be fewer, and it will require more effort from the teacher to maintain the students' interest and motivation.

5. Make clear and manageable objectives

Make manageable language and content objectives that can be evaluated through a measurable assessment. Clarify the extent of what students are expected to learn upon the completion of the unit. It is important to set objectives that meet the *Standards* as well as a student's proficiency level. If you plan articulated instructions from level 1 to AP, it is helpful to plan the sequence of content objectives by considering the students' language skills.

Language objectives can be selected skills such as kanji, vocabulary or sentence structures. Also, the unit can be aimed toward integrated communication skills, such as using the target vocabulary in an interpersonal speaking task or using the target kanji in a presentational writing task.

Content objectives should focus on what specifically you would like students to learn about the topic. Also, the unit can include objectives targeting specific standards in Cultures, Connections, Comparisons and integrating critical thinking skills to enhance content learning.

6. Plan how to assess the outcome at the beginning

Plan what to teach and how to assess the outcome when creating the unit. Present language and content objectives as well as assessment information at the beginning of the unit to give students a clear idea about how they will be evaluated. Make sure to assess both students' language abilities and content knowledge, by making use of the AP Exam information (e.g., previous exams, scoring guidelines).

7. Collect teaching resources

Collect a variety of teaching materials that contain necessary information you want to focus on in the unit, and that are language-level appropriate. The use of authentic materials is highly encouraged for CBI, including theme-based instruction. Resources can be verbal materials (e.g., newspaper article, ads, websites), visual materials (e.g., graphs, maps, flowcharts, photos, pictures, manga), audiovisuals (e.g., radio, videos, movies), music, realia, etc. Technology now makes it easier for you to collect these resources at little or no cost; therefore, you should take advantage of this and collect interesting authentic materials. Additionally, native speakers of Japanese can be valuable resources for authentic communication.

Include materials that can be models for follow-up activities, particularly for interpersonal and presentational tasks. These models should be used for content learning as well as teaching language-related culture such as register and style and discourse structure.

Keep in mind that including different types of materials is more effective than using a limited amount because it increases students' interest and satisfies a variety of learning needs and styles. Additionally, this helps students synthesize the information to understand the topic from multiple perspectives.

8. Design activities: Sequence of activity

To make content accessible in Japanese to students with limited language proficiency, it is useful to conduct activities using the following cycle.

Pre-activity (scaffolding: language and content)

Before students work on a main activity (e.g., reading, listening, watching drama), it is necessary to provide a variety of scaffolding activities such as kanji/vocabulary learning with content-related. These activities help students become familiar with the topic, anticipate what they are going to do next and develop background knowledge through them. This stage becomes particularly crucial if the main activity uses authentic materials.

Main activity (input: language and content)

Select appropriate teaching materials to achieve your objectives. The main activity provides students with a rich input both on language and content through listening, reading and viewing tasks. Students can learn new content and language while interpreting the meaning of the text. To help students understand the content, a number of scaffolding activities will be necessary again. The following are some examples.

- Use graphic organizers to organize the information visually
- Ask comprehension questions (e.g., true or false)
- Paraphrase the content
- Have students explain in their own words
- Make use of the title and other visual clues to guess the meanings

If there are several main activities, simple and cognitively less demanding tasks should come first, then gradually develop more complex and cognitively demanding tasks to meet students' language and cognitive levels.

Follow-up activity (output and synthesis, summative assessment)

After the main activity, students have to apply and expand their acquired language skills and content knowledge from the preliminary and main activities in various new situations. For example, students can practice language forms (e.g., vocabulary, grammar) they learned in the main activity to discuss the topic they have just learned.

Follow-up activities should integrate the 5 Cs and mix different language modalities and communication modes. If you design tasks like the ones that appear in the AP Exam, these activities can be used effectively as a summative assessment. If possible, you can provide opportunities to use L₂ with native speakers (local community, via technology, sister school in Japan) to test how much students can convey meaning, modify their output and practice real interaction.

Experiential learning such as hands-on activities or events are useful in order to enable students to connect what they heard, read or watched with what they see or experience. This strategy is particularly effective when students learn an abstract concept, transforming it into a concrete and accessible one.

Research-type activities are effective in including the 5 Cs and also in promoting learner autonomy and critical thinking skills, as they require students to look for necessary information on their own, investigating available learning resources, further exploring cultural information, synthesizing the collected information and presenting the outcome. Students usually actively engage in the research project because they have control over the content selection and its outcome.

The following are some of the sample activities to enhance culture learning.

1. *Culture capsules*

(Standards goals: Communication, Cultures, Comparisons)

Students compare one aspect of culture by illustrating one difference between Japanese culture and their own culture along with relevant photos or realia. There are a variety of ways to demonstrate the outcome of these types of activities. For example, a brief writing exercise, discussion, speech, role-playing or skit.

2. *Japanese culture scavenger hunt*

(Standards goals: Communication-interpretive, Cultures, Communities)

Students work on Web-based information gathering and searching for specific information to complete the task. The activity can be very simple, such as reading a menu and finding a price, or more complex, requiring the exploration of several websites. This activity is useful for practicing reading strategies such as skimming and scanning.

You can find a variety of sample activities and handouts at <http://www.cjlea.org/teachers/Junko/junkof.htm#a18>.

3. *Jigsaw activity*

(Standards goals: Communication, Cultures, Connections, Comparisons, Communities)

The jigsaw activity is one of the most effective cooperative learning techniques to enhance learner autonomy and collaboration. It is also useful to introduce a large amount of cultural information in a limited amount of time.

Procedure (e.g., number of students = 16/class)

- (1) First, the class is divided into four groups (A, B, C, D). All groups are assigned a different piece of content (culture) information to complete the task. Any types of content input can be used, including text, data (graphs, charts), manga, pictures, etc.
- (2) Each group works on the assigned task as instructed. Let students know that all students are responsible for understanding the information so that they can explain it to another group.
- (3) When all groups are done with the first assignment, students are reshuffled into new groups (1, 2, 3, 4) consisting of one representative from each of the old groups (group 1 = A1, B1, C1, D1).
- (4) In the new group, each student explains the information acquired from the first task to others. Upon completion of all the presentations, students will have all four pieces of information.

This activity encourages students to speak Japanese and to try to understand what their classmates say, because each student is responsible for specific information. As a result, students negotiate meanings with each other to clarify the important points. In this regard the activity can be useful for the acquisition of Japanese language and culture.

4. *Culture blog (e-journal, e-portfolio)*

(*Standards* goals: Communication, Cultures, Connections, Comparisons, Communities)

A blog can be a useful tool to provide visually attractive CBI materials, organize cultural information by topics and exchange opinions on the posted information. Teachers can create a blog site for their course, inviting students to read the postings and post their own responses. Alternatively, students can create and maintain a blog site as a group project. This project should promote learner autonomy, expand the learning community (since students can invite outside participants to interact via the blog) and, consequently, increase students' motivation to learn the Japanese language and culture. Moreover, students can improve their computer skills, including typing in Japanese, which is a necessary skill for taking the AP Exam.

5. *WebQuest: <http://webquest.org/index.php>*

(*Standards* goals: Communication, Cultures, Connections, Comparisons, Communities)

WebQuests are popular inquiry-based activities for K–12 educators. They are guided-project activities that help students manage their own learning process. A typical WebQuest activity provides a scenario that is interesting to students, where students explore the preselected websites to gather necessary information and complete the assigned task. The tasks are designed to encourage students to use critical thinking skills (e.g., synthesis, analysis, problem solving, judgment).

A WebQuest activity includes the following components:

- **Introduction:** Give a brief description of the topic or scenario. Make it as attractive and motivating as possible for students.
- **Task:** Explain what students have to do to complete the WebQuest activity.
- **Process:** Provide step-by-step instructions on how students must complete the task.
- **Evaluation:** Present scoring rubrics to show how student performance will be graded.
- **Conclusion:** Present what students will be able to do at the completion of this WebQuest activity (i.e., goals and objectives).

You can search for a variety of sample WebQuest activities at the WebQuest home page at <http://webquest.org/search/index.php>. You can also search for activities by subject (e.g., foreign language, social studies, technology) and/or grade level (e.g., K–12, adult). WebQuest activities for other subjects can be also implemented in Japanese language courses.

3.3.2. Instructional strategies

1. Increase vocabulary

If content is the primary focus, it evidently increases the vocabulary students need to learn, because in order to talk about the content, they will need both content-specific and noncontent-specific vocabulary to study a specific topic. As you can see in the AP scoring criteria, vocabulary development is very important; thus, teachers should encourage students to learn as much vocabulary as possible. To this end, theme-based instruction is effective to introduce topic-related vocabulary words and use them in cultural context.

2. Start kanji learning early

Similarly, because of the frequent use of authentic materials, the CBI approach for Japanese language learning requires students to learn kanji. Therefore, it is necessary to introduce kanji and emphasize the importance of learning it as early as possible (see Tohsaku for details on effective ways to teach kanji). Additionally, students should be introduced to a number of technology tools, such as word processing, online dictionaries and Web search, in order to take advantage of these useful tools for learning kanji.

3. Provide scaffolding and strategy training

When using authentic materials, teachers should help students understand the language through a variety of scaffolding techniques and strategy training. For example:

- Make use of students' background knowledge
- Guess based on the context
- Use familiar words to figure out the meaning of new words
- Paraphrase sentences
- Negotiate meanings (e.g., asking for clarification, confirmation)
- Pose effective comprehension questions
- Make use of reading strategies (e.g., skimming and scanning first, looking at details later)
- Use graphic enhancements, such as pictures, graphs, flowcharts and graphic organizers

4. Use cooperative learning frequently

Students need sustained and ample opportunities to produce language. Pair/group activities are useful to provide chances to practice language, verbalize the content knowledge and participate in meaningful social interaction with peers. Group projects help students learn from each other, increase their knowledge faster and create class dynamics.

4. Conclusion

This paper has discussed the importance of culture in the *Standards* and AP Japanese Exam, and introduced some instructional strategies. It may be challenging to fully integrate language and culture into Japanese courses at first. However, the integrated curriculum will enrich and add value to language education. Exploring Japanese culture in Japanese language classes will help students attain the goals presented in the *Standards*, and increase their motivation to learn Japanese and become lifelong learners.

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Unit 1: Obon Festival (お盆)

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This unit focuses on teaching a Japanese cultural event, Obon festival, which is one of three major holidays in Japan. It covers the cultural practice and perspectives of Obon and related summer festivals. This is an additional short unit to be included in Chapter 2, 一世のおばあさん, *Adventures in Japanese 4*, written by Hiromi Peterson & Naomi Omizo, published by Cheng & Tsui in 2004.

Level: AP Japanese (fourth-year-level high school)

Estimated Time:

60 minutes x 10 days, including Summative Assessment

(The time that is indicated for each activity is a close approximation and may vary.)

Situation: Students and their neighbor school students are going to participate in a summer exchange program to Japan.

Final Outcome: Students will be able to

- Describe the cultural practice and perspectives of Obon and related festivals in writing.
- Obtain information using appropriate register (polite form) with native speakers.
- Present orally the cultural perspectives and personal views about Obon and related festivals.
- Engage in Web-based communications such as e-mail and text chat with Japanese friends.
- Interact in simple conversations on a phone.
- Make an announcement to local Japanese students.

Assessment Tasks

Interpretive:

1. Students will read Obon-related materials, such as news articles and diaries, and demonstrate understanding of the main idea and the necessary information.

Evidence: Task sheet (Formative Assessment)

Interpersonal Writing:

1. Students will exchange e-mails with local authorities to obtain information about summer festivals.

Evidence: E-mail messages (Summative Assessment)

2. Students will exchange simulated text chats with a Japanese friend to talk about summer festivals.

Evidence: Simulated text chats (Summative Assessment)

Interpersonal Speaking:

1. Students will make a telephone call and discuss plans to change the meeting time for the summer festival with their friend.

Evidence: Oral conversation (Summative Assessment)

Presentational Speaking:

1. Students will present a two-minute introduction speech on Obon to prepare and familiarize a group from a different school in order to have a joint celebration.

Evidence: Oral speech (Summative Assessment)

2. Students will pretend to be in Japan and make a one-minute announcement on a summer festival event to local Japanese students.

Evidence: Announcement (Summative Assessment)

Presentational Writing:

1. Students will write an e-mail message about American festivals, including similarities to and differences from Japanese summer festivals.

Evidence: E-mail message (Summative Assessment)

2. Students will write an article about cultural practices and perspectives of Obon and related festivals for Web posting.

Evidence: Article (Summative Assessment)

Cultures (Vocabulary/Expression):

Students will be able to demonstrate an understanding of these vocabulary sets and expressions holistically.

1. Obon**Culture Practice and Perspectives:**

Students will be able to describe how Japanese people observe the Obon festival, which honors their ancestors, and explain the rationale of the practice.

お墓に参る、精霊を迎える、精霊をなぐさめる、精霊を送り出す、盆棚を作る

Culture Products and Perspectives:

Students will be able to identify and describe items that relate to the Obon festival and explain the purpose.

帰省ラッシュ、仏教、お墓参り、先祖、盆棚、お供え物、ならわし、盆踊り、迎え火、送り火、なすの牛、きゅうりの馬、盆ちょうちん、精霊流し、とうろう流し、

2. Summer Festivals**Culture Practice and Perspectives:**

Students will be able to describe how Japanese people apply customs of summer festivals, which relates to Obon.

やぐらの周りを輪になって踊る、太鼓をたたく、浴衣を着る、帯をしめる、下駄を履く

Culture Products and Perspectives:

Students will be able to identify and describe items that relate to summer festivals and explain the purpose.

やぐら、太鼓、浴衣、帯、下駄、炭坑節、屋台、たこ焼き、焼きそば、お好み焼き、金魚すくい

Comparisons:

1. Students will compare and contrast religious influences in Japanese and American festivals.
2. Students will compare and contrast Japanese folk dances with American folk dances.
3. Students will compare and contrast American festivals with Japanese summer festivals.

<p>Connections:</p> <p>1. Students will gain knowledge on Japanese history and geography. (Social Studies)</p> <p>2. Students will gain awareness of Japanese dance and folk music. (Arts)</p>
<p>Communities:</p> <p>1. Students will inquire about summer festivals through e-mail communication with local authorities.</p> <p>2. Students will perform Obon dance in the local community.</p>

Vocabulary	Grammar	Kanji
<p>Obon-related traffic rush 帰省ラッシュ, 里帰り、乗車率、 新幹線、飛行機、高速道路、渋滞、荷物、 満席、下り線</p>		帰 乗 新 線 飛 機 速 道 荷 満 席
<p>Obon festival 仏教、盆と正月がいっしょに来たようだ、年 中行事、お盆、各地、先祖、ならわし、盆踊 り、祭り、目的、おめでたい、迎え火、送り 火、精霊流し、とうろう流し、精霊を迎える、 精霊をなぐさめる、精霊を送り出す</p>	~ようだ、 ~と言う~	仏 各 地 的 流 送
<p>Obon decoration 盆棚、季節の野菜や果物、お供え物、割り箸 を割る、割り箸をさす、袋、なすの牛、きゅ うりの馬、盆ちょうちん、半分におる、はさ みで切る、のりをつける、</p>		野 果 割 牛 馬 切
<p>Summer festival やぐら、太鼓、浴衣、帯、げた、屋台、金魚 すくい、焼き鳥、焼きそば、いか焼き、たこ 焼き、お好み焼き、わた菓子、カキ氷、焼き とうもろこし、名物、炭坑節、特徴</p>		屋 焼 鳥 特
<p>Tankobushi 掘る、担ぐ、眺める、押す、開く、チョチョ ンガチョン</p>		押 開
<p>Making an announcement お知らせします、場所、料金</p>	~について	
<p>Simulated telephone conversation 予定、連絡する</p>		

Vocabulary	Grammar	Kanji
Inquiry 突然、回答	失礼いたします、 ～と申します、 教えていただけない でしょうか、よろし くお願いいたします、 大変助かりました	
Reading Activity: 屋台の名物は何？ 特色、上位、元々、全国大会	～と言えば	特 位 運

Obon Lesson Plan

Day 1

Objectives: Students will have a basic understanding of the annual event that honors ancestors. They will have an understanding of background information of Obon.

Outcome: Students will be able to articulate details of and opinions on the Obon festival, and to compare it to certain American holidays.

Scaffolding Activity

1. Brainstorming Annual Event for Honoring Ancestors (5 minutes)

Teacher will ask students in Japanese if there are any American annual events for honoring one's ancestors. Then, teacher poses a question: "How about Memorial Day? Whom do we honor? What are the typical activities performed on Memorial Day?" (Whole class discussion) (*Interpersonal Speaking*)

<Possible Questions>

敬うという言葉を知っていますか。（尊敬すると敬うは同じです。）

アメリカで先祖を敬う行事はありますか。

メモリアルデーは誰を敬う日ですか。いつ、どこで、何をしますか。

先祖を敬うのにあなたは何をしたいですか。

Note: Teacher will guide students to understand the word 敬う by telling previously learned synonym such as 尊敬する. Teacher makes sure that students understand that there are no events such as Obon in the U.S. Memorial Day, which honors all deceased veterans regardless of family relationship.

2. Introduction of Japanese Event That Honors Ancestors (5 minutes)

Teacher will introduce a short video clip that shows Obon-related events. Teacher will explain that all events are for honoring ancestors. (*Interpretive Listening*)

Note: Teacher does not have to explain the details of the video at this moment. Teacher introduces the word “Obon” and its basic practice of honoring ancestors.

Input Activity

3. Introduction of New Vocabulary (20–25 minutes)

Teacher will introduce new vocabulary using visual aids (picture panels) while checking students’ comprehension. (*Interpretive Listening and Interpersonal Speaking*)

Sample vocabulary learning activities

1. Students will make flash cards as they are introduced to new vocabulary. (These flash cards will be used for はえたたきゲーム on day 3.)
2. Students will draw pictures of the new vocabulary on other cards.
3. Teacher will say the vocabulary word, and students pick the correct picture card to match.
4. Teacher will say a short sentence that describes the vocabulary, and students pick the correct vocabulary flash card to match.
5. A pair of students matches the vocabulary flash card to the correct picture card.

Note: The visual aids can be found on the Minna no Kyouzai site (see “Resources”) Obon customs vary regionally.

4. 「帰省ラッシュ、のぞみ乗車率200%」 (20 minutes)

This activity introduces students to one of the cultural aspects such as the Obon traffic rush. The short article describes the traffic rush during the Obon festival.

The teacher divides the class into small groups and asks students to guess the main idea of this article from the title. After discussing the article, students will read it and answer questions on a task sheet the teacher provides (see task sheet 1). Discussion and review of answers as a whole class will follow.

Formative Assessment: Participation in discussion, task sheet (*Interpersonal Speaking and Interpretive Reading*)

Note: As a scaffolding activity, teacher will review Shinkansen and Japanese geography, such as Touhoku region, Chuugoku region and prefectures. When students read this article, encourage them to comprehend the main idea rather than small details. Have them guess the meaning of the words from the kanji they know.

Task Sheet 1

「帰省ラッシュ新幹線乗車率200%」

八月12日、お盆の帰省ラッシュがピークになり、新幹線や飛行機は混み、高速道路は渋滞した。

JR東京駅では大きな荷物の家族連れが多く見られた。午前6時半に東京駅を出発した新幹線ひかりの自由席は、名古屋駅で200%の乗車率になり、東北新幹線も150%になった。

東京の羽田空港から各地に行く国内便は午前中にもう満席で、出発ロビーは旅行者でいっぱいだった。

また、高速道路は午前10時ごろ、東北自動車道で60キロ、東名高速道路で45キロ、中国自動車道で33キロの渋滞になった。

Read the article above and choose the appropriate answer for each question.

1. According to the article, what is the trend of people living in Japan?
 - (A) People prefer to live in hometown to enjoy life.
 - (B) People prefer to live in big cities and go to their hometown only in spring.
 - (C) People prefer to live in their hometown and go to big cities in summer.
 - (D) People prefer to live in big cities and go to their hometown in summer.

2. According to the article, what is the situation of airline travel?
 - (A) Both domestic and international flights are almost full from early morning.
 - (B) Only domestic flights from the capital are almost full in the afternoon.
 - (C) Only domestic flights from other cities to the capital are almost full in the morning.
 - (D) Only domestic flights from the capital are almost full in the morning.

3. According to the article, which way is more congested on the road?
 - (A) Capital to southwest
 - (B) Capital to northeast
 - (C) Capital to everywhere
 - (D) Everywhere to capital

4. What holidays cause similar congestion and heavy travel in the U.S.?
Answer in Japanese.

5. Homework Assignment: 盆と正月がいっしょに来たようだ (5 minutes)

Students will do research on the proverb 盆と正月がいっしょに来たようだ.
(Interpretive Reading and Presentational Writing) On Day 2, students will discuss their findings and present their stories.

Note: うれしいことが重なった時や賑わいまたは忙しさを表現するのに使われることわざ。英語では It's as if I had my birthday and Christmas rolled into one が同じ意味で使われる。

This activity makes students aware that Obon and New Year's Day are the most significant celebrations in Japan.

Homework Assignment: 盆と正月がいっしょに来たようだ

Task Questions

1. このことわざは何と言う意味ですか。
2. どんな時このことわざを使いますか。
3. アメリカで同じ意味のことわざがありますか。

Day 2

Objectives: Students will learn about cultural products and perspectives of the Obon such as とうろう流し、きゅうりの馬、なすの牛、送り火、お墓参り、帰省ラッシュ、夏祭り、迎え火、盆棚 and its daily events from August 13 to 16.

Outcome: Students will be able to explain the rituals of Obon such as 迎え火、お墓参り, etc., and its background.

1. Homework Review Activity: 盆と正月がいっしょに来たようだ (15–20 minutes)

Students will discuss as a small group while reviewing the answers, then present their anecdotes. Formative Assessment: participation in a group discussion, presentation of an anecdote that describes the proverb. (*Interpersonal Speaking and Presentational Speaking*)

2. Vocabulary Review and Cultural Practices (10 minutes)

Teacher will review the vocabulary that was introduced on the previous day using the same picture panels as Day 1. Teacher will describe the origin of Obon and its cultural practices, such as 迎え火、盆棚、盆ちょうちん、きゅうりの馬、なすの牛、お墓参り、送り火、とうろう流し and its cultural perspective, such as 帰省ラッシュ, using the same picture panels as Day 1, followed by true/false activity. (*Interpretive Listening*)

Questions for true/false activity

1. 迎え火はお盆の終わりに家の前でご先祖の霊を迎える為に火を焚く事です。(false)
2. 盆棚は季節の野菜や果物などのお供え物ときゅうりの馬となすの牛を小さい机の上に家族で食べる為にお供えする物です。(false)

3. 盆ちょうちんはご先祖の霊が迷わないで帰って来られるように飾ります。
(true)
4. きゅうりの馬はきゅうりに割り箸で4本の足をつけ、ご先祖の霊がゆっくりあの世から来るための馬の乗り物です。 (false)
5. なすの牛はなすに割り箸で4本の足をつけ、ご先祖の霊がゆっくりあの世に帰るための牛の乗り物です。 (true)
6. お墓参りは花やお供え物を持ってお墓に行き、お墓をきれいにし、ご先祖に祈る事です。 (true)
7. 送り火はお盆の終わりに家の前でご先祖の霊を送る為に花火をする事です。
(false)
8. とうろう流しはとうろうを立てた紙の船を川に流して、ご先祖の霊を見送る事です。 (true)
9. 帰省ラッシュはお盆やお正月の前後に、里帰りの人で飛行機や電車や高速道路が混む事です。 (true)

3. Reading Activity: えみさんのお盆日記 (25 minutes)

Students read Emi's diary on Obon and identify the name of the events.

Students will review their answers as a whole class while the teacher uses the picture panels to match their answers, checking students' comprehension. Formative Assessment: participation (*Interpretive Reading*)

Note: First, ask students to skim through the passage once. Then have them read the key words. Ask students to scan some related sentences to each key word.

えみさんのお盆日記

8月13日 いよいよお盆休みだ。私は家族と午前七時に東京駅から東北新幹線に乗った。まだ朝早かったが駅も新幹線の中もとても混んでいた。仙台の祖母の家には 午前11時ごろ着いた。もう おじや、おばや、いとこの友子ちゃんがいた。一年ぶりに会ったのでうれしかった。友子ちゃんといっしょにやさいでお供え物を作った。祖母は家に盆ちょうちんをかざった。その夜、家の前で火を焚いた。

8月14日 家族でご先祖のお墓に行った。お墓をみんなできれいにしてお祈りをした。

8月15日 町内の盆踊りに行った。盆踊りは先祖の精霊をなぐさめることが目的だそう。やぐらでたいこをたたいていた。そのまわりをゆかたを着た人たちが踊っていた。友子ちゃんと私もいっしょに踊った。それから、金魚すくいをしたがうまくすくえなかった。おなかがすいたので屋台でたこ焼きとおこのみ焼きを買って食べた。とてもおいしかった。

8月16日 夕方家の前で火を焚いた。その後、近所の川へとうろうをたてた紙の船を流しに行った。たくさんの人が来ていた。川に多くの船が流れていてきれいだった。夜9時から花火大会で、ピカチューの花火も見た。とても楽しかった。明日は東京に帰るが毎年お盆で家族や親せきのみんなが集まれてうれしい。

焚く (たく) burn

Identify on which dates these things happen and write the correct sentences from the diary to describe the key words.

とうろう流し

きゅうりの馬、なすの牛、

送り火

お墓参り

帰省ラッシュ

迎え火

4. Preparation Activity for Obon Decoration on Day 3 (5–10 minutes)

Students will complete the Obon decoration activity on Day 3, so this activity is to prepare them to identify what kind of items they need to bring the next day.

Students work in groups of four. Teacher will show the Obon decoration picture panel shown previously. Students discuss what they need to bring for 盆ちょうちん、きゅうりの馬、ナスの牛、季節の野菜や果物のお供え物。

Note: Students will bring the assigned items, such as cucumber, eggplant, disposable chopsticks, assorted fruits and vegetables, dish, construction paper, etc., on Day 3. Teacher will give origami diagram for making 盆ちょうちん.

5. Homework Assignment: お盆タスクシート (5 minutes)

Students will fill out the task sheet as a review activity. Formative Assessment: Task sheet

Homework Assignment: お盆タスクシート

1. お盆はどの宗教の行事ですか。
2. お盆はいつありますか。
3. お盆はどこで行われる行事ですか。
4. お盆に何をしますか。

Day 3

Objectives: Students will create and understand Obon decoration and its purpose.

Outcome: Students will be able to make a presentation explaining each item and rationale/background of each Obon decoration item and express their personal views about it. Students will create an Obon lantern and talk about the purpose of decorating the lantern.

1. Create Obon Decoration (Resource, Diagram for 盆ちょうちん) (25 minutes)

A group of students will create 盆ちょうちん、きゅうりの馬、ナスの牛、季節の野菜や果物のお供え物. Groups of four students are assigned to create each decoration item. Students will write instructions on how to make each decoration in Japanese. As a group task, students will decorate their bon table. Formative Assessment: Instruction, participation (*Presentational Writing*)

Note: This activity helps students visualize and become familiar with Obon decoration. Teacher will erase the Japanese instructions of the chouchin diagram when he or she distributes it. Students are supposed to write instructions according to the diagram. The conjunctions such as まず、最初に、次に、それから should be used for the instruction.

Sample instructions: きゅうりの馬

まず、きゅうりをひとつと割り箸を二本スーパーで買います。最初に、割り箸を袋から出して割ります。次に、割り箸を四本きゅうりにさします。最後にきゅうりの馬を盆棚に置きます。

2. はえたたきゲーム Handout #1 (15 minutes)

Teacher will project the words sheet on the wall. A student will be a reader who reads the flash cards that students made on Day 1. The flash cards describe the words. Two students standing by the wall use the fly swatter to hit the correct word. This game can be played as individuals or as teams. (*Interpretive Listening*)

3. Obon Schedule Game (10 minutes)

Students will work in pairs. Each pair uses the picture cards that they created on Day 1, places the pictures in the correct dates and explains each picture. Students will use the flash cards that they created on Day 1 to check their answers. For example, they choose

the picture cards of 帰省ラッシュ、里帰り、満席、高速道路、盆棚、お供え物、季節の野菜や果物、なすの牛、きゅうりの馬、盆ちょうちん、迎え火 for August 13. Then, お墓参り will be for August 14. They choose 送り火、とうろう流し for August 16. (*Interpersonal Speaking*)

Note: Teacher will explain お墓参り to students anytime during Obon festival.

4. Write a Message to Ancestors (10 minutes)

Teacher will show students the picture panels of 精霊流し and/or とうろう流し. Teacher will mention to students that the message to ancestors is usually written on the floating lantern. Students will work in pairs. Each pair discusses the pictures. What are the Japanese people doing, what are the boats for and what kind of message do they want to write to their ancestors? After brief discussion as a pair, discuss as a whole class. Then teacher will explain the cultural aspects of 精霊流し and/or とうろう流し. (*Interpersonal Speaking*)

Note: If students do not know what to write to the ancestors, teacher will ask students what they want their ancestors to know about them and what they want to know from their ancestors.

5. Homework Assignment: Write a Message to Ancestors

Students are assigned to write a message to their ancestors. The assignment should be typed in Japanese with Desu/masu form. Minimum 300 words. Formative Assessment: Essay (*Presentational Writing*)

Rubric: Write a Message to Ancestors

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Task Achievement	Message is thorough and appropriate with elaboration	Message is thorough and appropriate	Message is appropriate but incomplete	Message is incomplete
Vocabulary	Rich vocabulary; accurate usage	Appropriate vocabulary; generally accurate usage	Often lacks appropriate vocabulary; fairly insufficient, inaccurate usage	Lacks appropriate vocabulary; insufficient, inaccurate usage
Use of Kanji	Virtually no mistakes in use of kanji	May include several mistakes in use of kanji	Frequent mistakes in use of kanji	Minimal use of kanji
Mechanics and Orthography	Virtually error-free or minimal errors	Errors do not interfere with readability	Errors are frequent and interfere with readability	Errors are constant and interfere with readability significantly
Register and Style	Register and style are consistent and appropriate	Register and style are consistent and appropriate with few errors	Register and style are consistent and appropriate with many errors	Register and style are inconsistent and inappropriate

Day 4
<p>Objectives: Students will understand the cultural products and perspectives of the Obon-related festival.</p> <p>Outcome: Students will be able to explain the differences and similarities of Obon-related festivals and American festivals that relate to religion. Students will also describe cultural aspects of the Obon-related festival.</p>

1. Homework Review Activity: Write a Message to Ancestors (10 minutes)

Students work in groups of four. Each student will present on the message to his or her ancestors; then students will discuss the differences and similarities of their messages. *(Presentational Speaking, Interpersonal Speaking)*

2. Vocabulary Quiz Handout #3 (10 minutes)

Students will match the sentence to the correct vocabulary and change the order according to its daily events from August 13 to 16. Assessment: Formative Assessment (*Interpretive Reading*)

3. Summer Festival: Compare and Contrast (10 minutes)

Students work in pairs. Teacher will ask students if there are any festivals that relate to religion in the U.S. After students indicate the festivals, have them choose one and create a Venn diagram. (*Interpersonal Speaking*)

Note: Since the Obon festival relates to Buddhism, students will compare and contrast it with American festivals that relate to religion. They can choose one from anytime during the year.

4. Introduction of New Vocabulary: 盆踊りビデオ (15 minutes)

Teacher will show students a video clip of the Obon dance. Teacher will point out a variety of cultural products and practices from the video while introducing vocabulary such as やぐら、太鼓、浴衣、帯、下駄、炭坑節、屋台. For checking students' comprehension teacher will conduct true or false activity. Then, students will make flash cards by drawing the items that teacher explained and vocabulary words. (*Interpretive Listening*)

Note: Teacher will reconfirm that the purpose of the Obon dance is to comfort spirits.

5. Introduction of New Vocabulary: お祭りの屋台 (10 minutes)

Teacher will show the picture panels of vendor stands such as 金魚すくい、焼き鳥、焼きそば、いか焼き、たこ焼き、お好み焼き、わた菓子、カキ氷、焼きとうもろこし while informing students about them. In order to check students' comprehension, teacher will say related words and students will respond with correct vocabulary. (*Interpretive Listening*)

6. Homework Assignment: どの夏祭りに行こうかな (5 minutes)

Students will research a favorite summer festival in Japan and fill out the task sheet. Teacher will give students a region from which they can choose one festival. The divided regions will be 北海道、東北地方、関東地方、甲信越地方、中部地方、北陸地方、近畿地方、中国地方、四国地方、九州地方、沖縄. (*Presentational Writing*)

Homework Task: どの夏祭りに行こうかな

Congratulations! You are chosen to be an exchange student in a summer program to Japan, and plan a five-day, four-night trip. You have to travel during August, so you decide to visit a summer festival.

1. どの夏祭りに行きたいですか。
2. どこでいつありますか。
3. なぜその夏祭りが好きですか。

Day 5

Objectives: Students will learn a variety of the Obon-related festivals and the famous Obon dance.

Outcome: Students will be able to name a variety of the Obon-related festivals and their locations. Students will be able to dance Tanko bushi and describe the dance movement. Students will compare and contrast it with Western folk dances.

1. Homework Review Activity: どの夏祭りに行こうかな (20 minutes)

Students work in pairs. One student interviews the other student about his or her favorite summer festival. After the interview, students will present their findings to the class while the rest of the students mark the location and name of the festival on a Japanese map. They also write a brief on the characteristics of the festivals. (*Interpersonal Speaking, Presentational Speaking*)

Sample questions: そのお祭りはどこで行われますか。
いつからいつまでですか。
お祭りの特徴は何ですか。
そのお祭りのどこが好きですか。
お祭りでは何をしてみたいですか。

Note: Teacher will brief students on what they need to know in their native language.

This activity gives students the opportunity to learn about a variety of summer festivals and review Japanese geography.

2. Let's Dance 炭坑節 Activity (20 minutes)

Teacher will explain the background of Tankobushi and show how to dance it with music. Teacher will introduce the vocabulary, such as 掘る、担ぐ、眺める、押す、開く、チヨチヨンガチヨン, and explain that the movement is associated with the vocabulary. Students will practice as a whole class. (*Interpretive Listening*)

3. Compare-and-Contrast Activity (15 minutes)

Students work in pairs. They discuss the differences and similarities of Japanese dance and Western folk dance. Then students will create a Venn diagram. Formative Assessment: Participation (*Interpersonal Speaking*)

Note: If students do not know any Western folk dances, the teacher will show a Western folk dance video clip.

4. Homework Assignment: Reflection of 炭坑節 (5 minutes)

Students will fill out the task sheet. Formative Assessment: Task sheet (*Presentational Writing*)

Homework Task: Reflection of 炭坑節

1. 炭坑節の踊りをどう思いましたか。
2. アメリカのフォークダンスと比べてどうですか。
3. 炭坑節の踊りを説明しなさい。

Day 6

Objectives: Students will practice and learn how to make an announcement that relates to the Obon festival. They also will practice and learn how to exchange telephone conversations with a friend regarding the Obon festival.

Outcome: Students will be able to use appropriate expressions to make an announcement for the Obon festival. They will be able to engage in a telephone conversation with a friend regarding the Obon festival.

1. Homework Review Activity: 炭坑節 (10 minutes)

Students work in pairs. Students will discuss their personal views about Tankobushi and the instruction of the dance. (*Interpersonal Speaking*)

2. Making an Announcement (25 minutes)

Show students an authentic bon-odori advertisement. (Handout #4-1, 2 and 3)

Have them choose an event to announce. The task of the announcement will be the date, time, place, fee (there is no fee; however, the teacher will make sure that students can explain that in Japanese) and brief explanation of the event. The announcement should be done in one minute. Summative Assessment: Oral speech (*Presentational Speaking*)

Note: If the students are not familiar with the format, teacher may teach them the appropriate expressions and format. When students practice the announcements, the teacher or partner should time the announcement.

Here is the template. This is the basic template; students are welcome to elaborate.

_____について お知らせします。____月____日____曜日に_____が
 あります。場所は _____です。料金は _____です。このイベントは
 _____です。ぜひ みなさんで 見に来てください。これで
 _____についてのお知らせを終わります。

Task Direction: Making an Announcement

You are an exchange student at your sister school in Japan. The school has a special summer field trip to the Obon festival. You are assigned to find an event that everybody can enjoy. Take a look at the advertisement, and choose the one that you want to introduce. You need to make a note of the event.

Time:

Name of the event:

Place:

Fee:

Brief explanation of the event:

Then you will make your announcement. The announcement should have an opening remark, details according to the notes and a closing remark. Delivery should be in desu/masu form. The announcement should be done in one minute.

Rubric: Making an Announcement

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Task Achievement	Provides all information and is well organized	Provides necessary information and is organized	Provides some necessary information and is less organized	Provides minimal necessary information and is not organized
Vocabulary	Rich vocabulary; accurate usage	Appropriate vocabulary; generally accurate usage	Often lacks appropriate vocabulary; fairly insufficient, inaccurate usage	Lacks appropriate vocabulary; insufficient, inaccurate usage
Fluency	No hesitation, with confidence	Hesitant rarely	Hesitant occasionally	Hesitant throughout
Comprehensibility	Understood without difficulty	Mostly understood with slight difficulty	Hard to understand	Hard to understand at all

Rubric: Making an Announcement (continued)

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Register and Style	Register and style are consistent and appropriate	Register and style are consistent and appropriate with few errors	Register and style are consistent and appropriate with many errors	Register and style are inconsistent and inappropriate

3. Simulated Telephone Conversation (20 minutes)

Students will demonstrate appropriate expressions in a simulated conversation. Student will listen to Emi’s part and record their conversation. Summative Assessment: Oral speech (*Interpersonal Speaking*)

Task Direction: Simulated Telephone Conversation
<p>You are an exchange student at your sister school in Japan. Your friend calls you about plans to go to a summer festival. You will have a conversation with Emi.</p> <p>Emi: もしもし、私 えみだけど 今度の土曜日 いっしょに 夏祭りに行く予定だよね？</p> <p>Student: (Respond)</p> <p>Emi: 山下くんは 午後5時に集まりたいって言ってたんだけど、私 その日 午後6時まで 塾で試験があるのよ。</p> <p>Student: (Respond)</p> <p>Emi: 私もそれでいいよ。山下くんに その事連絡してくれる？</p> <p>Student: (Respond)</p> <p>Emi: ありがとう。じゃ、またね。</p> <p>Student: (Respond)</p>

Rubric: Simulated Telephone Conversation

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Task Achievement	Response is thorough and appropriate with elaboration	Response is thorough and appropriate	Response is appropriate but incomplete	Response is incomplete
Vocabulary	Rich vocabulary; accurate usage	Appropriate vocabulary; generally accurate usage	Often lacks appropriate vocabulary; fairly insufficient, inaccurate usage	Lacks appropriate vocabulary; insufficient, inaccurate usage
Fluency	No hesitation with confidence	Hesitant rarely	Hesitant occasionally	Hesitant throughout
Comprehensibility	Understood without difficulty	Mostly understood with slight difficulty	Hard to be understood	Hard to understand at all
Register and Style	Register and style are consistent and appropriate	Register and style are consistent and appropriate with few errors	Register and style are consistent and appropriate with many errors	Register and style are inconsistent and inappropriate

4. Homework Assignment: どの夏祭りを推薦する？ (5 minutes)

Students will do research on the Internet to find the right summer vacation for their friend and write a report about their findings. Formative Assessment: Task sheet

Task Question: どの夏祭りを推薦する？

There are five exchange students in Japan. Each student has specific interests. You are going to help them find the best summer festivals to suit their interests. There is a list of options below.

1. ボブ君—二日間ぐらい盆踊りを踊り続けたいな。
2. キャシーさん—東北の夏祭りに行ってみたいわ。
3. マイケル君—山で大きい送り火をするって聞いたんだけど…
4. リンダさん—アメリカでは見られないすごい花火を見てみたいな。
5. ジョニー君—関西地方の夏祭りに行きたいと思ってるんだけど…

リスト：郡上踊り（ぐじょう）、天神祭（てんじんさい）、五山送り火（ござん）、ねぶた祭り、阿波踊り（あわ）、隅田川花火大会（すみだがわ）、花笠祭り（はながさ）、高円山送り火（たかまどやま）、びわ湖大花火大会、住吉祭（すみよしさい）

Day 7

Objectives: Students will learn about a wider variety of Obon-related festivals. They will review and practice how to use an honorific expressions for an inquiry related to the festival.

Outcome: Students will be able to describe famous Obon-related festivals in Japan for specific interests. They are also able to use appropriate expressions to inquire about the festival.

1. Homework Review Activity: どの夏祭りを推薦する？ (5–10 minutes)

Students will work in pairs. Students discuss and compare their recommendations to the exchange students. Students also use a Japanese map to locate the summer festivals. (*Interpersonal Speaking*)

2. Role-Play to Review Honorific Expressions (35 minutes)

Students will work in pairs and produce a skit for obtaining some information about the summer festivals. The skit will have three to four exchanges between a student and a festival authority. They have to include the following expressions:

1. 失礼いたします。
2. ～と申します。
3. ～について教えていただけませんか。
4. よろしく願いいたします。
5. ありがとうございます。大変助かりました。

Students will produce and practice the skit, and then present their skit to the class. (*Interpersonal Writing, Interpersonal Speaking*)

Note: Students have already learned honorific expressions in a previous chapter. This is a review activity.

3. E-mail Inquiry (15–20 minutes)

Students use the summer festival that they chose on Day 6. They have to send an e-mail to the festival authority for the information they need. The e-mail should be written in Japanese with proper honorific expressions.

Formative Assessment: E-mail message (*Interpersonal Writing, Community*)

Task Question

Your friend who is staying in Japan as an exchange student asks you for a recommendation for a summer festival. You previously found the summer festival to recommend; however, you need to find more detailed information.

1. ウェブサイトで見つけられなかったインフォメーションで必要な事は何ですか。
2. それをEメールを送って質問しなさい。
3. 回答が来たら先生に知らせなさい。

Sample E-mail Message

突然のメールで失礼いたします。私は アメリカで日本語を勉強している～と申します。～について質問があります。～質問～ ご回答いただけないでしょうか。よろしく願いいたします。

Note: If there is no access for sending an e-mail at school, have students write the message. They can send the e-mail message from their own computers later.

4. Homework Assignment: 屋台人気ランキング (5 minutes)

Students will examine the popular vendor stands ranking. Have them complete the task sheet.

Formative Assessment: Task sheet (*Interpretive Reading*)

Task Sheet: 屋台人気ランキング

屋台人気ランキング

	女性	男性
1	たこ焼き	たこ焼き
2	焼きそば	焼きそば
3	お好み焼き	お好み焼き
4	カキ氷	カキ氷
5	ホットドッグ	焼き鳥
6	わた菓子	いか焼き
7	焼き鳥	ホットドッグ
8	金魚すくい	金魚すくい
9	いか焼き	焼きとうもろこし
10	クレープ	わた菓子

Task Questions:

1. 女性と男性で何が同じですか。
2. 女性に人気があって男性に人気がないのはどれですか。
3. 男性に人気があって女性に人気がないのはどれですか。
4. この人気ランキングの特徴は何ですか。
5. あなたはどれが好きですか。
6. あなたがもし屋台を出すならどの屋台にしますか。何がいますか。

Day 8

Objectives: Students will learn about the vendor stands of Obon-related festivals.

Outcome: Students will be able to explain the popularity of the vendor stands among Japanese people.

Students will be able to compare and contrast Japanese and American vendor stands.

1. Compare-and-Contrast Activity: 屋台人気ランキング (20 minutes)

Students will work in groups of four and review the answers from the task sheet. Then they will discuss similarities and differences between vendor stands in Japan and the U.S. As a whole class activity, students will create their own American vendor stand ranking. (*Interpersonal Speaking*)

2. Reading Activity: 屋台の名物は何？ (20 minutes)

Students will read the article about the popularity of vendor stands. They will answer comprehension questions. Formative Assessment: Task sheet (*Interpretive Reading*)

屋台の名物は何？

お祭りや花火大会は日本の夏に欠かせません。そして、お祭りと言えば屋台です。屋台の食べ物を食べるのは楽しいものです。多くある屋台の中で人気があるのは、《たこ焼き》《焼きそば》《お好み焼き》の3大焼き物でした。男女とも1～4位は同じでしたが、男性は5位《焼き鳥》、6位《イカ焼き》で、女性は6位《わた菓子》、10位《クレープ》が上位にあるのが特色です。

1位の《たこ焼き》は、お祭りで食べながら歩くことができます。《たこ焼き》は元々大阪名物でしたが、今は全国どこでも食べられるようになりました。でも、お祭りの屋台で買う《たこ焼き》の味は特別です。また、暑い夏のお祭りに4位の《カキ氷》は欠かせません。色々なシロップの中から好きなのをひとつ選んだのも楽しい思い出です。食べ物以外で10位以内は《金魚すくい》だけです。金魚をすくうコツには、「金魚を追いかけないで、その動きを考える」「ポイ（金魚をすくう紙でできたネット）を水に入れる時、45度の角度にする」などがあります。近年金魚すくいの全国大会も各地でありますから、まず屋台で練習してみてもいいですか？

Task Questions:

1. What are the differences between men and women in their ranking of the 5th to the 10th criteria of vendors?
2. Which one is the specialty of a major city in Japan? How is it described?
3. What are the suggestions for catching goldfish?

Note: As a reading strategy, teacher will have the students guess what the content is from the title of this article. This reading comprehension activity is a scanning exercise.

3. E-mail Exchange: 友だちとのメール交換 (15 minutes)

Students will explain about an American festival through a simulated online chat exchange with a Japanese friend. Summative Assessment: Simulated text chat (*Interpersonal Writing*)

Task Direction: Text Chat 友だちとのメール交換

You are an exchange student in Japan. You and your Japanese friend are going to a summer festival tomorrow. You will participate in a text-chat message with your Japanese friend. You will have 90 seconds to respond each time it is your turn. Your response should be as full and as appropriate as possible.

1. Describe the event.

私も楽しみだよ。いろんな屋台があるけどどの屋台に最初に行きたい？

2. Respond to a specific question.

そう。どうしてその屋台が好きなの？

3. Explain the reason.

なるほどね。ところで私アメリカのお祭りの事あまり知らないんだけどアメリカのお祭りにはどんな屋台があるの？ どれが一番人気がある？

4. Compare and state your opinion.

へえ、よさそうだね。私も行ってみたいな。

5. Respond.

そうだね。じゃ、またあしたね。

Rubric: Text Chat

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Task Achievement	Response is thorough and appropriate with elaboration	Response is thorough and appropriate	Response is appropriate but incomplete	Response is incomplete
Vocabulary	Rich vocabulary; accurate usage	Appropriate vocabulary; generally accurate usage	Often lacks appropriate vocabulary; fairly insufficient, inaccurate usage	Lacks appropriate vocabulary; insufficient, inaccurate usage
Expression	Natural and flows easily	Flows with strain or unnaturally, but comprehensibility is not interfered with	Labored; comprehensibility is frequently interfered with	Labored; comprehensibility is constantly interfered with

Rubric: Text Chat (Continued)

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Mechanics and Orthography	Virtually error free or minimal errors	Errors do not interfere with readability	Errors are frequent and interfere with readability	Errors are constant and significantly interfere with readability
Register and Style	Register and style are consistent and appropriate	Register and style are consistent and appropriate with few errors	Register and style are consistent and appropriate with many errors	Register and style are inconsistent and inappropriate

4. Homework Assignment: Reflection on 屋台 (5 minutes)

Students will fill out task sheet. Formative Assessment: Task sheet (*Presentational Writing*)

Homework Task Sheet: Reflection on 屋台

1. 日本の屋台とアメリカの屋台で何が同じですか。
2. 日本の屋台とアメリカの屋台で何が違いますか。
3. 日本の屋台であなたの一番好きな屋台は何ですか。それはなぜですか。
4. あなたの好きな屋台とランキングを比べなさい。
5. アメリカの屋台であなたの一番好きな屋台は何ですか。それはなぜですか。

Day 9

Objectives: Students will practice and learn how to express their views or perspectives on the cultural practices of Obon and related festivals as well as American festivals.

Outcome: Students will be able to type an article to present their views or perspectives on the cultural practices of Obon and related festivals as well as American festivals.

1. Homework Review Activity: 屋台 (10 minutes)

Students will work in pairs. They review the answers from the task sheet and discuss personal views. (*Interpersonal Speaking*)

2. Cultural Practices and Perspectives Activity: 討論 (25 minutes)

Students will debate on the differences between Japanese festivals and American festivals. Divide the class into teams of two to four persons. Teacher can have students debate one-on-one or in teams. Each student has one minute to make his or her case. This allows all

students to participate without taking too much time. One team is pro-Japanese festivals. The other is pro-American festivals. Teacher does not judge but observes and facilitates the debate. Formative Assessment: Participation (*Interpersonal Speaking*)

Note: As a preparation for the debate, each team discusses its position. Teacher will assist students to make a +/- chart. Students also make opening statements.

3. Cultural Topic Posting Activity: 友だちの手伝い (20 minutes)

Students type an article about cultural practices and perspectives of American festivals while comparing them to Japanese summer festivals. Summative Assessment: Article (*Presentational Writing*)

Task Direction: Cultural Topic Posting 友だちの手伝い	
You received an e-mail message from your friend in Japan. He wants to help his sister write a school report about American festivals. He has asked you to write about American festivals to help with the report; it should include similarities and differences to Japanese summer festivals. Write in plain or masu/desu style. Write at least 300–400 characters, including kanji where appropriate. You have 20 minutes.	

Rubric: Cultural Topic Posting

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Task Achievement	Posting is thorough and appropriate with elaboration	Posting is thorough and appropriate	Posting is appropriate but incomplete	Posting is incomplete
Vocabulary	Rich vocabulary; accurate usage	Appropriate vocabulary; generally accurate usage	Often lacks appropriate vocabulary; fairly insufficient, inaccurate usage	Lacks appropriate vocabulary; insufficient, inaccurate usage
Use of Kanji	Virtually no mistakes in use of kanji	May include several mistakes in use of kanji	Frequent mistakes in use of kanji	Minimal use of kanji
Mechanics and Orthography	Virtually error free or minimal errors	Errors do not interfere with readability	Errors are frequent and interfere with readability	Errors are constant and significantly interfere with readability

Rubric: Cultural Topic Posting (continued)

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Register and Style	Register and style are consistent and appropriate	Register and style are consistent and appropriate with few errors	Register and style are consistent and appropriate with many errors	Register and style are inconsistent and inappropriate

4. Homework Assignment: Reflection (5 minutes)

Students will type what they learned about Obon and related festivals, including their personal views, such as what was the most difficult to understand. Formative Assessment: Essay (*Presentational Writing*)

Note: This is the review activity for the summative assessment on the next day.

Day 10

Objectives: Students will learn how to present their views or perspectives on the cultural practices of Obon and related festivals, as well as American festivals.

Outcome: Students will be able to present their views or perspectives on the cultural practices of Obon and related festivals, as well as American festivals.

1. Homework Review Activity: Reflection (10 minutes)

Students will discuss as a pair. Topics are what they learned, what they thought about the Obon and related festivals, which activity they want to try the most and what was most difficult to understand. (*Interpretive Listening, Presentational Speaking*)

2. Cultural Topic Activity: ウェブポスティング (25 minutes)

Students type an article about cultural practices and perspectives of Obon-related summer festivals. Summative Assessment: Article (*Presentational Writing*)

You read a posting that asks about Obon-related summer festivals in a message board for high school students of Japanese. You decide to respond. Describe in detail at least FIVE characteristics of Obon-related summer festivals. Also, express your opinion or feeling about Obon-related summer festivals. Write in plain or masu/desu style. Write at least 300–400 characters and include kanji where appropriate. You have 20 minutes.

Task Direction: Web Posting ウェブポスティング

Objectives: Students will learn how to present their views or perspectives on the cultural practices of Obon and related festivals, as well as American festivals.

Outcome: Students will be able to present their views or perspectives on the cultural practice of Obon and related festivals, as well as American festivals.

Rubric: Web Posting

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Task Achievement	Posting is thorough, addressing all aspects of the prompt and appropriate with elaboration	Posting is thorough, addressing all aspects of the prompt and appropriate, but may lack detail or elaboration	Posting is appropriate but incomplete, addressing some aspects of the prompt	Posting is incomplete, addressing minimal aspects of the prompt
Vocabulary	Rich vocabulary; accurate usage	Appropriate vocabulary; generally accurate usage	Often lacks appropriate vocabulary; fairly insufficient, inaccurate usage	Lacks appropriate vocabulary; insufficient, inaccurate usage
Use of Kanji	Virtually no mistakes in use of kanji	May include several mistakes in use of kanji	Frequent mistakes in use of kanji	Minimal use of kanji
Mechanics and Orthography	Virtually error free or minimal errors	Errors do not interfere with readability	Errors are frequent and interfere with readability	Errors are constant and significantly interfere with readability
Register and Style	Register and style are consistent and appropriate	Register and style are consistent and appropriate with few errors	Register and style are consistent and appropriate with many errors	Register and style are inconsistent and inappropriate

3. Summative Assessment: スピーチ (25 minutes)

Students will present a two-minute speech on the Obon, including opening/closing remarks, five aspects and perspectives/personal opinions. Summative Assessment: Oral speech (*Presentational Speaking*)

Task Direction: Oral Presentation スピーチ

Your class is having a joint cultural class with a Japanese class at your neighbor school. You are making an oral presentation to Japanese class students. The presentation includes an appropriate introduction, concluding remarks and your own view or perspective on the Obon. Choose an example of Obon customs and discuss at least five aspects of your example. Your presentation time is two minutes.

Rubric: Oral Presentation

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Task Achievement	All five aspects of Obon with explanation of view or perspective are addressed with elaboration, completed with an introduction and a concluding remark	All five aspects of Obon with explanation of view or perspective are addressed, completed with an introduction and a concluding remark	Three or four aspects of Obon with explanation of view or perspective are addressed, without an introduction or a concluding remark	Less than three aspects of Obon with explanation of view or perspective are addressed, without an introduction or a concluding remark
Language Use	Rich vocabulary; accurate usage; variety of grammatical structures with minimal errors	Appropriate vocabulary; generally accurate usage; appropriate use of grammatical structures, with several errors	Often lacks appropriate vocabulary; fairly insufficient, inaccurate usage; limited control of grammatical structures, with many errors	Lacks appropriate vocabulary; insufficient, inaccurate usage; very limited control of grammatical structures, with many errors
Fluency	No hesitation with confidence	Hesitant rarely	Hesitant occasionally	Hesitant throughout
Comprehensibility	Understood without difficulty	Mostly understood with slight difficulty	Hard to understand	Hard to understand at all

Rubric: Oral Presentation (continued)

	4 Superb!	3 You made it!	2 Getting there	1 Need more effort
Cultural Accuracy	Culturally accurate with detailed explanation	The cultural information may have a few inaccuracies	The cultural information may have frequent inaccuracies	The cultural information may have significant inaccuracies

Resources

Day 1

1. Obon Video Clip

Obon Tradition

<http://video.google.com/videoplay?docid=8227490687142963370&q=Japanese+summer%2C+obon&total=83&start=10&num=10&so=0&type=search&plindex=7>

お盆動画

http://www.katsuo-ji-temple.or.jp/v_season/summer.html

五山送り火・鳥居形（嵐山灯ろう流し）

<http://www.kyoto-np.co.jp/kp/movie/player.php?id=20070816okuribi-torii-arashiyama>

2. Introduction of New Vocabulary

Picture Panels

<http://minnanokyozaizai.jp/kyozai/home/en/render.do>

Day 2

1. Origami Diagram for making 盆ちょうちん

<http://www.origami-club.com/season/tiyotin/tiyotin2/index.htm>

Day 4

1. Introduction of New Vocabulary: 盆踊りビデオ

<http://www.robpongi.com/pages/comboJAPANESEBONODORI.html>

Day 5

1. Let's Dance 炭坑節 Activity

http://www.joho.tagawa.fukuoka.jp/tankoubushi/page_130.html?type=top

2. Compare-and-Contrast Activity: Western Folk Dance

<http://video.google.com/videoplay?docid=-4202743711467153168&ei=UrqGS761HIWWqwLAq52bCw&q=4202743711467153168#>

Appendix

Handout #1

お盆はえたたきゲーム

送り火	里帰り	満席	仏教
お盆	精霊	とうろう 流し	帰省ラッ シュ
新幹線	迎え火	なすの牛	盆ちょう ちん
盆棚	高速道路	野菜	先祖
お墓参り	果物	飛行機	きゅうり の馬

Handout #2

お盆単語クイズ 日付： 名前：

- I. 説明文と単語を合わせなさい。(1 x 8 = 8)
1. 家の前で精霊を迎えるために火を焚きます。
 2. テーブルの上に季節の野菜や果物などのお供え物を飾ります。
 3. 精霊をなぐさめるのが目的です。みんなで音楽に合わせて踊ります。
 4. 精霊が早くあの世から来るための乗り物です。
 5. 里帰りの人々で飛行機、電車、高速道路が混雑します。
 6. 家の前で精霊を送り出すために火を焚きます。
 7. 先祖のお墓に行って、そのお墓をきれいにしたり、お供え物や花を持って行ってお参りします。
 8. 精霊を送り出すために川に行って船やとうろうを流します。
 9. 精霊がゆっくりあの世に帰るための乗り物です。
A. お墓参り B. 送り火 C. 盆踊り D. 精霊流しまたはとうろう流し
E. なすの牛 F. 帰省ラッシュ G. 盆棚 H. 迎え火 I. きゅうりの馬
- II. お盆は地方によって違いますがたいてい八月十三日から十六日までです。A~Iまでの単語をひらがなでお盆のスケジュールに合わせて書きなさい(1 x 8 = 8)
- 八月十三日
八月十四日
八月十五日
八月十六日
八月十三日から十六日までの間またはその前後
- III. 盆と正月がいっしょに来たようだということわざを説明しなさい。(3 x 1 = 3)

Handout #3-1

イベントステージ

12日(土) 18:30~ 買だ、まつりだ! ゆかたで大集合!!
 ゆかたファッションショー& 決闘ステージ
 第9回 ゆかたクイーンコンテスト

20:00~ 中谷 馨ショー

13日(日) 14日(月) 15日(火) ①17:30~ ②20:00~ 丸山 おさむ
 ~モノマネでつづる音楽歌歴史~

13日(日) 18:00~ 池 政昇 ショー
 18:45~ アクターズ インターナショナル ミニライブ

19:15~ 神奈月 ものまね 爆笑ライブ

14日(月) 18:00~ 演歌スペシャル
 ~香田 晋・島津悦子~

19:00~ しゃみせん・手踊り・宵舞台
 ~やもすけ&おぼこシスターズ~

15日(火) ①18:00~ ②19:30~ 轟轟戦隊 ボウケンジャー キャラクターショー

18:30~ 和太鼓 四神

16日(水) 18:30~ チキンガーリックステーキ ライブ

16日(水) 17日(木) 20:00~ 336 三叉路 ライブ

Handout #3-2

★名古屋開府400年

名古屋城宵まつり

2000個の提灯が夜の名古屋城を優しく照らす。ちょっぴり懐かしい夜まつりにゆかたで行こう！踊りに行こう！

天守閣夜間公開
地上45mの高さから名古屋の街を一望しませんか？

本丸御殿3Dシアター
名古屋城の歴史を立体映像でご紹介。優美な本丸御殿の姿が目の前に

城下町縁日
名古屋城に現れた見世物小屋。懐かしい縁日の再現。

尾張職人工房
尾張の名工が集い、昔ながらの腕を皆さんに見ていただきます。

17日① 18日② **風船太郎**
18:00~ 19:30~ パフォーマンス

17日① 18日② 18:30~ **タクマ**
イリュージョン

18日③ **上條ひとみ** ライブ
17:30~

20:00~ **ライス兄弟** ライブ

19日④ **「米倉千尋の SMILE GO HAPPY」**
18:00~
~1人だけのアニソンライブ in 名古屋城~

20日⑤ **「mamiのRADIかる コミュニケーション」**
18:00~
~夢のチカラ+GP~

東海ラジオ公開録音

Handout #3-3

東海地区最大級

名古屋城大盆おどりの

連日名古屋城大盆おどり
浴衣の方も、そうでない方も、
踊りの輪に加わろう！
名古屋城大盆おどり音頭
コンテストも実施。(事前申込み)

正門やぐらステージで毎日実施



火縄銃 実演



8/12(土)・13(日)・19(土)・20(日) 17:30~

名古屋城登城ウォーク

名古屋城の歴史にちなんだ
4つの出発点から名古屋城を目標せ！

●8/12(土)・13(日)・19(土)・20(日)

巨大金魚すくい

暑・地球儀で絶滅された、
邪悪の巨大金魚すくい
今期50メートルの長さで
名古屋城周きつりに登場。
金魚すくいに挑戦だ!! <有料>
協力：専攻会東海地区協議会

よるい試着&撮影会

おこがわのよるいやかぶとを
身にまとい君も武者になる!

●8/12(土)~20(日) <有料>

SEGA® キッズカード ゲームコーナー

<有料>



KIRIN

城下町ビアガーデン

名古屋城バックに冷たいビールだ!! 提供：キリンビール株式会社

城下町夜店

うまいもの屋やおもしろいお店の名店が並びます

占いコーナー

迷えるあなたを導きます。

似顔絵コーナー

自分や家族の姿を描いてもらう。

毎日プレゼント!

5時 毎日先着1,000名様
12時 毎日先着100名様

Unit 2: Energy Conservation (省エネ)

Kyoko Shoji
Notre Dame High School
Sherman Oaks, California

This unit focuses on environmental issues, including global warming and recycling. Internet-based authentic materials are used for reading and listening activities. The unit covers Japanese cultural products, practices and perspectives on the issues. Assessments include various types of tasks in formats similar to questions on the AP Exam.

Level: AP Japanese (fourth-year high school level)

Estimated Time: 90-minute class, 8 days (12 hours), including final assessment

Teaching resources:

Main textbook: *Adventures in Japanese*, Vol. 4 and workbook: Chapter 9 地球人. Students have finished *Adventures in Japanese* volumes 1–3 and some chapters in volume 4.

Supplemental books:

Japanese in Modules 3 with audio cassette: Module 15 地球をまもろう(アルク)

Major online resources:

1. 地球温暖化防止活動推進センター
<http://www.jccca.org/>
2. 地球温暖化防止ポータルサイト
<http://www.ondankaboushi.jp/boushi/>

Unit Outcomes	Evidence to Evaluate
To create a video commercial for an original “省エネグッズ” to be sold in Japan.	Video
To discuss global warming and energy conservation with students in Japan via Skype (free Internet-based telephone call).	Recording of discussion
To post an essay on “地球温暖化防止” (global warming, its effects, ways of recycling and energy conservation in the U.S. and in Japan, and suggestions for energy conservation with opinions) on a Web forum with students in Japan on Moodle.	Essay posting on Web forum

Modes of Communication	
<p>Interpretive: To read authentic/semiauthentic materials on global warming, energy conservation and recycling, and understand the main idea(s) To understand the main idea(s) of the video clip, “ふろしき講座”</p>	
<p>Interpersonal: To discuss what we can do to conserve energy and reduce garbage To discuss recycling in Japan and in the U.S. To discuss above topics with students in Japan via Skype and Web forum</p>	
<p>Presentational: To explain how to take out garbage in Japan To narrate a 4-koma manga, “ゴミの日” to demonstrate their knowledge on the practice of taking out garbage and recycling in Japan To explain the basics about global warming and its effects in Japanese, both orally and in writing To write an essay on the topic with opinions To give specific suggestions on conserving energy To present an original product that helps to conserve energy through a video commercial</p>	
Cultures	
<p>To understand the concept of “mottainai” and Japanese attitude toward energy conservation through the practices, products and perspectives below</p>	
<p>ゴミの分別, ゴミの出し方 Sharing the same water in the tub Reusing water in the tub for washing clothes Using washed, reusable utensils in school lunch, 給食, at elementary school Using handkerchief and kitchen towels instead of paper towels Using ぞうきん to clean the floor</p>	<p><i>Mottainai Baasan</i> (picture storybook to teach about conservation) Mottainai Obake “Mottainai” song, “Mottainai Ondo” (dance) Garbage bags certified by cities Posters to show instructions for separating and disposing garbage ハンカチ、ふきん、ぞうきん (instead of paper towel, ふろしき 省エネグッズ</p>

Comparisons	Connections	Communities
<p>Students compare people's awareness toward energy conservation and recycling in Japan and the U.S.</p> <p>Students compare ways of separating garbage and recycling in Japan and the U.S.</p> <p>Mottainai and wastefulness (language comparison)</p>	<p>Students apply background knowledge on global warming from science.</p> <p>Students gain awareness of the effects of global warming and what can be done to protect the environment.</p>	<p>Students discuss global warming, recycling and energy conservation with students in Japan via Skype and Web forum.</p>

This unit is divided into four topics.

Vocabulary	Grammar	Kanji
<p>Topic 1: リサイクルとゴミ リサイクル、缶、空き缶、びん、ペットボトル、電池、空(から)、無料、有料、燃える、燃えない、別々、分ける、残る、残り、ビニール、プラスチック、トレー、牛乳パック、家具、袋、紙袋、ごみ箱、冷蔵庫、集める</p>	<p>(review) べき・べきではない ～た方がいい</p>	<p>問題 箱 無料 冷(冷蔵庫) 空気 別々 集める</p>
<p>Topic 2: 地球温暖化 地球温暖化、問題、環境、空気、公害、二酸化炭素、人間、氷、防止、エネルギー、ダイオキシン、エアコン、南極、太陽熱、異常気象、気候、排気ガス、含む、増やす、燃やす、とける、しずむ</p>	<p>～てしまう、～すぎる・～すぎ、～ために、～ば～ほど、～っぱなし～、たり～たり、passive form(～されている)</p>	<p>地球 燃 温暖 環境 自然 氷</p>
<p>Topic 3: もったいない 省エネ、対策、役にたつ、エネルギー、むだ使い、もったいない、役にたつ、心がけ、御飯粒、食べ残し 擬態語・擬音語 グーグー、ジャージャー、ピカピカ パクパク、ペロペロ、ゴクゴク</p>	<p>～なんてもったいない ～っぱなし ～きれない(食べきれない) ～んだって(report) ～残し</p>	<p>御飯 昔 残 節約</p>
<p>Topic 4: 地球温暖化防止・省エネ対策 再生紙、再利用、使い捨て、なるべく、できるだけ、文房具、ことわざ： ただより高い物はない、無用の長物</p>	<p>～ようにしている(review) ～なきや ～まま ～こと</p>	<p>再(再生紙、再利用) 雑誌 省(省エネ) 対策 防止</p>

Unit Plan

Topic 1: リサイクルとゴミ

Objectives:

To learn ways of recycling in Japan

Expected outcomes:

- To understand instructions on the Internet on how to categorize and separate garbage in Japan
- To explain basic ways of categorizing and separating garbage in Japan through story narration
- To compare recycling in Japan to the situation in the U.S. in a simulated chat

1.1. Introduction to the Topic

Teacher asks class questions about garbage.

1. いつもだれがゴミを出しますか。
2. きのううちでどんなごみを捨てましたか。
3. 学校でどんなゴミを捨てますか。
4. どんな物をリサイクルしていますか。

1.2. Introduction of New Vocabulary

Teacher writes リサイクル (recycling) on the whiteboard and students provide vocabulary related to リサイクル to create a concept map. Teacher writes the words generated on the board in different categories. Students may start looking at the textbook and giving new vocabulary.

Students ask the same questions as in section 1.1 about recycling, with follow-up questions using new vocabulary in pairs.

Sample vocabulary learning activities:

1. Teacher points at words on the whiteboard and students tell the meanings.
2. Using flash cards, students play “around the world.”
3. Students write questions using new vocabulary for homework and ask questions in pairs in the following class.
4. Students rephrase new words using other Japanese words.

1.3. Introduction of Kanji

Kanji is introduced in context and, initially, for recognition. Then students will participate in learning activities of the new kanji, both individually and in combinations, that will lead to “intake,” as evidenced through appropriate usage in writing and accurate recognition and comprehension in reading and listening.

Sample kanji learning activities:

1. Students create stories with pictures using components of each new kanji, upload on KanjiWiki (<http://tell.fll.purdue.edu/KanjiWiki/>) and present in class.
2. Students guess the stroke order and provide explanations (if necessary and appropriate). Teacher shows stroke order by writing each kanji on the board. Students take notes on the kanji.
3. Kanji Around the World: Teacher shows kanji flash cards one at a time, and two students compete at reading the kanji aloud. The student who wins moves to the side of the next student and the sequence repeats. When one student wins, everyone in class comes back to his or her seat, and the game is over.
4. Kanji Karuta: Compete in pairs or in small groups. Get the Kanji card read by the teacher. Then students take turns reading kanji aloud in groups.
5. Practice reading kanji compounds using PPT. Students are directed to use strategies to guess meanings of compounds based on their knowledge of kanji (e.g., 無料 → 料金が無い → free of charge).
6. A passage is provided, either on paper or at the class level on the SmartBoard, with blanks (e.g., cloze passage). A list of kanji compounds is provided on the side, and students can attempt to fill in the blanks with the helping words — individually, in pairs or in groups. The key is to have students practice and apply all their learning strategies to make sense of this passage (e.g., using radicals, understanding of individual characters, using the verbal endings, or particles, or topics, etc., around the blanks as clues).

1.4. 日本でのゴミの分別の仕方

Activity 1: Through an Internet search or posters on the board, students are introduced to how garbage is categorized, separated and taken outside for disposal in Japan. Then students study the garbage disposal practices in Sendai City on the Internet and answer the following questions to check for understanding and comprehension.

Worksheet: ゴミの出し方

今みなさんは日本の仙台市に住んでいます。ゴミの出し方のサイトを見て、質問に答えなさい。
http://www.city.sendai.jp/kankyoku/haikibutsu/garbage/wake_01.html

1. きのう捨てたもの、最近あなたのうちで捨てた物のリストを作りなさい。
2. それぞれのゴミはどのカテゴリーですか。
3. ゴミは何時までに出さなければなりませんか。
4. 引越するため、次のものがいらなくなりました。捨てるためには、いくら かかりますか。
ソファー
ダブルベッド
冷蔵庫
テレビ
コンピューター
5. あなたなら、いらぬものをどうしますか。どうしたらいいと思いますか。

1.5. Story Narration “ゴミの日”

Students will draw 4-koma manga and narrate a story.

Instruction: Create a 4-koma manga and narrate a story about how to separate garbage and recycle in Japan. Make sure to use the new vocabulary and the cultural practices and perspectives related to recycling in this chapter. Pictures should reflect Japanese culture as well.

Step 1. Make an outline.

例： Picture 1: ごみがたくさんあります！！

Picture 2: キッチンの“ゴミの出し方”のポスターを見ます。

Picture 3: ゴミを分けて、出します。

Picture 4: あ、大事な_____をすててしまいました！

Step 2. Draw pictures.

Step 3. Two-minute oral presentation with your manga in next class.

1.	2.
3.	4.

1.6. *Simulated Chat:* ゴミの出し方とリサイクル

Instructions: Students have a simulated chat with a Japanese friend about recycling. They have 20 seconds to respond to each question. Students should record their responses using Audacity and evaluate their own recorded responses against a rubric and try again. Teachers may use this for a text chat as well. In that case, they may use the text chat function on Moodle, or show questions in PowerPoint slides and have students type their responses in a Word document.

<p>チャットの質問</p> <ol style="list-style-type: none"> 1. うちでは、どんな家事を手伝ってるの？ 2. そう。私はいつも晩御飯のあとさらを洗って、ごみを出すんだ。ところで、日本って、ゴミ出すのが大変なのよ。知ってる？ 3. そうそう、よく知ってるわね。ロサンゼルスではどうやってゴミを出すの？ 4. そう。学校では、生徒はリサイクルしてる？ 5. ガレージセールって聞いたことがあるんだけど、ガレージセールって何？ 6. そう。ありがとう。じゃ、またね。
--

Topic 2: 地球温暖化

Objective:

To understand basic vocabulary related to global warming

Outcomes:

- To read a passage about global warming and understand the main idea
- To explain global warming briefly by writing in Japanese

2.1. Introduction of New Vocabulary

地球温暖化図解（ウェブサイトからダウンロードしたもの）をプロジェクターで見せながら、単語の導入をする。

<http://www.jccca.org/kids/ondanka.html>

2.2. Listening/Reading Activity #1

Students listen to the online storybook *Midori-chan no tabi*, read by the teacher while pictures in the online book are projected on the screen.

絵本：みどりちゃんの旅 <http://www.jccca.org/kids/ehon.html>

Students then read the story independently and answer the following questions.

Reading Text: ミドリちゃんの旅

ミドリちゃんの旅という話を読んで、日本語で質問に答えなさい。

<http://www.jccca.org/kids/hpondan/index.htm>

1. この話のテーマは何ですか。
2. 地球温暖化（ちきゅうおんだんか）は何ですか。やさしい日本語で説明しなさい。
3. 地球温暖化がすすむと、農家や漁村では何が起こりますか。
4. 地球温暖化がすすむと、南の島はどうなりますか。
5. 他にどんなことが起こりますか。
6. ミドリちゃんは何がこわくなって泣き出したのですか。
7. 人間がしている“悪いこと”は何ですか。なぜですか。
8. ミドリちゃんは、これからどんなことをするようにしますか。

2.3. Reading Activity #2

The class is divided into four groups. Each group will read one section, make a vocabulary list and prepare to present what is written in the section (#1–3 on the worksheet). When the students are ready, they form groups of four (one from each section). Each member

is responsible for sharing his or her information with the rest of the group in the target language. As students listen, they may interrupt to ask questions for clarification. Each group completes #5 on the worksheet by answering the questions.

Students create a vocabulary list using <http://www.kantango.com> or one of the following tools.

Rikai: <http://www.rikai.com/perl/Home.pl>

Reading Tutor: <http://language.tiu.ac.jp/>

Reading Text: 地球温暖化

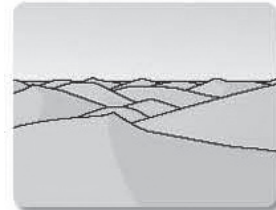
Section 1. 地球温暖化とは何か。

地球のまわりの大気には温室効果（おんしつこうか）ガスという、地球の温度を人間が生活しやすい温度にしてくれているガスがふくまれている。このガスがないと地球はとても寒くなって、生き物が死んでしまう。でも、温室効果ガスはふえすぎると地球をあたたくしすぎてしまう。これが地球温暖化だ。

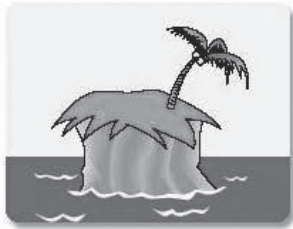
温室効果ガスにはいろいろあるが、地球温暖化に一番大きなえいきょうをあたえているのは二酸化炭素（にさんかたんそ）のふえすぎだ。二酸化炭素は、石油などを燃やす時、空気中にたくさん出る。燃やせば燃やすほど、二酸化炭素が大気中にふえて、地球をどんどんあたたくしてしまう。



自動車や飛行機（ひこうき）を動かすためにも、電気を作るためにも、石油や石炭、天然ガスなどをもやしている。いつも使っているものにも、これらをもやして作っているものがいっぱいある。



Section 2. 地球温暖化が進むと何が起こるか。



地球の気温が上がると、南極（なんきょく）の氷や氷河（ひょうが）がとけたりして、海の水がふえる。低い土地や小さい島は海にしずむかもしれない。

日本では海の水が1m上昇すると、砂浜の90%くらいがなくなってしまう。

それに洪水（こうずい）やかんばつなどの災害（さいがい）がふえると言われている。日本では集中豪雨（しゅうちゅうごうう）

がふえたり、米などの農作物（のうさくもつ）が今までと同じようには育たなくなったり、今までいなかった害虫（がいちゅう）のひがいがふえることも心配されている。

Section 3. もう温暖化は始まっているのか。

もう南極（なんきょく）の氷や高い山の氷河がとけ始めているのが観測（かんそく）されている。北極海の氷も少なくなってきた。ホッキョクグマやサンゴにも悪いえいきょうが出ている。

それに最近（さいきん）は異常気象（いじょうきしょう）とよばれるげんしょうがとても多い。豪雨（ごうう）や暴風雨（ぼうふうう）、洪水（こうずい）やかんばつ。これらが世界中で深刻（しんこく）な被害（ひがい）を起こしている。

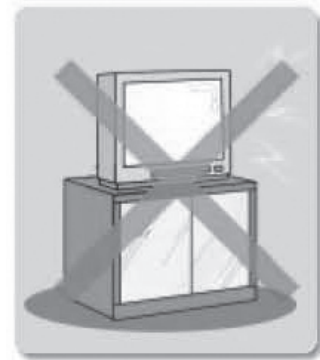
20世紀中の100年間に地球全体のへいきんで約0.6℃気温が上がったと報告（ほうこく）されているし、今のままでは100年後には1.4～5.8℃も温度が上がると、科学者たちは予測（よそく）している。

Section 4. どうすればいいのか。

地球の温暖化をできるだけ防止（ぼうし）するために、みんなが地球のことを考えなければならない。

地球温暖化の原因（げんいん）は石油などをいっぱいもやすことによって起こる事がわかっただろう。電気などのエネルギーのむだづかいに気をつけることが大切だ。たとえば、だれもないへやの電気や見ていないテレビのつけっぱなし。れいぞうこの開けっぱなしは電気のむだづかいだ。

それに、近い所に自動車に乗って行ったり、まだ使えるものをすてて新しいものを買ったりするのもエネルギーのむだづかいになる。ごみもいっぱい出し



たら、そのごみをもやす時に二酸化炭素を出すことになるから、新しいせいひんに作りかえられるものは、リサイクルしよう。

木などの植物（しょくぶつ）は二酸化炭素を吸収（きゅうしゅう）してくれるので、緑を大切に育てよう。

<http://www.jccca.org/ondankan/pdf/leaflet03.pdf> （これをもとに書き直したもの）

Worksheet: 地球温暖化

- 1) 自分のセクションのわからない単語に線（せん）をひきなさい。辞書をひかずに、まず意味を考えなさい。
- 2) わからない単語を10こまでえらんで、kantango.com を使って単語リストを作りなさい。それぞれの単語の漢字、ひらがな、意味（英語）を書きなさい。
- 3) セクションを読んで、意味がわかるようにしなさい。特に、____ は大切な文法です。
- 4) グループになって、他の人に自分のセクションの単語と要約を教えてください。
- 5) グループでいっしょに下の質問に答えなさい。
 1. 地球温暖化とは何か。地球温暖化はなぜ起こるのか。
 2. 地球温暖化が進むとどんなことが起こるか。
 3. もう温暖化は始まっているのか。なぜわかるか。
 4. どうすればいいのか。

Topic 3: もったいない

Objectives:

To understand the concept of “mottainai” and attitude(s) toward conservation in Japan through Japanese cultural products, practices and perspectives, and compare with those in the U.S.

Before the unit: Students read the following Web page to have a better understanding of “Mottainai”

<http://en.wikipedia.org/wiki/Mottainai>

Students read the article on NPR about the *Mottainai Baasan* book in Japan and answer the following questions in English (or possibly in Japanese, provided with a list of words that they can “guess” as to their English equivalents).

<http://www.npr.org/templates/story/story.php?storyId=14054262>

1. What does *mottainai* mean?
2. What is the origin of this word?
3. What do you think about the lessons in this book? Are they important or relevant to your life? Why or why not?
4. What do you think about the *Baasan* in this book? Why?
5. When you were little, were you told not to waste things? If so, what were you told not to waste? If not, why do you think these lessons were not taught?

3. 1. *Mottainai song* もったいない歌 (YouTube)

Students will watch a video of the “Mottainai” song from YouTube. Then they work on the following worksheet in pairs and go over it in class

もったいないの歌の歌詞

MOTTAINAI あーもったいない
 もったいないと思う気持ち
 それはむだにしない心がけ
 ない ない ない ない ない ない ない もったいないよ
 もったいないよ
 ないない もったいない

パバリビングでグーグーグー
今日もテレビつけっぱなし
部屋の明かりもピッカピカ
むだだよ むだだよ もったいない

はみがきするときも 石っけんで 手洗うときも
ジャー ジャー ジャー ジャー
お水のながしっぱなしは あ～ もったいない

ひさしぶりだね パパとおふろ
ゆぶねのおゆは 超いっぱい
ザブーッと入っていい気分
でも おふろの中は大洪水
これって ぜったい もったいない

ない ない ない ない ない ない ない もったいないよ
もったいないよ
ないない もったいない

ラーメン チャーハン シューマイ ギョーザ
あれも これも 全部 食べたいけど
食べきれないから いっこにしようっと
のこしちゃったら もったいない

ティッシュペーパー もったいないと
ひつよう以上に につかひすぎんな
鼻かんだら おりたたんで
もう一回ぐらい 使わな あかんで
かんで かんで 鼻かんで

まんまる夜空のお月様も
ピカピカまちの灯 (ひ) まぶしそう

あれこれ全部食べるなんて
かいじゅうでも無理さ
もったいないもったいない

もったいないと思う気持ち
それは むだにしない心がけ

Worksheet: もったいないの歌

- 1)** この歌の中にある“ぺらぺら”言葉の意味は何だと思えますか。
1. パパはリビングで ゲーゲーゲー
 2. 部屋の明かりもピッカピッカ
 3. はみがきするときも、手洗うときも ジャージャージャー
 4. ザブーッと入っていい気分
 5. ピカピカまちの灯まぶしそう
- 2)** この歌の中で、どんなことが“もったいない”といっていますか。5つ書きなさい。(リビングで)
- 1.
 2. (バスルームで)
 3. (その他)
 - 4.
 - 5.
- 3)** 自分の毎日の生活の中でもったいないと思うことは何ですか。～っぱなし、～すぎ(すぎる)、～なんて、を使って、5つ書きなさい。
- 1.
 - 2.
 - 3.
 - 4.
 - 5.

3.2. Watch video clip “もったいないお化け”

<http://www.youtube.com/watch?v=bR3xTUL-KOM>

Students retell the story using ～んだって in pairs.

3.3. Read a portion of もったいないばあさん (絵本)

<http://shop.kodansha.jp/bc/ehon/tokusyuu/200410/index02.html>

3.4. Watch video clip of “もったいない音頭” (song and dance)

<http://www.youtube.com/watch?v=1f1OPKFVxRE>

Students will make a new “Mottainai Ondo” by changing words in small groups and then present it to the class. もったいない音頭の歌詞

もったいないことしてないかい
もったいないことしてないかい
もったいない もったいない
もったいないことしてないかい

おさらのうえのたべのこし
ちやわんについたごはんつぶ
わたしがたべてもいいのかい
ぱくぱくごくごくぺろぺろり～ん

じゃあじゃあおみずのだしっぱなし
かみをまるめてぼいぼいぼい
みかんのかわまですてるのか
もったいないばあさんくるよ
#

3.5. Proverbs

Discuss the meaning of each proverb. Describe situations in which each proverb can be used.

無用の長物

ただより高い物はない

Topic 4: 地球温暖化防止/省エネ対策

Objectives:

To understand cultural practices to conserve energy in Japan and discuss what people can do in the U.S.

Outcomes:

To develop and demonstrate an understanding of ecology through the “Ecology Awareness Test,” as well as the 3 Rs in recycling and 10 ways of conserving energy as taken from Japanese websites

4.1. エコロジー度テスト (reading)

Students will take the “Ecology Awareness Test” below for a score. Class discussion follows.

Worksheet: エコロジー度テスト

いつもしている (2) 時々している (1) していない (0)

1. 新聞や雑誌はリサイクルのごみ箱に入れている。 ()
2. ペットボトルやびんや空き缶はリサイクルの箱に入れている。 ()
3. リサイクルショップやガレージセールをりようしている。 ()
4. 電気製品など物がこわれたときは、なおしてもらう。 ()
5. おべんとうの入れ物は、使いすてしないものを使っている。 ()
6. 買い物に行くときには、自分のバックを持って行って、レジぶくろをもらわない。 ()
7. 使いすてのフォークやスプーン、ペーパープレートをできるだけ使わない。 ()
8. ノート、えんぴつ、消しゴムは最後まで使う。 ()
9. 再生紙でできたトイレットペーパーを使っている。 ()
10. 再生紙のノートやぶんぼうぐを使っている。 ()
11. エアコンはできるだけ使わない。 ()
12. できるだけ車に乗らないで、歩くようにしている。 ()
13. なるべく水をむだにしないようにしている。 ()
14. 使っていない部屋の電気はいつも消すようにしている。 ()

ごうけい ()

0-8 まだまだです。がんばってエネルギーを節約するようにしましょう。

9-16 少し環境問題やエネルギー節約のことを考えていますね。いつもエネルギーを節約するようにしましょう。

17-24 すごいです！あなたは地球温暖化防止のためにがんばっています。これからもつづけてください。

4.2. リサイクルのマーク (PPT):

Students guess what each symbol means and attempt to explain each one in Japanese.

リサイクルのマーク

http://www.tokyo-gas.co.jp/kids/eco_06.html

4.3. Reading: 3 Rs

Students will read information from the website and get the main idea by answering the following questions. Students are reminded to guess the meaning of kanji compounds as used in context.

Worksheet: 3 Rs

<http://www.lion-jimuki.co.jp/ecology/ecokids/3r/index.html>


3Rとは何ですか。

- 1.
- 2.
- 3.

それぞれのRの二つのれいを書きなさい。

- 1.
- 2.
- 3.


3R (さん・アール) について何? 独自リサイクルの考え方


 するモノをできるだけ出さない社会を作ろうという行いを示したのがこの「3R(さん・アール)」。

- 1.Reduce(リデュース) = ゴミを出さない。
- 2.Reuse(リユース) = ゴミをもう一度使う。
- 3.Recycle(リサイクル) = ゴミを再利用(さいりよう)する。


Reduce (リデュース)

ゴミをできるだけ出さないようにしようという行動(こうどう)のこと。
 たとえば、「スーパーに買い物に行くとき、自分で袋(ぶくろ)を持って行って、ビニール袋をもらわないようにする」「容器(ようぎ)を持って水を買(か)いに行く」「洗剤(せんざい)やシャンプー(はつめか)え用(よう)を買(か)ってくる」などがこれにあたります。




Reuse (リユース)

使えなくなったものをもう一度使うという行動(こうどう)のこと。
 たとえば、「使いすてカメラを現像(げんそう)に出したあと、ケースをすてずに新しいフィルムを入れて再利用(さいりよう)する」「洗剤(せんざい)やシャンプー(はつめか)え用(よう)を買(か)って使(つか)いつづける」「充電式(じゅうでんしき)の乾電池(かんでんち)を使う」などがこれにあたります。



Recycle (リサイクル)

ゴミからなにか別のものを作って、再利用(さいりよう)すること。
 たとえば、「ペットボトルからフリースのジャンパーを作る」「牛乳(ぎゅうにゅう)パックからトイレトペーパーを作る」「古い新聞紙(しんぶんし)や雑誌(ざっし)をとかして再生紙(さいせいし)を作り、新聞(しんぶん)や雑誌(ざっし)、ファイルなどを作る」などがこれにあたります。



4.4. Read 家庭でできる温暖化対策

http://www.jccca.org/component/option,com_docman/task,doc_details/Itemid,622/gid,19/

- Practice reading in context, using pictures for clues and strategies for decoding and encoding kanji compounds.
- Explain 10 things from the reading using their own words.
- Write 10 ways to conserve energy in school/home.

～ようにしている(review), ～なきゃ, ～まま, ～こと

4.5. School Announcement

Practice making a school announcement based on a flyer promoting energy (i.e., electricity) conservation.

Instructions: Imagine that you are making an announcement in Japanese to an assembly of Japanese students visiting your school. First, you have one minute to study a flyer in English. Then you will have one minute to record your announcement. Your announcement should have an opening remark, details according to the flyer and a closing remark. Deliver your announcement using complete sentences in desu/masu style.

Assessment Criteria: 2008 AP Rubrics

LIGHTS OUT!!!

Help reduce carbon dioxide emissions and raise awareness of our growing overconsumption of energy!

Sunday, April 6, 2008, between 8:00 p.m. and 9:00 p.m.

Just by turning off one unnecessary light, you are helping to save energy!

4.6. 省エネグッズ

Teacher will show the actual or pictures of common 省エネグッズ, such as ふきん、ぞうきん、カイロ、あんか、こたつ and students guess what they are and how to use them, in the target language.

Hands-on Activity with Furoshiki

Teacher shows ふろしき and students brainstorm many ways of using ふろしき.

Teacher lets students try wrapping objects in different shapes with ふろしき.

Students watch “ふろしき講座” video clips from rurubuTV

<http://www.rurubu.com/tv/>

Students try some basic ways of wrapping.

Students compare ふろしき with the bandana.

Summative Assessment Tasks

1. 省エネグッズの商業ビデオ

Students “invent” a 省エネグッズ to sell in Japan and create a video commercial in pairs. The products developed have to reflect Japanese lifestyle. They upload their video clips on Moodle and get comments from Japanese students.

Instructions: Let’s create video commercials of your original 省エネグッズ to sell in Japan!!

Your product has to reflect Japanese cultural practices and perspectives.

Work in pairs. You must include the following:

1. Needs for such a product
2. Name of the product
3. Description of the product and instructions as to how and/or when to use it
4. Reason(s) for the audience to buy the product

Grading criteria for video commercial:

- Content (10)
- Rich vocabulary and grammar (10)
- Accuracy (10)
- Fluency (10)
- Video editing (10)

2. *Interviewing Students in Japan via Skype*

Prepare 10 questions about ways of recycling and saving energy in Japan. Interview a student in Japan via Skype. Discuss global warming, recycling and ways to conserve energy in general. Share your opinions and provide information on energy conservation in the U.S. Comment on your Japanese partner’s thoughts and ideas. Students record their Skype session and submit sound files.

3. Essay

Write an essay to post on a Web forum with students in Japan.

Include: What is global warming? What is happening as a result of global warming? Discuss different ways of recycling and saving energy in the U.S. and Japan. Include findings from your interview. Make five specific suggestions on how best to save energy in order to prevent further global warming. Include your own opinion on global warming and energy conservation.

Length: 700–800 characters

Submit draft and get comments from teacher (10).

Edit and upload on the Web forum. Receive comments from students in Japan and respond.

- Content (10)
- Grammar (10)
- Vocabulary (10)
- Spelling and Kanji (10)

Unit 3: Travel and Transportation

(旅行と交通機関)

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An essential motivation for studying Japanese language is to know how to travel around Japan. By incorporating “culture” as an integral theme throughout the unit, AP Japanese students will deepen their content knowledge of Japanese contemporary culture. By the end of the unit, students will have learned meaningful life skills, such as how to check for lodging, use public transportation to navigate around the city and create a realistic travel itinerary.

Level: Advanced Placement (4th year)	Estimated Time: 40-minute classes x 8 days (2 weeks)
Unit Outcome Tasks	Evidence to Evaluate
As part of an imaginary trip to Japan, students will plan two full days of sightseeing with a partner. Using a PowerPoint presentation, students will showcase their cultural knowledge as they describe transportation routes and famous sights that they enjoy during their travel.	PowerPoint Oral Presentation

The 5 Cs of Foreign Language Education

Summative Assessment Tasks

A. Communication

1. Interpretive Mode

Working with authentic and semiauthentic materials, students will demonstrate an increasing ability to identify main ideas of unfamiliar content and determine writer's or speaker's inference. To make appropriate interpretations, students will be required to have a deep understanding of the rapidly changing trends and values of modern Japan.

Summative Assessment Tasks: Students will frequently view or listen to authentic and semiauthentic materials that are intended for native Japanese speakers (e.g., train station public announcements, 標識マーク、bus tour pamphlets, hotel websites) and answer multiple-choice questions.

2. Interpersonal Mode

In order to maximize students' opportunities to use the target language in a variety of settings, daily lessons are designed to be highly interactive and student-centered. Whether through pair, group or whole class activities, participants use different registers to discuss their opinions and perspectives on various travel-related issues.

Summative Assessment Tasks: In the language lab, students take part in a simulated e-mail exchange. After reading travel-related prompts, they must reply appropriately within 20 seconds. The teacher gives feedback on a holistic basis, similar to the scoring guidelines for the AP Japanese Language and Culture Exam found on AP Central® (apcentral.collegeboard.com).

3. Presentational Mode

Throughout the AP Japanese course, students must make frequent oral presentations that are explicitly linked to the content of each unit. Language lab sessions enable students to master conventions of communication when they narrate a coherent and culturally appropriate story, and write timed compositions on travel and transportation.

Summative Assessment Tasks (Final Unit Assessment): Imagining that they have gone on a short trip which includes two days of Japan sightseeing, students will share their travel "experience" by making a three- to four-minute PowerPoint presentation with a partner (speaking) to help future travelers and complete a travel journal in Japanese (writing).

B. Cultures

An integral part of language learning is culture and its three interrelated components: perspectives, practices and products. The unit is designed so that students will become skilled analysts of how Japanese products and practices are derived from its society's underlying attitudes and beliefs. Throughout the unit, students will analyze products of Japanese culture — both tangible (e.g., SUICA カード) and intangible (電車の自動放送) — research behavioral practices (e.g., traveling during Golden Week), and be able to filter their perceptions through the cultural lens of Japanese people.

Products and Perspectives	Practices and Perspectives
<p>Cultural Products for Travel</p> <p>日本の地図、パスポート、JRパス、SUICAカード、トラベラーズチェック、携帯電話、ガイドブック、みどりの窓口、お土産、駅弁、温泉、ビジネスホテル、ユースホステル、旅館、民宿</p>	<p>Cultural Practices for Travel</p> <p>JRパスの使用、SUICAカードの使用、携帯電話での通話、お手洗い（公衆便所）に紙がない事、四季の変化を楽しむ旅をする、切符をみどりの窓口で購入する、お土産を持って帰る、温泉に入る</p>
<p>Cultural Products for Transportation</p> <p>夜行バス、リムジンバス、グリーン車、禁煙席、喫煙席、指定席、自由席、時刻表、標識マーク、優先席、シルバーシート、自動放送、車内の広告、あみだな、発車ベル、終電</p>	<p>Cultural Practices for Transportation</p> <p>長距離バスに乗る、時刻表を調べる、優先席をゆずる・ゆずらない、自動放送を流す、放送に敬語を使う、たぬき寝入りをする、携帯電話でテキストする、電車で漫画を読む、電車の中で食べる・食べない</p>

Summative Assessment Tasks:

- In the language lab, students do a written and spoken presentation of their cultural perspective on Japan's modes of transportation (e.g., electric train, buses, bullet train) and Tokyo.
- Through both oral and written presentations on their adventures in Japan, students will demonstrate cultural literacy by describing products, practices and perspectives as they relate to travel and transportation.

C. Connections

If the foreign-language acquisition is interdisciplinary, it will allow language learners to broaden their knowledge across the school curriculum. The AP Japanese curriculum integrates the educational experiences of students into other subjects. For example, when comparing gasoline prices in the U.S. and Japan, students must utilize their math skills to convert gallons into liters. By incorporating the educational experience across disciplines, students are able to learn in a more holistic manner.

D. Comparisons

Knowledge gained through course materials will allow students to discover patterns among language systems and cultures. Learners will analyze linguistic (敬語 used for public announcements) and social practices (new drivers display a 初心者マーク) and demonstrate an ability to use the target language appropriately in different social contexts. As a few students in the class come from multilingual backgrounds, they refine their critical thinking abilities by comparing Japanese practices with their own.

E. Communities

Although concerted effort is made to have students practice Japanese in real-life contexts within the AP Japanese course, they must have opportunities to use the target language outside of the Japanese classroom. Within the school community, students' communicative and receptive competence is put to the test when they present their travel knowledge to others (i.e., underclassmen in the Japanese program). In addition, the proximity of a Japanese-speaking community makes it easier for students to hone their communication skills outside of the school setting and become lifelong learners.

Instructional Strategies and Assessment (Differentiation)

Throughout the unit, concerted effort is made to employ differentiated instructional strategies (e.g., Jigsaw, Round-Robin Sharing), which utilize the multiple intelligences (e.g., auditory, spatial, kinesthetic). Assessment is frequent and varied in order to employ low and high levels of Bloom's Taxonomy scale: list ordering, recall, sight passage reading, translation exercises, developing and presenting a travel itinerary, and independent practice tasks, which are modeled after tasks found on the AP Exam. After the formative assessment, the teacher will go on to the next step if students demonstrate understanding of new concepts (e.g., recognition, matching). Instruction can be adjusted if it appears that students are not progressing. Prior to assigning the summative assessment tasks, the teacher shares the analytical rubric guidelines so that students are fully aware of the criteria upon which they will be evaluated.

Lesson One: Travel and Transportation Five-Stage Instructional Sequence

Lesson Title	Level	Estimated Time
Travel and Transportation	Advanced Placement® (AP)	40-minute classes x 8 days

The thematic unit is split into two instructional plans: 1) Travel and Transportation, and 2) Tokyo Trip. Below is an outline of the first “Travel” lesson, which includes five elements of an effective instructional sequence. All resources used in the class activities can be modified by the teacher to adjust to students' language levels.

Lesson Outcome Task (Summative Assessment): At the conclusion of this unit, students will make a two-minute oral presentation on their proposed travel itinerary from Narita Airport to Tokyo Station (Presentational Mode). The task requires students to compare different modes of transportation, such as the Narita express train, limousine bus, etc. (Interpretive Mode), and go to a Japanese hotel’s website (<http://www.ryumeikan.co.jp/yaesu.html>) to check for room availability and make reservations (Interpersonal Mode). This task is the beginning of an imaginary 日本見学旅行。

Day One (40 minutes)

Objectives: Cultural Appreciation and Awareness

- Students will be able to take the important steps needed to prepare for a trip to Japan (e.g., パスポートを準備する) and know which cultural products (e.g., JRパス) are important for traveling.
- By reading a passage on Japan travel tips, students will build their knowledge of cultural products, practices and perspectives (四季感を大事にする), which may differ from their own.

Stage One	TS	Structure/Phrases	Cultures
SETTING THE STAGE 15 minutes	1.1	Grammar: ～持って行く、持って来る	Products and Perspectives: パスポート、ガイドブック、JRパス、SUICAカード、デジカメ、携帯電話、
	1.2	(Review)	
	2.1	Vocabulary:	トラベラーズチェック、ハンカチ
	2.2	観光旅行、パスポート、ティッシュ、ハンカチ、携帯電話、デジカメ、	
	4.2	トラベラーズチェック、ガイドブック	
		Practices and Perspectives: JRパス、SUICAカードの使用、携帯電話での通話、お手洗い(公衆便所) に紙がない事	

Activities:

A. Focus students’ attention and spark interest: 日本旅行に何を持って行きたいですか (10 minutes)

In order to establish the purpose of the travel unit and promote higher-order thinking, the teacher points at a map of Japan and poses the question, 日本で観光旅行をする時、どんな物を持って行きたいですか。 The teacher then does a “show and tell” by showing 10 cultural products:

パスポート、JRパス、SUICAカード、デジカメ、トラベラーズチェック、携帯電話、ティッシュ、ハンカチ、ガイドブック

The cultural products are placed on a large table. One or two volunteers must come up and — with input from the rest of the class — arrange the items in the order that they think is the most to the least essential to bring to Japan. Kinesthetic learners enjoy being able to touch and physically arrange the cultural products as they try to speculate what certain items are (e.g., SUICA カード) and generate a discussion on what is the most important to bring. After the class has decided the order of items they would bring and explained why, the teacher then shares her choices on the order of items that she would bring and how useful/not useful certain products might be (e.g., bring your own paper tissues since some public restrooms have no paper towels). Students learn more about how cultural products (e.g., JRパス) are used, advantages of using them (e.g., SUICAカード allows a rider to pass easily through the turnstile) and how some cultural practices may be different from their own (e.g., less common to wear sunglasses in Japan). The real-world task helps to spark students’ interest in traveling to Japan, as well as get them to start thinking about the upcoming unit.

Formative Assessment

The teacher sits in on each group for a few minutes and monitors students’ participation in Japanese.

Stage Two	TS	Structure/Phrases/Vocabulary	Cultures
COMPREHENSIVE INPUT 25 minutes	1.2 2.1 2.2 3.1 3.2 4.2	<p>Grammar: ～ために (review) ～によって</p> <p>Vocabulary: 国内旅行、海外旅行、一人旅、団体旅行、計画（を立てる）、旅行の時期、自由時間、自由席、指定席、節約、四季、利点、欠点、 スリ</p>	<p>Products: みどりの窓口</p> <p>Practices: 切符をみどりの窓口で購入、四季の変化を楽しむ旅をする</p>

Activities:

B. 旅行は好きですか (5 minutes)

The teacher asks the questions below so that students can build their vocabulary and share travel experiences. Learners can respond to the “yes/no,” “either-or” and other questions that only require succinct answers.

1. 旅行は好きですか。
2. 国内旅行をしたことがありますか。どこへ旅行しましたか。
3. 海外旅行をしたことがありますか。どこへ旅行しましたか。

4. その時何日間旅行しましたか。
5. 一人旅でしたか。団体旅行でしたか。誰と旅行しましたか。
6. どこを見物しましたか。
7. どんな所に泊まりましたか。ホテルですか。友達の家ですか。
8. どんな乗り物で旅行しましたか。

C. 読解：日本節約旅行 (25 minutes)

The following passage on Japan travel tips will be read. First, a glossary is passed out for key terminology, which students might not be familiar with. For another prereading activity, the teacher draws two circles on the board and labels each as (市か州の名前)は旅行しやすい or (市か州の名前)は旅行しにくい. Next, the teacher makes a number of travel-related statements about the city or state that the students are living in, such as 「(市か州の名前)にはスリがあまりいないので、夜一人で歩いても安全です。」 「(市か州の名前)の交通費は安いです。」, with which the class indicates agreement or disagreement by saying 「はい」 or 「いいえ」. The teacher writes the statement into either the 旅行しやすい or 旅行しにくい circle, depending upon the class's majority opinion. Along the way, the teacher points out new vocabulary so that the class gets an opportunity to learn the new words in the context of a sentence. Next, the students read the passage in order to grasp the gist and answer the questions below. As they read, students will develop an awareness of cultural products, practices and perspectives that may be different from their own.

日本節約旅行

日本は安全で旅行しやすいと言われている。ほとんどの所では、夜一人で歩いても危険を感じることはない。しかし、スリもいるのでじゅうぶんな注意は必要だ。電車の発着時刻も正確なので、旅行の計画は立てやすいと言える。外国人にとって、旅行しやすい地域かどうかは、観光地によって、違うが、駅や観光施設に英語の表示が以前より増えているのは確かだ。漢字が苦手な場合、英語の表示はとても役に立つ。旅行の計画を立てる時、特に気をつけなければならないのは旅行の時期だ。お正月休み（12月29日ごろから1月3日くらいまで）、ゴールデンウィーク（4月29日ごろから5月5日くらいまで）お盆（8月15日前後一週間くらい）の時期になると、たくさんの日本人が旅行したり、故郷に帰ったりするので、飛行機や電車がとても込み合う。ゆっくり旅行をしたいなら、この時期は避けた方がいいだろう。四季の変化を感じる旅も楽しい。日本人は季節感を大切に、四季の変化を楽しむ国民と言われ、春は花見、夏は涼しい高原、秋は紅葉、冬は温泉へ、という旅が人気だ。

旅行の行き先が決まったら、次はツアーで行くか個人で行くか考えよう。旅行会社のツアーは自由時間が少ないなどの欠点はあるが、効率よく回ることが出来る。バスツアーなどはとても安いなどの利点もある。ツアーで一緒になった人と知り合いになることが出来る。個人で行く場合は、まず行き方と宿を決めよう。日本を旅行すると、交通費、宿泊費、食費とすべて高い。それを少しでも安くするためには、ある程度の努力が必要だ。第一に、出発前に情報を集めること。電車で移動する時、予約が必要かどうかを知っておきたい。一般にJRの新幹線や特急は、込んでいる時期には予約をした方がいい。新幹線の「のぞみ」（全車指定席）を除くと、指定席と自由席がある。自由席は乗車券と特急券をもっていけば乗れる。必ず座れるとは限らない。指定席の予約をしたい場合は、JRの大きな駅にある「みどりの窓口」か旅行センターへ行こう。

Source; 日本旅行事情：自然と地方文化, pp. 102–104.

Questions:

1. In general, Japan is said to be safe. What does the writer say that travelers still need to be careful of?
2. What are some factors that make it easier for foreigners to travel in Japan?
Give two examples.
3. What might be a negative aspect about traveling to Japan in April?
What might be a positive aspect?
4. Point out some positive (利点) and negative aspects (欠点) of doing a group tour.
Would you prefer to travel in a group or independently?
5. What would you need to do if you wish to reserve a seat on the bullet train?

Homework Assignment: Preparations for Japan Trip

Using authentic Japanese websites (e.g., <http://www.jreast.co.jp/suica/>) and/or websites in English, students will research how to get a passport, the JRパス, SUICAカード, dollar/yen currency exchange, etc. In addition, students will gather information on cars in the U.S. and Japan to prepare for the next day's class.

Please refer to Student Handout 1 (Day One, Homework Assignment) in the Appendix.

Day Two (40 minutes)

Objectives: Cultural Appreciation and Awareness

- Students will have a deeper understanding of cultural practices and perspectives for cars in the U.S. and be able to make comparisons with cultural practices and perspectives for cars in Japan.
- Students will enhance their ability to scan through authentic travel pamphlets and timetables, and extract necessary information to reserve a 新幹線 ticket.

Stage Two	TS	Structure/Phrases/Vocabulary	Cultures
COMPREHENSIVE INPUT 40 minutes	1.2 2.1 2.2 3.1 3.2 4.2	Vocabulary: 交通機関、通勤通学、料金、回数、 学生割引、定期券、時刻表、指定席、 自由席、禁煙席、喫煙席、片道切符、 往復切符、グリーン車	Products: 定期券、時刻表、グリーン車 Practices: 電車で通勤通学する、時刻表を調べる

Activities:

D. 読解：各国の交通機関 (10 minutes)

The following passage on U.S. transportation vehicles will be read and discussed in order to have students develop awareness of cultural practices and perspectives that may be different from their own.

各国の交通機関
<p>アメリカでは自動車が必要な交通手段である。ニューヨークやサンフランシスコなどの大都市を除いては、公共交通機関があまり発達していない。長距離を走るバスと自動車があるぐらいである。たいていの家には車が最低1台、時には2台、3台あり、通学通勤、買い物などすべてに使われる。車は生活に絶対に必要な物である。これぐらい車が普及しているわけだから、当然、道路もよく整備されている。アメリカの高速道路は「フリー ウェイ」と呼ばれ、どこまで行ってもただである。道路沿いにはガソリンスタンドやレストランなどがたくさんあるので、長距離のドライブも安心して出来る。しかし、よいことばかりではない。交通事故は大きな問題だし、排気ガスなどの公害もある。公共交通機関の必要性が見直されるべきだろう。</p>

Source: C&P 日本語教育、日本語作文I：身近なトピックによる表現練習, pp. 86, 87.

1. The teacher hands out an O/X sign to each student and offers statements such as those below:
 - A. O/X According to the article, public transportation is well developed throughout the U.S.
 - B. O/X Since cars are so prevalent in the U.S., the highways have also become well developed.
2. According to the article, what are two negative results of so many cars on the road? Answer in Japanese.

To review the previous day's homework, the teacher asks questions about cars (e.g., compare percentage of cars owned in the U.S. and Japan). The teacher provides information on the difficulties of owning and driving a car in Japan, including expensive fees for driver's education, requirement for new drivers to display a 初心者 sticker for a year, the narrow roads and limited parking space.

E. 交通機関：何が大事？ (5 minutes)

To facilitate students' ability to express their perspectives on the public transportation system, the following list is provided. Students read the items and list the five features that they think are the most important.

1. _____ 料金が安い。
2. _____ 学生割引が買える。
3. _____ 24時間乗れる。
4. _____ 回数が多い。
5. _____ 電車やバスの中がきれい。
6. _____ 切符を買わないで、乗り換えられる。
7. _____ 一ヶ月の定期券が買える。
8. _____ ラッシュアワーの時、快速のバスや電車がある。
9. _____ 警察官が乗っているから、安全だ。
10. _____ いつでも、どこへでも行ける。

Source: *Workbook/Laboratory Manual to Accompany Yookoso!*, Chapter 3, p. 138.

F. 日本の公共交通機関(1): 新幹線 (15 minutes)

A map of Japan is displayed in front of the class. Teacher helps students identify the location of Narita Airport — the initial place of arrival for most foreign travelers — as well as other famous cities that students may be interested in visiting if they were to travel. The teacher reviews some public transportation vocabulary (飛行機、新幹線、電車、地下鉄、バス、船、フェリー) by showing picture panels. The teacher names two cities to travel between (e.g., Tokyo and Sapporo), and the class must state the various means of transportation that they might be able to utilize to travel from city to city (e.g., 新幹線、

夜行バス、フェリー). The 新幹線 — which students have already researched during the second year of this Japanese program — are reviewed. The teacher hands out an O/X sign to each student and offers statements such as those below:

- 新幹線が初めて走ったのは一九六四年だった。

(O: It was introduced in the same year as the Tokyo Olympics.)

- 新幹線にはのぞみ、ひかり、こだまと言う三つのタイプがある。この中で一番早いのはひかりだ。

(X: のぞみ is the fastest at close to 190 miles an hour)

- 普通車用のJRパスを持っていると新幹線のどこの席にでも座れる。

(X: Travelers who wish first-class seats must purchase a グリーン車用JRパス or go to the みどりの窓口, where they would show their regular JRパス and pay an extra fee.)

Formative Assessment

Students' listening proficiency and cultural knowledge are checked as they display the “O” or “X” signs. As the teacher reveals the correct answers, she or he conducts comprehension checks of travel vocabulary.

G. 新幹線の時刻表 (10 minutes)

After receiving an overview of the various choices available when buying a 新幹線 ticket (i.e., グリーン車、自由席、指定席、往復切符、片道切符), the class is given a semi-authentic 新幹線 timetable and price list from the book 中・上級者のための連続の日本語. In a scanning task exercise, students must be able to decipher the timetable quickly in order to answer the questions that are provided.

Source: 中・上級者のための速読の日本語, pp. 20, 21.

Day Three (40 minutes)

Objectives: Cultural Appreciation and Awareness

- Through simulated conversation, students will be able to make 新幹線 and 夜行バス reservations.
- Students will be able to describe cultural products, practices and perspectives for public transportation: リムジンバス, and 夜行バス.

Stage Three	TS	Structure/Phrases/Vocabulary	Cultures
GUIDED PRACTICE 40 minutes	1.1 1.2 1.3 2.2	Vocabulary: 公共交通機関、長距離バス、リムジンバス、夜行バス	Products: リムジンバス、夜行バス Practices: 新幹線、バスの切符を予約する

Activities:

H. 日本の公共交通機関(2): リムジンバスと 夜行バス (30 minutes)

- a. To introduce another type of Japan’s public transportation used for travel, the teacher explains two types of 長距離バス : リムジンバス and 夜行バス. To scaffold the activity, the teacher reviews Japan’s geography by posting a map of Japan with blank spaces. Next, city names that are written on cards are shown one at a time. After all the cities are identified, the class reads the short passage below:

長距離バス、夜行バス

長距離バスは時間がかかるがとても安い。また、路線がいろいろあるし、乗り心地も結構いい。特に夜行バスは人気が高い。たとえば、東京からは、青森、仙台、京都、広島、高知、福岡など、大阪からは、仙台、東京、長崎、鹿児島などへ行ける。宿泊費の節約にもなる。夜行バスは予約が必要。時刻表にバスの時刻表も載っているの、そこに書いてある連絡先に電話をするか旅行会社で予約しよう。

Source:日本旅行事情：自然と地方文化, p. 105.

- b. The teacher shares her experiences and impressions of riding long-distance buses in Japan. Next, the class is told to imagine that they have just arrived at Narita Airport and are thinking about utilizing the リムジンバス to get to Tokyo. A semiauthentic bus pamphlet is passed out for a scanning task. Given a set of questions to answer (i.e., 成田空港から東京駅までの切符はいくらか。リムジンバスが予約出来るのは何曜日か。), students must be able to scan through the pamphlet in order to extract necessary information. (中・上級のための速読の日本語, pp. 16, 17)
- c. After the interpretive exercises, students brainstorm on the pros and cons (e.g., price, comfort level, travel time, luggage space) of traveling by a long-distance bus in Japan. As an in-class task, students are given a choice of drawing a Venn Diagram to 1) map the pros and cons of traveling by 長距離バス versus 新幹線 or 2) compare the similarities/differences between Japan’s 長距離バス and long-distance buses in the U.S. (e.g., Greyhound bus). Using the Venn

Diagram, students do a two-minute oral presentation in which they describe three similarities and differences between two modes of transportation and state a preference.

I. 新幹線と夜行バスの切符を予約をする (10 minutes)

The class does a short listening comprehension exercise involving a traveler buying a 新幹線 ticket.

Source: *Yookoso! Continuing with Contemporary Japanese*, Chapter 1, pp. 66–68.

Students are next given cue cards to be a traveler, which they use to do a simulated chat. The teacher reads the reservation clerk's dialogue at natural speed, to which students must be able to respond appropriately.

生徒 :	(You want to reserve a ticket from Shinjuku to Hiroshima on June 28)
予約係 :	「何名様ですか。」
生徒 :	(Respond)
予約係 :	「6月28日、新宿から広島でお〜様でお取り出来ますので、お名前とお電話番号をお願いします。」
生徒 :	(Respond)
予約係 :	「では、本日から4日以内に、新宿バスセンターか、大きな旅行会社で切符をお勧め下さい。予約番号は368です。お求めの際は、必ずこの予約番号をおっしゃって下さい。4日以内にお求めにならないと、自動的にキャンセルにされますのでご注意ください。」
生徒 :	(Respond)

Source: 日本旅行事情：自然と地方文化, pp. 102–104.

Day Four (40 minutes)

Objectives: Cultural Appreciation and Awareness

- Students will be able to identify cultural products of public transportation: 電車 and 地下鉄, including ラッシュアワー、車内の広告、あみだな、etc.
- Students will broaden their views as they learn to connect cultural practices on trains (e.g., 携帯電話でテキストする、漫画を読む) to Japanese cultural perspectives (e.g., need for personal space).

Stage Three	TS	Structure/Phrases/Vocabulary	Cultures
GUIDED PRACTICE 40 minutes	1.1	Grammar: ～まま	Products and Perspectives: 車内の広告、あみだな、発車ベル、標識マーク、シルバーシート
	1.2	～かもしれない、～だろう、～にちがいない	
	1.3		
	2.1	Vocabulary:	Practices and Perspectives: 優先席を ゆずる、ゆずらない、 たぬき寝入りをする、電車の中で食べる・食べない
	2.2	終電、景色、ラッシュアワー、広告、あみだな、発車ベル、標識マーク、シルバーシート、優先席	
	4.1		
	4.2		

Activities:

J. 日本の公共交通機関(3)：電車と地下鉄 (15 minutes)

For the following reading passages on Japanese trains, the teacher employs an “Active Note Taking” scaffolding strategy. On the left side, students jot notes on their reading; on the right side, they list all cultural products (e.g., 車内の広告) and practices (e.g., 電車で行ねむりする) they see. Next, they answer the questions below.

#1 電車の中

私は毎朝東海道線で40分ぐらいかけて学校に通っています。7時40分ごろからラッシュアワーになりますから7時半頃の電車に乗りますが、座れません。たまに横浜駅で大勢の人が降りる時に座れることもありますが、たいてい立ったまま東京駅まで来ます。

朝の車内は満員でも静かです。いねむりをしている人や新聞を読んでいる人やウオークマンで音楽を聞いている人がいます。私はたいてい窓の外を見たり、車の内の広告を見たり、となりの人の新聞をのぞいたりしています。毎日同じところを通っていても窓から見える木の葉や空や遠くの山の色で季節の変化を楽しむことが出来ます。帰りの電車は4時頃ですからあまりこみません。車内は朝よりもにぎやかです。

雨の日は電車はむしあつくて大変です。でも毎日変わらないように見えても何か少しずつ変わっていく窓の外景色やいろいろな人間を見るのがとても楽しみです。

#2 終電

私は終電の乗客が好きです。朝の乗客とぜんぜんちがいます。よく話したり、笑ったりしています。たいていはお酒を飲んでます。みんなその日の終わりの時間を楽しんでいるようです。疲れて寝てしまっている人もいます。新聞を読んでいる人もいます。朝の乗客はつまらない顔をしています。本当の顔ではないように思います。でも終電の乗客はその人の本当の顔をしていると思います。人間の弱さやみにくさを全部見せています。終電の発車ベルは少し長く鳴ります。

Source: 日本語作文I：身近なトピックによる表現練習, pp. 12-14.

Class Discussion (small groups):

1. What is the writer's occupation or vocation in the first essay? How can you tell?
2. What kind of things do the other passengers do during the morning train commute? What does the writer enjoy doing? What do passengers on public transportation in your city do to pass the time?
3. Does the writer of the second essay seem to prefer the passengers on the morning train commute or the last train commute? What is the reason?
4. Brainstorm some similarities/differences between Japanese and U.S. public transportation.
5. What is your opinion or feelings about U.S. trains or subways? Japanese electric trains or subways?

In addition to the reading passages, the teacher explains other common and socially acceptable behavioral patterns on Japanese public transportation, such as adults reading 漫画、text messaging on 携帯電話. Students become aware of patterns of interaction that may be different from their immediate environment and discuss cultural perspectives (e.g., attitudes about personal space) that inform such practices.

K. 電車に乗る時の注意 (10 minutes)

In a cooperative learning activity, students read strips of paper that contain instructions on how to ride an electric train. Students make use of their cultural knowledge of Japanese trains to put the strips in the right order.

Please refer to Student Handout 2 (Day Four, Activity K) in the Appendix.

L. 標識マーク (10 minutes)

The teacher introduces three grammar structures that express differing degrees of certainty: ～かもしれない, ～だろう and ～にちがいない. Next, the teacher posts various 標識マーク on the blackboard, which students must try to match with a Japanese description. Students make their guesses using ～かもしれない、～だろう、or ～にちがいない — depending upon the degree of certainty they feel. After the class has matched each 標識マーク with its meaning, students will draw the symbol next to its meaning — a good activity for spatial learners who like to draw. The class will discuss symbols that are similar to those found in the U.S. (e.g., 道路工事中) and those that are more uniquely Japanese (e.g., 電車踏み切りあり).

Please refer to Student Handout 3 (Day Four, Activity L) in the Appendix.

M. シルバーシート (5 minutes)

Expanding on the 標識マーク activity, the teacher points out the シルバー シート symbol and explains how it is displayed to indicate priority seating for the elderly and disabled on Japanese buses and trains. As a listening exercise, the class listens to a recorded conversation about the origin of the シルバーシート.

1. 「シルバー」という言葉は、どんな意味に使われていますか。
2. 「シルバー」という言葉を初めて使ったのは何ですか。
3. 電車の優先席が「シルバーシート」と呼ばれていた理由は何ですか。

Source: 上級の力をつける聴解ストラテジー：上, Chapter 4, p. 39, no. 4.

Formative Assessment

To assess students' listening proficiency, the teacher will randomly choose students to answer the above questions. In addition, the teacher will spontaneously ask questions that were not provided beforehand, such as “What do you think is the social status/relationship between the male and female speakers?”

Homework Assignment: Research Types of Lodging

To prepare for the next day's topic, the teacher will randomly assign students to research one of the following types of lodging: A. ビジネスホテル; B. ユースホステル; C. 旅館 or D. 民宿. Using the Internet, students will find the answers to the questions below and write a summary in Japanese.

- Give a brief explanation of this type of lodging. What is the approximate price range per room?
- Describe some of its features in terms of room types, toilet, bath and types of meals (if any).
- What kind of travelers do you think would be attracted to this type of lodging?

Day Five (40 minutes)

Objectives: Cultural Appreciation and Awareness

- Students will have a basic understanding of the various types of lodging (e.g., ユースホステル、ビジネスホテル、旅館、民宿) available in Japan and summarize them in an oral presentation.
- Students will demonstrate understanding of how different travelers' needs may be met by various types of lodging (e.g., ユースホステル、旅館、民宿).

Stage Three	TS	Structure/Phrases/Vocabulary	Cultures
GUIDED PRACTICE 40 minutes	1.1 1.3 2.1 2.2 4.2	<p>Grammar: ~ことにする、ことに決める (review)</p> <p>Vocabulary: 宿、ビジネスホテル、ユースホステル、旅館、民宿、宿泊する、空室、満室、一泊二食付き、お勧め</p>	<p>Products and Perspectives: 旅館、民宿、ビジネスホテル、ユースホステル</p> <p>Practices and Perspectives: 宿泊を決める</p>

Activities:**N. 山手線：車内&駅ホーム自動放送 (10 minutes)**

Regular exposure to print and nonprint materials that are usually intended for native Japanese speakers is essential for AP students. Students will listen to selected excerpts of 「山手線：車内&駅ホーム自動放送」, which is a CD compilation of authentic announcements that are broadcast both inside the train and on the platform of the Yamanote Train Line. Even if they are unable to understand all of the prerecorded announcements that are usually intended for the Japanese community, learners will develop strategies for understanding the gist of what they listen to and identify key words (e.g., 終点) within unfamiliar content. The class also examines how respect for customers is manifested in the usage of 敬語 in announcements.

Please refer to Student Handout 4 (Day Five, Activity N in the Appendix)

O. 宿泊の発表 (10 minutes)

After students have all turned in their lodging summary homework, the teacher divides up the class into the four categories that they researched:

A. ビジネスホテル; B. ユースホステル; C. 旅館; D. 民宿.

On a large piece of butcher paper, students work with their small groups to jot down the characteristics of the type of lodging they researched. After five minutes, each group must make a presentation to the class.

P. 宿泊を決める (10 minutes)

The teacher briefly reviews the previously introduced grammar structures ~ことにする、~ことに決める. Next, the Think Pair Share (TPS) cooperative learning strategy is used to have students brainstorm important criteria to consider when choosing a place to stay during travel. Students first jot down their thoughts alone for 30 seconds before sharing their views with their partner. After each pair has come to some agreement on

important criteria to consider (e.g., price, proximity to station), the teacher passes out a copy of semiauthentic lodging advertisements. Students scan the advertisements and decide on a place to stay.

Source: Yookoso! Continuing with Contemporary Japanese, Chapter 1, p. 22.

Formative Assessment

After the discussion time, students are randomly chosen to share which specific lodging that they decided to stay at using ~に泊まることにしました. Students must be able to justify the reasons for making that choice.

Q. どの宿泊をお勧め？ (10 minutes)

Next, the teacher will present the following prospective “travelers” in Japan. To enhance interpersonal learning, students will work in groups to read the profiles and discuss the best lodging for each traveler.

Traveler A:

ジョージ・ブラウン (男性・25歳) 奥さんと一緒に新婚旅行で来る。 ; 日本の物を何でも体験してみたい。

Traveler B:

パトリック・ルイス (男性・18歳) 大学で日本語を専攻している。 ; まだ学生なので、一泊5,000円以下を希望。 ; ベッド&ブレックファーストの感覚で泊まれる所がいい。

Traveler C:

サンドラ・ミラー (女性・53歳) 日本に来るのは五回目で ; 洋室を希望。

Day Six (40 minutes)

Objectives: Cultural Appreciation and Awareness

- Through simulated conversation tasks, students will be able to make reservations for lodging.
- Students will master stock phrases for returning a telephone call and sustain a conversation, which involves giving/receiving culturally appropriate advice on a travel-related predicament.

Stage Three	TS	Structure/Phrases/Vocabulary	Cultures
GUIDED PRACTICE 40 minutes	1.1	Grammar: 動詞のた形+ら+どうですか、いい と思います	Products and Perspectives: お土産、温泉
	1.3		
	2.1	Vocabulary: 出張、お土産、温泉	Practices and Perspectives: お土産を持って帰る、温泉 に入る
	2.2		

Activities:

R. 宿の予約をする (10 minutes)

In a simulated chat exercise, the class will practice in pairs with one student reading the part of the reservation clerk and the other playing the traveler. Next, the teacher will randomly choose students to carry out this task. The teacher reads the reservation clerk's dialogue at a natural speed, and students must respond appropriately.

生徒： (State that you want to make reservations for a room)
 宿の人：「いつでしょうか。」
 生徒： (Respond by giving the dates and number of people)
 宿の人：「はい、1泊2食で一人様7000円でお取り出来ます。」
 生徒： (Respond)
 宿の人：「では、お名前とお電話番号をお願いします。」
 生徒： (Respond)
 宿の人：「当日は何時ごろお着きになりますか。」
 生徒： (Respond)
 宿の人：「かしこまりました。」
 生徒： (Respond)

Source: 日本旅事情：自然と地方文化, p. 110.

S. Matching Exercise (5 minutes)

The teacher introduces and explains the grammar structure for making suggestions 動詞のた形+ら+いかがですか. Next, the teacher makes several comments or questions that are taken from *Yookoso*, which the class must match with the most appropriate suggestion. To check students' understanding, the teacher randomly chooses their names to see if they can appropriately match the left and right sentences.

Matching:

- | | |
|----------------------|---------------------------------|
| 1. 銀行へはどう行きますか。 | a. ちょっと休んだらどうですか。 |
| 2. この漢字が分からないんですが... | b. 辞書をひいてみたらどうですか。 |
| 3. ちょっと暑いですね。 | c. コートをぬいたらどうですか。 |
| 4. 京都ではどこへ行ったらいいですか。 | d. ガイドブックを見てみたらどうですか。 |
| 5. 朝8時からずっと働いています。 | e. 何か食べたらどうですか。 |
| 6. 午後、雨が降るそうです。 | f. 旅行したらどうですか。 |
| 7. おなかがすきました。 | g. 私も分かりません。あのおまわりさんに聞いたらどうですか。 |
| 8. 来週、クラスがありません。 | h. 傘を持っていったらいいと思います。 |

Source: *Yookoso! Continuing with Contemporary Japanese*, Chapter 1, p. 20.

T. Travel Advice (25 minutes)

After determining that students are ready to try producing the new grammar structure (動詞のた形+ら+どうですか), the teacher presents the class with hypothetical travel-related predicaments (see below), pairing up students to randomly be “Student A” or “Student B.” Together, learners must practice a telephone conversation that starts with leaving a message on an answering machine and asking for advice once the telephone call has been returned.

Student A’s travel-related predicament

1. Student A’s mother is going on a business trip for three days. Student A does not know how to cook.
2. Student A wants to sightsee in Tokyo and Sapporo but heard the bullet train fare is too expensive.
3. Student A is planning to go to a hot spring this weekend with friends. However, Student A is embarrassed about being naked in public.

Student B’s travel-related predicament

1. Student B won a trip to France but is scared to ride on a plane.
2. Student B’s Japanese pen pal is visiting the city. Student B has no idea where to take him sightseeing.
3. Student B is a company worker and will be going on a business trip to Sapporo. Student B doesn’t know what kind of souvenir to bring back for his or her family and coworkers.

During the paired discussion, the teacher walks around the room and monitors students to make sure that they are 1) speaking primarily in the target language; 2) expressing concern or sympathy for their partners’ predicaments; and 3) giving culturally appropriate advice for the predicament using た形+ら+どうですか.

Formative Assessment

留守番電話

After giving ample time for the pairs of students to think of appropriate suggestions for the travel-related questions, the teacher then gauges their abilities to carry out an interpersonal task within a short time limit. The teacher will take on the role of the caller — starting with leaving a message on the answering machine. Using the travel-related predicaments that the students just practiced, the teacher says prompts such as 「来週、札幌へ出張することになったんですよ。」 or 「でも、会社の同僚にどんなお土産を買ってあげればいいのかぜんぜん分かりません。お土産のお勧めを教えてください」

さい。」。Using name index cards, the teacher randomly calls on students to respond to each prompt within 20 seconds. Students benefit from hearing classmates’ responses, as well as the teacher’s feedback.

Day Seven (40 minutes) — Language Lab

Stage Four	TS	Structure/Phrases/Vocabulary	Cultures
<p style="text-align: center;">INDEPENDENT PRACTICE 40 minutes</p>	1.1	<p style="text-align: center;">(review all)</p>	<p style="text-align: center;">(review all)</p>
	1.3		
	2.1		
	2.2		
	4.2		

Language Lab:

Computer lab time for AP preparation is allocated once every week. As independent practice and evaluation by rigorous AP standards are a must, the following are two language-lab-based holistic performance tasks that are patterned on the sample prompts published in the College Board’s *AP Japanese Language and Culture Course Description*. Language lab sessions are integral to the AP curriculum because it familiarizes students with the computer-based testing format, consisting of reading text on the screen, listening through headphones, typing in the target language and speaking into a microphone — all within a limited time.

TASK 1: Multiple Choice (Reading)

This activity format is designed to prepare for the reading portion of the AP Exam format. (*AP Japanese Language and Culture Course Description*, p. 18)

Directions: You will read several selections in Japanese. The English selection is accompanied by a number of questions in English. For each question, choose the response that is best according to the selection.

これはインターネットの掲示板です。

<p>Message #1 教えてください！ (留学2年生) 返信 今日は、初めて京都に行きます。誰か東京から安く行く方法や京都のお勧めを教えてください。</p>
<p>Message #2 Re: 教えてください！ (江戸っ子) 東京から京都へ行くには夜行バスが一番お得です。ただ景色は楽しめませんが…。景色を楽しみたいなら新幹線ですね！天気がいい日は途中、富士山が見えますよ。</p>
<p>Message #3 Re: 教えてください！ (旅人) 東京のお土産は、漬物がお勧めです。また、お香袋か和菓子も京都らしいので、評判がいいです。私は京都に行ったら、必ず買っています。</p>
<p>Message #4 Re: 教えてください！ (京都ラブちゃん) 去年の春に行った「円山公園」の桜はとってもきれいで、感激 > ^ _ ^ < ぜひ行って！でも、桜と紅葉の季節はとても混みますよ～。混雑を避けて景色を楽しむには、朝一番の散歩がお勧め。初の京都、楽しんでね～ (^ 0 ^)</p>
<p>Message #5 Re: 教えてください！ (S.S) 「四条京町家」では、昔ながらの京都の家を公開しています。入り口が狭く、おくに細長く続く造りの家です。台所や家具なども昔そのままです。ぜひお立ち寄り下さい。</p>
<p>Message #6 Re: 教えてください！ (こうたん) 京都の町を移動するには市バス一日乗車カードが便利！一日、500円で市バスが乗り放題になるよ。バスに一回乗ると、220円だから、何か所か観光するときはこれがお得だよ。</p>
<p>Message #7 (京都人) Re: 教えてください！ 京都は有名な所が多いから、一日で全部は見られない。先にどこを見るか決めたほうがいいよ。散歩のお勧めなのは嵐山。竹林がきれいだよ。</p>

Source: 読解をはじめのあなたへ, p. 16–17.

Questions:

1. Which message is from someone giving a recommendation for a Kyoto souvenir?
 - (A) Message #2
 - (B) Message #3
 - (C) Message #5
 - (D) Message #6

2. Which of the public transportation modes has not been recommended by any of the respondents?
 - (A) electric train
 - (B) city bus
 - (C) overnight bus
 - (D) bullet train

3. Why does the writer of Message #7 say “you should make your plans beforehand”?
 - (A) because Kyoto is spacious
 - (B) because Kyoto has many famous places
 - (C) because Kyoto is crowded
 - (D) because Kyoto’s weather is unpredictable

TASK 2: Compare-and-Contrast Article (Writing)

The teacher asks student to write the following compare-and-contrast article.

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 *riding in a car* and *riding public transportation* (e.g., electric train, bus, bullet train) in Japan. Based on your personal experience, describe at least THREE aspects of each and highlight the similarities and differences between riding in a car and riding on public transportation in Japan. Also, state your preference and give reasons for it. Your article should be 300 to 400 characters or longer. Use kanji wherever kanji from the AP Japanese kanji list is appropriate. Use the desu/masu or da (plain) style, but use one style consistently.

Source: *AP Japanese Language and Culture Course Description*, p. 22.

Day Eight (40 minutes)

Summative Assessment Task:

- Students will make a two-minute oral presentation of their proposed travel itinerary to go from Narita Airport to Tokyo Station (Presentational Mode). The task requires students to compare different modes of transportation — such as the Narita express train, limousine bus, etc. — travel fare and travel time (Interpretive Mode), and go to a Japanese hotel’s website to check for room availability and be able to make a reservation (Interpersonal Mode).

Stage Five	TS	Structure/ Phrases	Cultures
APPLICATION & ASSESSMENT 40 minutes	1.2	Grammar: (review all grammar)	Products: 見学旅行 Practices: 見学旅行をする
	1.3		
	2.1	Vocabulary: (review all vocabulary)	
	2.2		
	5.1		
	5.2		

Activities:

U. Planning a 見学旅行 (Part One)

Imagining that their class is going on a short trip to Japan, students must come up with a proposed itinerary within a certain fixed budget. Pointing at a map of Japan, the teacher helps students identify Narita Airport — the initial place of arrival for most foreign travelers. For the first requirement, students must compare different modes of transportation (e.g., Narita express train, bus) that are available from Narita Airport to Tokyo Station and choose one, factoring in the price, travel time (by checking the timetable), convenience, comfort, etc. For the second requirement, students must complete a worksheet by going to an authentic Japanese hotel’s website (<http://www.ryumeikan.co.jp/yaesu.html>) to check for room availability (staying within the budget restrictions), compare rooms (e.g., Western- or Japanese-style room; single or double) and make a choice based on preference. After comparing and discussing prices and travel alternatives, each student must make a two-minute oral presentation of his or her proposed travel itinerary.

Please refer to Student Handout 5 (Day Eight, Activity U) in the Appendix.

Appendix

Student Handout 1 (Day One, Homework Assignment)

宿題

インターネットで調べて、次の質問に答えて下さい。

A. 交通機関

1. 米国では何パーセントぐらいの人達が自分の車を持っていると思いますか。日本では何パーセントぐらいですか。もし、二つの国に大きい差があれば、その理由は何だと思えますか。
2. 米国で古い車を運転している人がたくさんいますが、日本では五年以上古い車を運転している人は少ないです。その理由は为什么呢。
3. あなたがいま住んでいるところでは、今ガソリンはいくらですか。日本ではいくらですか。(1ガロン=3.785リットル)
4. あなたがいま住んでいるところでどんな交通機関が一番よく使われていますか。料金はいくらですか。何が高く、何が安いと思えますか。
5. 日本で一番よく使われているのは、どんな交通機関ですか。料金はどうですか。何が高く、何が安いと思えますか。
6. 日本の会社で働いている人や学生は、どんな交通機関を利用して通勤通学していますか。
7. 日本旅行に行く人は、主にどんな交通機関を利用しますか。

B. パスポート

1. 海外旅行をするにはパスポートが必要です。どこでパスポートの申請しんせい手続きが出来ますか。正しい答えに丸をして下さい：
a. 市役所 b. 郵便局 c. 空港 d. 銀行
2. 手続きに必要な書類しよるいは何ですか。
3. 16歳以下の手数料はいくらですか。16歳以上の手数料はいくらですか。

C. ジャパン・レイル・パス (JR)

1. JRパスを持っていると、JRが乗り放題です。JRパスは使える期間で3種類しゅるいあります。
_____日間のJRパス、_____日間のJRパス、_____日間のJRパス
2. 普通車用の七日間の大人のJRパスはいくらですか。

3. JRパスは日本へ観光しに行く人のためにあるので、日本で買うことは出来ません。もし、あなたがJRパスを買う時は、どこで買えるでしょうか。

D. SUICAカード

1. 「SUICA」とは何の略りゃくですか。
2. 今使われているカードのマスコットは何の動物ですか。
3. 「SUICA」カードは 何年から 使えるようになりましたか。
a. 平成12年 b. 平成13年 c. 平成14年 d. 平成15年
4. 「SUICA」カードは乗り物以外に色々な使い方があります。どこで、どんな物が買えますか。

E. JRパスかSUICAカード

1. 二週間、札幌と東京と京都と広島を観光します。 どちらのカードを買った方がいいですか。

JRパス SUICAカード

2. 二日間、東京の市内を観光します。どちらのカードを買った方がいいですか。

JRパス SUICAカード

F. 両替

1. 今日は1ドルは何円ですか。 1ドル=_____円
2. JRパスは今日、いくらぐらいですか。 _____ドル

Student Handout 2 (Day Four, Activity K)

電車に乗る時の注意

a. 駅のホームには、番号が付いています。自分の乗りたい電車は、何番線から出るのか、よく確かめて下さい。
b. 電車が、ホームに入って来る時は、ホームの端に引いてある線から外に出ないように、気をつけて下さい。
c. 電車の中の方が、意外にすいているものです。お互い嫌な思いをしないためにも、マナーを守りたいですね。
d. 自動的に切符とおつりが出てきます。
e. 切符を買ったら、改札口を通ります。
f. まず、切符を買きましょう。
g. 電車が到着して、扉が開いたら、まず中の人から降りるのを待ちましょう。
h. 料金が分からない時は、一番安い切符を買きましょう。電車の中か、降りる駅で精算出来ます。
i. こんでいる電車に乗る時は、入り口に立ち止まらないで、中に入りましょう。
j. 切符は、駅の自動販売機で買えます。お金を入れて、料金ボタンを押します。

Source: 日本生活事情, pp. 26, 27.

Directions: Read the instructions and place them in appropriate order.

#1
#2
#3
#4
#5
#6
#7
#8
#9
#10

Student Handout 3 (Day Four, Activity L)

標識マーク

黒板にはってある標識マークの番号を見て、適切な意味を選びなさい。それから、標識マークの絵を描きなさい。

#	標識マークの意味	Draw sign below	#	標識マークの意味	Draw sign below
	初心者マーク <small>しょしんしゃ</small>			バス乗り場	
	通行止め <small>つうこうど</small>			歩行者横断禁止 <small>ほこうしゃおうだんきんし</small>	
	踏み切りあり <small>ふみき</small>			駐車場	
	一方通行 <small>いっぽうつうこう</small>			その他の危険	
	学校、幼稚園あり			信号機あり <small>しんごうき</small>	
	一時停止：一度止まりなさい <small>いちじていし</small>			自転車専用	
	道路工事中 <small>どうろこうじちゅう</small>			タクシー乗り場	
	優先席 <small>ゆうせんせき</small>			シルバーシート	

標識マーク



Student Handout 4 (Day Five, Activity N)

やまのてせん しやない えき じどうほうそう
「山手線：車内&駅ホーム自動放送」

「木村さん」は山手線の自動放送を聞いています。彼はどんな状態じょうたいでその放送を聞いているのかを想像そうぞうして適当な答えを一つ選びなさい。

Note: The text inside the table is the script for the audio portion of the 山手線 CD. During the listening comprehension exercise, students do NOT see the text. It is provided here for reference purposes only.

CD: <接近チャイム>間もなく3番線に渋谷新宿方面行きがまいります。危ないですから黄色い線までお下がり下さい。
1. 今、木村さんは_____にちがいない。 a. 電車に乗っている b. ホームに立っている
CD: 次は新宿、新宿お出口は左側です。中央線、埼京線、湘南新ライン、小田急線、京王線、地下鉄丸の内線、都営地下鉄新宿線、都営地下鉄大江戸線はお乗換えです。
2. 今、木村さんは_____にちがいない。 a. 電車に乗っている b. ホームに立っている
CD: この電車は山手線内回り東京上野方面行きです。次は田町～田町～お出口は左側です。京浜東北線はお乗換えです。お客様にお願いいたします。優先席付近くでは携帯電話の電源ををお切り下さい。それ以外の場所ではマナーモードに設定の上通話はお控え下さい。ご協力お願いいたします。
3. この電車にはシルバーシートが_____かもしれない。 a. ある b. ない 4. 優先席以外の場所だと携帯電話で話して_____。 a. もいい b. はいけない
CD: 次は終点、品川～品川～お出口は右側です。この電車は品川止まりです。新幹線、東海道線、横須賀線、京急線はお乗換えです。
5. これから、木村さんは_____かもしれない。 a. 電車に乗るの b. 電車から降りるの

Student Handout 5 (Day Eight, Activity U)

日本へ旅行しよう！(Part One)

Task: You and your classmates in the AP Japanese class are going on a short trip to Japan next month! Create an itinerary that starts with your arrival at Narita Airport on (include specific day and date). Use the Internet or interview native speakers to find out the information below and complete the answers.

1. 成田空港から東京駅までの乗り物を二つ探して下さい。その乗り物の名前と運賃うんちんを書いて下さい。成田空港から東京駅までどのぐらいかかりますか。
 - a. 乗り物： 運賃（自由席・指定席）： 東京駅まで：分
 - b. 乗り物： 運賃（自由席・指定席）： 東京駅まで：分あなたはどちらの方に乗りたいですか。理由を書いて下さい。
2. 東京駅に着いたら、「ホテル八重洲龍名館やえすりゅうめいかん」という所に泊まる予定ですが、岡田先生はホテルの予約をするのを忘れていました。ですから、あなたが自分で予約しなければなりません。まず、ホテルのウェブサイトに行ってください
<http://www.ryumeikan.co.jp/yaesu.html>
 - a. ～月～日と～月～日の部屋を予約しましょう。空室情報じょうほうを調べて、部屋を選んで下さい。ただし、一名、一万円以上は予算オーバーです！
どんな部屋を予約しましたか。 一泊の料金：
選んだ部屋の詳細しょうさいを調べて下さい。
あなたにとって、その部屋の良さは何だと思えますか。
 - b. ホテルは東京駅から歩いて何分ですか。
 - c. ホテルの近所には何がありますか。

東京見物をしよう！(Part Two)

Task: Now that your group has safely arrived at Tokyo's やえすりゅうめいかん ホテル八重洲龍名館, it is time for you to plan what you will do in Tokyo! Although you will have two days to freely explore Tokyo on your own, your teacher will only allow you to do so if you are accompanied by a classmate. Choosing a partner who you work well with, create a sightseeing itinerary of Tokyo. Compare each other's proposed places to visit and discuss the advantages/disadvantages of each. Remember that in planning your travel itinerary, flexibility and compromise are key — just as in real life! After both of you have completed your Tokyo sightseeing “experience,” create a PowerPoint slide show that showcases your adventures to future young travelers of Japan. Make your presentation as appealing as possible so that the audience will be persuaded to visit the same places that you did! Each of the two days must begin and end at ホテル八重洲龍名館.

Your presentation must ...

- be more than three minutes and less than four minutes long
- use only bullet point notes on PPT slides as visual cues
- be informative, visually attractive, appealing and easily understandable to a novice traveler
- be logistically accurate and time efficient (i.e., choosing the shortest travel routes)
- demonstrate deep cultural knowledge of travel, transportation and Tokyo

Your PowerPoint presentation must include the following information:

- Visits to at least four Tokyo districts
- Brief explanation of why you wanted to visit one of the Tokyo districts (only need to explain one district)
- Detailed descriptions of famous sights/activities that you enjoyed in each district
- Explanation of the travel route taken (using the JR train/subway map) and the station exits
- Amount of time spent in each district

New Grammar Structure Requirements (2 points each):

- 持って行く、持って来る (choice of one)
- ~かどうか
- ~ために
- ~によって
- ~ようにと言う
- ~かもしれない、~だろう、~にちがいない (choice of one)
- ~ことにする、ことに決める (choice of one)
- ~みたい
- (Question word) + 助詞 + 動詞のて形 + も
- 動詞のた形 + ら + どうですか

To start planning your Tokyo itinerary, fill in the information below.

1. 旅行する日の天気予報をインターネットで調べて下さい。
天気予報：

2. あなたが一番見物したい東京の地区を四つ選んで下さい。
a. b. c. d.

3. その四つの地区を選んだ理由を書いてください。そして、そこでどんな事が出来るのかも書いてください。

4. 何線に乗りますか。どこで乗り換えますか。出来るだけ詳しく、行き方を書いて下さい。

見物旅行をしよう！ (Rubric)

Content (60 Points)

Criteria	Exceeds Standards	Meets Standards	Standards Barely Met	Standards Not Met
Task Completion	All task requirements fulfilled; provides rich content, elaboration and detail	All task requirements are present; some elaboration and detail	Partial completion of task requirements; lacking elaboration and detail	Minimal completion of task requirements
20 points	20, 19, 18	17, 16, 15, 14, 13	12, 11, 10, 9, 8, 7	6, 5, 4, 3, 2, 1
New Grammar Requirements	All new grammar requirements present	Most new grammar requirements present	Some new grammar requirements present	Barely uses new grammar
20 points	20, 19, 18	17, 16, 15, 14, 13	12, 11, 10, 9, 8, 7	6, 5, 4, 3, 2, 1
Grammatical Accuracy	Minimal or no errors in grammar and mechanics	Sporadic errors in grammar does not impede comprehensibility	Errors that sometimes interfere with comprehensibility	Frequent errors that significantly interfere with comprehensibility
10 points	10, 9	8, 7, 6	5, 4, 3	2, 1
Cultural Information	Provides deep cultural information with rich detail; accurate information	Provides good cultural information with some detail; minimal inaccuracies	Cultural information lacks detail or may have inaccuracies; several inaccuracies	Cultural information missing or almost entirely inaccurate
10 points	10, 9	8, 7, 6	5, 4, 3	2, 1

Presentation (40 Points)

Criteria	Exceeds Standards	Meets Standards	Standards Barely Met	Standards Not Met
Delivery	Virtually no hesitation in delivery or flow with rich vocabulary usage; good eye contact	Occasional hesitations or unnatural flow; some rich vocabulary	Sometimes relied on note cards; inconsistent flow or many hesitations	Barely or not at all memorized; constant hesitations; weak vocabulary
10 points	10, 9	8, 7, 6	5, 4, 3	2, 1
Speaking	Excellent voice projection and pronunciation; very natural intonation	Good voice projection and pronunciation; good intonation	A little difficult to hear; little change in intonation	Barely audible; no change in intonation
10 points	10, 9	8, 7, 6	5, 4, 3	2, 1
PowerPoint Slides	Beautiful layout and design; well organized; very informative	Nice layout and design; informative	Minimal design and information on slides	No design; barely any information on slides
20 points	20, 19, 18	17, 16, 15, 14, 13	12, 11, 10, 9, 8, 7	6, 5, 4, 3, 2, 1

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About the Contributors

Yoshiko Saito-Abbott is a professor of Japanese Language and Culture at California State University, Monterey Bay, and director of the Monterey Bay Foreign Language Project. She has taught all levels of Japanese language courses and curriculum instruction courses for the foreign language teacher credential/certification program. She has given numerous presentations and workshops on proficiency-oriented instruction, standards-based instruction, instructional technology and second/foreign language acquisition, and she has published in journals such as *Modern Language Journal*, *Foreign Language Annals* and *CALICO*. She has also served on many regional and national committees and boards. She is a member of the AP Japanese Curriculum Development and Assessment Committee and served on the AP Japanese Language and Culture Development Committee as a College Board adviser from 2007 to 2008. She has also participated in the AP Japanese Reading.

Eiko Ushida, who has a Ph.D. in Second Language Acquisition, has been teaching Japanese since 1996 in Australia and the U.S. She currently teaches at the University of California, San Diego. She has developed a number of content-based courses for graduate students of international relations and for a University of California collaborative project. She has also written many reviews of teacher's resources for the AP Japanese Language and Culture website. In 2006, she received the Hamako Ito Chaplin Memorial Award, a national award recognizing excellence in teaching Japanese. She served as a vice president and president of Teachers of Japanese in Southern California from 2008 to 2010.

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Kyoko Shoji, who has an M.A. in Japanese Pedagogy from Columbia University, has been teaching Japanese in secondary- and postsecondary-level institutions since 2001. She is now a full-time teacher at Notre Dame High School in Sherman Oaks, Calif. She has presented on technology-based student projects at local and national conferences. She also facilitates workshops for local Japanese language teachers as a board member of the California Association of Japanese Language Teachers. She recently served as a course evaluator and annotator on the AP Best Practices World Language Course Study and was a Japanese Test Development Committee member for SAT Subject Tests™.

Naomi Okada, has taught at San Francisco's Lowell High School since 2005. Her first Japanese teaching experience was at Punahou School in Hawaii, where she worked under mentor-teacher Hiromi Peterson and Naomi Omizo — Japanese teachers and authors of the "Adventures in Japanese" series. During the inaugural year of the AP Japanese course, Okada served as an AP Reader.



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