

The Well-Trained Mind Academy  
**Japanese I**

**Course Blackboard site** [wtma.blackboard.com](http://wtma.blackboard.com)

Grade Level: 8-12

**Required Texts**

- *Adventures in Japanese 1, 4th ed.*, published by Cheng & Tsui ([purchase link](#))
  - Textbook ISBN 9781622910564
  - Workbook ISBN 9781622910571
- Japanese Graded Readers, published by Ask Books.
  - Level 0, Volume 1 ([purchase via Amazon Japan](#))
  - Level 0, Volume 2 ([purchase via Amazon Japan](#))

*For video instructions on how to ship items internationally via Amazon Japan, click [here](#). Previous editions of *Adventures in Japanese* are not compatible; students **must** purchase the 4th edition.*

*Additional texts, readings, videos, and audio files will be provided on Blackboard, either as PDFs or links.*

**Additional Required Materials**

- 1-inch 3-ring binder with six dividers and loose-leaf paper
- Mechanical pencil and eraser (students *may not* submit work written in pen or marker)
- Boxed set of at least 500 small blank flashcards (about 2x3-in) with 40 dividers (dividers may be purchased or homemade)

*Please note:* Because the Japanese culture places a high value on handwriting, a core component of the course will focus on written (not typed) work. Your written homework is graded on accuracy and neatness of written *hiragana* and *kanji*, as well as grammatical correctness when applicable. Credit is awarded when students hand in a legible scan or photograph of their work.

**Course Description**

This introductory course is designed to excite students about the language and culture of Japan and give them a foundation for continued study in high school or at the college level. Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Students will develop basic competencies in the four modalities of language learning: listening, speaking, reading, and writing. At the conclusion of the course, students will be able to introduce themselves and answer simple questions about topics covered in the class (speaking), provide basic biographical information with accuracy using the *hiragana* phonetic writing system

(writing), be able to recognize and understand a few spoken expressions in conversation (listening), and understand short texts that convey simple information in the *hiragana* phonetic writing system (reading).

### **Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate are Novice-Low: (*slightly edited for Japanese*)

**I can** understand memorized or familiar words when they are supported by gestures or visuals in certain novice-level informational and fictional texts, as well as conversations. (*Interpretive Communication*)

**I can** provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. (*Interpersonal Communication*)

**I can** introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. (*Presentational Communication*)

**I can** express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. (*Presentational Communication*)

**I can** name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. (*Presentational Communication*)

**I can** communicate with others from the target culture in familiar everyday situations, using memorized language and appropriate rehearsed behaviors (bowing, modest responses to compliments) while avoiding some obviously inappropriate behaviors (boasting, invading personal space, oversharing personal information, shoes indoors). (*Intercultural Communication*)

**I can** write and understand expressions and simple sentences using memorized or familiar words in the *hiragana* phonetic writing system and 24 simple *kanji* characters. (The *katakana* phonetic writing system will be learned in Japanese II, along with 36 more *kanji*. Full literacy in Japanese requires knowledge of *hiragana*, *katakana*, and approximately 2,000 *kanji*.)

### **Course Methods**

The approach to this course is to combine comprehensible input with explicit instruction, first modeling language, then explaining grammatical points in more detail, and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text

through repetition and memorization, and finally generating language to express ideas using the target language.

Students will spend a full year becoming accustomed to using the fifty phonetic *hiragana* symbols. *Kanji*, the "pictographic" writing system of 2,000 characters borrowed from Chinese, will take students many years to fully master; they will learn to read and write twenty-four kanji characters in Japanese I. Students who choose to continue Japanese at WTMA will learn the fifty phonetic *katakana* symbols in Japanese II while continuing to study new *kanji*.

Due to the additional time needed to acquire the skill of reading/writing in the immensely complicated Japanese writing system, students' ability to read and process written information is much slower in Japanese I than can be expected of students learning languages that use the alphabet (such as Romance languages). We will be using a series of simple graded readers to encourage students to develop their reading skills and gain exposure to written Japanese. In Japanese I, the graded reader relies heavily on visuals to keep up the narrative thread, with only a few short lines of dialogue or narration per page, so as not to overwhelm beginners.

### **Evaluation Criteria**

*Lesson Tests and In-Class Oral Performances* (30% of final grade): Each test (one per chapter, each worth 3% of your overall grade), primarily covers the material of each chapter. However, keep in mind that language is cumulative, so each exam also (necessarily) covers all previously learned material! Once per unit, students also memorize and present one of the chapter's example dialogues or speeches during class time. These performances (30-45 seconds each) are worth 2% of the overall grade each.

*Vocabulary and Grammar Quizzes* (15%): These quizzes are given in class and can be announced or unannounced. Prepare for these classes by watching the grammar lesson videos, completing notebook worksheets and grammar exercises, and learning the vocabulary before their due dates. If you keep up on your studying and homework, you'll do fine!

*Homework* (15%): Both online and handwritten homework will be assigned. Japanese culture places a high value on handwriting. Written homework is graded on accuracy and neatness of written *hiragana* and *kanji*, as well as grammatical correctness when applicable. Credit is awarded when students hand in a scan or a photograph of their work. *\*Images must be clear enough for instructor to read student handwriting.\**

*Grammar Notebook* (8%): For every grammar lesson, students will be adding to their grammar notebooks. PDFs will be provided by the instructor; students are advised to fill out the notebook *by hand*. Credit is awarded when students hand in a scan or a photograph of their work. *\*Images must be clear enough for instructor to read student handwriting.\**

*Graded Reader* (10%): To get students reading in Japanese, we'll be reading a variety of brief texts in Japanese. Students will be asked to complete comprehension and vocabulary quizzes online as proof of completion.

*Culture Projects* (5%): After winter break and at the end of the school year, you will be completing projects to teach your classmates about certain aspects of Japanese culture, history, or

geography. These projects are presented in English, though you will be required to teach your classmates 5 new Japanese words related to your topic.

*One-on-one chat with the instructor (5%):* In the interest of tracking your oral progress with Japanese, you will be having a brief conversation with the instructor in Japanese half-way through the year and again at the end of the year! This is meant to be a low-stress occasion for you to demonstrate the Japanese that you've picked up over the course of your time in class.

*Midterm and Final Exams (7%):* The midterm and final exams cover all lesson material with equal weight and count for slightly more than the lesson tests.

*Attendance and participation (5%):* Daily attendance counts for 5% of your grade. It can be very difficult to "make up" material missed in a language lesson, so performance on tests and quizzes is likely to be affected by class being missed. Students are strongly encouraged to avoid absence.

## SCHEDULE

*The schedule is subject to frequent updates. Please see Blackboard/email for changes.*

| Week # | Content   |
|--------|---|
| 1-2    | Introduction to textbook and workbook<br>How to learn a language; study strategies<br>Japanese pronunciation<br>Begin learning Hiragana<br>Lesson 1: Self-Introduction; Greetings |
| 3-4    | Lesson 1: Classroom Expressions; Numbers 1-100<br>Continue learning Hiragana  |
| 5-6    | Basics of Japanese keyboard input<br>Lesson 1: Simple weather expressions<br>Review   |
| 7      | Oral Presentations<br>Lesson 1 Test   |
| 8-9    | Lesson 2: More classroom Japanese; Teacher's directions; What is this?;<br>This book is mine; Please give me a book   |
| 10-11  | Oral Presentations<br>Lesson 2: When is your birthday?; What day of the week is it? What time is it?  |
| 12     | Review<br>Lesson 2 Test   |

|              |  |
|--------------|--|
| 13-14        | Lesson 3: Intro to number <i>kanji</i> ; My family; My friend's family<br>Graded Reader 1  |
| 15-16        | Lesson 3: What grade are you in?; Nationality; Jobs<br>Graded reader 2-3<br>Oral Presentations<br>Review   |
| 17           | Lesson 3 Test<br>Graded reader 4<br>Conversation with Sensei   |
| 18           | <i>Exam Week: No Class</i>   |
| Winter break |  |
| 19           | Culture Project Presentations<br>Review previous material<br>Graded reader 5   |
| 20-21        | Lesson 4: More number <i>kanji</i> ; What language do you speak?; What do you eat?<br>What did you eat?; What did you do at school?; What did you do at home?<br>Graded reader 6 |
| 22           | Oral Presentations<br>Review<br>Lesson 4 Test  |
| 23-24        | Lesson 5: <i>Kanji</i> for dates, months, weekdays; What are your hobbies?; What do you like?<br>Graded reader 7   |
| 25-26        | Lesson 5: What are you good at?; You are very skillful!; What colors do you like?<br>Oral Presentations<br>Graded reader 8   |
| 27           | Graded Reader 9<br>Review<br>Lesson 5 Test   |
| 28-29        | Lesson 6: <i>Kanji</i> for parts of the body; He is tall; She is smart<br>Graded Reader 10-11  |
| 30-31        | Lesson 6: My eyes are brown; He is thin; Little sister is cute<br>Graded reader 12   |

|       |   |
|-------|---|
|       | Oral Presentations<br>Lesson 6 Test               |
| 32    | Culture Project Presentations                     |
| 33-34 | Conversation with Sensei<br>Review for Final Exam |
| 35    | <i>Exam Week: No Class</i>                        |

## **Policies and Procedures**

*Textbook Work, Readings, and Lecture Videos*

**Students are expected to have the textbook, prepared readings, pencil, binder, and flashcards in front of them for each class.** Additionally, they should have already watched the grammar lecture videos and have prepared questions. Any and all assigned readings and videos must be completed before each class, or the student will be unprepared.

The Well-Trained Mind Academy  
**Japanese II**

**Course Blackboard site** wtma.blackboard.com

Grade Level: 9-12

Prerequisite: WTMA Japanese I; [Japanese II Placement Test](#)

**Required Texts**

- *Adventures in Japanese I, 4th ed.*, published by Cheng & Tsui ([purchase link](#))
  - Textbook ISBN 9781622910564
  - Workbook ISBN 9781622910571
- Japanese Graded Readers, published by Ask Books.
  - Level 0, Volume 3 ([purchase via Amazon Japan](#))
  - Level 1, Volume 1 ([purchase via Amazon Japan](#))
  - Level 1, Volume 2 ([purchase via Amazon Japan](#))

*For video instructions how to ship items internationally via Amazon Japan, click [here](#).  
Previous editions of *Adventures in Japanese* are not compatible; students **must** purchase the 4th edition.*

*Additional texts, readings, videos, and audio files will be provided on Blackboard, either as PDFs or links.*

**Additional Required Materials**

- Grammar Notebook from Japanese I
- Recommended: Mechanical pencil and eraser (students *may not* submit work written in pen or marker)
- Boxed set of at least 500 small blank flashcards (about 2x3-in) with 40 dividers (dividers may be purchased or homemade)

*Please note:* Because the Japanese culture places a high value on handwriting, a core component of the course will focus on written (not typed) work. Your written homework is graded on accuracy and neatness of written *hiragana* and *kanji*, as well as grammatical correctness when applicable. Credit is awarded when students hand in a legible scan or photograph of their work.

**Course Description**

This course builds on the foundation established in Japanese I, expanding on previously-learned material while introducing a variety of new, essential strategies for communication. Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Students will continue to develop basic competencies in the four modalities of language learning: listening, speaking, reading, and writing. At the conclusion of the course, students will be able to navigate everyday situations such as shopping and doctors' appointments, and to express reasons for their desires, decisions, and emotional states (speaking); to provide a detailed narrative of a past event using an appropriate mix of *hiragana*, *katakana*, and 60 of the most common *kanji* characters (writing); to recognize, understand, and respond to a number of everyday conversational expressions (listening); and to comprehend most of the information conveyed in texts such as personal emails, blog/journal entries, and short folktales (reading).

### **Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate are between Novice-Low and Novice-Mid: (*slightly modified for Japanese*)

**I can** identify basic facts from memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts, as well as conversations. (*Interpretive Communication*)

**I can** express my own, and respond to others' basic needs, feelings, and preferences, and request and provide information on some familiar topics, using a mixture of practiced and memorized words, phrases, and simple sentences/questions. (*Interpersonal Communication*)

**I can** present information about myself, my interests, likes, dislikes, and activities, using a mixture of practiced or memorized words, phrases, and simple sentences. (*Presentational Communication*)

**I can** communicate with others from the target culture in familiar everyday situations, using memorized language and appropriate rehearsed behaviors (bowing, modest responses to compliments) while avoiding some obviously inappropriate behaviors (boasting, invading personal space, oversharing personal information, shoes indoors). (*Intercultural Communication*)

**I can** write and understand texts on familiar topics in an appropriate mix of *hiragana*, *katakana*, and over 60 *kanji* characters. NB: Full literacy in Japanese requires knowledge of *hiragana*, *katakana*, and approximately 2,000 *kanji*.

### **Course Methods**

The approach to this course is to combine comprehensible input with explicit instruction, first modeling language, then explaining grammatical points in more detail, and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text



through repetition and memorization, and finally generating language to express ideas using the target language.

Due to the additional time needed to acquire the skill of reading/writing in the immensely complicated Japanese writing system, students' ability to read and process written information is much slower in Japanese II than can be expected of students learning languages that use the alphabet (such as Romance languages). We will be using a series of simple graded readers to encourage students to develop their reading skills and gain exposure to written Japanese. In Japanese II, the graded reader relies heavily on visuals to keep up the narrative thread, with only a few lines of dialogue or narration per page, so as not to overwhelm students who are still truly at the beginning of their journey with Japanese.

### **Evaluation Criteria**

*Tests: include Culture Projects and Conversations with Sensei (25% of final grade):*

- Lesson tests primarily cover the material from the most recent chapter. However, keep in mind that language is cumulative, so each exam also covers all previously learned material!
- You will be completing two projects to teach your classmates about certain aspects of Japanese culture, history, or geography. These projects are presented in English.
- In the interest of tracking your oral progress with Japanese, you will be having a brief conversation with the instructor in Japanese half-way through the year and again at the end of the year! This is meant to be a low-stress occasion for you to demonstrate the Japanese that you've picked up over the course of your time in class.

*Quizzes: include Oral Performances and Written Assignments (35%):*

- Quizzes are assigned for vocabulary, hiragana, and kanji. There are approximately three quizzes per chapter.
- Once per lesson, students memorize and present one of the chapter's example dialogues or speeches during class time.
- Occasionally, students will be asked to submit handwritten work for assessment. Written assignments are graded on accuracy and neatness of written *hiragana* and *kanji*, as well as grammatical correctness. Credit is awarded when students hand in a scan or a photograph of their work. *\*Images must be clear enough for instructor to read student handwriting.\**

*Homework: includes Workbook, Japanese Notebook, and Graded Reader (20%):*

- At the end of each lesson, parents are asked to confirm that students have completed and self-corrected the appropriate workbook pages. Workbook homework is otherwise ungraded, although questions will be discussed in class. However, students who do not keep up with the workbook will not succeed in the course.
- For every grammar lesson, students will be adding to their grammar notebooks. PDFs will be provided by the instructor; students are advised to fill out the notebook *by hand*.

Credit is awarded when students hand in a scan or a photograph of their work. *\*Images must be clear enough for instructor to read student handwriting.\**

- To get students reading in Japanese, we'll be reading a variety of brief texts in Japanese. Students will be asked to complete comprehension and vocabulary "quizzes" online as proof of completion. However, these are weighted as homework, not quizzes.

*Midterm and Final Exams (10%):* The midterm and final exams cover all lesson material with equal weight and count for slightly more than the lesson tests.

*Attendance and participation (10%):* Daily attendance counts for 10% of your grade. It can be very difficult to "make up" material missed in a language lesson, so performance on tests and quizzes is likely to be affected by class being missed. Students are strongly encouraged to avoid absence. Students who cause disruption by coming to class unprepared will be marked "Late" for the day (a grade of 50%).

### Example Schedule

| Week # | Content   |
|--------|---|
| 1-2    | Reintroduction to textbook and workbook<br>Review study strategies<br>Level 0 Graded Reader 13<br>Lesson 7 Kanji (分・行・来・車・山・川)<br>Lesson 7 Part 1: Let's watch a movie (Suggestion verb ending <i>-masho</i> , invitation verb ending <i>-masenka</i> )<br>Lesson 7 Part 2: What time do you go home? (Direction verbs; direction particles <i>e</i> and <i>ni</i> ; sentence connector <i>sorekara</i> ) |
| 3-4    | Lesson 7 Part 3: I come to school by bus (Transportation mode particle <i>de</i> ; subject particle <i>ga</i> )<br>Lesson 7 Part 4: Would you like to have a picnic? (Nominal verbs; alternate translations of <i>shimasu</i> ; <i>dokoemo</i> -Anywhere/Nowhere)<br>Begin learning <i>katakana</i><br>Level 0 Graded reader 14   |
| 5-6    | Lesson 7 Part 5: Travel ( <i>i</i> -adjectives in the past tense; "From" and "to" particles <i>kara</i> and <i>made</i> )<br>Level 0 Graded reader 15   |
| 7      | Oral Presentations<br>Lesson 7 Test   |
| 8-9    | Lesson 8 Part 1: Jon is outside (Existence verbs; using <i>desu</i> in place of   |

|                     |   |
|---------------------|---|
|                     | <p>existence verbs)<br/> Lesson 8 Part 2: There is a pool over there (Verbs of existence and subject particle <i>ga</i>; polite suggestion verb ending <i>-mashoka</i>)<br/> Lesson 8 Kanji (人・子・女・好・田・男)<br/> Continue learning Katakana<br/> Level 0 Graded reader 16</p>   |
| 10-11               | <p>Conversation w/Sensei<br/> Lesson 8 Part 3: There are many flowers (Emphasizing counters; emphasizing subjects)<br/> Lesson 8 Part 4: The office is in that building (Describing locations)<br/> Level 0 Graded Reader 17</p>  |
| 12                  | <p>Lesson 8 Part 5: My room is small (Describing locations)<br/> Review<br/> Culture Project Presentations<br/> Lesson 8 Test</p>   |
| 13-14               | <p>Lesson 9 Kanji (先・生・今・毎・年・休)<br/> Lesson 9 Part 1: Lunch is from 11 to 12 (Using <i>arimasu</i> as "to have")<br/> Lesson 9 Part 2: My teacher is strict (Describing personality)<br/> Level 0 Graded Reader 18</p>  |
| 15-16               | <p>Lesson 9 Part 3: I got a good grade (Causation sentence connector <i>kara</i>; Review of <i>i</i>-adjective conjugation)<br/> Lesson 9 Part 4: There is a lot of homework (adjective <i>hoshii</i> meaning "to want" something; adjectives of quantity <i>ooi</i> and <i>sukunai</i>)<br/> Lesson 9 Part 5: After school (Listing nouns with <i>ya</i>)<br/> Level 1 Graded reader 1-2<br/> Oral Presentations<br/> Review</p> |
| 17                  | <p>Lesson 9 Test<br/> Level 1 Graded reader 3</p>   |
| 18                  | <p><i>Exam Week: No Class</i></p>   |
| <p>Winter break</p> |   |
| 19                  | <p>Review previous material<br/> Level 1 Graded Reader 4</p>  |
| 20-21               | <p>Lesson 10 Kanji (大・小・中・早・学・校)<br/> Lesson 10 Part 1: What happened? (Talking about illness)<br/> Lesson 10 Part 2: I want to go home early (Verb <i>tai</i> form)<br/> Lesson 10 Part 3: We lost the game (Review of <i>i</i>-adjectives in attributive</p>  |

|       |   |
|-------|---|
|       | form)<br>Level 1 Graded reader 5  |
| 22    | Lesson 10 Part 4: Schedules (Review of <i>na</i> adjectives in attributive form)<br>Lesson 10 Part 5: Shall we meet at my house? (Using location particle <i>de</i> with existence verbs)<br>Oral Presentations<br>Review<br>Lesson 10 Test   |
| 23-24 | Lesson 11 Kanji (白・百・千・万・円・見)<br>Lesson 11 Part 1: Verb TE form<br>Lesson 11 Part 2: Please show it to me (Making requests with verb TE form)<br>Level 1 Graded reader 6  |
| 25-27 | Lesson 11 Part 3: I want to buy a watch (Noun connector <i>ka</i> ; TE form verbs in permission questions; summary of adjectives and noun modifiers)<br>Lesson 11 Part 4: How much is that shirt? (Higher numbers; Japanese currency; Adjectives and pronouns; summary of pronouns)<br>Lesson 11 Part 5: It is cheap (Responding to compliments)<br>Conversations w/Sensei<br>Level 1 Graded reader 7 |
| 28    | Culture Project Presentations<br>Review<br>Lesson 11 Test   |
| 29-30 | Lesson 12 Kanji (天・牛・良・食・言・語)<br>Lesson 12 Part 1: I am hungry ( <i>mo</i> "already"; <i>mada</i> "not yet")<br>Lesson 12 Part 2: How much for everything? (Conjoining <i>na</i> -adjective ending sentences; Totalizer <i>de</i> )<br>Lesson 12 Part 3: I eat with chopsticks (Review of means/mode particle <i>de</i> )<br>Level 1 Graded Reader 8  |
| 31-32 | Lesson 12 Part 4: It's warm and delicious (Conjoining <i>i</i> -adjective ending sentences)<br>Lesson 12 Part 5: I go to the library and do homework (Conjoining verb-ending sentences with verb TE form; summary review of conjoining sentences)<br>Level 1 Graded reader 9  |
| 33    | Oral Presentations<br>Level 1 Graded reader 10<br>Lesson 6 Test   |

|    |                            |
|----|----------------------------|
| 34 | Review for Final Exam      |
| 35 | <i>Exam Week: No Class</i> |

## Well-Trained Mind Academy

Diagnostic Test

For placement in Japanese II

Please note: The answer key is on the final page of the document. To place into Japanese II, students must answer correctly *at least* 30 out of 45 questions in Section 1 *and* 10 out of 15 questions in Section 2.

Answer these questions to the best of your ability.

### SECTION 1

- わたし\_\_ やまもとです。
  - を
  - は
  - が
- ぼくは \_\_\_\_\_ です。
  - けん たなか
  - たなか けん
- A: これは \_\_\_\_\_ ですか。 B: それは ひらがなです。
  - いつ
  - なん
  - だれ
- A: \_\_\_\_\_ は かんじですか。 B: はい、あれは ひらがなです。
  - これ
  - それ
  - あれ
- A: おげんきですか。 B: \_\_\_\_\_。
  - いいえ、だめです。
  - げんき。
  - はい、げんきです。
- A: あついですねえ。 B: \_\_\_\_\_。
  - そうですねえ。
  - いいえ、そうじゃ ありません。
  - さむいですか。
- A: みえますか。 B: いいえ、\_\_\_\_\_。
  - みえます。
  - みえません。
  - わかりません。
- A: わかりますか。 B: はい、\_\_\_\_\_。
  - わかりません。

- b. しります。  
c. わかります。
9. A: これは あなたの ですか。 B: はい、\_\_\_\_\_。  
a. あなたの です。  
b. あなた です。  
c. わたしの です。
10. \_\_\_\_\_えんぴつは わたしの です。  
a. これ  
b. この  
c. ここ
11. せんせい、あめ\_\_\_\_\_ ひとつ ください。  
a. は  
b. を  
c. か
12. A: わたしの しゅくだいは \_\_\_\_\_ ですか。 B: 这里是。  
a. どこ  
b. だれ  
c. なん
13. おたんじょうびは \_\_\_\_\_ ですか。  
a. だれ  
b. なん  
c. いつ
14. A: きょうは \_\_\_\_\_ ですか。 B: もくようび です。  
a. なんようび  
b. なんにち  
c. なん
15. A: いま なんじですか。 B: \_\_\_\_\_ です。  
a. しち  
b. しちじ  
c. しちはん
16. あに\_\_\_\_\_ なまえは ようすけです。  
a. は  
b. が  
c. の
17. これ\_\_\_\_\_ にほんごの ほんです。  
a. の  
b. は  
c. を
18. かぞくは ちち\_\_\_\_\_ はは\_\_\_\_\_ わたしです。

- a. と・と
  - b. の・の
  - c. も・も
19. \_\_\_\_\_は43さいです。(Speaking about own family)
- a. おとうさん
  - b. ちち
  - c. おとうとさん
20. ともだちの\_\_\_\_\_のなまえは すずきさんです。
- a. おとうさん
  - b. ちち
  - c. おとうとさん
21. A: こうこうせいですか。 B: いいえ、\_\_\_\_\_。
- a. こうこうせい ではありません。
  - b. こうこうせい です。
  - c. そうです。
22. わたしは ちゅうがくせい ではありません。あに\_\_\_\_\_ちゅうがくせい で  
は ありません。
- a. の
  - b. も
  - c. が
23. あに\_\_\_\_\_あね\_\_\_\_\_ かいしゃいんです。
- a. と・と
  - b. も・も
  - c. の・の
24. \_\_\_\_\_なまえは なんですか。
- a. あなた
  - b. お
  - c. はは
25. おじいさんは まえ いしゃ \_\_\_\_\_。
- a. でした
  - b. です
  - c. じゃ ありません。
26. わたしは ちゅうごくご\_\_\_\_\_ はなしません。
- a. が
  - b. に
  - c. を
27. ははは うち\_\_\_\_\_ コーヒーを のみます。
- a. に
  - b. で



- c. を
28. おばあさんは えいごを \_\_\_\_\_ はなしません。  
a. よく  
b. すこし  
c. あまり
29. これは わたしの きょうかしよです。\_\_\_\_\_, それは けんさんのです。  
a. と  
b. でも  
c. それとも
30. あさ\_\_\_\_\_ おちやを のみます。  
a. に  
b. で  
c. no particle
31. どうようび\_\_\_\_\_ レストランで たべました。  
a. に  
b. で  
c. no particle
32. わたしは きのう ばんごはん\_\_\_\_\_ たべません でした。  
a. に  
b. で  
c. を
33. あさごはん\_\_\_\_\_ なにを たべますか。  
a. に  
b. を  
c. で
34. わたしは \_\_\_\_\_ おひるごはんを たべません でした。  
a. きのう  
b. きょう  
c. あした
35. きょう なに\_\_\_\_\_ たべません。  
a. を  
b. も  
c. で
36. まいにち にほんご\_\_\_\_\_ べんきょうを します。  
a. を  
b. が  
c. の
37. よく でんわ\_\_\_\_\_ ともだちと はなします。  
a. に

- b. で  
c. を
38. A: どんな\_\_\_\_\_が すきですか。 B: おちやが すきです。  
a. たべもの  
b. のみもの  
c. くだもの
39. わたしは うたが すきです\_\_、じょうずでは ありません。  
a. でも  
b. か  
c. が
40. あに\_\_\_\_\_ せ\_\_\_\_\_ たかいです。  
a. も・も  
b. は・が  
c. は・の
41. ははは せが ひくいです。せが \_\_\_\_\_ です。  
a. みじかい  
b. たかい  
c. たかくない
42. おとうさんは ふとっていますか。\_\_\_\_\_ やせていますか。  
a. そして  
b. でも  
c. それとも
43. このほんは いいです\_\_\_\_。 (Seeking agreement from listener)  
a. ね  
b. よ  
c. か
44. うるさいです\_\_\_\_。 (Informing listener)  
a. ね  
b. よ  
c. か
45. A: ともだちは にほんごが じょうず ですか。 B: いいえ、\_\_\_\_\_。  
a. じょうず では ありません。  
b. じょうずです。  
c. とくいです。

## SECTION 2

46. きょうは みつかです。  
a. 一日  
b. 二日

- c. 三日
47. わたしの 名前は けんです。
- a. なまえ
  - b. めいぜん
  - c. ぜんぜん
48. わたしの たんじょうびは くがつ はつかです。
- a. 五月 十二日
  - b. 九月 二十日
  - c. 二月 二日
49. 明日は げつようびです。
- a. きのう
  - b. きょう
  - c. あした
50. にほんごを ベんきょうします。
- a. 二本
  - b. 日本
  - c. 口本
51. きょうは 金曜日です。
- a. もくようび
  - b. きんようび
  - c. どようび
52. うたが 上手 では ありません。
- a. じょうず
  - b. へた
  - c. とくい
53. おとうさんの たんじょうびは いつですか。
- a. 口
  - b. 父
  - c. 母
54. ちちは てが おおきいです。めも くちも おおきいです。
- a. 手・目・口
  - b. 月・耳・日
  - c. 目・耳・口
55. わたしは おみずを のみます。
- a. 本
  - b. 木
  - c. 水
56. 本を よみます。
- a. ほん

- b. もの
  - c. もと
57. あめを とお ください。
- a. 手
  - b. 十
  - c. 六
58. きょうは じゅうがつ むいか です。
- a. 十月 六日
  - b. 十日 六月
  - c. 十耳 木日
59. あめを 一つ ください。
- a. ひとつ
  - b. ふたつ
  - c. みつつ
60. 耳で ききます。
- a. め
  - b. みみ
  - c. て

## Answer Key

- |       |       |
|-------|-------|
| 1. b  | 36. c |
| 2. b  | 37. b |
| 3. b  | 38. b |
| 4. c  | 39. c |
| 5. c  | 40. b |
| 6. a  | 41. c |
| 7. b  | 42. c |
| 8. c  | 43. a |
| 9. c  | 44. b |
| 10. b | 45. a |
| 11. b | 46. c |
| 12. a | 47. a |
| 13. c | 48. b |
| 14. a | 49. c |
| 15. b | 50. b |
| 16. c | 51. b |
| 17. b | 52. a |
| 18. a | 53. b |
| 19. b | 54. a |
| 20. a | 55. c |
| 21. a | 56. a |
| 22. b | 57. b |
| 23. b | 58. a |
| 24. b | 59. a |
| 25. a | 60. b |
| 26. c |       |
| 27. b |       |
| 28. c |       |
| 29. b |       |
| 30. c |       |
| 31. a |       |
| 32. c |       |
| 33. a |       |
| 34. a |       |
| 35. b |       |

The Well-Trained Mind Academy  
**Japanese III**

**Course Blackboard site** wtma.blackboard.com

Grade Level: 9-12

Prerequisite: WTMA Japanese II or placement test

**Required Texts**

- *Adventures in Japanese 2, 4th ed.*, published by Cheng & Tsui ([purchase link](#))
  - Textbook ISBN 9781622910663
  - Workbook ISBN 9781622910670
- Japanese Graded Readers, published by Ask Books.
  - Level 1, Volume 3 ([purchase via Amazon Japan](#))
  - Level 2, Volume 1 ([purchase via Amazon Japan](#))
- Taishukan Japanese Readers, published by Taishukan
  - Volume 1 (Level 0~2) ([purchase via Amazon Japan](#))

*For video instructions to ship items internationally via Amazon Japan, click [here](#).*

*Previous editions of *Adventures in Japanese* are not compatible; students **must** purchase the 4th edition.*

*Additional texts, readings, videos, and audio files will be provided on Blackboard, either as PDFs or links.*

**Additional Materials**

- Grammar Notebook from Japanese II (instructor will provide PDFs for students entering Japanese III from another program)
- Recommended: Mechanical pencil and eraser (students *may not* submit work written in pen or marker)
- Boxed set of at least 500 small blank flashcards (about 2x3-in) with 40 dividers (dividers may be purchased or homemade; instructor will provide instructions to set up the box correctly)

*Please note*: Because the Japanese culture places a high value on handwriting, a core component of the course will focus on written (not typed) work. Your written homework is graded on accuracy and neatness of written *hiragana* and *kanji*, as well as grammatical correctness when applicable. Credit is awarded when students hand in a legible scan or photograph of their work.

**Course Description**

Japanese III builds on the foundation established in Japanese II, expanding on previously-learned material while introducing a variety of new, essential strategies for communication. Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the ACTFL: Communication, Cultures, Connections, Comparisons, and Communities.

Students will continue to develop basic competencies in the four modalities of language learning: listening, speaking, reading, and writing. At the conclusion of the course, students will be able to use Japanese to navigate everyday situations such as driving, dining at restaurants, and celebrating holidays, as well as to provide detail about themselves, their likes and dislikes, and their feelings in both polite and casual conversational styles (speaking); to write about their lives in diary/blog post style using an appropriate mix of *hiragana*, *katakana*, and 103 common *kanji* characters (writing); to recognize, understand, and respond to everyday conversational expressions in both polite and casual speech (listening); and to comprehend most of the information conveyed in mid-length texts written for learners and brief authentic texts, such as personal emails and restaurant menus (reading).

### **Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate are Novice-Mid: (*slightly modified for Japanese*)

**I can** identify basic facts from memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts, as well as conversations. (*Interpretive Communication*)

**I can** express my own, and respond to others' basic needs, feelings, and preferences, and request and provide information on some familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences and questions. (*Interpersonal Communication*)

**I can** present information about very familiar everyday topics and about myself, my interests, likes, dislikes, and activities, using a mixture of practiced or memorized words, phrases, and simple sentences. (*Presentational Communication*)

**I can** communicate with others from the target culture in familiar everyday situations, using memorized language and appropriate rehearsed behaviors (e.g., using informal speech with friends and family) while avoiding some obviously inappropriate behaviors (e.g., using formal speech with elders and strangers). I can identify some typical products (e.g., common menu items at restaurants) and practices (e.g., chopstick etiquette) related to familiar everyday life. (*Intercultural Communication*)

**I can** write and understand texts on familiar topics in an appropriate mix of *hiragana*, *katakana*, and over 100 *kanji* characters. NB: Full literacy in Japanese requires knowledge of *hiragana*, *katakana*, and approximately 2,000 *kanji*.

### **Course Methods**

The approach to this course is to combine comprehensible input with explicit instruction, first modeling language, then explaining grammatical points in more detail, and then providing ample opportunities for students to practice words and structures necessary for expressing themselves.

As a result, there is an emphasis on listening and reading first, then reproducing speech and text through repetition and memorization, and finally generating language to express ideas using the target language.

Due to the additional time needed to acquire the skill of reading/writing in the immensely complicated Japanese writing system, students' ability to read and process written information is much slower in Japanese III than can be expected of students learning languages that use the alphabet (such as Romance languages). We will be using a series of simple graded readers to encourage students to develop their reading skills and gain exposure to written Japanese. In Japanese III, the graded readers begin to incorporate more text per page and fewer images, challenging students to make use of context clues from the text rather than simply "reading the pictures."

### **Evaluation Criteria**

*Tests: include Culture Projects and Conversations with Sensei (25% of final grade):*

- Lesson tests primarily cover the material from the most recent chapter. However, keep in mind that language is cumulative, so each exam also covers all previously learned material!
- You will be completing two projects to teach your classmates about certain aspects of Japanese culture, history, or geography. These projects are presented in English.
- In the interest of tracking your oral progress with Japanese, you will be having a brief conversation with the instructor in Japanese half-way through the year and again at the end of the year! This is meant to be a low-stress opportunity for you to demonstrate the Japanese that you've picked up over the course of your time in class.

*Quizzes: include Oral Performances and Written Assignments (35%):*

- Quizzes are assigned for vocabulary, hiragana, and kanji. There are approximately three quizzes per chapter.
- Once per lesson, students memorize and present one of the chapter's example dialogues or speeches during class time.
- Occasionally, students will be asked to submit handwritten compositions for assessment. Written assignments are graded on accuracy and neatness of written *hiragana* and *kanji*, as well as grammatical correctness. Credit is awarded when students hand in a scan or a photograph of their work. *\*Images must be clear enough for instructor to read student handwriting.\**

*Homework: includes Workbook, Japanese Notebook, and Graded Reader (20%):*

- At the end of each lesson, parents are asked to confirm that students have completed and self-corrected the appropriate workbook pages. Workbook homework is otherwise ungraded, although questions will be discussed in class. However, students who do not keep up with the workbook will not succeed in the course.
- For every grammar lesson, students will be adding to their grammar notebooks. PDFs will be provided by the instructor; students are advised to fill out the notebook *by hand*. Credit is awarded when students hand in a scan or a photograph of their work. *\*Images must be clear enough for instructor to read student handwriting.\**



- To get students reading in Japanese, we'll be reading a variety of brief texts in Japanese. Students will be asked to complete comprehension and vocabulary "quizzes" as proof of completion. However, these are weighted as homework, not quizzes.

*Midterm and Final Exams (10%):* The midterm and final exams cover all lesson material with equal weight and count for slightly more than the lesson tests.

*Attendance and participation (10%):* Daily attendance counts for 10% of your grade. It can be very difficult to "make up" material missed in a language lesson, so performance on tests and quizzes is likely to be impacted by absences. Students are strongly encouraged to avoid absence when possible, and to watch the recorded lectures to catch up before the next class. Students who cause disruption by coming to class unprepared will be marked "Late" for the day (an attendance grade of 50%).

## SCHEDULE

*The schedule is subject to frequent updates. Please see Blackboard/email for changes.*

| Fall Week # | Content  |
|-------------|--|
| 1-2         | Introduction to textbook and workbook<br>Review study strategies<br>Preliminary Lessons 1-2<br>Taishukan Level 0 Graded Readers  |
| 3-7         | Lesson 1: Self introduction<br>-Progressive tenses using <i>te-imasu</i> ; using adverbs to express perfect tense<br>-Expressing relative locations of items and people<br>-Verb dictionary form (infinitive)<br>-Gerunds<br>Taishukan Level 1 Graded Readers  |
| 8-12        | Lesson 2: School rules<br>-Verbs of wearing; review of color words<br>-Granting permission ( <i>te mo ii desu</i> ); expressing prohibition ( <i>te wa dame desu</i> )<br>-Using "coming and going verbs" to describe going somewhere to do something (verb stem + <i>ni iku</i> )<br>-Answering negative questions with "Yes"<br>-Particle replacer <i>dake</i> ("just"/"only")<br>-Explaining/Inviting explanation ( <i>ndesu</i> )<br>Japanese Graded Readers Level 1 Vol. 3 (books 11, 12, 13) |
| 13-17       | Lesson 3: Driving<br>-Verb <i>nai</i> form (informal negative present/future)  |

|                     |   |
|---------------------|---|
|                     | <ul style="list-style-type: none"> <li>-Using <i>nai</i> form to make negative requests</li> <li>-Informal conversation style</li> <li>-Adverbial use of adjectives</li> <li>-Using particle <i>wo</i> to express movement "through" a location</li> <li>-Using particle <i>ni</i> to express movement "into" and particle <i>wo</i> or <i>kara</i> to express movement "out of"</li> <li>-Double particles</li> </ul> <p>Japanese Graded Readers Level 1 Vol. 3 (books 14,15)</p>  |
| 18                  | <i>Exam Week: No Class</i>  |
| <i>Winter break</i> |   |
| Spring Week #       |   |
| 1                   | Review previous material  |
| 2-6                 | <p>Lesson 4: At a Restaurant</p> <ul style="list-style-type: none"> <li>-Making selections (item + <i>ni shimasu</i>)</li> <li>-Describing appearance (<i>soo desu</i> form)</li> <li>-Using particle <i>ni</i> to mean "and"</li> <li>-Expressing obligation using <i>nakereba ikemasen</i></li> <li>-Expressing lack of obligation/necessity using <i>nakute mo ii desu</i></li> <li>-Expressing attempts using <i>te mimasu</i></li> </ul> <p>Taishukan Japanese Readers Level 2</p>   |
| 7-11                | <p>Lesson 5: Wellness</p> <ul style="list-style-type: none"> <li>-Expressing ability using (infinitive + <i>koto ga</i>) <i>dekimasu</i></li> <li>-Softening sentences with <i>ga</i></li> <li>-Reason particle <i>de</i></li> <li>-Intention extender <i>tsumori desu</i></li> <li>-Supposition extender <i>hazu desu</i></li> <li>-Emphasizing the size of a number using <i>mo</i></li> <li>-Expressing duration of time and number of occurrences</li> </ul> <p>Japanese Graded Readers Level 2 Vol. 1 (books 1,2,3)</p>  |
| 12-16               | <p>Lesson 6: New Year's</p> <ul style="list-style-type: none"> <li>-Verb <i>ta</i> form (informal affirmative simple past tense)</li> <li>-Experiential <i>koto ga arimasu</i></li> <li>-Verb <i>nakatta</i> form (informal negative simple past tense)</li> <li>-Expressing probability and inviting agreement using <i>deshoo</i></li> <li>-Expressing bringing something/someone along</li> <li>-"I give" (<i>agemasu/yarimasu</i>)</li> <li>-"He/she gives me" (<i>kuremasu</i>)</li> <li>-"I/we/they receive" (<i>moraimasu</i>)</li> </ul> <p>Japanese Graded Readers Level 2 Vol. 1 (books 4, 5)</p> |

|    |                            |
|----|----------------------------|
| 17 | Review for Final Exam      |
| 18 | <i>Exam Week: No Class</i> |

## Well-Trained Mind Academy

### Diagnostic Test

#### For placement in Japanese III

Please note: The answer key is on the final page of the document. To place into Japanese II, students must answer correctly *at least* 30 out of 45 questions in Section 1 *and* 10 out of 15 questions in Section 2.

Answer these questions to the best of your ability.

### SECTION 1

Select the best words (or particles) to fit the given context. X means that no word or particle is necessary.

1. Q: きょう なんじ\_\_ かえりますか。 A: よじごろ かえります。

- a. で
- b. に
- c. を

2. じてんしゃ\_\_ がっこう\_\_ きます。

- a. で・に
- b. で・を
- c. は・に

3. へやに ベッド\_\_つくえ\_\_ほんだな\_\_など あります。

- a. や・や・や
- b. や・や・X
- c. と・と・が

4. このクラスのあと\_\_ なにが ありますか。

- a. に

- b. を
- c. で
5. ふゆやすみ\_\_ アспен\_\_ スキーを しました。
- a. は・が
- b. は・に
- c. に・で
6. にほんごのクラスに おとこのせいと\_\_ ろくにん\_\_ おんなのせいと\_\_ はちにん います。
- a. は・X・が
- b. が・で・が
- c. と・と・と
7. どこ\_\_ そのシャツとズボンを かいましたか？
- a. で
- b. を
- c. に
8. しゃかいの せんせいは いいせんせいですが\_\_、あまり やさしくないです。
- a. と
- b. が
- c. でも
9. ピザ\_\_にまい\_\_ Lサイズの コーラ\_\_ひとつ\_\_ください。
- a. を・と・を・X
- b. の・を・の・を

c. が・の・と・が

10. Q: どうして かなしいですか? A: わたしのいぬが しにました\_\_。

a. X

b. ねえ

c. から

11. Q: えんぴつけずりは どこ\_\_ ありますか? A: きょうしつです。

a. で

b. に

c. が

12. Q: どうゆびに なにを しましたか? A: なに\_\_ しませんでした。

a. も

b. をも

c. が

13. Q: にほんごのクラスは \_\_\_\_\_ ですか? A: よじまでです。

a. なんじ

b. なんじまで

c. なんようび

14. おとうさんは なんじに しごとに \_\_\_\_\_ か?

a. いきます

b. きます

c. いきません

15. Q: がっこうに せいとが \_\_\_\_\_ いますか? A: にせんにん います。

a. なに

- b. なににん
  - c. なんにん
16. A: ちょっと おなかが \_\_\_\_\_。 B: だいじょうぶですか。
- a. いっぱいです
  - b. いたいです
  - c. すくないです
17. いま やすみたいですか? いいえ、\_\_\_\_\_。
- a. やすみたいです
  - b. だいじょうぶです
  - c. すみません
18. けさ \_\_\_\_\_ おきました。
- a. はやい
  - b. おそい
  - c. はやく
19. Q: \_\_\_\_\_ 勝ちましたか? A: マイクさんが 勝ちました。
- a. だれが
  - b. だれは
  - c. なにを
20. Q: まいにち やきゅうの れんしゅうを しますか? A: いいえ、\_\_\_\_\_ は しません。でも、ときどき します。
- a. なにも
  - b. れんしゅう
  - c. まいにち

21. Q: しゅうまつに えいがに いきましょう。\_\_\_\_\_あいましょうか？ A: いいですね。わたしのうちで あいましょう。

- a. どこに
- b. だれに
- c. どこで

22. Q: つぎのクラスは \_\_\_\_\_ですか？ A: えいごです。

- a. なん
- b. いつ
- c. なに

23. Q: \_\_\_\_\_が かいたいですか？ A: それがかいたいです。

- a. それ
- b. どれ
- c. だれ

24. Q: こんしゅう しゅくだいが おおいですか？ A: いいえ、\_\_\_\_\_です。

- a. おおいでは ありません
- b. たくさん
- c. すくない

25. うちに くるまが \_\_\_\_\_ ありますか？

- a. なに
- b. なんだい
- c. なんぼん

26. Q: \_\_\_\_\_ いそがしいですか？ A: しゅくだいが おおいですから。それに、ほうかごに アルバイトも します。



- a. いつ
- b. だれが
- c. どうして

27. Q: らいねん \_\_\_\_\_ アクティビティーを しますか? A: バレーボールを します。

- a. なんの
- b. どこ
- c. にほんご

28. うちが ひろいですか。はい、\_\_\_\_\_ ひろいです。

- a. ぜんぜん
- b. とても
- c. あまり

29. A: あたがたいコーヒーは いかがですか。 B: \_\_\_\_\_。

- a. ごちそうさまでした
- b. はい、どうぞ
- c. いいえ、けっこうです

30. Q: もう にほんごのしけんの べんきょうを しましたか? A: いいえ、\_\_\_\_\_。

- a. まだです
- b. けっこうです
- c. もうじゃ ありません

31. Q: あのかたは \_\_\_\_\_ ですか? A: わたしの えいごのせんせいで す。

- a. どなた

b. どこ

c. なん

32. Q: どうゆびに いっしょに えいがに いきませんか? A: \_\_\_\_\_。

a. いいえ、けっこうです

b. すみませんが、ちょっと...

c. いいえ、ありがとうございました

33. Q: すうがくの じゆぎょうは \_\_\_\_\_ ですか? A: せんせいが きびしくて、あまり わかりません。

a. なん

b. どこ

c. どう

34. ゆうべ ばんごはん \_\_\_\_\_ なにを しましたか?

a. で

b. りょうり

c. のあとで

35. いま \_\_\_\_\_ を たのしみに していますか? にほんりょこうを たのしみに しています。

a. なに

b. どこ

c. X

36. Q: がっこうの フットボールの チームは ゆうめいですか? A: いいえ、\_\_\_\_\_。

a. ゆうめくないです

b. ゆうめいでは ありません

- c. ゆうめいかったです
37. Q: いま いそがしいですか? A: いいえ、\_\_\_\_\_。
- a. いそがしくないです  
b. いそがしいでは ありません  
c. いそがしかったです
38. コーラがすきですか? いいえ、\_\_\_\_\_ きれいです。
- a. まずい  
b. おいしくて  
c. まずくて
39. これを (please read)。
- a. くださいよみます  
b. よみてください  
c. よんでください
40. おたんじょうびを かんじで (please write)。
- a. かいてください  
b. かきおねがい  
c. かってください
41. トイレに (may I go?)
- a. いいても いいですか  
b. いっても いいですか  
c. いってください
42. このとけいを (may I see?)
- a. みても いいですか

- b. みっても いいですか
  - c. みせても いいですか
43. まどを (open)、そとを (look)ください。
- a. あけます・みて
  - b. あけて・みえて
  - c. あけて・みて
44. やまだせんせいは (50 years old and)、にほんじんです。
- a. 50さいで
  - b. 50さくて
  - c. 50さいと
45. あにの だいがくは (old and famous)。
- a. ふるいと ゆうめいです
  - b. ふるいで ゆうめいです
  - c. ふるくて ゆうめいです

## SECTION 2

1. どうして めが いたいんですか。
  - a. 目
  - b. 耳
  - c. 目
2. きのう はやくおきて、おそくねめした。ねむいです。
  - a. 百
  - b. 川
  - c. 早
3. わたしの たんじょうびは くがつ はつかです。
  - a. 九月 八日

- b. 九月 二十日
  - c. 六月 一日
4. 来月 しけんが おおいです。
- a. あした
  - b. きしゅう
  - c. らいげつ
5. せんせいは 車で きました。
- a. しゃで・木
  - b. くるまで・来
  - c. くるまで・見
6. あには ドイツに 行きました。
- a. どいし・ゆ
  - b. どいつ・い
  - c. といれ・い
7. わたしは とうきょうの 大学で 四年べんきょうしました。
- a. だいがく・よねん
  - b. だいがく・よんねん
  - c. とおく・よねん
8. わたしの お金を かえしてください。
- a. おきん
  - b. おかね
  - c. おかわ
9. この しろい犬は ちよつと 太っています。
- a. 白・いぬ・ふと
  - b. 百・ふと・いね
  - c. 日・おお・た
10. ははは りょうりが 上手です。
- a. 母・へた
  - b. 父・うわで
  - c. 母・じょうず

11. にほんごを はなします。
- 日本語
  - 二本五
  - 年本子
12. せんせい、これは 何と いいますか。
- 生先・なに・語
  - 先生・なん・言
  - 千牛・なに・良
13. ぱんを たべます。
- パン・食
  - パノ・田
  - ポン・手
14. 私は まいにち ぎゅうにゅうを のみます。
- わたし・毎日・牛
  - むし・百四・九
  - はさみ・万目・年
15. きょう おてんきは よくなかったです。
- 九・大・四
  - 今日・天・良
  - 今月・十・語

# Answer Key

## Section 1

- |       |       |
|-------|-------|
| 1. b  | 33. c |
| 2. a  | 34. c |
| 3. b  | 35. a |
| 4. c  | 36. b |
| 5. c  | 37. a |
| 6. b  | 38. c |
| 7. a  | 39. c |
| 8. b  | 40. a |
| 9. a  | 41. b |
| 10. c | 42. a |
| 11. b | 43. c |
| 12. a | 44. a |
| 13. b | 45. c |
| 14. a |       |
| 15. c |       |
| 16. b |       |
| 17. b |       |
| 18. c |       |
| 19. a |       |
| 20. c |       |
| 21. c |       |
| 22. a |       |
| 23. b |       |
| 24. c |       |
| 25. b |       |
| 26. c |       |
| 27. a |       |
| 28. b |       |
| 29. c |       |
| 30. a |       |
| 31. a |       |
| 32. b |       |

## Section 2

1. c
2. c
3. b
4. c
5. b
6. b
7. a
8. b
9. a
10. c
11. a
12. b
13. a
14. a
15. b

The Well-Trained Mind Academy  
**Japanese IV**

**Course Blackboard site** wtma.blackboard.com

Grade Level: 10-12

Prerequisite: WTMA Japanese III or placement test

**Required Texts**

- *Adventures in Japanese 3, 4th ed.*, published by Cheng & Tsui ([purchase link](#))
  - Textbook ISBN 9781622910700
  - Workbook ISBN 9781622910717
- [Satori Reader Pro](#) subscription
- (Students should already own from Japanese III) *Adventures in Japanese 2, 4th ed.*, published by Cheng & Tsui ([purchase link](#))
  - Textbook ISBN 9781622910663
  - Workbook ISBN 9781622910670

*For video instructions to ship items internationally via Amazon Japan, click [here](#).*

*Previous editions of *Adventures in Japanese* are not compatible; students **must** purchase the 4th edition.*

*Additional texts, readings, videos, and audio files will be provided on Blackboard, either as PDFs or links.*

**Additional Materials**

- Grammar Notebook from Japanese III (instructor will provide PDFs for students entering Japanese IV from another program)
- Recommended: Mechanical pencil and eraser (students *may not* submit work written in pen or marker)
- Recommended: Boxed set of at least 500 small blank flashcards (about 2x3-in) with 40 dividers (dividers may be purchased or homemade; instructor will provide instructions to set up the box correctly). Students may also choose to make their own digital flashcards through Anki or Quizlet.

*Please note*: Because Japanese culture places a high value on handwriting, a core component of the course will focus on written (not typed) work. Your written homework is graded on accuracy and neatness of written *hiragana* and *kanji*, as well as grammatical correctness when applicable. Credit is awarded when students hand in a legible scan or photograph of their work.

**Course Description**

Japanese IV builds on the foundation established in Japanese III, expanding on previously-learned material while introducing a variety of new, essential strategies for communication. Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning](#)



## Languages from the ACTFL: Communication, Cultures, Connections, Comparisons, and Communities.

Students will continue to develop basic competencies in the four modalities of language: listening, speaking, reading, and writing. At the conclusion of the course, students will be able to use Japanese to navigate everyday situations such as interacting with a Japanese host family, discussing controversial issues, and sightseeing around Japan, as well as to provide information about themselves, their interests, and their future plans in increasingly nativelike conversational styles (speaking); to write about their lives in diary/blog post style, and to write polite emails and letters using an appropriate mix of hiragana, katakana, and 275 common kanji characters (writing); to recognize, understand, and respond to everyday conversational expressions and some specialized vocabulary in both polite and casual speech (listening); and to comprehend most of the information conveyed in mid-length texts written for learners and brief authentic texts, such as text messages and online profiles of celebrities (reading).

### Can-Do Statements

To track student development, we will be using the [\*Can Do Statements\*](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate are Novice-High and Intermediate-Low: (*slightly modified for Japanese*)

**I can** understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. (*Interpretive Communication: Intermediate-Low*)

**I can** communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (*Interpersonal Communication: Novice-High*)

**I can** present information about very familiar everyday topics and about myself, my interests, likes, dislikes, and activities, using a mixture of practiced or memorized words, phrases, and simple sentences. (*Presentational Communication: Novice-High*)

**I can** converse with peers at school and play (but not in a workplace), use appropriate learned behaviors (e.g., bringing a gift when visiting someone's home) and avoid social blunders (e.g., failing to thank someone for kindness shown at a previous meeting). I can identify some typical products (e.g., home appliances and furniture) and practices (e.g., bathhouse etiquette, separation of garbage) related to familiar everyday life. (*Intercultural Communication: Intermediate-Low*)

**I can** write and understand texts on familiar topics in an appropriate mix of *hiragana*, *katakana*, and almost 300 *kanji* characters. NB: Full literacy in Japanese requires knowledge of *hiragana*, *katakana*, and approximately 2,000 *kanji*.

### Course Methods

The approach to this course is to combine comprehensible input with explicit instruction, first modeling language, then explaining grammatical points in more detail, and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text through repetition and memorization, and finally generating language to express ideas using the target language.

Due to the additional time needed to acquire the skill of reading/writing in the immensely complicated Japanese writing system, students' ability to read and process written information is slower in Japanese IV than can be expected of students learning languages that use the alphabet (such as Romance languages). We will continue to use simple graded readers to encourage students to develop their reading skills and gain exposure to written Japanese. In Japanese IV, the graded readers incorporate more text per page and fewer images, challenging students to apply their background cultural and grammatical knowledge to unfamiliar expressions.

### **Evaluation Criteria**

*Tests: include Culture Projects, Conversations with Sensei, and Written Assignments (25% of final grade):*

- Lesson tests primarily cover the material from the most recent chapter. However, keep in mind that language is cumulative, so each exam also covers all previously learned material!
- You will be completing two projects to teach your classmates about certain aspects of Japanese culture, history, or geography. These projects are presented in English.
- In the interest of tracking your oral progress with Japanese, you will be having a brief conversation with the instructor in Japanese half-way through the year and again at the end of the year! This is meant to be a low-stress opportunity for you to demonstrate the Japanese that you've picked up over the course of your time in class.

*Quizzes: include Oral Performances and Graded Readers (35%):*

- Quizzes are assigned for vocabulary, hiragana, and kanji. There are approximately three quizzes per chapter.
- Once per lesson, students memorize and present one of the chapter's example dialogues or speeches during class time.
- Occasionally, students will be asked to submit handwritten compositions for assessment. Written assignments are graded on accuracy and neatness of written *hiragana* and *kanji*, as well as grammatical correctness. Credit is awarded when students hand in a scan or a photograph of their work. *\*Images must be clear enough for instructor to read student handwriting.\**

*Homework: includes Workbook and Japanese Notebook entries (20%):*

- At the end of each lesson, parents are asked to confirm that students have completed and self-corrected the appropriate workbook pages. Workbook homework is otherwise ungraded, although questions will be discussed in class. However, students who do not keep up with the workbook will not succeed in the course.

- For every grammar lesson, students will be adding to their grammar notebooks. PDFs will be provided by the instructor; students are advised to fill out the notebook *by hand*. Credit is awarded when students hand in a scan or a photograph of their work. *\*Images must be clear enough for the instructor to read student handwriting.\**
- To get students reading in Japanese, we'll be reading a variety of brief texts in Japanese. Students will be asked to complete comprehension and vocabulary "quizzes" as proof of completion. However, these are weighted as homework, not quizzes.
- Readings in the app will also be a part of the homework grade.

*Midterm and Final Exams (10%):* The midterm and final exams cover all lesson material with equal weight and count for slightly more than the lesson tests.

*Attendance and participation (10%):* Daily attendance counts for 10% of your grade. It can be very difficult to "make up" material missed in a language lesson, so performance on tests and quizzes is likely to be impacted by absences. Students are strongly encouraged to avoid absence when possible, and to watch the recorded lectures to catch up before the next class. Students who cause disruption by coming to class unprepared will be marked "Late" for the day (an attendance grade of 50%).

## **SCHEDULE**

*The schedule is subject to frequent updates. Please see Blackboard/email for changes.*

| Fall Week #         | Content                                  |
|---------------------|--|
| 1                   | Review                                   |
| 2-5                 | Vol. 2 Lesson 9: Japanese Folktale       |
| 6-9                 | Vol. 2 Lesson 10: Giving Directions      |
| 10-13               | Vol. 2 Lesson 11: Japanese Cooking       |
| 14-17               | Vol. 2 Lesson 12: Mother's Day           |
| 18                  | <i>Exam Week: No Class</i>               |
| <i>Winter break</i> |  |
| Spring Week #       |  |
| 1                   | Vol. 3 Preliminary Lesson                |
| 2-3                 | Lesson 1: Study Abroad                   |
| 4-5                 | Lesson 2: Study of the Japanese Language |
| 6-7                 | Lesson 3: Japanese Entertainment         |

|       |  |
|-------|--|
| 8-9   | Lesson 4: The Japanese Home            |
| 10-11 | Lesson 5: A Japanese Meal              |
| 12-13 | Lesson 6: Global Citizen               |
| 14-15 | Lesson 7: Traveling in Tokyo           |
| 16-17 | Lesson 8: Hiroshima, Nagasaki, Okinawa |
| 18    | <i>Exam Week: No Class</i>             |