<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening (Monologues)</th>
<th>Speaking (Monologues)</th>
<th>Listening/Speaking (Conversation)</th>
</tr>
</thead>
</table>
| Behavioral Objectives | Students will be able to:  
- Understand written Japanese on familiar topics on a sentence basis | Students will be able to:  
- Write Japanese characters and sentences  
- Write texts of 200 characters on familiar topics | Students will be able to:  
- Understand simple instructions and communications from the teacher and react appropriately  
- Understand sentences on familiar topics | Students will be able to:  
- Talk about oneself and familiar topics in simple terms. | Students will be able to:  
- Interact in a simple way in conversations on very familiar topics. |
| Skills | Students will be able to:  
- Understand texts with learnt vocabulary and expressions in simple contexts  
- Use dictionaries | Students will be able to:  
- Correctly write hiragana, katakana and learnt kanji  
- Use basic punctuation  
- Take dictation of sounds, words and short sentences  
- Describe oneself and surroundings in distal style. | Students will be able to:  
- Recognize key words  
- Distinguish between questions and declarative sentences  
- Understand simple instructions and requests  
- Master sounds, rhythms and mora of Japanese | Students will be able to:  
- Describe locations (school and hometown) in simple terms  
- Give a short self-introduction  
- Talk about preferences and the reasons  
- Talk about daily routines | Students will be able to:  
- Ask and answer simple questions  
- Use intonation to correctly distinguish declarative sentences and questions  
- Make simple greetings and introduce oneself  
- Extend, accept or decline invitations  
- Order in restaurants and talk with staff in shops and post offices etc. |
| Linguistic Elements | - Katakana  
- Hiragana  
- Demonstratives  
- Conjunctions  
- Distal style | - Hiragana  
- Katakana  
- Kanji (differences from Chinese Kanji)  
- Punctuation  
- Distal style (desu, masu)  
- Noun sentence  
- Verb sentence  
- Adjective sentence  
- Description of objects  
- Comparison of objects | - Japanese sound system  
- Accent and intonation  
- Numbers, prices, times, dates and days of the week  
- Distal style  
- Interrogatives  
- Demonstratives  
- Conjunctions | - Facts  
- State of surroundings  
- Simple sentences using nouns, verbs and adjectives  
- Mora  
- Pronunciation of each phonetic character  
- Accent and intonation  
- Expressions of frequency, comparisons and reasons  
- Vocabulary of dates, prices, periods, volume and frequency | - Expressions of: frequency, comparisons, reasons, dates, prices, periods of time, volume, frequency, placing orders, making requests/inquiries, shopping, giving/receiving, and paying visits |
<table>
<thead>
<tr>
<th>Topics/Activities</th>
<th>Topics:</th>
<th>Activities:</th>
</tr>
</thead>
</table>
|                   | - Self-introductions  
|                   | - Shopping  
|                   | - Daily activities and schedules  
|                   | - Meetings by appointment  
|                   | - Experiences  
|                   | - Schedules  
|                   | - Destinations and methods of transportation  
|                   | - Locations of people and objects  
|                   | - One’s own life style  
|                   | - One’s own room  
|                   | - Preferences  
|                   | - Ordering at restaurants  
|                   | - Reading comprehension homework  
|                   | - Weekly schedule  
|                   | - One’s own room  
|                   | - Personal information  
|                   | - Daily activities  
|                   | - Locations  
|                   | - Personal preferences and their reasons  
|                   | - A composition about oneself  
|                   | - Dictation of monotones, words and short sentences  
|                   | - Writing practice focusing on particular sentence patterns  
|                   | - Introduction of oneself and others  
|                   | - Daily and weekly events and schedules  
|                   | - Shopping  
|                   | - Placing orders  
|                   | - Asking about business hours  
|                   | - Locations of people and objects  
|                   | - Giving/following directions  
|                   | - Dictation of monotones, words and short sentences  
|                   | - Listening practice  
|                   | - Listening task homework  
|                   | - Introduction of self, others and locations  
|                   | - How to get to destinations  
|                   | - Travel experiences  
|                   | - Preferences  
|                   | - Reading aloud  
|                   | - Pronunciation practice  
|                   | - Watching and listening of audio-visual materials  
|                   | - Shadowing  
|                   | - Ordering in restaurants  
|                   | - Sending letters and packages at the post office  
|                   | - Asking for telephone numbers and asking about business hours  
|                   | - Introducing oneself and others  
|                   | - Giving/following directions  
|                   | - Going shopping  
|                   | - Speaking about travel experiences  
|                   | - Lost and found  
|                   | - Dictation  
|                   | - Oral practice  
|                   | - Role plays  
|                   | - Pair work  
|                   | - Tasks  


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</table>
| Behavioral Objectives | Students will be able to:  
- Understand the points of texts with multiple paragraphs written on familiar topics  
- Understand brief communications | Students will be able to:  
- Write texts of 400 characters on familiar topics  
- Communicate by e-mails and memos | Students will be able to:  
- Understand main points by listening to explanations on familiar topics | Students will be able to:  
- Describe and explain familiar events and activities  
- Present one-minute oral reports on concrete and daily matters | Students will be able to:  
- Sustain short conversations on familiar topics |
| Skills | Students will be able to:  
- Read texts intended for learners at the early stage of the elementary level, guessing the meaning of new words without using dictionaries.  
- Understand daily communications such as short e-mails, instructions, notices etc.  
- Understand the differences between distal and direct styles  
- Look up new words in dictionaries by oneself | Students will be able to:  
- Write texts in distal and direct styles  
- Write short sentences to express one's own desires and opinions  
- Write texts using a basic organization of paragraphs | Students will be able to:  
- Recognize key words  
- Understand main points of short speeches  
- Understand the content with clear sense of chronological order. | Students will be able to:  
- Combine sentences using conjunctions  
- Compose several sentences in a coherent manner  
- Give opinions briefly  
- Select speech styles appropriate to the context  
- Speak while paying attention to chronological order | Students will be able to:  
- Understand differences between distal and direct styles  
- Ask and answer simple questions  
- Appropriately ask the speaker to repeat when not clear  
- Ask and give directions  
- Follow or give instructions on procedures and methods |
| Linguistic Elements | - Direct style  
- Conjunctions  
- Noun modifications | - Direct style  
- Organization of texts with multiple paragraphs  
- Short e-mails  
- Conjunctions  
- Tense  
- Expository texts  
- Opinions | - Direct style  
- Conjunctions  
- Expressions of: reasons, objectives, procedure, and instruction, request, permission, prohibition, experiences and desires | - Descriptions of people and objects  
- Tense  
- Opinion  
- Expressions of wishes, assumption, reasons, procedures, methods, etc.  
- Direct style | - Permission, prohibition  
- Possibility  
- Experiences, wishes  
- Message  
- Requests  
- Opinions |
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<tr>
<th>Topics/Activities</th>
<th>Topics:</th>
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<td>Dreams for future</td>
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<td></td>
<td>Seasonal events</td>
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<td></td>
<td>Short e-mails to make requests and get permission from teachers</td>
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<td></td>
<td>Describing familiar people and places</td>
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<td></td>
<td>Comparing children’s plays in the past and present</td>
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<td>Activities:</td>
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<tr>
<td></td>
<td>Reading poetry and expository texts</td>
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<tr>
<td></td>
<td>Message boards, notices, catalogues, warnings, telephone messages and notifications</td>
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<td></td>
<td>Postcards, letters, e-mail and journal entries</td>
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<td></td>
<td>Searching the Internet</td>
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<td></td>
<td>Reading comprehension homework</td>
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<tr>
<td></td>
<td>- Introducing family members</td>
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<td>- Hobbies</td>
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<td>- Holiday schedules</td>
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<td>- Dreams for future</td>
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<td>- Introducing places</td>
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<td>Activities:</td>
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<td></td>
<td>Compositions about oneself</td>
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<td>Correspondence using e-mails postcards and letters</td>
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<td>Journal entries</td>
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<td>Writing after brainstorming</td>
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<td>Writing using four paragraph structure of Japanese narratives</td>
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<thead>
<tr>
<th>Topics:</th>
<th>-Cooking instruction</th>
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<tbody>
<tr>
<td></td>
<td>- Introducing family members</td>
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<td>- Classroom instruction</td>
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<td>- Describing familiar people and places</td>
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<td>- Hobbies</td>
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<tr>
<td>Activities:</td>
<td>Listening to instructions and procedures and acting accordingly</td>
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<td></td>
<td>Listening to and conveying messages</td>
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<td>Taking notes while listening short passages</td>
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<td>Listening to oral reports</td>
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<td>Listening to recordings of literary works (haiku, poetry and the first paragraph of a novel)</td>
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<td>Listening task homework</td>
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<td>Shadowing</td>
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<thead>
<tr>
<th>Topics:</th>
<th>- Lives of Japanese people in Hong Kong</th>
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<tbody>
<tr>
<td></td>
<td>- Describing familiar people and locations</td>
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<td></td>
<td>- Lives of University students</td>
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<td>- Hobbies</td>
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<td>Activities:</td>
<td>Oral reports from mini interviews</td>
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<td>Rehearsing oral reports</td>
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<td>Recitation of poetry</td>
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<td>- Watching and listening of audio-visual materials</td>
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<td>- Shadowing</td>
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<tr>
<th>Topics:</th>
<th>- Hobbies and preferences</th>
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<tr>
<td></td>
<td>- Plans</td>
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<td></td>
<td>- Holiday schedules</td>
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<td></td>
<td>- Introducing family members</td>
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<td></td>
<td>- Giving instructions (ex: how to use machines, how to get to destinations etc.)</td>
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<tr>
<td></td>
<td>- Daily life and experiences in Hong Kong</td>
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<td></td>
<td>- Making simple requests to teachers</td>
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<td>- Comparing children’s plays in the past and present</td>
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<tr>
<td>Activities:</td>
<td>Watching and listening of audio-visual materials</td>
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<td></td>
<td>Pair work</td>
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<td>Role plays</td>
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<td></td>
<td>- Interviewing Japanese</td>
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<td></td>
<td>- Q&amp;A sessions after oral reports</td>
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</table>
## Proficiency

### Behavioral Objectives

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<th>Speaking (Monologues)</th>
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</tr>
</thead>
</table>
| Students will be able to:  
- Comprehend relatively long texts intended for learners at the later stage of the elementary level  
- Follow the logic development of the text | Students will be able to:  
- Write short essays of 500 to 600 characters on topics one is familiar with or interested in  
- Exchange a series of communications for requests etc. by E-mail | Students will be able to:  
- Understand explanations on familiar topics | Students will be able to:  
- Give one-minute presentations on familiar topics  
- Summarize orally the contents of short conversations | Students will be able to:  
- Sustain conversation with details on familiar topics  
- Handle simple interactions in unfamiliar situations |

### Skills

#### Linguisitic Elements

| - Differences between the written and spoken languages  
- Conjunctions  
- Expressions of: judgment, states, possibilities, intentions and plans, explaining circumstances and causations  
- Adverbs  
- Passive sentences | - Written and spoken styles  
- Conjunctions  
- Expressions of: judgment, explaining circumstances and causations  
- E-mail basics to communicate with teachers and ask their permission  
- Message notes  
- Journal entries  
- Expository texts  
- Short essays | - Characteristics of the spoken language  
- Expressions of: possibility, states, intentions, conjecture, feelings and impressions, etc.  
- Conjunctions to make a cohesive speech ("Sorede "Soreni" etc) | - Expressions of: possibility, states, intentions, conjecture, feelings, and impressions, etc.  
- Conjunctions to make a cohesive speech ("Sorede "Soreni" etc) | - Basic aizuchi and its intonation  
- Sentence final particles and their intonation  
- Characteristics of the spoken language  
- Expressions of: request, confirmation, feelings, possibility, states, volitions, advice, conjecture, quotations/conveyance, conditions, aims/objectives, etc.  
- Passive voice |

## Skills

### Behavioral Objectives

| Students will be able to:  
- Recognize the subject and predicate within a complex sentence  
- Recognize Topic sentence in a paragraph  
- Recognize the key paragraph in a multiple-paragraph text  
- Comprehend sentences intended for learners at the later stage of the elementary level, guessing the meaning of new words without using dictionaries  
- Understand the content while recognizing differences among styles such as expository texts, conversations and narratives | Students will be able to:  
- Present facts and ideas separately  
- Write answers appropriately  
- Write texts using a given paragraph organization | Students will be able to:  
- Gather/collect necessary information  
- Understand points of speeches which include unfamiliar words  
- Understand a connection between sentences | Students will be able to:  
- Memorize and give speeches of multiple paragraphs without notes  
- Speak about a topic in an organized way using keywords  
- Immediately respond using simple expressions when asked of their opinions. | Students will be able to:  
- Make basic aizuchi (backchannel)  
- Politely ask speakers to repeat when not clear  
- Make requests or ask for permission politely  
- Express feelings  
- Speak about abilities and skills  
- Talk about future |
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<tr>
<th>Topics/Activities</th>
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<tbody>
<tr>
<td></td>
<td>- Giving advices</td>
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<td></td>
<td>- Dreams for future</td>
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<td></td>
<td>- The University of Hong Kong</td>
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<td>- Culture and Arts in Heian Period</td>
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<tr>
<td>Activities:</td>
<td>- Reading comprehension homework</td>
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<td></td>
<td>- Answering questions on contents of the text</td>
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<td>- Preparing advises to solve others’ problems</td>
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<td>- Dreams for future</td>
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<td>- The University of Hong Kong</td>
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<td>Activities:</td>
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<tr>
<td>- Journal entries</td>
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<tr>
<td>- Absence notice by email</td>
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<td>- Compositions on a given topic</td>
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<tr>
<td>- Writing short answers</td>
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<tr>
<td>- Writing advices to solve others’ problems</td>
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<tr>
<td>- Introducing The University of Hong Kong</td>
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<td>- Weekend and holiday plans</td>
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<td>- Choosing a major</td>
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<td>- Dreams for future</td>
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<tr>
<td>Activities:</td>
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<td>- Listening practice homework</td>
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<tr>
<td>- Dictations</td>
</tr>
<tr>
<td>- Watching audio-visual materials</td>
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<tr>
<td>- Q&amp;A to check comprehension of summaries of conversations and short presentations about a picture or photograph</td>
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<tr>
<th>Topics:</th>
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<tbody>
<tr>
<td>- Future goals</td>
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<td>- How to take a bus</td>
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<td>- Weekend plans</td>
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<tr>
<td>Activities:</td>
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<tr>
<td>- Short presentations (one minute) about a picture or photograph</td>
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<tr>
<td>- Explaining procedures and methods in daily life</td>
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<tr>
<td>- Presenting a summary of conversation</td>
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<td>- Weekend and holiday plans</td>
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<td>- Advice and suggestions</td>
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<td>- Recent events</td>
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<td>- Making requests to teachers</td>
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<td>- Asking seniors for permission</td>
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<td>- My strengths and weaknesses</td>
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<td>- Plans for future</td>
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<td>Activities:</td>
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<td>- Pair work</td>
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<tr>
<td>- Role plays</td>
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<tr>
<td>Proficiency</td>
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</tbody>
</table>
| Behavioral Objectives | Students will be able to:  
- Understand the points of brief newspaper articles on social issues  
- Read for information and/or knowledge required | Students will be able to:  
- Write expository texts or opinions of 500 to 600 characters on social topics of one’s interests | Students will be able to:  
- Understand main points of speeches and oral reports with new/unfamiliar vocabulary and expressions | Students will be able to:  
- Give oral presentations on familiar topics using data  
- Give two-minute speeches on familiar events | Students will be able to:  
- Initiate conversations in everyday situations and on familiar topics  
- Sustain polite conversations in familiar but formal situations |
| Skills | Students will be able to:  
- Comprehend texts intended for learners at the later stage of the elementary level  
- Understand short newspaper articles with the help of dictionaries when necessary | Students will be able to:  
- Write brief definitions  
- Write texts using appropriate examples to offer explanations or opinions  
- Write texts using appropriate paragraph organization  
- Correctly use Japanese manuscript (genkoyoushi) | Students will be able to:  
- Understand the topic or main points of the speeches  
- Understand others’ opinions  
- Understand speeches by guessing the meaning of new words  
- Take notes while listening | Students will be able to:  
- Speak on familiar topics including opinions and impressions  
- State opinions euphemistically, using expressions of conjecture etc.  
- Give multiple-paragraph speeches without notes  
- Describe objects in detail by comparing | Students will be able to:  
- State opinions euphemistically  
- Understand euphemistic expressions  
- Make requests and ask for permission using basic honorifics  
- Talk about life in Hong Kong with Japanese native speakers who meet for the first time |
| Linguistic Elements | - Conjunctions frequently used in the written language  
- Expressions frequently used in newspaper and magazine articles (conveying formation/messages, judgment, stating opinions etc.)  
- Expressions of;  
  - Stating opinions  
  - Assessing, agreeing and disagreeing  
  - Conveying information  
  - Giving and receiving  
  - Causative  
  - Conjunctions  
  - Adverbs  
  - Basic honorifics (honorific, humble, polite expressions) | - Expressions of;  
  - Stating opinions  
  - Assessing, agreeing and disagreeing  
  - Conveying information  
  - Giving and receiving  
  - Causative  
  - Conjunctions  
  - Adverbs  
  - Basic honorifics (honorific, humble, polite expressions) | - Expressions of;  
  - Making requests  
  - Stating opinions  
  - Basic honorifics (honorifics, humble, polite expression)  
  - Giving and receiving  
  - Stating intentions and thoughts  
  - Conveying information | - Expressions of;  
  - Making requests  
  - Stating opinions  
  - Basic honorifics  
  - Giving and receiving  
  - Stating intentions and thoughts  
  - Conveying information |
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</table>
| - New Year in Japan  
- Customs of exchanging gifts  
- Degree of trust for family etc.  
- Short newspaper/magazine articles  
- Mobile phone manners | - New Year events  
- Memories  
- Mobile phone manners | - Reading comprehension homework  
- Reading with chronological understanding of the events  
- Analyzing the results of a survey or data to prepare for oral presentation  
- Gathering necessary information from the Internet | - Listening practice homework  
- Dictations  
- Watching audio-visual materials  
- Q&A to check comprehension of summaries of conversations  
- Speeches  
- Oral reports using diagrams | - Self-introduction in the first class at university  
- Roles of husbands and wives at home (comparing Hong Kong with Japan)  
- Childhood memories | - New year and other festivals in Japan and Hong Kong  
- Customs of exchanging gifts  
- Newspaper articles  
- Childhood memories  
-Making a restaurant reservation by phone | - Pair work  
- Role plays  
- Discussion |
### Behavioral Objectives

**Reading**
- Comprehend short texts in native Japanese that are not adjusted in vocabulary, expressions etc for learners

**Writing**
- Write expository texts and reports of 800 characters on concrete topics

**Listening**
- Understand oral reports on cultural or social, but concrete topics
- Grasp the message and arguments of the speeches

**Speaking**
- Present five-minute oral reports on familiar topics with gathered information and one’s opinions

### Skills

**Reading**
- Analyze organization of texts or paragraphs
- Distinguish facts from opinions
- Pick-up information from non-text data (e.g. graphs and book covers)
- Understand differences of similar things
- Understand arguments

**Writing**
- Follow Japanese writing rules
- Produce texts in an appropriate and unified style
- Use conjunctions effectively to connect sentences and paragraphs
- Use quotes and citations appropriately
- Make presentation materials
- Write expository texts and reports with a specific aim/readers in mind

**Listening**
- Understand topics and main points of presentations
- Understand organization of presentations
- Understand the speeches drawing from social and cultural knowledge

**Speaking**
- Give presentations with prepared outlines and visual aids such as photographs and power point slides
- State opinions separately from facts
- Adjust oral presentations to accommodate the reactions of the audience

### Linguistic Elements

**Poetry**
- Idioms
- Expressions for feelings and emotions
- Conjunctions
- Contextual demonstratives
- Adverbs
- Onomatopoeia

**Japanese writing rules**
- PC input
- Styles of writing (medium or genre specific)
  - "da" and "dearu" styles
  - Verbal Connective forms
  - Style unification
  - "wa" and "go"
  - Demonstratives
  - Conjunctions
  - Quotes and citations
  - Expository texts
  - Reports

**Basic vocabulary on cultural and social issues**
- Vocabulary of Chinese origin
- Conjunctions
- Formal expressions in oral reports

**Formal expressions used in oral presentations**
- Vocabulary of Chinese origin
- Connectors and cohesive devices
- Honorifics
- Expressions to indicate the organization and flow of presentations

- Make appropriate “aizuchi”
- Appropriately ask speakers to repeat when not clear
- Participate in conversations with native speakers of Japanese whose delivery is not necessarily slow and clear
- Make appointments by phone
- Ask and answer questions for clarifications and further information regarding contents of oral reports

- Aizuchi
- Fillers
- Expressions of: requests, rejections, reasons, conveying messages/information, making appointments by phone
- Standardized expressions for Q&A session
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<tr>
<th>Topics/Activities</th>
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<tbody>
<tr>
<td></td>
<td>- Comparisons among different types of computers</td>
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<td></td>
<td>- Showing gratitude in Japanese culture</td>
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<td></td>
<td>- The whaling controversy</td>
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<tr>
<td>Activities:</td>
<td>- Reading comprehension homework</td>
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<td></td>
<td>- Q&amp;A on various types of texts (short poems, book covers, essays, opinions, graphs, questionnaire reports etc.)</td>
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<td>- Providing information on how to use school facilities such as cafeterias and libraries</td>
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<td></td>
<td>- Comparisons of Japanese and Chinese writing rules</td>
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<td>- Comparing writing styles in different medium and genre</td>
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<td></td>
<td>- Write expository texts</td>
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<td></td>
<td>- Produce presentation materials for an interview project</td>
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<td>- Write an interview project report</td>
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<td>- Peer-review to analyze and learn from others’ writings</td>
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<td>- Taking notes on the topics, examples and opinions while listening to oral reports</td>
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<td>- Q&amp;A sessions after oral reports</td>
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<td>- Peer evaluations on oral presentations</td>
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<td>- Listening practice homework and creating portfolios</td>
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<td>- Listening to expository texts of 300 to 400 characters</td>
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<td>- Interview project with Japanese residents in Hong Kong</td>
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<td>Activities:</td>
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<tr>
<td>- Oral report on interview content</td>
</tr>
<tr>
<td>- Role plays (Making requests/refusal, reasons, hearsay etc.)</td>
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</table>
## Behavioral Objectives

### Reading

- Students will be able to:
  - Comprehend the arguments/views of texts in native Japanese that are not adjusted in vocabulary, expressions etc for learners
  - Read texts of various themes

### Writing

- Students will be able to:
  - Write opinions of 800 characters on relatively abstract topics

### Listening (Monologues)

- Students will be able to:
  - Understand oral reports and explanations on culture, social or current topics within a scope of common knowledge

### Speaking (Monologues)

- Students will be able to:
  - Give oral reports and presentations on social and cultural issues in general

## Skills

### Reading

- Students will be able to:
  - Read relatively complicated texts which contain an intricate combination of contrasts and exemplification.
  - Distinguish general opinions from individual opinions

- Students will be able to:
  - Identify and correct basic grammatical mistakes
  - Write texts with effective paragraph organization
  - Select and use vocabularies appropriate to the style with a use of dictionaries and the Internet
  - Write correctly to express causation, reasons, and aims
  - Summarize relatively abstract texts
  - Write opinions with a specific purpose/readers in mind

### Listening (Monologues)

- Students will be able to:
  - Understand content while sorting out key words

### Speaking (Monologues)

- Students will be able to:
  - Make a report with effective organization
  - State causation
  - Make a coherent speech with comparative and analytical content
  - State opinions and the reasons

### Speaking (Conversation)

- Students will be able to:
  - Conduct interviews on current issues that do not require professional knowledge
  - Discuss concrete matters on cultural or social topics
  - Express one’s emotions using colloquial Japanese

## Linguistic Elements

### Conjunctions

- Contextual demonstratives
- Onomatopoeia
- Adverbs

### Contextual demonstratives

- Subject-predicate agreement
- Intransitive verbs and transitive verbs
- Passive sentence
- Tense and aspect
- Topic sentence
- Supporting sentence
- Definitions
- Summaries
- Four paragraph structure of Japanese narratives
- Opinions

### Vocabularies on cultural and social issues with relatively high degree of abstraction

- Vocabulary of Chinese origin
- Conjunctions

### How to organize and present information in oral reports (chronological order, by category, comparison and contrast, and causation)

- Vocabulary for social and cultural issues in general, especially words of Chinese origin

### Functional expressions

- Expressions for making suggestions, expressing agreement, giving counterarguments, quotations, and supplemental comments
- Vocabularies with social and cultural content
- Sentence-ending particles
- Intonation
- Colloquial Japanese
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|                  | - Culture and prejudice  
- Young girls and romance  
- The Game of “Go” | - Reading comprehension homework  
- Q&A on texts of various themes (essays, opinions, letters to the editor in newspapers, newspaper articles etc.) |
|                  | - The influence of the Internet on society  
- Transition to the four-year university system | - Analyze and correct grammatically wrong sentences  
- Write summaries  
- Write opinions  
- Peer-review to analyze and learn from others’ writings |
|                  | - Comparing educational systems in Japan and Hong Kong  
- Working style of Japanese women  
- Environmental protection | - Taking notes on main points and speaker's arguments while listening to oral reports  
- Q&A sessions using notes taken while listening  
- Listening practice homework (creating portfolios)  
- Listening to expository texts of 300 to 400 characters |
|                  | - Comparing the educational systems of Japan and Hong Kong  
- Working style of Japanese women  
- Environmental protection | - Practicing short oral reports  
- Oral reports on interview projects |
|                  | - Let's build a Japanese language school  
- Film “Spirited Away”  
- TV show “Oden kun” | - Interviews with Japanese native speakers (free topic)  
- Simulation activities  
- Short discussions in a small group  
- Discussions  
- Watching animated films and shadowing of characters’ lines  
- Dictation of characters’ lines |
# HKU Japanese Language Standards - JAPN3188 Japanese language IV (part 1) – Level 7/8

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<tr>
<th>Proficiency</th>
<th>Reading</th>
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<th>Speaking (Monologues)</th>
<th>Listening/Speaking (Conversation)</th>
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</thead>
</table>
| Behavioral Objectives | Students will be able to:  
- Understand texts with abstract content  
- Appreciate distinctions of creative, artistic or humorous literary texts | Students will be able to:  
- Write texts of 1,000 characters that are suitable for targeted readers on various topics  
- Write correspondence suitable for occasions and targeted readers | Students will be able to:  
- Understand explanations of cultural, social or current issues with some technical content | Students will be able to:  
- Summarize/explain current events and social affairs  
- Speak appropriately to listeners/audience including adults and children  
- Present reports on current topics | Students will be able to:  
- Discuss abstract topics  
- Deal with a wide range of interlocutors and situations using suitable language  
- Exchange opinions on social issues in a formal interview setting |
| Skills | Students will be able to:  
- Analyze how literary works (such as oral literature, lyrics, and essays) move audience  
- Understand and explain the main points of works and their related criticism | Students will be able to:  
- Use citation effectively  
- Rewrite sentences with different structures  
- Write definitions of abstract ideas  
- Write effective texts which demonstrate subtle differences in nuances  
- Summarize the texts of 2000 characters into 400 characters  
- Write persuasive texts | Students will be able to:  
- Take notes while listening to audio materials or watching videos  
- Use guessing strategies to grasp the contextual background | Students will be able to:  
- Organize and explain information with some complexity  
- Give presentation using effective voice control and organization  
- Express impressions and give explanations using attitudinal expressions suitable to the situation | Students will be able to:  
- Properly ask questions and give counterarguments  
- Integrate various opinions and reach a conclusion  
- State one’s own opinions clearly and effectively  
- Use honorific Japanese appropriately |
| Linguistic Elements | Top-down reading comprehension  
- Main points  
- Organization of paragraphs  
- Associating concrete topics  
- Abstract conclusions  
Bottom-up reading comprehension  
- Indirect descriptions  
- Grasping related facts  
- Styles and coined words  
- Intentional use of unconventional diction | - Tense/aspect/mood/modality  
- Functional expressions  
- Text organization and sentence structure  
- Correspondence  
- Reports  
- Summaries  
- Digests  
- Definitions  
- Expository texts | - Terms with some technical content  
- Vocabulary of Chinese origin  
- Expressions to indicate stages of an argument and the development of a story | - Organization of speeches  
- Connectors and cohesive devices  
- Organization of presentations  
- Pronunciation and voice control  
- Attitudinal expressions  
- Vocabulary of Chinese origin  
- Functional expressions | - Attitudinal expressions  
- Terms with some technical content  
- Vocabulary of Chinese origin  
- Euphemistic expressions |
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|                  | - Social phenomena  
- Linguistic expressions  
- Mechanism of sensing humor in metaphorical expressions  
- Rhetoric  
- Oral literature  
- Lyrics | - Reading comprehension homework (Q&A on texts of previously-introduced or new topics) |
|                  | - Internet and society  
- University life  
- Studying abroad  
- Cross-cultural exchanges | - Text reading  
- Discussions  
- Analysis  
- Reading comprehension |
| Genre examples: | - Essays  
- Theses  
- Critiques or reviews  
- Academic theses | |
| Activities: | - Timed essay  
- Summaries and digests of essays | |
|                  | - Double suicides of parents and children  
- Influx of loan words  
- Topics from "Tensei Jingo"  
- Topics from "Project X" | |
|                  | - Talents and manpower desired by Japanese companies  
- Overuse of borrowed/foreign words | |
| Activities: | - Taking notes while listening to audio tapes made for self-study purposes  
- Watching videos and recording oral summaries of the content  
- Taking notes using key words and cohesive devices that indicate organization and share them among group members | |
|                  | - Oral summaries after speed reading or listening exercise  
- Classroom practice of attitudinal expressions and applications in real life situations  
- Group presentation on Interview Project | |
| Topics: | - Friendship  
- Differences and similarities between family and friends | |
| Activities: | - Practicing attitudinal expressions and Q&A sessions in real life situations  
- Practicing discourse management in discussions  
- Discussions  
- Short discussions on the content of oral summaries following speed reading and listening comprehension  
- Interviewing Japanese executives | |
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| Behavioral Objectives | Students will be able to:  
- Read literature analytically while appreciating distinctions of literary styles  
- Read critics and theses analytically  
- Understand main points, arguments, and the gist of literature and social criticism and able to analyze and assess them | Students will be able to:  
- Write texts of 1,000 characters or more on current and social issues from a subjective or objective viewpoint  
- Write texts of 2,000 characters  
- Create *tanka* etc. | Students will be able to:  
- Understand commentaries or explanations on current and social issues with professional content  
- Understand commentaries with logical content | Students will be able to:  
- State opinions impromptu on current affairs and social issues  
- Give commentaries on social issues effectively | Students will be able to:  
- Debate on issues with professional content  
- Exchange opinions on social issues using formal speech and proper mannerism |
| Skills | Students will be able to:  
- Recognize, analyze and assess artistic expressions in poetry, novels, the classics etc.  
- Understand main points, arguments, and the gist of literature and social criticism and able to analyze and assess them | Students will be able to:  
- Summarize texts of 2000 characters into 300 characters.  
- Use artistic expressions of poetry  
- Describe abstract or concrete concepts using rhetorical expressions | Students will be able to:  
- Understand speaker's opinions, contrasting them with one's own opinion  
- Understand commentaries and reports while associating the content with background information | Students will be able to:  
- Sort out and explain information of complicated nature  
- State one's own opinions coherently and cohesively  
- Express oneself persuasively | Students will be able to:  
- State one's own opinions clearly and effectively  
- Use formal language to appropriately ask questions, refute, or state opinions  
- Integrate various opinions and arrive at a logical conclusion  
- Use honorifics appropriately |
| Linguistic Elements | Top-down reading comprehension  
- Main points  
- Paragraph organization  
- Abstract descriptions  
- Style and coined words that are unique to each writer and their effects  
- Intentional use of unconventional diction | - Tense/aspect/mood/modality  
- Functional expressions  
- Organization of texts  
- Rhetorical expressions  
- Editorials  
- Essays  
- Comparison  
- Summaries  
- Digests | - Vocabulary of Chinese origin  
- Technical terms | - Vocabulary of Chinese origin  
- Technical terms  
- Speech techniques to give emphasis  
- Rhetorical expressions  
- Functional expressions | - Treatment expressions  
- Expressions of discourse development |
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<td>- Debate</td>
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<td>- International society</td>
<td>- Analysis</td>
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<td>- Rakugo, Manzai</td>
<td>- Critiques</td>
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<td>- Essays</td>
<td>- Compositions</td>
<td>- Reading comprehension homework (Q&amp;A on texts of previously introduced or new topics)</td>
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<td>- Short theses</td>
<td>- Poetry writing</td>
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<td>- Novels</td>
<td>- Summaries and digests of editorials</td>
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<td>- Abolition of examinations</td>
<td>- Listening to impromptu speeches expressing opinions, followed by giving comments or expressing opinions on them</td>
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<td>- Political awareness among youth</td>
<td>- Listening to interview reports and making comments on the content</td>
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<td>- Work ethics</td>
<td>- Listening to debates</td>
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<td>- Drug abuse among youth</td>
<td>- Short presentations as a part of panel discussions</td>
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<td>- Debates</td>
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<td>- Legalization of minimum wages</td>
<td>- Role-playing panel discussions</td>
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<td>- Meaning of university education</td>
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