

Descriptions of Target Student Abilities: Second-Year Japanese
Japanese Language Objectives, 2009

In the second year of language study, students will further develop their interpersonal, interpretive and presentational abilities at the intermediate level.

	JAPANLNG 21 (formerly 17)	JAPANLNG 22 (formerly 18)	JAPANLNG 23 (formerly 19)
<p>Interpersonal Abilities</p> <p>Throughout the second year, students develop the ability to produce more complex and sophisticated sentences in spontaneous interactions with their classmates and instructors. They can create with the language they know in order to meet their immediate needs. Their language is understood by native speakers accustomed to dealing with language learners. By the end of the second year, students are typically able to produce utterances consisting of multiple sentences and sometimes paragraphs, in a culturally appropriate fashion.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Use a variety of greetings and leave-taking expressions in casual and formal settings. • Inquire about personal information in a culturally appropriate manner. • Make requests using a variety of expressions, according to what they request, and of whom. • Describe in greater detail people, events and activities from their immediate, familiar world such as: family members, hometown, roommates, dormitory, schedule, classes. • Make brief comparisons of entities they are able to describe (e.g. people, places, activities, events). • Engage in conversations of a more complex nature, for example, negotiate with a teacher about schedule changes, console friends, ask permission from host-family members, etc. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Extend and decline invitations in both casual and formal settings, using culturally appropriate language. • Give and receive gifts in a culturally appropriate manner. • Take part in a mock job interview using formal language. • Give someone directions to the place s/he wants to go. • Participate appropriately in situations such as: <ul style="list-style-type: none"> ○ ordering food/drink in a restaurant ○ placing a phone order for delivery ○ making or cancelling a hotel reservation ○ planning a trip at a travel agency. • Continue to engage in more complex conversations, for example, ask for advice on culture-specific matters (e.g. what to wear to a Japanese couple's wedding, appropriate gifts, etc.) 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Begin to describe their broader surroundings, i.e. local communities, educational or political systems, commercial or economic trends, etc. • Begin to describe personal experiences in the past, such as embarrassing episodes, job experiences, and frustrating incidents. • Begin to describe their feelings and emotions.

**Descriptions of Target Student Abilities: Second-Year Japanese
Japanese Language Objectives, 2009**

	<ul style="list-style-type: none"> • Discuss and exchange information with classmates about their content area of focus, such as high school life vs. college life, hometown, and academic studies. • Listen to and imitate how others speak. • Begin to clarify and restate information, such as asking the meaning of unfamiliar words. • Seek support and feedback from others. • Self monitor and evaluate language development 	<ul style="list-style-type: none"> • Discuss and exchange information on topics in Japanese society related to their content area of focus (e.g. school, leisure activities, daily life), using a wider array of structures and with growing complexity. • Present their opinion or suggestions in group discussion. • Clarify and restate information. • Seek support and feedback from others. • Self monitor and evaluate language development 	<ul style="list-style-type: none"> • Discuss and exchange information on issues related to their content area of focus (e.g. the labor market, Japanese family structure), with greater sophistication. • Decipher intonation (e.g. humor, doubt). • Listen for tone and react appropriately. • Clarify and restate information, as well as use strategies such as circumlocution to resolve difficulties in communication more spontaneously. • Seek support and feedback from others • Self monitor and evaluate language development
	JAPANLNG 21 (formerly 17)	JAPANLNG 22 (formerly 18)	JAPANLNG 23 (formerly 19)
<p>Interpretive Abilities</p> <p>During the second year of study, students develop their ability to interpret a variety of written and oral texts. They continue to develop a more culturally authentic frame of reference and use Japanese with increasing frequency and sophistication to demonstrate their understanding.</p> <p>Students will be able to read progressively longer (1 to 3 page) written texts designed for</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Develop skills to understand the main gist of dialogues comprised of longer and more complex sentences. • Understand the main ideas and important details of conversations, of rehearsed oral presentations of classmates, and of written texts created for this 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater competence • Begin to develop a broader linguistic and cultural understanding beyond main ideas and supporting details • Identify the linguistic features 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater competence • Develop a more complete linguistic and cultural understanding beyond main ideas and supporting details. • Identify the tone and stance of

Descriptions of Target Student Abilities: Second-Year Japanese
Japanese Language Objectives, 2009

<p>intermediate-level learners. By the end of the sequence, students will learn an additional 800+ <i>kanji</i> words and 1,500+ new compound words based on these <i>kanji</i>.</p> <p>Students will develop their listening comprehension skills through hundreds of dialogues created for intermediate-level learners, as well as short (3 to 5-minute) authentic materials for native speakers, such as TV drama segments, commercials, movie/anime segments, and interviews.</p>	<p>level.</p> <ul style="list-style-type: none"> • Answer fact-based questions and some analytical questions. • Synthesize main ideas and supporting information in oral and written texts dealing with familiar topics such as college life. • Use background knowledge of context and culture to facilitate understanding of texts. • Use clues given to anticipate content. • Begin to identify cultural differences in language use. • “Sight-read” (i.e. identify genre) of simple authentic written texts that are substantially different in their native language, such as directories, train schedules, menus and advertisements, by picking out known vocabulary. 	<p>that signal the function of a dialogue (e.g. requesting, advising, delivering one’s opinion, and so forth).</p> <ul style="list-style-type: none"> • Begin to distinguish between vocabulary items used predominantly in spoken vs. in written language. • Connect information from a broader range of texts with cultural knowledge and current events. • Decipher meaning of unfamiliar words or phrases from their immediate contexts. • Identify expressed intent or purpose in simple authentic texts by analyzing word choice in context. 	<p>longer, more complex conversations and written texts created for this level.</p> <ul style="list-style-type: none"> • Begin to identify rhetorical devices (literary usage) in oral and written texts such as poems and lyrics. • Begin to connect information from issue-based texts with cultural knowledge and current events. • Understand key information in materials targeted for native speakers such as tables (e.g. economic or demographic information), and short selected newspaper segments (e.g. headlines and news summaries). • Read and understand, with the aid of a dictionary, selected authentic written texts (~ 3 pages), e.g. short essays, short newspaper articles, first chapter of a story.
	JAPANLNG 21 (formerly 17)	JAPANLNG 22 (formerly 18)	JAPANLNG 23 (formerly 19)
<p>Presentational Abilities</p> <p>During the second year of study, students present their work in the form of written compositions in various styles, formal oral presentations, and semi-rehearsed small group or pair presentations.</p> <p>They continue to develop skills in description, narration, comparison,</p>	<p>By the end of the first quarter, students will be able to:</p> <ul style="list-style-type: none"> • Become aware of stylistic/linguistic differences between presentational and interpersonal modes of communication in both spoken and written language 	<p>During the second quarter, students will be able to:</p> <ul style="list-style-type: none"> • Begin to develop partial control of presentational abilities in oral and written forms. 	<p>During the third quarter, students will be able to:</p> <ul style="list-style-type: none"> • Continue to develop greater control of presentational abilities in oral and written forms.

**Descriptions of Target Student Abilities: Second-Year Japanese
Japanese Language Objectives, 2009**

<p>and summary.</p> <p>Oral and written presentations broaden in length and scope throughout the course of study. In prepared assignments, students will typically be able to produce discourse ranging from connected sentences to a paragraph in length and involving greater internal cohesion. By the end of the second year, students will learn to write 800+ <i>kanji</i> characters.</p>	<ul style="list-style-type: none"> • Begin to summarize--in oral and written forms--the main ideas and supporting data of conversations and written texts learned in class. Oral summaries extend to 3 minutes in length. • Ask questions of classmates in order to clarify and/or elaborate on interests, daily life, and concerns, using the presentational style. • Write 1- to 1.5-page compositions on topics primarily related to personal or daily environment 	<ul style="list-style-type: none"> • Continue to summarize materials learned in class and begin to carry out spontaneous discussion based on class material. • Give a 4 to 5 minute rehearsed oral presentation as part of their end-quarter project (“<i>unsung hero</i>”), clearly differentiating their oral discourse from the written style. • Handle questions and answers after the presentation. • Begin to use prescribed phrasing or strategies to address oral presenters (e.g. summarize or refer to what the speaker has said as a prelude to asking a question) • Write a 2 to 3 page report using the omniscient narrative style of writing, on the topic of their end-quarter project (“<i>unsung hero</i>”). 	<ul style="list-style-type: none"> • Give a rehearsed oral presentation (5-7 minutes) on a personal episode in the conversational narrative style (i.e. incorporating specific grammatical features such as <i>~ndesune, de, ~tara, ~ndesuyo</i>). • Handle questions and answers after the presentation • Begin to use some formal (literary) language, forms of address, and register in more official settings. • Write in a broader range of styles, e.g. newspaper article, introspective essay, and expository essay, in samples ranging from a paragraph to 2-3 pages in length.
--	--	--	---