

Chapter-by-Chapter Teaching Suggestions and Additional Activities

DO YOU REMEMBER?

You may assign students to be in charge of the entire chapter. Depending on the size of the class, assign one or more students to each activity. However, different classes have different “group personalities,” and not all classes are mature or motivated enough to take on this kind of responsibility. If your students seem to need a lot of supervision and spoon-feeding, you are better off planning and directing the entire review period yourself.

If you choose to have the students take charge, each team should first identify the vocabulary or topic, function(s), and grammar covered in the activity. They should also state which chapter of Book 1 the topic appeared in. They then prepare brief summaries of the grammar and vocabulary, about 1/2 page each, both of which they place on the overhead projector during their presentation. These summaries serve as “crib sheets” for the class during the activity. Each team has a maximum of ten minutes to conduct its activity, which must be interactive. If there are two or more students on the team, they may divide the class into small groups so that each team member can act as a facilitator during the activity.

You may devote three days of Week One to the twelve activities. In addition, during Week One you may, of course, add additional review exercises on **kanji**, pronunciation, communication strategies, and extensive reading. Some of your students will claim to have forgotten all their **kana** and **kanji**. Assure them that a quick review will bring everything back.

Getting acquainted or reacquainted with classmates is also very important. Students can interview one another to collect personal information. At this point, you may have them compile a class directory containing phone numbers, addresses, and e-mail addresses.

Activities

Activity 1

Alternative Activity: If possible, bring in two actual students from Japan. Introduce them to the class one at a time, and tell the students to ask questions that will help them finish filling out the table. Have students expand the “Other Information” column by asking further personal questions.

Activity 2

Alternative Activity (actual student production): Prepare a transparency of the map and place it on the overhead projector before beginning this exercise, but do not turn the light on yet. Instruction 2 may be assigned as homework, since it has nothing to do with expressions of location. Check the answers by looking at the same map on the overhead projector. Each pair of students calls out the lot number of a particular building and the instructor marks it on the map.

Activity 3

Copy the guided conversation scenario and fold it in the middle, so that the student sees only her or his part. Require the students to make small talk and use communication strategies to make each mini-dialogue as realistic as possible. Students A and B compare their writing (which has been assigned as homework) before they turn it in.

Activity 4

Alternative Activity: Change it from a reading activity to a listening activity. The blank table is put on the overhead projector.

Activity 5

Alternative Activity: Students choose one from categories 1 through 4, and three of the prescribed questions, adding two of their own, and go around the class asking the same questions of as many classmates as possible. Ten minutes later, students spend two to three minutes putting together a report of their findings before they give a summary to the class.

Activity 6

All eight descriptions are cut up into single sentences and scrambled. Each student picks one, two, or three pieces, depending on the size of the class, walks around, and reconstructs the original eight descriptions. Once the “puzzle” is completed, students are ready to match the description with the picture.

Follow-up Activity: Once students match the descriptions and the picture, ask *why* they match. Students may either restate the script or justify their choice in their own words.

Additional Activity: The students find photographs of celebrities in magazines and create an imaginary family tree, using bizarre combinations of people if they wish, and explaining, for example, why Celebrity A and Celebrity B would be an ideal couple and why Celebrity C is obviously the child of Celebrity D.

Activity 7

Alternative Activity: Make the activity homework, and have students create their own “odd man out” exercises. When you assign students to make their versions, identify possible topics as a preactivity exercise.

Activity 8

Tell students to preview the menu and prepare a generic skit. You may divide the class into groups of three and have each member of the group prepare one of the following parts—A: ordering from the menu, B: delivery of the food to the table, and C: paying the bill. Require that there be three roles in each script. When the students come to class, they put together a skit from this outline and practice it.

During the preparation phase; students may read the script, but as they switch roles and practice more, they should be able to perform the routine without the script.

Activity 9

Additional or Alternative Activity: Have each student make one question following the format of the activity. Before giving this assignment, as a pre-activity, identify topics.

Activity 11

Do this activity as a reading and writing exercise. Have each student pick one occasion, not limited to the four given in the book, and write a passage using the example as a model. Students must have three reading comprehension questions and their answers attached to the passage. Collect the passages and compile them into reading comprehension material.

Additional Activity: The students bring in photographs from a trip they have taken or from some significant event in their lives, but they do not reveal when or where the photographs were taken. As each student shows his or her photograph, the other students ask questions and try to guess when and where the picture was taken based on the clothing that the people are wearing.

Activity 12

Role play: One student plays the role of the coordinator of the ESL program at your college. Another plays the role of a Japanese student who is interested in taking a summer course. He or she wants to know about the levels of courses, the schedule, housing, transportation, fees, and so on. Use a real summer session catalogue from your institution for reference.

CHAPTER 1: TRAVEL

General Suggestions

Always discuss the overall objectives as listed on the chapter opener page before you begin a chapter. Brainstorm with the class in English on what one may expect to learn for each objective.

For each chapter, you may want to assign each student to make a three-minute cultural presentation in English, choosing a topic from a list you have prepared. Students may use reference books, search the Internet, or interview people who are knowledgeable about their chosen topic. (Personal interviews can be far more compelling than written materials.) Appropriate topics for this chapter include **ryokan**, **onsen**, **shuugaku ryokoo**, the **Shinkansen**, **minshuku**, youth hostels, the most popular tourist sites in Japan, rail passes, or ways to get from Narita Airport to central Tokyo. Feel free to add to or delete from the list as students find more things on the Internet, in travel guides, or through personal interviews.

This chapter is ideal for introducing realia. Bring in tourist maps, hotel brochures, tour bus routes, airport transportation schedules, the monthly national railway timetable, train and bus tickets, souvenir tickets from tourist attractions, postcards of famous sights, and local folk crafts. You may ask friends or relatives in Japan to send you videotapes of travelogues from Japanese television, particularly ones with fairly simple narration.

Vocabulary and Grammar 1A

TRAVEL

Activity 2

Have each student pick *one* question (you may copy the activity and cut it up into strips). Each student has to ask that single question of as many classmates as possible and report on the results of the interviews five to seven minutes later.

When students talk about their travels, encourage them to bring in pictures, slides, maps, brochures, or souvenirs.

MAKING A SUGGESTION

Additional Activities: Students who have lived or traveled extensively in various regions of your country or the world can volunteer to act as “travel advisors.” For example, if you have a student who has lived in France, the other students can ask questions such as **Doko eittara ii desu ka. Donna omiyage o kattara ii desu ka. Nani o motte ittara ii desu ka. Donna mono o tabetara ii desu ka.**

Ask the students what kind of advice they would give a Japanese exchange student who was coming to study at their institution or a Japanese tourist who was visiting their area for the first time.

DECIDING TO DO SOMETHING . . . ことにする

Make sure that your students understand the distinction between **koto ni suru**, **koto ni shita**, and **koto ni shite iru** before you have them do Activities 8 and 9.

Additional Activity: Have the students make up their own questionnaires and interview their classmates about their daily habits and routines, using **koto ni shite imasu**.

Travel Realia, p. 21

Be sure to create a task for this reading. You may want to bring in a map of Hokkaido (a bilingual one, if possible) and brochures or descriptions of the places mentioned and have groups of three or four students decide which trip they would like to take, when they would all be free to go, and how much they could afford. (Adding extra dimensions to an activity is a subtle way of forcing the students to review old material.)

Activity 11

Take ample time to go over the four lines in the example. Have students recognize and practice the logical development.

Vocabulary and Grammar 1B

TRANSPORTATION AND SCHEDULES

Activity 12

Additional Activity: Have each student pick one additional word from the list on pp. 27–28, including verbs, and make up a similar sentence with the chosen word left. Compile these sentences into a worksheet.

Use these vocabulary items to ask the students about their own travel experiences. You can also give definitions of words from this vocabulary list and the previous ones and ask the students to figure out which item you are describing: **Densha ka hikooki ni notte iru hito. Hayaku hashiru densha. Densha ni noru mae ni harau okane.**

SAYING WHETHER SOMETHING OCCURRED BEFORE OR AFTER: 前 AND 後

Have students discuss ways to remember which verb form is used with **mae** and which verb form is used with **ato**. Students have to make a connection now in order to remember the patterns. Point out to students the overlap between ways of describing position in space and ways of describing position in time by reminding them of previously learned uses of **mae** and **ato**.

Activity 17

Collaborative work. Hand out tourist maps and brochures of Japan and have groups of students plan short trips within limited regions, such as Kyushu or the Tokyo area. Then have them report to the class on their imaginary trip, telling what they will do before the trip and what they will do after they have seen such-and-such a place.

Additional Activity: Have the students poll their classmates on what they do before or after certain other activities: **Nihongo no kurasu ni kuru mae ni, nani o shimasu ka. Hirugohan o tabeta ato de, nani o shimasu ka,** etc.

Vocabulary and Grammar 1C

SIGHTSEEING AND TRAVEL PLANNING

Vocabulary: Sightseeing and Travel Planning

Have students do word association and mapping of the old and new vocabulary. As always, try to relate the vocabulary to the students' own experiences.

と CONDITIONALS

The **to** conditional is a versatile construction. Spend a few minutes with students listing what this construction does: 1) expressing a natural or inevitable consequence, 2) making suggestions with almost guaranteed results in mind, and 3) expressing a somewhat unexpected encounter in the past.

Activity 21

Additional Activity: Do a similar exercise in small groups with an actual map of your community or campus.

Activity 22

Additional Activity: Practice the “suggestion” function of the **to** conditional. Have students write down one “cure-all” solution to problems students usually have when they study Japanese. Tell them to be creative. Give them just two to three minutes to write down their solution, and have them share it with their classmates.

Activity 23

Giving directions is a highly complicated task, whether they are directions for a procedure or directions for how to get from one place to another. Yet learning to give and receive directions is an absolutely essential skill for survival in Japan. You may want to select a few useful expressions (such as the ones on p. 40) and put them on the board or overhead projector as a warm-up exercise.

Furthermore, although students may be able to understand written directions relatively easily, they need to learn to understand spoken directions, which is very difficult for most of them. Teach them to give **aizuchi** by echoing back each phrase that the other person says. You may want to write up some sample dialogues that incorporate this technique for confirming information. In fact, prepare as many sample dialogues as you can, incorporating such situations as finding a certain store or telling a taxi driver how to get to a destination. Think of actual situations in which you gave or received directions when you were in Japan, and include as many types of actions as possible, such as turning, walking straight ahead, crossing streets and bridges, walking through train stations, and so on.

Put the map on p. 41 on the overhead projector to make the activity focused and collaborative. Have a student ask a question and have another answer it. Have one student give the directions and have the class guess where the destination is. Present a variety of maps. It is especially appropriate and interesting to build classroom practice around simplified or English-language versions of maps of actual Japanese places such as Kamakura, the area around Tokyo’s Asakusa Kannon Temple, Nara Park, or central Kyoto.

Activity 24

Have students prepare for the activity in advance. Students must both write out the directions *and* draw a simple map for each destination. On the day of the activity, have students role-play with the map and use the written directions to verify their oral performance.

COMMANDS AND ADMONISHMENT AND PROHIBITION: ～てはいけない/. . . な

You probably want to introduce and practice these two functions (pp. 43–44 and 45–47) together. Make sure that the students understand the restrictions on the usage of these forms.

Additional Activities: Students can make up skits in which parents or teachers are giving instructions to children, either ordering them to do something or forbidding them to do something.

Students can tell about situations in which someone gave or gives them commands: **Haha wa itsumo osara o arae to itte imashita. Yoochien no sensei wa hirune o shiro to itte imashita.**

THE ADVERBIAL USE OF ADJECTIVES

Activity 29

Additional Activity: Have students tell you or one another to please do something quietly, quickly, skillfully, neatly, etc. You may also show photographs or drawings of people who are doing something loudly, slowly, clumsily, or untidily, and ask the students what they would tell the people in the pictures to do.

Activity 31

Additional Activity: Prepare a list of advice that Japanese people are likely to give to their children, but that are not familiar to English speakers, such as, 1) Don't eat **eel** and **umeboshi** at the same time, 2) Don't write letters in red ink, 3) Don't drink too much cold liquid in the summer, or 4) Don't eat while walking around. Try to discuss (in Japanese) these cultural differences.

EXPRESSING OBLIGATION OR DUTY

Before proceeding to practicing the new grammar, have students review previously introduced related expressions, such as, commands, admonishment, advice.

Prepare a review page in the form of a matching exercise where the Column A lists sentences with the same object and verb in different grammatical constructions and Column B is a scrambled list of the situations in which the sentences in Column A are used.

Examples:

A. **Tabako o suuto, hayaku shinimasu yo.**

Tabako o suwanaide kudasai.

Tabako o sutte wa ikenamassen yo.

Tabako o suuna!

Tabako o suwanai hoo ga ii

B. You are firmly ordering your son not to smoke.

You are asking someone not to smoke.

You are warning young people of the consequences of smoking.

You are giving general advice to your roommate.

You are informing someone of a rule against smoking.

You may then prepare an expanded page of old and new expressions that deal with commands, admonishment, advice, obligations, and suggestions.

Language Note: **まで** vs. **までに**

This distinction is sometimes difficult for students to remember, so give ample contrastive examples. Have each student write a pair of sentences using **made** and **made ni**, each of which must have two clauses, one being the reason or consequence. Compile the sentences into a worksheet.

Activity 36

Give students ample time to practice. An activity such as this one helps them develop the ability to argue logically.

Additional Activity: Show the students pictures of people in difficult situations and ask them to describe what these people have to do next.

Vocabulary Library: Travel by Train, etc.

Activity: Prepare pictures or photos depicting train stations, trains, ticket vending machines, hotel registration forms, lodging advertisements, and airplanes. Have students use the new vocabulary to label the items pictured.

Activity 38

Additional Activity: Bring in a real travel brochure containing a tour itinerary. Put it on the overhead projector. First ask questions similar to the ones in Activity 38 about the itinerary. Next, let the students take turns asking the rest of the class one question each.

Language Skills

READING AND WRITING

Reading 1

Additional Activity: Bring in real travel brochures. Have the students guess from the pictures what place the brochure is advertising and what sorts of activities and accommodations are available. Then ask them to skim and scan to see if their guesses were correct.

Reading 2

Additional Activity: Send students to the Internet to find Web sites for Japanese cities or ask them to find descriptions in travel guidebooks. Have them bring a page describing and promoting a city or town (in Japanese), and explain two or three things that the city is promoting. If there is a street map of the place on the Web site, the student may print it out as well.

LANGUAGE FUNCTIONS AND SITUATIONS

The goal is to get students to role-play rather complicated situations. The focus is on developing and practicing communication strategies and useful expressions and vocabulary in a realistic context. Tell the students to read and study the dialogues before they come and role-play in class. Emphasize that the Language Functions and Situations section in each chapter is the culmination of the chapter's work. Once the students have mastered the role plays, encourage them to make up additional questions to ask the clerk: **Chooshoku wa tsuite imasu ka. Chekku-auto wa nanji desu ka. Chikaku ni kooen wa arimasu ka.**

LISTENING COMPREHENSION

Prepare worksheets by photocopying the answer sheets in the textbook, or have students jot down their notes and answers on separate pieces of paper. This may seem trivial, but the students need to pay maximum attention to the listening task per se, and should not be distracted by anything else.

CHAPTER 2: AT HOME

Vocabulary and Grammar 2A

HOUSES

Put the drawing of the house on p. 77 on the overhead projector but white out all the written labels. Begin by talking about the house, pointing to each item as you describe it and incorporating as much old material as possible.

For example, you may say, **Koko wa ima desu. Ima, onna no ko ga suwatte, terebi o mite imasu ne. Koko wa yokushitsu desu. Otoko no ko ga ohuro ni haitte imasu. Yokushitsu no mukoo ni toire ga arimasu.**

Your narrative can be fairly extensive, but gradually get the students to participate, first by answering yes/no questions, then by answering **wh**-questions, and finally by volunteering descriptions of rooms and activities.

Bring in photos of houses from different cultures. Identify rooms, parts of houses, and activities that are carried out in different rooms.

Realia: Floor Plan

Activities: Put the floor plan on the overhead projector. Describe the house in terms of the number and types of rooms, what each space is called, and what people do in each space. Read the **katakana** words on the drawing and have students guess what they are.

Culture Note: 洋室と和室

Activity: Have some students learn more about the topic and present their findings to the class as mini culture presentations. If possible, provide them with copies of Japanese books or magazines on architecture or interior design, or else show photographs of typical **yooshitsu** and **washitsu**.

Activity 1

Additional Activity: Have students make up a similar activity and share it with the class.

TO DO THINGS LIKE SUCH AND SUCH: ~たり...~たり

Students tend to read the grammar section rather carefully and thoroughly, but they need to connect the grammar knowledge to actual practice by using the patterns in context. You may pick and choose from Activities 2 through 5, but in whatever you do, monitor your students' performance well. Small group work enables you to pay individual attention to them. Fortunately, students tend to learn this pattern very easily, and many of them enjoy the notion that Japanese expresses this idea grammatically. One student came up with her own translation for the pattern, "and stuff," saying that she thought of **Piza o tabetari biiru o nondari shimashita** as "We ate pizza and drank beer and stuff."

Vocabulary Library: In and Around the House

When you introduce and practice the "optional" vocabulary in a Vocabulary Library, make it clear that the students don't necessarily need to know these words for the chapter test, but that these are still very basic words that every Japanese person knows and uses all the time in daily conversation. Encourage the students to learn these words by using them in their own speech and by incorporating them into exercises. Be sure to help them learn by using the words in context as much as possible.

Activity 5

Have each student make up a vocabulary exercise involving the words in this list and also words from the other lists. Encourage them to go beyond matching English and Japanese equivalents, perhaps by describing the function of each item. Advise them to study the activities in the textbook carefully and

use them as models. When adequately prepared and guided, students can come up with very creative exercises.

Culture Note: Describing Living Space

There is ample information on Japanese houses in libraries and bookstores and on the Internet. Ask the students to do some research. If students have trouble visualizing the amount of space represented by these measurements, bring in a metric tape measure and have them see how a six-mat and a four-mat room compare to the size of your classroom. Tell the class that it is not uncommon for single people to live in an apartment that consists of little more than a six-mat room.

You will need to provide good visual aids, possibly video or movie clips. If you use videos or movies, point out associated aspects of the behavioral culture, such as removing one's house slippers before entering a **tatami** room.

Activity 7

Make the drawing of the floor plan mandatory.

Vocabulary Library: Real Estate

Since some of your students may be going to Japan to work or study in the near future, they will want to know how to find housing there. You will need not only to explain the general procedure but also some uniquely Japanese aspects of the landlord-tenant relationship. Have the students interview people who have lived in Japan, steer them toward any of several guides for expatriates in Japan (available at overseas branches of Japanese bookstores such as Kinokuniya or in the travel sections of large, general-interest bookstores), and advise them of likely key words for searching the Internet. Bring in actual rental advertisements and discuss what sort of information goes into such ads.

There will be a section in Language Functions and Situations on renting a house, but your students will probably be more in need of information on renting an apartment or a room in a "**gaijin** house" at this stage in their lives. Bring in copies of English-language newspapers or magazines (*Tokyo Journal*, *Kansai Time Out*) that contain these kinds of rental advertisements.

Vocabulary and Grammar 2B

FURNISHINGS AND APPLIANCES

Vocabulary: Furnishing and Appliances

Additional Activities: Remove the identifying tags from the illustration and put it on the overhead projector. Prepare a narrative describing what is where in the illustration. First, read the narrative without interruption. On the second time around, do an oral fill-in-the-blank exercise in which you leave out a word every so often, and have the students supply it: **Reezooko no ue ni _____ ga arimasu. Suihanki wa denshi renji no _____ ni arimasu**

Activity 9

Additional Activity: Have the students make up similar exercises, creating descriptions of appliances not mentioned in Activity 9.

Ask the students questions about their own use of household appliances and furnishings: **Anata ga ichiban tsukau mono wa nan desu ka. Ima ichiban hoshii mono wa nan desu ka.**

Realia

Bring in sales ads picturing various Japanese kitchen implements, appliances, household cleaning supplies, and furnishings that are not well known in other countries, such as **kotatsu**, instant water heaters, **denki katori**, **o-hitsu**, or some of the unusual gadgets that are sold in places like Akihabara.

Have the students read the descriptions and guess what these items are for. You may also use these advertisements as the basis for role playing.

Culture Note: 日本の家具

You will need pictures of Japanese furniture, perhaps cut out of magazines or out of one of the mail order catalogues for Japanese expatriates. Describe the function of each piece of furniture in Japanese as much as possible. If possible, show a photograph of a room furnished completely in Japanese style.

EXPRESSING A PURPOSE

Tell the students how this expression is used in conversation and in writing. You can both review the vocabulary introduced in this chapter and reinforce the pattern by describing what the various household items are used for. You can also reinforce the “for” pattern by showing pictures of objects that are designed for specific users or recipients: **Kore wa kodomono tame nokonpyuuta desu. Kore wa inuya neko no tame no doa desu. Kore wa gakusei no tame no kurejitto kaado desu.**

However, some students may over-generalize this pattern and say things such as, ***Chichi wa Toyota no tame ni shigoto o shimasu** instead of **Chichi wa Toyota ni tsutomete imasu.**

After doing Activities 10 and 11 as pattern practice, have the students spend ample time on Activity 12. Have students add additional items to Activity 12.

Vocabulary Library: In a Japanese House

While these words are listed as “optional,” they are essential items for talking about traditional Japanese households. Have students do some research on these items. Find video or movie clips that show how they are used, for example, a film clip of someone closing a **shooji** or **husuma** in the traditional way.

GIVING AND RECEIVING

This is one of the major grammar topics in terms of its grammatical applications and its cultural and social implications, as well as being one of the areas that differs most from English. You may spend two full class periods on presenting and reinforcing this point.

The Direct Method and TPR are the best techniques for introducing and practicing the verbs of giving and receiving. You can use Cuisenaire rods (described more fully in the Instructor’s Manual for Book 1) to pass around among the students, but, if you do not have any, bring in simple but attractive items, such as marbles and origami figures. If your students are easily distracted, you can hold their interest by passing around wrapped pieces of candy.

First, have one student pass an item to another. You then describe the transaction from the point of view of a third person (**A-san wa B-san ni kyandii o agemashita**) as well as from the perspective of each of the two students (**A-san wa B-san ni kyandii o agemashita. B-san wa A-san kara kyandii o moraimashita.**) Every time the item is passed from one student to another, give the three descriptions. At this point, students do not say anything. Finally, have the last student give you an item, at which point you describe the action in the first person form (**C-san wa watashi ni kyandii o kuremashita**).

Next, the students gather into groups of three, pass the items around, and describe the transaction from each of their perspectives.

The next step is to introduce politeness levels. Select someone to be a teacher or dignitary. That person then receives and gives out items. Describe each transaction: **A-sensei wa B-san ni kyandii o yarimashita/agemashita. B-san wa A-sensei kara kyandii o itadakimashita. B-san wa A-sensei ni kyandii o sashiagemashita. A-sensei wa B-san kara kyandii o moraimashita.** Have a student give you an item, and have everyone describe the transaction in two ways, after which you describe it in the first person singular. Do the same in groups of three.

Next, prepare several illustrations. Each illustration has two people, an object in between, and an arrow going from one person to the other. Have the students describe each illustration, some of which should have **watashi** as one of the two people.

At this point, you may ask students to give an item to someone (**agete kudasai, sashiagete kudasai**) or to receive an item (**moratte kudasai**).

Tell students to come to the front and give and receive a few items, and then have them describe the transactions, or ask the class who gave what to whom.

On Day 2, review the material from Day 1 and introduce and practice the use of giving and receiving verbs to describe doing a favor for someone. Mention the restricted use of **yaru**. You may also want to mention the use of favor constructions in contexts where English speakers would not think of using them: **Musume wa nakanaka kekkon shite kurenai n desu. Yoku ganbatte kuremashita ne.**

Have the students make their own diagrams, charts, or illustrations to sort out the connections among the giving and receiving expressions. Giving students a diagram that you or someone else has prepared does little to aid learning.

Pick and choose from Activities 13 through 19. Ask the students to add a few questions to Activities 14 and 16.

EXPRESSING PERMISSION: ~てもいい

Tell the students that from now on they should ask in Japanese for permission for activities such as going to the restroom, speaking English, leaving class early, and so on.

NEGATIVE REQUEST: ~ないでください

Practice the constructions for permission and negative requests together, along with previously learned forms such as **-te wa ikemasen** and **-nakereba narimasen**.

Activity: After doing Activities 20 through 24, have students work in small groups to create a skit about taking a test, in which the instructor tells the students what they can and cannot do and the students ask if they can do certain things. Encourage them to be imaginative. For example, the students could be very poorly behaved, asking if it is all right to eat lunch while taking the test or to look at their neighbor's answers. Use the resulting skits as either listening exercises or student performance exercises.

Activity 24

Additional Activity: Students pretend that they are fussy landlords. Have them think of five things that they as landlords disapprove of. Then they can role play a scene between a new tenant and a strict landlord who doesn't allow them to do the various things they ask permission for.

Activity 25

Have students work in pairs. Provide the blank floor map (p. 107) as a worksheet with the furnishings as either cut-out pictures or labels. Students take turns being the mover and the homeowner. They may improvise, or you may distribute two different lists of where the furniture must go.

Vocabulary and Grammar 2C

HOUSEHOLD CHORES

Ask the students about the chores they typically do at home or in their dormitory rooms, which chores they hate or don't mind doing, and who does what chores in their family. Have them interview Japanese students about who does what chores in their homes.

OFFERING ADVICE: ... ほうがいい

Students tend to equate this expression with the English, "you had better," which connotes quite a different concept. (Japanese speakers are also likely to make this mistake when they speak English, so

that they end up sounding more insistent than they intend to be.) Explain the conditions for using each expression, reminding the students that there is no one-to-one correspondence between the two languages, and advising them to pay attention to the examples of usage and the situational factors involved.

Additional Activities: Ask the students what advice they would give to someone visiting their city or a nearby vacation spot: **Asoko no resutoran wa takakute mazui desu kara, o-bentoo o motte itta hoo ga ii desu. Kirei na yama ga arimasu kara, kamera o motte itta hoo ga ii desu. Ii mise ga arimasu kara, o-miyage o katta hoo ga ii desu.**

Show drawings or photographs of people who obviously need advice and ask the students to provide that advice. **Tabako o yameta hoo ga ii desu. Undoo shita hoo ga ii desu.**

EXPRESSING DIFFERENT STATES OF ACTIONS: . . . ところ

Discuss the differences between **-te iru tokoro da** and **-te iru**. The former is much more frequently used in describing what is going on right at this moment. **Suru tokoro** and **shite iru tokoro** will be contrasted with **shita tokoro** in Chapter 3, so for now just concentrate on the first two expressions.

Show a video that portrays people doing a lot of different things. Freeze the action at key points and elicit descriptions of what the people are about to do or are currently doing: **O-huro ni hairu tokoro desu. Doa o akete iru tokoro desu.**

Language Note: しか . . . ない

Make the distinction clear between **shika . . . nai** and **dake**. It is not possible or advisable to make the students thoroughly internalize the distinction at this time, but you should advise them to think about the difference each time they want to say “only.” Also review the use of **bakari** at this time.

Activity: Give each student enlarged copies of Japanese currency, several “bills!” per person. Bring several objects to class with prices marked in yen. Then elicit **shika . . . nai** constructions by asking the students whether they can buy these objects with the money they have: **Jonson-san wa kono kamera ga kaemasu ka. Iie, sono kamera wa gosen-en desu ga, watashi wa yonsen-en shika nai n desu.**

Activities 36 and 37

Reiterate the limited conditions in which these favor constructions can be used. Ask the students about times in their lives when people did favors for them.

Activity 43

Additional Activity: Have students add more activities to the list.

Language Skills

READING AND WRITING

Additional Activities: Prepare a reading exercise based on actual house and apartment ads. Use floor plans and lists of amenities to create scanning exercises. You can also make cultural reading exercises from such materials.

Divide the class into small groups and give each group an advertisement to work with. Ask them to make up their own exercise using that advertisement, asking comprehension and vocabulary questions. You may collect the exercises and compile them, or you may have each group present the exercise to the class.

LANGUAGE FUNCTIONS AND SITUATIONS

Looking for a House

Additional Activity: Find a few real rental ads. First, assign the students reading exercises based on the ad, and then have small groups create skits similar to the one in the Main Text. Have the groups perform their skits for the class, or else compile the skits to use as reading exercises.

If you do not have access to Japanese newspapers or other sources of realia about housing, you may try searching the Internet, particularly through some of the Japan-based search engines. You will find the Web sites of the principal Japanese newspapers, and you may be able to find Web sites of real estate agencies.

Inviting People to Your Home

Divide the skit into two or three parts. Split the class into two or three groups, and assign each group to prepare its part of the script. Encourage students to be creative about practicing each part as effectively as possible. Tell them that the activities they do in class have to be interactive. If they seem to be having trouble, present a variety of scenes of home visits from Japanese films or video tapes.

Offering Food to a Guest and Leave-Taking

Have a couple of students pantomime the dialogue while the rest of the class recites the lines.

Review

Additional Activity: Once the students have come up with lists of expressions commonly used in each situation, have them make up short skits depicting these slices of life.

LISTENING COMPREHENSION

Each task is highly realistic. You may want to prepare a worksheet for each task listing more specific things to listen for.

CHAPTER 3: AUTOMOBILES AND TRANSPORTATION

General Suggestions

Go over the list on p. 133 with the class before you begin the chapter. Brainstorm with the class in English about what students need to learn for each objective. At this point, you may prepare a list of topics that you want students to research and report on in class. The list may include: How to get a driver's license in Japan, driving manners, types of cars that Japanese people like, domestic and export models, public transportation systems within cities, how the private commuter train lines were developed, and options for inter-city travel.

The topic for this chapter is familiar and most students relate to it very easily. Use lots of realia in terms of car ads, as well as illustrated driving instructions and driving related forms such as drivers' license and road signs. There are many internet sites that deal with driving in Japan, including excellent sites for road signs.

However, be aware that it is highly unlikely that your students will ever buy or even drive a car if they go to Japan on an educational program or as a recent university graduate. For that reason, incorporate as much information on public transportation as you can, especially since your students may be unfamiliar with commuter trains, subways, and other non-automotive means of transportation.

Vocabulary and Grammar 3A

CARS AND DRIVING

Vocabulary: Cars

Activity: Have the students make up matching exercises using the vocabulary and illustrations on p. 134. You may divide the class into small groups and assign different words to each group. Tell them to make a list of the words in each drawing for which they cannot find any English equivalents. Collect the lists and make up a supplementary glossary based on them.

Activity 1

Additional Activity: Have each student pick two or three more vocabulary items and create similar exercises.

Vocabulary Library: Actions Involved in Driving

This chapter heavily emphasizes two types of verbs. One is the transitive/intransitive pairs of action verbs, and the other is the verbs for manipulating various parts of a car. This latter category is at least familiar to the students. Have them make up exercises in which they must use the names of these automobile parts with the appropriate verbs. Simple matching exercises similar to Activity 1 are effective.

HOW TO DO SOMETHING: ~方

Note and Additional Activity: This is a simple but versatile construction. Activities 3–6 give adequate practice, but have the students add a few items to Activity 6.

Vocabulary Library: Parts of a Car

Activity: Have students come up with verbs to go with each part. Go over all the loan words listed at the bottom in the same manner. Stress the importance of accurate pronunciation.

TRANSITIVE AND INTRANSITIVE VERBS

This is a major grammar point in Japanese. Teachers tend to want to give out a comprehensive list of verbs, but this can be overwhelming to the students. What is most effective and helpful at this point is to give the students extensive practice with selected verbs in context, as in the dialogue on p. 141 and in Activity 11. To satisfy their need to understand the system and possible rules for forming transitive verbs from their intransitive counterparts and vice versa, you may go over the list on pp. 144 and 145, and have students come up with possible rules of transformation. Note, for example, that all the verbs that end in **-su** are transitive, and that *most* of the verbs that end in **-eru** are, as well.

Activity 12 is an especially effective exercise. If the students ask for verb lists and more drills, try bringing in dollhouses with doors and windows that open and close, flashlights to turn on and off, toy cars that can stop and go, spin their wheels, and pass through cardboard tunnels; dolls that can be put to bed, toy trucks to load things onto, and small objects that can fall or be dropped. Seeing demonstrations with actual objects often helps fix the idea in the students' minds. After you have demonstrated the use of the verbs, you can call students to come up front and manipulate the objects according to your directions: **Je no doa o akete kudasai. Jaa, X-san wa doa o akesmashita ne. Doa wa ima . . . ?** If the students are well prepared and have figured out the system, they will complete the sentence with . . . **aite imasu.**

You can prepare pictures that show some of the other pairs, particularly in a humorous way: **Tookyoo-tawaa ga taoremashita. Gojiraga Tookyoo-tawaa o taoshimashita.** Students often report that striking illustrations, particularly funny ones, help fix ideas in their minds.

You may give students a few quizzes on the use of transitive and intransitive verbs combined with the car vocabulary throughout the chapter. The more students see and practice the verbs in meaningful contexts, the better chance they have of remembering them in a useful manner.

EXPRESSING RESULTS AND STATES OF BEING: ~てある

If possible, prepare pairs of illustrations where Illustration A has someone doing something, and Illustration B shows the consequence of that person's action, with an arrow connecting A and B. For example, A may show a person putting a book on the table, while B shows the book lying on the table. Describe them as follows: **Michiko-san wa hon o teeburuni okimashita/oite imasu. Hon gateeburu ni oite arimasu.**

Now contrast the **-te aru** construction and the **-te iru** construction. Describe illustrations in the B series using both, and see if the students can sense the difference.

Activity 13

Additional Activity: Use the same illustrations in an output activity by asking or having students ask questions, such as:

**Mado wa aite imasu ka. Shimatte imasu ka.
Denki ha keshite arimasu ne. Dare ga keshimashita ka.
Teeburu no ue ni wanani ga oite arimasu ka.
Biiru wa katte arimasu ka. Reizooko ni wa hoka ni nani ga haitte imasu ka.**

Vocabulary and Grammar 3B

CAR MAINTENANCE AND REPAIRS

Vocabulary: Car Troubles and Repair

Activity: Have students make up matching exercises, either with Japanese and English equivalents, noun and verb combinations, or a word and its definition/description. This is a good place to review previously introduced driving related vocabulary.

Activity 16

Additional Activity: Have each student add one description to the list. Share it with the class.

EXPRESSING AN ATTEMPT

Additional Activity: Activities 18 and 19 are effective in practicing transitive and intransitive pairs of verbs. After doing Activity 21, have each student contribute an additional situation using vocabulary from the chapter.

EXPRESSING A JUST-COMPLETED ACTION: THE TA-FORM OF THE VERB: +ばかりだ/ところだ

In addition to the explanations on p. 160 on the difference between **-ta bakari** and **-ta tokoro**, introduced here, note that **-ta bakari** also has the connotation that the action just completed is still influencing the agent of the action, so that, for instance, the person is not yet ready to move on to the next action. **Kono kanji wa naratta bakari da kara, mada yoku oboete inai. Ima kaette kita bakari de, mada rusubandenwa no messeji o kiite inai. Kinoo miruku o katta bakari na no ni, moo naku natte iru.**

Activities 24–26 illustrate this use of **-ta bakari**.

Activity 27

Additional Activity: Have the students each prepare three copies of a similar used car ad on index cards and then exchange their cards with classmates. The students then study three different ads to figure out which used car they want to buy. They then find the “owner” of the car and negotiate, asking important questions.

Vocabulary and Grammar 3C

TRANSPORTATION AND TRAFFIC IN THE CITY

Activity 28

These are realistic, meaningful questions. Have the students interview their classmates and compile the answers into a report.

Realia, p. 166

Activity: Prepare a few comprehension questions for each section of the directory. Write the questions so that the students can answer them without needing a supplementary vocabulary list.

Example: “Bus Free Cards”

Possible comprehension questions include, How many categories of fees are there? Can you tell what each category is? What do they mean by “free card”?

WITHOUT DOING: ~ないで

Before doing Activities 30–33, make sure students realize that this expression can mean either “without doing” or “instead of doing.”

Vocabulary: Traffic (1), and Vocabulary Library: Traffic (2)

Introduce and practice the vocabulary by matching them with traffic and street signs, and matching the item with a description or definition. The concepts are familiar, so students need to see and hear them in context. Pictures, especially humorous ones, are always helpful.

You may poll the students with questions such as:

Oikoshi o yoku shimasu ka.

- a) Hai
- b) Iie

Donna toki oikoshi o shiimasu ka.

- a) Mae no kurumaga yukkuri hashitte iru toki
- b) Hayaku uchi e kaeritai toki
- c) Sono ta

Activity 34

Additional Activity: Ask the students to find information about international traffic signs in reference books or on the Internet. These are the traffic signs used in Japan and in most other countries outside the United States.

Activities 35 and 36

These are good integration activities. Have the students add a few more items to each activity.

Language Skills

READING AND WRITING

Additional Activities: Make up reading tasks out of an actual driver's manual, instructions on how to wear helmets and seatbelts, car ads, car insurance ads, and guides to urban transportation systems, such as the Kyoto bus map, etc. Also, ask the students to search the Internet and reference books for interesting traffic signs and safety slogans.

If your community is a favorite destination for Japanese tourists, your local public transportation system may have a riders' guide or informational pamphlet written in Japanese. This will serve as an interesting and relevant supplementary reading. If no such Japanese-language guide exists, tell the students to write one, explaining routes, fares, hours of operation, and rules or procedures that passengers are expected to follow.

LANGUAGE FUNCTIONS AND SITUATIONS

Asking for and Giving Instructions

Additional Activities: Prepare a few sets of step-by-step instructions for such procedures as changing a tire, brewing tea, or getting cash from an automatic teller machine. After practicing the procedures and having the students pantomime the actions, have them describe the procedures themselves. Then ask them to give directions for some procedure that they are familiar with. They can build up a skit similar to the one in this section, incorporating the expressions in the Language Note on p. 180.

Cheering Up and Encouraging Others

Additional Activity: Have students think up more situations and devise their own skits on this theme.

LISTENING COMPREHENSION

Put the map up on the overhead projector. Have students draw the movement of the various vehicles in different colors.

CHAPTER 4: THE BODY AND HEALTH

General Suggestions

This chapter concentrates on three topic areas: body parts and actions using these parts, feelings and emotions, and health and illnesses. The two major grammar areas are causatives and talking about appearance and impressions.

Although each topic area includes vocabulary words with exact English equivalents, there are many others that do not translate directly. Make students aware of such differences.

When you discuss appearance and physical features, let students become aware of cultural and social acceptance and norms.

Attitudes toward health, illnesses, disabilities, and death are culture-bound, and Japanese and Western culture exhibit some striking differences. Devise assignments to raise awareness in these areas.

These topic areas concern some very personal issues. Individualize the tasks as much as possible in this chapter to make the learning meaningful, but beware of treading on areas that your students may be sensitive about. At this point in the course, you should know your students fairly well, and this will help you decide what is appropriate.

Vocabulary and Grammar 4A

BODY PARTS

The vocabulary here concerns outer and visible parts of the body. Introduce and practice these items using TPR. Students will quickly recognize the command even when vocabulary in the second list is used. Spend ample time with this phase. Everything else has to be built upon it.

Examples of advanced TPR instructions include **Migite to hidarite o ue ni agete, hidarite o sagnaide, migite dake sagete, hidarite de hidari no mimi o sawatte, migite de migidonari no hito no hidari kata o tataite.** . . You are limited only by your own imagination.

Prepare a front and a rear view of one person with no body parts labeled. As you read off the name of the part, ask the students to write it in at the proper place.

Play **Hukuwarai** in class. This is a game similar to Pin the Tail on the Donkey, only using facial features instead of a tail.

Activities 1 and 2

Additional Activity: Have each student add another item to each activity. These activities help students expand their thinking in the new language.

ANALOGY AND EXEMPLIFICATION

Language Note: Contractions in Colloquial Speech

If possible, prepare a video or movie clip in which contractions are used frequently. Make a worksheet to direct students to listen for contractions, and discuss how they sounded and when they were used.

Activity 7

Additional Activity: Have each student add one sentence.

Activity 8

Alternative Activity: You may do this in two teams on the overhead projector.

Useful Vocabulary

Show or draw the shapes. Also show photos of faces and discuss how Japanese perceive certain facial features.

If you have a small class, have the students all cooperate in drawing an extraterrestrial. First, the students should sit with their backs to the board. The first student decides what shape the extraterrestrial's head should be and says something like, **Uchujin wa atama ga shikakui desu**. You then draw a square head and ask the next student, **Uchujin no me wa doo desu ka**. Draw in the eyes that the student describes and keep going in this manner until you have drawn the complete body according to the students' instructions. Then have the students turn around and see their "extraterrestrial designed by a committee."

DESCRIBING ATTRIBUTES: THE ... は... が CONSTRUCTION

Activity 10

Additional Activity: Play a team game. Split the class into two teams. One student in Team A starts a sentence with [Noun₁] **wa** . . . , and someone from Team B finishes the sentence by describing an attribute of that noun: . . . [Noun₂] **ga** [Adjective] **desu**. If a student is unable to complete the sentence, the other team scores one point.

Give each student a picture of a famous person. Without showing the picture to their classmates, the students describe the famous person's physical features. The classmates then try to guess who is in the picture.

Vocabulary and Grammar 4B

FEELING AND EMOTIONS

Show pictures of faces expressing various emotions and describe them. Call out the name of an emotion and ask a volunteer to imitate it. A full-body response will help the students connect the name of each emotion with how it feels inside.

If possible, show clips from Japanese theater, traditional or modern, mute the sounds, and watch for expressions. Can your students correctly guess what emotion is being expressed? Next, listen to the voices and music on the same clips and discuss how Japanese people express and symbolize particular emotions.

TALKING ABOUT APPEARANCE: よう、~そう、...らしい、AND...みたい

The expressions presented here concern how Japanese people perceive and express impressions and what they think they see in others. You need to make sure that the students understand the nuances of each expression and what grammatical forms express them.

Have students read the grammar explanation in advance, and have them define what each expression connotes. This part of the presentation should be brief.

Go quickly to Activities. Practice the form for each expression in Activities 14–18, one at a time, and have students report how each expression "feels." Emphasize the situation and condition in which each expression is used.

There is no way students can sort out all the expressions introduced here in the course of the chapter. Tell them to continue to think of the use conditions every time they want to describe appearance and impressions.

Vocabulary and Grammar 4C

HEALTH AND ILLNESS

Vocabulary: Sickness and Injuries (1)

As a pre-activity, brainstorm in English what sort of experience students have had with illnesses, hospitals, and pharmacies. Point out that medical systems and people's attitude toward health are different from country to country.

Create or find illustrations and photos of people in various states of health, and describe each person. Call out the name of a condition, and have a volunteer act it out.

Make up matching exercises, association exercises, and categorization exercises with the new vocabulary. If students need or want additional vocabulary to explain their experiences, don't hesitate to supply it.

Emphasize that in this chapter in particular, students are expected to develop their own individual vocabulary list, because the topic is a very personal and individual one. If you are in the habit of giving vocabulary quizzes, tell each student to choose ten or fifteen health-related words that he or she finds particularly meaningful. At the time of the quiz, the student then writes down the ten words and their English equivalents.

Activity 21

Additional Activity: Give a list of things Japanese people consider to be good or bad for health and discuss if they mean anything to students. Examples include eating right before going to bed, sleeping with one's hands placed on one's stomach, or drinking water while having a meal. Do people in Western countries have any health-related beliefs or customs that seem strange to Japanese people? For example, many Japanese are surprised to hear that people in the United States often drink soda pop when they have stomach ailments.

Activity 23

Additional Activity: Have students contribute additional conditions and solutions. Collect them and put them on a worksheet.

Vocabulary Library: Sickness and Injuries (2)

Write a series of mini-dialogues or a narrative incorporating the vocabulary. Use them as listening or reading material.

You may also bring photos and pictures to illustrate the vocabulary. It is not necessarily a pleasant topic, so use great care in keeping the discussion informative but emotionally neutral.

CAUSATIVES

This grammar point takes considerable care and practice. The term "causative" is not immediately meaningful to the students. The explanation that begins on p. 211 should clarify the function of this grammar point. Give students time to connect the form and function, particularly the different patterns with transitive and intransitive verbs.

The causative constructions are part of a larger scheme of things. Where there is social hierarchy involved, favor expressions such as those described on pp. 213–214 must be used. This is a significant usage requirement. Activities 27 and 28 provide practice with these expressions.

Because causatives will appear again in Chapter 6, where the causative-passive constructions are discussed, students need to learn the basic causative form very well here in Chapter 4.

Useful Vocabulary: Body Actions, p. 217

Introduce the verbs in conjunction with body parts. Use lots of TPR and visuals. Make up both oral and written matching exercises.

Have students list additional verbs or activities that involve parts of the body.

This is a good place to discuss the **kanji** that have components signifying parts of the body. **Kanji** that have the hand, foot, mouth, and person radicals, for example, can be grouped together. You may divide the class into small groups and assign each one a radical. Have each group present the **kanji** containing that radical on the overhead projector.

CONSTRUCTIONS USING INTERROGATIVES

This is one of the constructions that make students' utterances sound authentic. Review **to iu** from Book 1, Chapter 6, to jog the students' memories.

Activity 32

Additional Activity: Play Jeopardy. Divide the class into small groups and have each group conduct a Jeopardy session in one category (places, people, gadgets, for example).

Activity 34

This is a straightforward drill, but it is a useful one if students can do it mindfully instead of automatically. Encourage the students to stay with the form while paying close attention to the meaning, until they hear the **ka** in the middle of the sentence.

EXPRESSING EXPECTATION: . . . はず

An example of someone else's expectation of what the speaker was expected to do would be: **Watashi ga iku hazu datta n desu ga. . .**

The expression involving **hazu** sounds very firm compared with expressions such as **koto ni naru**. It expresses more than a personal expectation, perhaps even a group decision or societal expectation.

With each activity (Activities 36–39), have students feel the firmness of the expression.

Language Skills

READING AND WRITING

Additional Activities: Find authentic reading material, such as a recommended daily diet for the overweight, statistics on Japanese people's eating habits, school lunch menus, prescription wrappers, health food wrappers that claim positive effects, diagrams for do-it-yourself yoga, advertisements for **esute saron**, etc. Make up comprehension questions and reading tasks for each item. Tell the students to make up at least one question or task of their own that deals with cultural differences between Japan and the students' dominant culture.

LANGUAGE FUNCTIONS AND SITUATIONS

Language Note: Explaining Your Symptoms

Here the vocabulary deals mostly with internal conditions. If your students seem interested and motivated, present illustrations of internal organs and systems. First, describe the major organs and systems in terms of their positions in relation to other organs and the outer parts of body. Describe their functions if possible, and describe some symptoms that may occur when they malfunction. Present any additional vocabulary that the students request.

Language Note: At a Clinic or Hospital

Additional Activity: In addition to or instead of this list, have each student think of about ten questions that he or she would want to ask a doctor if he or she became ill in Japan. The students must try to think in Japanese as much as possible, but they can write down the question and ask for your assistance if they absolutely do not know how to say it in Japanese.

CHAPTER 5: LIFE AND CAREERS

General Suggestions

Go over the major objectives for the chapter. Brainstorm with the class in English about what they can expect to learn for each objective. Together, think of the kind of vocabulary one may need to discuss life events, education, occupations, and careers. Think also what kind of reading and writing one may have to do to get a job and in one's professional specialty.

Show pages from job magazines (*Torabaayu*, *Shuushoku Joohoo*, and daily newspapers), **rirekisho** forms (sample on p. 284), job application forms, and photographs of "help wanted" signs on the overhead projector and explain briefly what they are and how one would use them. Advise the students that they may have to work with some of these later in the chapter.

Identify a few cultural topics at the beginning of the chapter, and have the students research and present their findings as mini culture presentations. The topics may include the Japanese educational system, Japanese attitude toward work, how major life events are handled, family life versus work life, how Japanese and foreigners look for jobs, the attitudes of the different generations, the organization of a Japanese company, professional life and careers for men and women, or in-group versus out-group.

You may be surprised to find out how many people from your local community have studied in Japanese high schools or universities as exchange students. Japanese high-school life is markedly different from high-school life in other countries, so you should try to find one of these returned exchange students and invite him or her to give a talk to your class.

Vocabulary and Grammar 5A

FROM CRADLE TO GRAVE

Vocabulary: Life, and Vocabulary Library: More on Life

Prepare a blank chart for describing a typical person's life from birth to death. Write in the event, age, and details for each milestone in the imaginary person's life, and don't worry if the narrative gets to be rather long. Try to repeat each new word a few times in several contexts. Next talk about yourself from birth up to the present, and add a few of your future plans. In the third round, ask your students yes/no questions about their own lives. Finally, you may ask wh-questions, including why questions.

Activity 1

Additional Activity: Have each student add one event to the list. (If you have a large class, you may run out of events.) List all the contributions in chronological order. Some students may not agree on the order of events in one's life, so make this an opportunity for discussion.

Activity 2 and Activity 3

Make these into paired interview activities. Two students sit down and ask each other the questions. Prepare a worksheet to facilitate note-taking. If time permits, compile everyone's answers into a class profile.

Activity 4

Put the questions on a separate page and make it into a survey. First, the students fill in their own information. They then go around the class and interview at least two classmates. As always during an interview activity, the students must greet each other, make small talk, ask if the other student will grant an interview (**Sumimasen ga, ankeeto ni kotaete itadakemasu ka**), and part appropriately at the end.

DESCRIBING A CHANGE IN STATE: . . . ようになる

Review the earlier **+naru** construction with nouns and adjectives (Book 1, Chapter 5). This is the first grammatical construction to contain **yoo**. Have the students practice the form thoroughly.

Additional Activity: Have the students interview one another with questions using the construction . . . **yoo ni natta no wa, itsu (kara) desu ka**. For example, **Hitori de kaimono ni ikeru yoo ni natta no wa itsu kara desu ka**.

Language Note: わかる and 知る

Have students discuss the differences between the two expressions. Do meaningful drills with clear contexts that require students to respond with either **wakarimasen** or **shirimasen**.

Language Note: Adjective + *suru*

This is the first place where **suru** and **naru** are contrasted. Explain a little more about the contrast.

Vocabulary and Grammar 5B

CAREERS AND OCCUPATIONS

Vocabulary: Occupations (1), and Vocabulary Library: Occupations (2)

The lists are generic in the sense that every educated adult would know the vocabulary. However, the students must develop their own lists of occupations to describe the people and environments they are familiar with. Tell them to think of the occupations of their families, friends, acquaintances, and people they encounter daily and on a regular basis. Matching the Japanese word for an occupation with the name of a person they know is much easier than simply memorizing a list of words. Ask them to turn in an individualized and personalized list of occupations.

Inevitably, one or more students will ask for the name of an occupation that is not listed in the textbook. If you have been away from Japan for a long time, you may not know the answer, so be prepared to ask a Japanese exchange student or some other recently arrived Japanese expatriate for the proper terminology. In many cases, the standard name for a newer, more fashionable occupation is a **katakana** rendering of the English term, such as **kopiiraitaa**. However, not all the **katakana** terms associated with jobs are immediately obvious to English speakers. An **SP** is a security guard, and a **konpanion** is a model who demonstrates products at trade shows.

Encourage or require students to keep expanding their individualized vocabulary lists for this chapter. You may collect the lists towards the end of the chapter and return them to students with your feedback and additional information.

Ask the students to think up appropriate second careers for various famous people and to justify their answers.

Activity 11

Whenever masculine or feminine endings appear in a dialogue, present the corresponding forms for the opposite sex. (Changing your voice as you present each option helps make the point obvious.) Insist that the students use the gender-appropriate forms when practicing dialogues. They may find the contrast amusing and practice the dialogues in an exaggerated “he-man” or “Victorian maiden” style, but if that helps them internalize the forms, no harm is done. They are unlikely to carry these mannerisms over into real-life conversation.

Some students may object to using these forms on ideological grounds, and of course, if they choose not to use them in real life, there is nothing you can do. Just be sure that they understand what kind of impression they will make if they use the “wrong” form.

Activity 12

Before you begin the activity, ask students with what expression one would describe responsibility. **nakereba naranai/ikenai** is one construction students can use here. Also, add “parents” to the list.

EXPRESSING RESPECT (1): HONORIFIC FORMS

You should introduce the honorifics (pp. 254–259) and humbles (pp. 264–266) separately but practice them together. You will need a minimum of two full class periods to give an overview of **keigo** and to practice **keigo** expressions in meaningful contexts.

You may want to explain the system by drawing four quadrants. The vertical axis is the honorific-humble axis, and the horizontal axis is the formal-informal axis. The speaker is where the two axes cross. Thus, in the upper right quadrant the speaker puts people who are superiors, and with whom he or she has formal relationships. In the lower left quadrant are lower-ranking people, younger family members, and plants and animals. Point out that people use honorific expressions to elevate their superiors while using humble expressions to demote themselves and their in-group members, etc. People can simply be polite or formal, with their equals. The two things the speaker has to keep in mind are whom he is speaking to and whom he is speaking about. It will take extensive practice, perhaps years of living in a Japanese-speaking environment, to internalize these forms completely.

One of the best ways to introduce and reinforce **keigo** is to show film and video clips in which honorific and humble language is featured. If that is not possible, have one or two colleagues, assistants, and guests act out various situations. Ask the students to identify who is superior to whom, and if the relationship among people is formal or informal in each situation.

You may want to have one generic dialogue between two people, and make several versions of the same dialogue where the two people are in different relationships (two personal friends of the same sex, a boss and his or her assistant, a company employee and a visitor from another company, etc.).

Students should be trained in the societal and cultural implications of using or not using **keigo** as well. Role-playing works best here.

Some students may not believe that **keigo** is relevant to young people, and they may be surprised to learn that even university students observe **senpai/koohai** and in-group/out-group distinctions.

Irregular Honorific and Humble Forms of Verbs

Compose a generic dialogue involving two characters doing small talk. Identify several possible situations and relationships between the two. Have a pair of students pick one situation and adapt the original dialogue to their situation. Collect the dialogues and use them as reading or listening exercises or student performance exercises.

Involve students actively in figuring out which **keigo** expressions to use and when. Giving students the grand scheme honorific language will not be as helpful as practicing **keigo** in various realistic situations.

One familiar activity that allows the students to concentrate on the honorifics without worrying too much about the other content is playing store. The students have been doing this for a long time, but this time, ask them to use honorifics and humble forms.

Activity 15

Additional Activities: Give the students a paragraph written in honorifics and have them “reverse” the honorifics into neutral language.

Vocabulary and Grammar 5C

IN THE WORKPLACE

Activity 17

Additional Activity: Make a worksheet out of a few actual want ads. Have students scan for specific information, as well as skim to learn what sort of information goes into these ads.

EXPRESSING RESPECT (2): HUMBLE FORMS

Vocabulary Library: Companies and Offices

Show the class some Japanese company organizational diagrams. Compare them with those of American companies.

PASSIVES

Linguists have researched Japanese passives extensively, but for the time being, emphasize the adversative passives, which are probably the most immediately useful. However, you should spend ample time on how the passives are constructed.

Your local Japan Foundation office or Japanese consulate may have grammar-oriented video programs available for rental that illustrate passive and other constructions. They are not meant for communicative classrooms, but they are nevertheless helpful when you first introduce passives.

Show the students some pictures of people in unfortunate situations, and have them devise short narratives using adversative passives.

Language Skills

READING AND WRITING

Additional Activities: Compile an assortment of want ads from newspapers, job magazines, and newspaper inserts, and develop skimming and scanning reading exercises. Also compile a few real and simulated **rirekisho** (already filled out), and have the students scan for specific information. As a post-reading activity, use the same **rirekisho** and transfer the pertinent information to the **kyuushokuhyou** on p. 281.

Have the students read biographies of famous people and write formal introductions for them. If they are confident readers, give them Japanese children's books or biographies in comic book form.

LANGUAGE FUNCTIONS AND SITUATIONS

If you can allocate two full class periods to this section, dedicate one class period to the Job Placement Center dialogue and one to the Job Interview dialogue. Have two or more students put on a production of one of the situational skits. Tell them that they can either memorize the exact script in the book or they can change the specific information without changing the basic framework. They should wear appropriate clothing and use the appropriate body language. Videotape the performances and have the other students critique them.

Study Hint: Practicing Japanese Outside of Class

In addition to hundreds of books, there are excellent Web pages on the language and culture of Japan. There are also electronic mailing lists where you can post questions on grammar and other topics, and there are schools and individuals who are looking for electronic pen pals. Japanese search engines will take you to these sites, and most universities with Japanese programs have Web sites with Japanese links.

Some students, especially those who are learning Japanese simply because they think it will help them get a better job when they graduate, may be reluctant to spend much time learning about Japanese culture or interacting with local Japanese people. You may have to “bribe” such students with specified extra credit points for activities such as reading a book about Japan, attending a performance of Japanese music or theater, or practicing conversation with a Japanese exchange student.

It may be helpful to suggest activities or projects that are in line with the students’ own interests. For example, a sports fan might enjoy reading about Japanese baseball, while a student who does disk jockey duty at the campus radio station might enjoy researching Japanese popular music and asking Japanese exchange students about their favorite groups. Often these students surprise you and themselves by becoming interested in some aspect of Japanese culture.

Encourage the students to get involved with local Japanese immigrants and cultural or business organizations. As an incentive, mention the opportunity to meet local business people or other community members who could possibly provide internship opportunities.

LISTENING COMPREHENSION

Additional Activity: If possible, find someone in your community or on campus to come and conduct mock job interviews. Students can be either interviewees or observers. Prepare a few scenarios. Some can be completely scripted, while others can be partly improvised. Discuss how the interviews went after they are all completed.

CHAPTER 6: COMMUNICATION AND MEDIA

General Suggestions

Give students an overview of the chapter by going over the list of objectives on the chapter opener page. Ask them to imagine what sort of vocabulary, reading, writing, and speaking skills they can expect to learn. For the grammar objectives, give a cursory explanation of the function each grammar point serves.

If not handled carefully, the topic of Media and Communication has the potential to be dry and unchallenging, but if you consider it an opportunity to prepare students for living in Japan, you can enliven it considerably. Instead of just giving the students lists of words to learn, create activities that will require them to use these words in realistic situations. For example, newspapers can be a dry topic, but if you write a supplementary dialogue about interacting with a newspaper agent who comes to the door soliciting subscriptions, you will not only get the students to use newspaper vocabulary actively but also prepare them for a situation that they will most likely encounter if they ever live in Japan. Bringing in copies of Japanese newspapers and having the students compare them with your local newspapers also raises the level of interest.

Suggest topics for brief cultural presentations, including the public telephone system, wireless phones and pagers as a social phenomenon, writing letters and memos, the role of telegrams in Japanese society, television, comic books, and animated cartoons (**anime**). This last topic will be especially appealing to the many fans of Japanese animation, and you may want to arrange showings of some of the most famous cartoons outside of class.

Vocabulary and Grammar 6A

TELECOMMUNICATIONS

Vocabulary: Telephone, and Vocabulary Library: Telephone and Telegram

Bring in pictures showing telephone operators at work, public phones, home phones, phone company brochures and directories, and Japanese people on the phone. With the proliferation of wireless phones, you can easily find video clips from Japanese television in which mobile phones are featured prominently. It is essential that you show pictures while naming the gadgets and actions. Tell about some of your own experiences with telecommunications in Japan. For example, it is unlikely that any of your students have ever received a telegram, but you may have received one while living in Japan. Eventually, you may ask students yes/no questions and wh-questions incorporating the new vocabulary.

は CONDITIONALS

Review the **-tara** and **to** conditionals before presenting this new one. Check to make sure that the students understand **-tara** and **to** by having them explain the difference to you.

By now the students have most likely learned that they need to read the grammar explanations thoroughly, and they will be ready to ask intelligent questions when they do not understand. Ask them what they have understood of the explanation and encourage them to ask questions when they do not understand.

Contextual explanations work the best. For example, instead of overwhelming the students with a lot of technical grammatical descriptions of the various conditionals, tell them, "I would use Form A in the following situation. . . On the other hand, I would use Form B in this situation. . ." Do not hesitate to use English to explain grammar (the book does it anyway), but keep your grammar explanations to one or two minutes at a time to keep the students from losing their focus.

Additional Activities: Show pictures or describe situations in which a person is wondering what to do about a problem that actually has a simple solution. For example, a tourist who stands puzzling over a

map while a police officer is in plain sight might prompt the response, **O-mawari-san ni michi o kikeba ii desu.**

Show the students pictures of people who want or need to do something but are prevented by the absence of one condition. For example, a drawing of a person standing on a bare ski slope and looking disappointed might be captioned, **Yuki ga hureba sukii ga dekiru no ni. . .**

WANTING TO HAVE SOMETHING DONE: ~てほしい

Activity: Give the students a list of situations in which someone wants someone else to do something. Give three possible ways of expressing that desire: **shite hoshii**, **shite moritai**, and **shite itadakitai**. One situation might be that of a student asking an instructor to lend her a **kanji** dictionary. Does she say, **Sensei, chotto sono jisho o kashite hoshii? . . . kashite moritai? . . . kashite itadakitai?** None of the above? If so, what would be more appropriate?

Tell the students to find a native speaker of Japanese and ask him or her what form would be the most appropriate in each situation.

Vocabulary and Grammar 6B

POST OFFICE

Vocabulary: Mail and Postal Service (1), and Vocabulary Library: Mail and Postal Service (2)

Bring in actual samples of personal letters, postcards, New Year's cards, envelopes for sending cash, **hanko** seals, "roundtrip" postcards, and Japanese postage stamps. Circulate them among the students as you explain what they are. Call out the item and ask the student who has it to hold it up for the class. Keep describing the realia. Eventually, indicate the item only by its description or function, and ask the student to hold it up. Much later, have the students ask one another to pass them one of the items.

Tell about some of the experiences you have had using post offices in Japan and about some of the procedural differences between post offices in Japan and in other countries. For example, post offices in the United States refuse to accept packages tied with string, but Japanese post offices refuse to accept packages *without* string. Japanese post offices have a wet sponge out on the counter so that people don't have to lick stamps or envelopes. Stationery stores sell kits containing everything one needs to mail a package. Drawing on your own experiences can add interest to an otherwise mundane topic and provides information that will be useful to the students when they go to Japan.

Activity 14

Additional or Alternative Activity: Make this into a survey, and add e-mail to the choices. Put the questions on a separate sheet. First, the students should write down their own answers to the questions truthfully in one column, and then interview two classmates. They may then interview a Japanese speaker outside of class. Spend some time the next day comparing findings.

Language Note: . . . することがある

Explain that this is often a better way to say "sometimes" than **tokidoki**. Give specific examples of when each would be preferable. Do meaningful drills in which you ask the students about things that they do occasionally. Require them to answer using this expression, not **tokidoki**.

Expressing Respect (3): Honorifics

First, review the construction and usage of the passive form. There are times when this form sounds more appropriate. If you can, brainstorm with some native speakers of Japanese to come up with situations in which one of the forms would be more appropriate than the other. Tell students to listen for the context.

Activity: Ask the students to interview you or another adult speaker of Japanese using “passive honorifics.”

CAUSATIVE-PASSIVES

This is the last of the causative and passive constructions. As students do Activities 20–24, they need to feel the connotation of this expression, namely, “against one’s will.” Culturally, this expression has a definite place in Japan. It is not as strong as “is forced to do” is in English. It is more like “I am obligated to” or “I have no choice but to do.” Point to the fact that often times the person who makes someone else do something is not mentioned in the Japanese sentence. Activity 19 is a good model.

Activity 23

Additional Activities: Have students list three things they have had to do against their will, especially when they were children. They should be aware, however, that an adult who overuses this expression sounds wimpy and incompetent. If the students cannot come up with any statements, prompt them by asking leading questions such as **Kookoo no toki, dono hon o yomasaremashita ka? Chiisai toki, nani o saserareru no ga ichiban iya deshita ka?**

Show pictures of famous people and ask the students to imagine what that person’s complaint might be. For example, a famous singer might say **Itsumo onaji uta o utawasaremasu.**

Take a familiar story such as “Cinderella” and ask the students to describe what the main character was made to do.

Vocabulary and Grammar 6C

MEDIA

This is potentially one of the most interesting topics for the students, because so many of them are interested in television, movies, and popular music. You don’t want to take up a lot of class time showing examples of Japanese media, but it doesn’t hurt to have a few samples of currently popular music available in the language laboratory or to put some videotapes of current Japanese television shows on overnight reserve at the library. If a suitable Japanese movie comes to town, organize a field trip to see it. These will all arouse the students’ curiosity and will prompt them to ask questions about Japanese language and culture.

Vocabulary: Mass Communication (1), and Vocabulary Library: Mass Communication (2)

Bring in all kinds of Japanese publications, including hardcover and softcover books, comic books, and magazines for every demographic and interest group. Have the students read over the TV program page on p. 317 and identify the various types of programs being broadcast. The television and radio listings of English-language newspapers such as *The Japan Times* can serve as useful supplemental cultural information, since they give English-language summaries of the day’s broadcast highlights. Ask the students to point out and discuss anything they notice about the programs featured in these listings. You may have to define such **wasei eigo** terms as “wide show.”

Additional Activities: Prepare supplementary dialogues about such situations as paying one’s NHK fees, buying a radio or CD player, or finding books on a specific topic in a large bookstore. Have the students role play based on these models.

Ask the students to bring in copies of their favorite magazine, describe its content, and explain why they like it.

EXPRESSING CONCESSION

Activity 31

Additional Activities: Have students add to the list. If your students are lively and talkative, have them devise a talk show in which family, roommates, or friends complain about each other. **Uchi no kodomo wa, ikura shikatte mo, heya o sooji shite kurenai n desu. Ruumumeeto wa, karada ga kusaku natte mo, shuu niikkai shika shawaa o abinai n desu.**

Have the students poll each other with questions using the **donna ni. . .-te mo** form: **Donnani takakute mo, zehi kaitai mono wa nan desu ka. Donna ni onaka ga suite mo, zettai tabetaku naimono wa nan desu ka.**

Practice **mama** with a little TPR. Give the students commands such as **Isu ni suwatta mama, ryoote o age te kudasai. Migite wa ue ni ageta mama, hidarite de hana ni sawatte kudasai.**

Activity 32

Additional Activity: Show the students pictures of situations that have fairly obvious explanations. For example, if you show a picture of a living room littered with paper plates, drink cans, overflowing ash trays, and a pile of CD's, the students might say, **Paatii ga atta ni chigai arimasen.**

Activity 33

Additional Activity: Have students add to the list of statements about the media. Compile them into a worksheet, and have the students talk about whether they agree with each statement and why.

Language Skills

READING AND WRITING

Additional Activities: If your students are lively and creative and have mastered the material in the lesson well, have them make up their own news program. First show them a videotape of a real Japanese news program. Each news segment may be only a minute or two long, but the students should try to make it look as realistic as possible, although they may want to mix in some "joke" stories.

Ask the students to write about their favorite television program.

Divide the class into groups of two or three and have them study a variety of Japanese magazines to find models for creating their own advertisement for a real or imagined product. Students often prove to be surprisingly creative and clever when given this task.

LANGUAGE FUNCTIONS AND SITUATIONS

Making Phone Calls and At the Post Office are two of the most important tasks in any foreign language, and you can make them as simple or as elaborate as you want. At this level, students still need highly structured practice. You may want to work on these tasks in stages by giving students assignments of steadily increasing difficulty throughout the chapter. The assignments may look like this:

1. Have students read the English translation of the skits in Language Functions and Situations early on, and play the tape at the beginning of the chapter as part of the overview of the chapter, so that students have something to work toward.

At the beginning, the dialogues in this section may be a bit overwhelming for your students. If that is the case, write some *very* basic dialogues that cover nothing more than phoning a residence, asking for a specific person, and having the person who picks up the phone summon the person you are calling.

2. Divide the class into three and have each group practice the script in Language Functions and Situations. Students may make changes in the script without altering the basic framework. Tell students to rehearse the script at least once with the instructor or a native speaker.

3. Have students either perform or tape the phone conversation scenario.
4. Follow the same procedure with the post office scripts, using props if possible.
5. If the students pick up these routines quickly, add some complications or present some new situations, such as returning a undelivered letter to the post office, getting a wrong number, or ordering something by telephone.

CHAPTER 7: NATURE AND CULTURE

General Suggestions

The chapter deals with some important topic areas which will be discussed more fully in the third year and beyond. As such, it serves as an introduction to topics and issues such as our physical environment and universe, animals and plants, environmental concerns, history, culture and customs, religion, beliefs and superstitions. Most of the topics are dealt with only as vocabulary items. The purpose of this chapter is to enable students to begin to use such words and to develop the ability to discuss issues logically and to express their own thoughts on these issues.

At this point, some instructors may want to individualize the class. Have students in small groups pick two or three topic areas that they want to concentrate on. For example, a group may choose geography, animals and plants, and environment. Another group may choose history, culture, customs, religion, and beliefs.

However, if a large number of your students will be participating in study abroad programs in Japan or going to work in Japan after graduation, it may be important for all of them to learn about culture and customs and spend less time on the geographical and environmental issues.

In addition to “plenary” sessions where everyone learns the same things such as new grammar, expressions, and minimum vocabulary for each topic, students may form small groups and work on a common topic a day or two at a time.

The group work on individualized topics may include learning the vocabulary, compiling a questionnaire incorporating the vocabulary, surveying the group and people outside the class, writing up a survey summary and reporting the findings to the class, doing research on the issues using newspapers, magazines, and the Internet, and making up reading exercises for the class based on their research. However, you should monitor the groups closely to make sure that they stay on task and produce worthwhile materials. In particular, if you expect them to produce reading exercises for their classmates, you need to check their output for grammatical and idiomatic correctness and cultural appropriateness.

At some point early on, go over “Presenting One’s Opinion Clearly and Logically” in Language Functions and Situations, so that students will utilize the expressions in that section when they write and report their findings later on.

Using the grammar presented in this chapter requires some serious cultural and societal understanding.

Vocabulary and Grammar 7A

GEOGRAPHY

Vocabulary: Geography, and Vocabulary Library: More on Geography

Bring maps, atlases, and illustrations of geographical features and pass them around while you describe and explain the vocabulary. Japanese or bilingual maps will add interest.

As a matching exercise, hand maps out to the students and have them find the geographical features that you name.

Activity 1

Ask the students to describe the geographical features of the most beautiful place they have ever seen.

Activity 2

Additional Activity: Prepare another version of the descriptions, or have each student contribute one feature to a different version of the map. Make it a chain activity in which each student has to build on what has been said so far.

Language Note: Decisions Made by Others: . . . ことになる

Draw students' attention to the use conditions described in the middle of the note where **koto ni naru** is contrasted with **koto ni suru**.

EXPRESSING A SPEAKER'S EMOTIONAL INVOLVEMENT: . . . ものだ

Additional Activity: Have the students tell about things that they used to do or situations that used to exist in former times.

Vocabulary and Grammar 7B

NATURE AND ENVIRONMENT

Vocabulary: Animals, Birds, and Insects

Bring in children's field guides, Oriental Zodiac charts, pictures from children's books, pages from illustrated dictionaries, and stuffed animals. You may classify animals according to a variety of criteria. Discuss also what each animal looks like. This will lead into Activity 8.

Additional Activities: Ask the students to tell or write about their favorite animal, where it lives, what it eats, what its habits are, and how it relates to human beings.

To reinforce the vocabulary for animals, create a chart or put up pictures of a dozen or so animals. Start by saying, for example, **Kono machi no doobutsuen ni wa tora ga imasu**. Then point to the next animal and say, for example, **Kono machi no doobutsuen ni wa tora to zoo ga imasu**. Have the students continue along the same lines, adding one animal at a time, and see who can repeat the longest list of animals without forgetting any.

Vocabulary Library: The Environment

Show pictures and newspaper articles that show destruction of the earth caused by humans, and discuss what the pictures show.

VARIOUS USES OF よう

Additional Activities: Ask the students what they would tell people to do to protect the environment: **Gasorin no jidoosha kara tennen gasu no jidoosha ni kaeru yoo ni iimasu**.

Sit with the students in a circle. Whisper an indirect command to Student A: **B-san ni, kokuban ni e o kaku yoo ni itte kudasai**. Student A then says to Student B: **Kokuban ni e o kaite kudasai**. After obeying the command, Student B thinks up another indirect command and whispers it to Student C.

IT'S ALL RIGHT NOT TO. . . : ~なくてもいい

Provide an overview of related expressions: Prohibition, Command, Admonishment, Permission, Authorization, Obligation, Negative Command, Advisement, and Suggestions. Review also expressions such as **to omou** and **deshoo** to connect them to these expressions.

Ask the students if there is any modern invention they could do without. **Watashi wa terebi ga nakute mo ii to omoimasu yo. Terebi ga aru to, watashi wa hon mo yomanaide, undoo mo shinai de, tomodachi ni mo awanaide, terebi bakari mite imasu yo.**

Activity 18

Put the map of the empty zoo on the overhead projector and make the effort collaborative. The whole class has to agree on the placement of all the animals. Students have to argue intelligently.

Vocabulary: Plants (1), and Vocabulary Library: Plants (2)

Bring photos, drawings, and paintings of various plants from Japan. Ideally, the photos and pictures show not only the plants themselves, but also how they are depicted and placed in the Japanese environment. Show pictures of Japanese gardens, parks, houses and discuss how “nature” is tamed and incorporated into living space. If your community or a nearby city has a Japanese garden, arrange a field trip for your students and point out some of the uniquely Japanese varieties of plants.

COMING TO A CONCLUSION: . . . わけだ

Additional Activity: Show the students some pictures of people in ambiguous situations and have them guess what is going on using **wake da**. For example, **Gojira ga kimashita! Sore de, kono otoko no hito wa hashitte iru wake desu**.

Alternatively, give the students slips of paper with statements such as **Shiken de manten o totta wake desu**. Ask each student to draw pictures or act out a scene that will allow his or her classmates to guess what is going on.

Culture Note: Japanese Poetry

If one of the students or groups has chosen Culture and Customs, have the student or group do a small presentation on Japanese poetry: its history and genres beyond the scope of this Culture Note. Have them recite examples from each genre. If the class is interested in cultural matters, or even if they are not, they may enjoy film clips depicting other Japanese literary and theatrical art forms. For example, few students know about **bunraku**, but they usually find it rather entertaining, particularly if you can find a film clip of one of the humorous plays such as **Waraigusuri**.

Vocabulary and Grammar 7C

CULTURE AND CUSTOMS

Vocabulary: Culture and Customs, and Activities 23 and 24

Make up matching, word association, and categorization exercises.

You can go over the words very superficially, if you like, but if you have students working on some aspects of culture and customs, have them add to Activities 23 and 24. If you are not a native speaker of Japanese, tell the students about some of your encounters with these cultural institutions and concepts.

Culture Note: Taboos

The list of taboos in this note is far from complete. Provide more detail about what is forbidden and what is expected at weddings, funerals, and other formal occasions.

Ask non-Japanese who have lived in Japan to come to class and talk about the types of culture shock they went through when they first lived in Japan.

If you are from Japan, tell the students about any cultural adjustments that were difficult for you when you first came to the country you live in now.

EVEN THOUGH: . . . のに

Additional Activity: Have the students create dialogues in which roommates or family members complain to each other about going against expectations. Require the students to be very grouchy and even resentful. **Kyoo wa yuushoku ni okurenai to itta no ni, mata okurete kita n ja nai?** The student being accused then defends his or her action using **wake da: Iya, densha ga okureta wake nan da**.

Language Skills

READING AND WRITING

Additional Activities: Have students find actual articles on the Internet or in Japanese magazines about environmental destruction, and have them skim through them.

Find a few book reviews in newspapers or magazines directed at Japanese children or teenagers. Put together an assortment with reading tasks for each review.

Language Functions and Situations

As suggested at the beginning of this chapter's suggestions on p. 32, have students talk about the topics that they have chosen and write a formal speech about each topic, incorporating as many of the expressions introduced here as possible. Videotape or record the presentations. You may watch the tape and have students evaluate the presentations of their peers.

You may want to invite some Japanese students to class to discuss the issues in this chapter with your students.

REVIEW CHAPTER 7

Follow the customary procedure of assigning students to devise review activities.

Additional Activities: Ask the students to interview a grandparent or other elderly person in the community and find out about that person's life, concentrating on things that have changed since that person was young. (The person does not have to be a Japanese speaker.) Then have the students write or make oral presentations on the life and times of their interviewee.

If your class contains students from a variety of ethnic and religious groups, ask them to prepare group or individual presentations on any customs they have that are different from mainstream culture, or on how they celebrate various holidays.