

HKU Japanese Language Standards – JAPN1088 Japanese language I Part 1 –Level 1/ 8

Proficiency	Reading	Writing	Listening (Monologues)	Speaking (Monologues)	Listening/Speaking (Conversation)
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 (<i>desu, masu</i>) - 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

Topics/Activities	<p>Topics:</p> <ul style="list-style-type: none"> -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 <p>Activities:</p> <ul style="list-style-type: none"> - Reading comprehension homework 	<p>Topics:</p> <ul style="list-style-type: none"> - Self introduction -Weekly schedule - One's own room - Personal information - Daily activities - Locations - Personal preferences and their reasons <p>Activities:</p> <ul style="list-style-type: none"> - A composition about oneself - Dictation of monotonemes, words and short sentences - Writing practice focusing on particular sentence patterns 	<p>Topics:</p> <ul style="list-style-type: none"> - 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 <p>Activities:</p> <ul style="list-style-type: none"> - Dictation of monotonemes, words and short sentences - Listening practice - Listening task homework 	<p>Topics:</p> <ul style="list-style-type: none"> - Introduction of self, others and locations - How to get to destinations - Travel experiences - Preferences <p>Activities:</p> <ul style="list-style-type: none"> - Reading aloud - Pronunciation practice - Watching and listening of audio-visual materials - Shadowing 	<p>Topics:</p> <ul style="list-style-type: none"> - 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 <p>Activities:</p> <ul style="list-style-type: none"> - Dictation - Oral practice - Role plays - Pair work - Tasks
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HKU Japanese Language Standards - JAPN1099 Japanese language I (part 2) – Level 2/ 8

Proficiency	Reading	Writing	Listening (Monologues)	Speaking (Monologues)	Listening/Speaking (Conversation)
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 emails, 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

Topics/ Activities	<p>Topics:</p> <ul style="list-style-type: none"> - Dreams for future - Seasonal events - Short e-mails to make requests and get permission from teachers - Describing familiar people and places - Comparing children's plays in the past and present <p>Activities:</p> <ul style="list-style-type: none"> - Reading poetry and expository texts - Message boards, notices, catalogues, warnings, telephone messages and notifications - Postcards, letters, e-mail and journal entries - Searching the Internet - Reading comprehension homework 	<p>Topics:</p> <ul style="list-style-type: none"> - Introducing family members - Hobbies - Holiday schedules - Experiences - Dreams for future - Introducing places <p>Activities:</p> <ul style="list-style-type: none"> - Compositions about oneself - Correspondence using e-mails postcards and letters - Journal entries - Writing after brainstorming - Writing using four paragraph structure of Japanese narratives 	<p>Topics:</p> <ul style="list-style-type: none"> -Cooking instruction - Introducing family members - Classroom instruction - Describing familiar people and places - Hobbies <p>Activities:</p> <ul style="list-style-type: none"> - Listening to instructions and procedures and acting accordingly - Listening to and conveying messages - Taking notes while listening short passages - Listening to oral reports - Listening to recordings of literary works (haiku, poetry and the first paragraph of a novel) - Listening task homework - Shadowing 	<p>Topics :</p> <ul style="list-style-type: none"> - Lives of Japanese people in Hong Kong - Describing familiar people and locations - Lives of University students - Hobbies <p>Activities:</p> <ul style="list-style-type: none"> - Oral reports from mini interviews - Rehearsing oral reports - Recitation of poetry - Watching and listening of audio-visual materials - Shadowing 	<p>Topics:</p> <ul style="list-style-type: none"> - Hobbies and preferences - Plans - Holiday schedules - Introducing family members - Giving instructions (ex: how to use machines, how to get to destinations etc.) - Daily life and experiences in Hong Kong - Making simple requests to teachers - Comparing children's plays in the past and present <p>Activities:</p> <ul style="list-style-type: none"> - Watching and listening of audio-visual materials - Pair work - Role plays -Interviewing Japanese - Q&A sessions after oral reports
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HKU Japanese Language Standards - JAPN1188/ 2088 Japanese language II (part 1) – Level 3/ 8

Proficiency	Reading	Writing	Listening (Monologues)	Speaking (Monologues)	Listening/Speaking (Conversation)
Behavioral Objectives	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	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 <i>aizuchi</i> (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
Linguistic Elements	- Differences between the written and spoken languages - Conjunctions - Expressions of: judgment, states, possibilities, intentions and plans, explaining conditions and meanings - 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	- Expressions of: possibility, states, intentions, conjecture, feelings, and impressions, etc. - Conjunctions to make a cohesive speech (" <i>Sorede</i> " <i>Soreni</i> " etc)	- Basic <i>aizuchi</i> 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

<p style="text-align: center;">Topics/Activities</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Giving advices - Dreams for future - The University of Hong Kong - Culture and Arts in Heian Period <p>Activities:</p> <ul style="list-style-type: none"> - Reading comprehension homework - Answering questions on contents of the text - Preparing advices to solve others' problems 	<p>Topics:</p> <ul style="list-style-type: none"> - Experiences - Dreams for future - The University of Hong Kong <p>Activities:</p> <ul style="list-style-type: none"> - Journal entries - Absence notice by email - Compositions on a given topic - Writing short answers - Writing advices to solve others' problems - Introducing The University of Hong Kong 	<p>Topics:</p> <ul style="list-style-type: none"> - Weekend and holiday plans - Choosing a major - Dreams for future <p>Activities:</p> <ul style="list-style-type: none"> - Listening practice homework - Dictations - Watching audio-visual materials - Q&A to check comprehension of summaries of conversations and short presentations about a picture or photograph 	<p>Topics:</p> <ul style="list-style-type: none"> -Future goals -How to take a bus -Weekend plans <p>Activities:</p> <ul style="list-style-type: none"> - Short presentations (one minute) about a picture or photograph - Explaining procedures and methods in daily life - Presenting a summary of conversation 	<p>Topics:</p> <ul style="list-style-type: none"> - Weekend and holiday plans - Advice and suggestions - Recent events - Making requests to teachers - Asking seniors for permission -My strengths and weaknesses -Plans for future <p>Activities:</p> <ul style="list-style-type: none"> - Pair work - Role plays
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HKU Japanese Language Standards - JAPN1199/ 2099 Japanese language II (part 2) – Level 4/ 8

Proficiency	Reading	Writing	Listening (Monologues)	Speaking (Monologues)	Listening/Speaking (Conversation)
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(<i>genkoyoushi</i>)	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.)	- Conjunctions - New year cards - Expository texts - Opinions - Use of Japanese manuscript - Expressions necessary to present data - Definitions	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 though - Conveying information

Topics/Activities	<p>Topics:</p> <ul style="list-style-type: none"> -New Year in Japan - Customs of exchanging gifts - Degree of trust for family etc. - Short newspaper/magazine articles - Mobile phone manners <p>Activities:</p> <ul style="list-style-type: none"> - 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 	<p>Topics:</p> <ul style="list-style-type: none"> - Memories - Mobile phone manners <p>Activities:</p> <ul style="list-style-type: none"> - Writing new year cards - Writing expository texts - Writing opinions - Writing short answers - Summarize contents of the text in point form in chronological order - Writing speech manuscripts 	<p>Topics:</p> <ul style="list-style-type: none"> - New year events - Memories - Discipline for children <p>Activities:</p> <ul style="list-style-type: none"> - Listening practice homework - Dictations - Watching audio-visual materials - Q&A to check comprehension of <ul style="list-style-type: none"> • summaries of conversations • speeches • oral reports using diagrams 	<p>Topics:</p> <ul style="list-style-type: none"> - Self-introduction in the first class at university - Roles of husbands and wives at home(comparing Hong Kong with Japan) - Childhood memories <p>Activities:</p> <ul style="list-style-type: none"> - Self-introductions at semi-formal occasions -Oral presentation using data - Speeches - Brief summaries of pair work 	<p>Topics:</p> <ul style="list-style-type: none"> - New year and other festivals in Japan and Hong Kong - Customs of exchanging gifts - Newspaper articles - Childhood memories -Making a restaurant reservation by phone <p>Activities:</p> <ul style="list-style-type: none"> - Pair work - Role plays - Discussion
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HKU Japanese Language Standards - JAPN2188 Japanese language III (part 1) – Level 5/ 8

Proficiency	Reading	Writing	Listening (Monologues)	Speaking (Monologues)	Listening/Speaking (Conversation)
Behavioral Objectives	Students will be able to: -Comprehend short texts in native Japanese that are not adjusted in vocabulary, expressions etc for learners	Students will be able to: -Write expository texts and reports of 800 characters on concrete topics	Students will be able to: -Understand oral reports on cultural or social, but concrete topics -Grasp the message and arguments of the speeches	Students will be able to: - Present five-minute oral reports on familiar topics with gathered information and one's opinions	Students will be able to: - Deal with a limited range of interlocutors and situations using suitable language - Conduct interviews on familiar topics - Exchange questions and answers after oral reports
Skills	Students will be able to: -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	Students will be able to: - 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	Students will be able to: - Understand topics and main points of presentations - Understand organization of presentations - Understand the speeches drawing from social and cultural knowledge	Students will be able to: - 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	Students will be able to: - 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
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 "ga" - 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	- <i>Aizuchi</i> - Fillers - Expressions of: requests, rejections, reasons, conveying messages/information, making appointments by phone - Standardized expressions for Q&A session

<p style="text-align: center;">Topics/ Activities</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Comparisons among different types of computers - Showing gratitude in Japanese culture - The whaling controversy <p>Activities:</p> <ul style="list-style-type: none"> - Reading comprehension homework - Q&A on various types of texts (short poems, book covers, essays, opinions, graphs, questionnaire reports etc.) 	<p>Topics:</p> <ul style="list-style-type: none"> -Providing information on how to use school facilities such as cafeterias and libraries <p>Activities:</p> <ul style="list-style-type: none"> - Comparisons of Japanese and Chinese writing rules - Comparing writing styles in different medium and genre - Write expository texts - Produce presentation materials for an interview project - Write an interview project report - Peer-review to analyze and learn from others' writings 	<p>Topics:</p> <ul style="list-style-type: none"> - School day memories <p>Activities:</p> <ul style="list-style-type: none"> - Taking notes on the topics, examples and opinions while listening to oral reports - Q&A sessions after oral reports - Peer evaluations on oral presentations - Listening practice homework and creating portfolios - Listening to expository texts of 300 to 400 characters 	<p>Topics:</p> <ul style="list-style-type: none"> - School day memories <p>Activities:</p> <ul style="list-style-type: none"> - Short oral reports - Oral reports on interview projects 	<p>Topics:</p> <ul style="list-style-type: none"> - School day memories <p>Activities:</p> <ul style="list-style-type: none"> - Interview project with Japanese residents in Hong Kong - Oral report on interview content - Role plays (Making requests/refusal, reasons, hearsay etc.)
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HKU Japanese Language Standards - JAPN2199 Japanese language III (part 2) – Level 6/ 8

Proficiency	Reading	Writing	Listening (Monologues)	Speaking (Monologues)	Listening/Speaking (Conversation)
Behavioral Objectives	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	Students will be able to: -Write opinions of 800 characters on relatively abstract topics	Students will be able to: - Understand oral reports and explanations on culture, social or current topics within a scope of common knowledge	Students will be able to: - Give oral reports and presentations on social and cultural issues in general	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
Skills	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	Students will be able to: - Understand content while sorting out key words - Critically evaluate messages and arguments	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	Students will be able to: - Use formal speech to ask questions, express agreements, give counterarguments, and state opinions - Integrate various opinions and reach a conclusion - Use basic expressions of discourse management in discussions - Ask for clarifications and further information regarding contents of oral reports - Talk with emotions by using voice control and intonation - Understand the differences of speech styles by gender or by age
Linguistic Elements	- Conjunctions - Contextual demonstratives - Onomatopoeia - Idioms and proverbs - Adverbs	- 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

Topics/ Activities	<p>Topics:</p> <ul style="list-style-type: none"> - Culture and prejudice - Young girls and romance - The Game of “Go” <p>Activities:</p> <ul style="list-style-type: none"> - Reading comprehension homework - Q&A on texts of various themes (essays, opinions, letters to the editor in newspapers, newspaper articles etc.) 	<p>Topics:</p> <ul style="list-style-type: none"> - The influence of the Internet on society - Transition to the four-year university system <p>Activities:</p> <ul style="list-style-type: none"> - Analyze and correct grammatically wrong sentences - Write summaries - Write opinions - Peer-review to analyze and learn from others’ writings 	<p>Topics:</p> <ul style="list-style-type: none"> - Comparing educational systems in Japan and Hong Kong - Working style of Japanese women - Environmental protection <p>Activities:</p> <ul style="list-style-type: none"> - 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 	<p>Topics:</p> <ul style="list-style-type: none"> - Comparing the educational systems of Japan and Hong Kong - Working style of Japanese women - Environmental protection <p>Activities:</p> <ul style="list-style-type: none"> - Practicing short oral reports - Oral reports on interview projects 	<p>Topics:</p> <ul style="list-style-type: none"> - Let’s build a Japanese language school - Film “Spirited Away” - TV show “Oden kun” <p>Activities:</p> <ul style="list-style-type: none"> - 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
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HKU Japanese Language Standards - JAPN3188 Japanese language IV (part 1) – Level 7/ 8

Proficiency	Reading	Writing	Listening (Monologues)	Speaking (Monologues)	Listening/Speaking (Conversation)
Behavioral Objectives	Students will be able to: <ul style="list-style-type: none"> - Understand texts with abstract content - Appreciate distinctions of creative, artistic or humorous literary texts 	Students will be able to: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Understand explanations of cultural, social or current issues with some technical content 	Students will be able to: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Use citation effectively - Rewrite sentences with different structures - Write definitions of abstract ideas - Write effective texts which demonstrates subtle differences in nuances - summarize the texts of 2000 characters into 400 characters - Write persuasive texts 	Students will be able to: <ul style="list-style-type: none"> - Take notes while listening to audio materials or watching videos - Use guessing strategies to grasp the contextual background 	Students will be able to: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Main points - Organization of paragraphs - Associating concrete topics - Abstract conclusions Bottom-up reading comprehension <ul style="list-style-type: none"> - Indirect descriptions - Grasping related facts - Styles and coined words - Intentional use of unconventional diction 	<ul style="list-style-type: none"> - Tense/aspect/mood/modality - Functional expressions - Text organization and sentence structure - Correspondence - Reports - Summaries - Digests - Definitions - Expository texts 	<ul style="list-style-type: none"> - Terms with some technical content - Vocabulary of Chinese origin - Expressions to indicate stages of an argument and the development of a story 	<ul style="list-style-type: none"> - Organization of speeches - Connectors and cohesive devices - Organization of presentations - Pronunciation and voice control - Attitudinal expressions - Vocabulary of Chinese origin - Functional expressions 	<ul style="list-style-type: none"> - Attitudinal expressions - Terms with some technical content - Vocabulary of Chinese origin - Euphemistic expressions

Topics/ Activities	<p>Topics:</p> <ul style="list-style-type: none"> - Social phenomena - Linguistic expressions - Mechanism of sensing humor in metaphorical expressions - Rhetoric - Oral literature - Lyrics <p>Genre examples:</p> <ul style="list-style-type: none"> - Essays - Theses - Critiques or reviews - Academic theses <p>Activities:</p> <ul style="list-style-type: none"> - Text reading - Discussions - Analysis - Reading comprehension homework (Q&A on texts of previously-introduced or new topics) 	<p>Topics:</p> <ul style="list-style-type: none"> - Internet and society - University life - Studying abroad - Cross-cultural exchanges <p>Activities:</p> <ul style="list-style-type: none"> - Timed essay - Summaries and digests of essays 	<p>Topics:</p> <ul style="list-style-type: none"> - Double suicides of parents and children - Influx of loan words - Topics from "<i>Tensei Jingo</i>" - Topics from "<i>Project X</i>" <p>Activities:</p> <ul style="list-style-type: none"> - 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 	<p>Topics:</p> <ul style="list-style-type: none"> - Talents and manpower desired by Japanese companies - Overuse of borrowed/foreign words <p>Activities:</p> <ul style="list-style-type: none"> - Oral summaries after speed reading or listening exercise - Classroom practice of attitudinal expressions and applications in real life situations - Group presentation on Interview Project 	<p>Topics:</p> <ul style="list-style-type: none"> - Friendship - Differences and similarities between family and friends <p>Activities:</p> <ul style="list-style-type: none"> - 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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HKU Japanese Language Standards - JAPN3199 Japanese language IV (part 2) – Level 8/8

Proficiency	Reading	Writing	Listening (Monologues)	Speaking (Monologues)	Listening/Speaking (Conversation)
Behavioral Objectives	Students will be able to: <ul style="list-style-type: none"> - Read literature analytically while appreciating distinctions of literary styles - Read critics and theses analytically 	Students will be able to: <ul style="list-style-type: none"> - Write texts of 1,000 characters or more on current and social issues from a subjective or objective viewpoint - Write texts of 2,000 - Create <i>tanka</i> etc. 	Students will be able to: <ul style="list-style-type: none"> - Understand commentaries or explanations on current and social issues with professional content - Understand commentaries with logical content 	Students will be able to: <ul style="list-style-type: none"> - State opinions impromptu on current affairs and social issues - Give commentaries on social issues effectively 	Students will be able to: <ul style="list-style-type: none"> - Debate on issues with professional content - Exchange opinions on social issues using formal speech and proper mannerism
Skills	Students will be able to: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Sort out and explain information of complicated nature - State one's own opinions coherently and cohesively - Express oneself persuasively 	Students will be able to: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Main points - Paragraph organization - Abstract descriptions Bottom-up reading comprehension <ul style="list-style-type: none"> - Indirect descriptions - Style and coined words that are unique to each writer and their effects - Intentional use of unconventional diction 	<ul style="list-style-type: none"> - Tense/aspect/mood/modality - Functional expressions - Organization of texts - Rhetorical expressions - Editorials - Essays - Comparison - Summaries - Digests 	<ul style="list-style-type: none"> - Vocabulary of Chinese origin - Technical terms 	<ul style="list-style-type: none"> - Vocabulary of Chinese origin - Technical terms - Speech techniques to give emphasis - Rhetorical expressions - Functional expressions 	<ul style="list-style-type: none"> - Treatment expressions - Expressions of discourse development

<p style="text-align: center;">Topics/ Activities</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Social phenomena - Linguistic expressions <p>- Literary works</p> <p>- Literary expressions</p> <p>- <i>Rakugo, Manzai</i></p> <p>Genre examples:</p> <ul style="list-style-type: none"> - Essays - Short theses - Poetry - Novels - Theses <p>Activities:</p> <ul style="list-style-type: none"> - Reading comprehension - Debate - Analysis - Critiques - Reading comprehension homework(Q&A on texts of previously introduced or new topics) 	<p>Topics:</p> <ul style="list-style-type: none"> - Ideal jobs - Things of importance - International society <p>Activities:</p> <ul style="list-style-type: none"> - Compositions - Poetry writing - Essays - Summaries and digests of editorials 	<p>Topics:</p> <ul style="list-style-type: none"> - Abolition of examinations - Political awareness among youth - Work ethics - Same sex marriage <p>Activities:</p> <ul style="list-style-type: none"> - Listening to impromptu speeches expressing opinions, followed by giving comments or expressing opinions on them - Listening to interview reports and making comments on the content - Listening to debates 	<p>Topics:</p> <ul style="list-style-type: none"> - War - Drug abuse among youth <p>Activities:</p> <ul style="list-style-type: none"> - Impromptu speeches expressing opinions - Debates followed by the judge's reviews and comments - Short presentations as a part of panel discussions 	<p>Topics:</p> <ul style="list-style-type: none"> - Independence of Taiwan - Legalization of minimum wages - Meaning of university education <p>Activities:</p> <ul style="list-style-type: none"> - Debates - Role-playing panel discussions
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