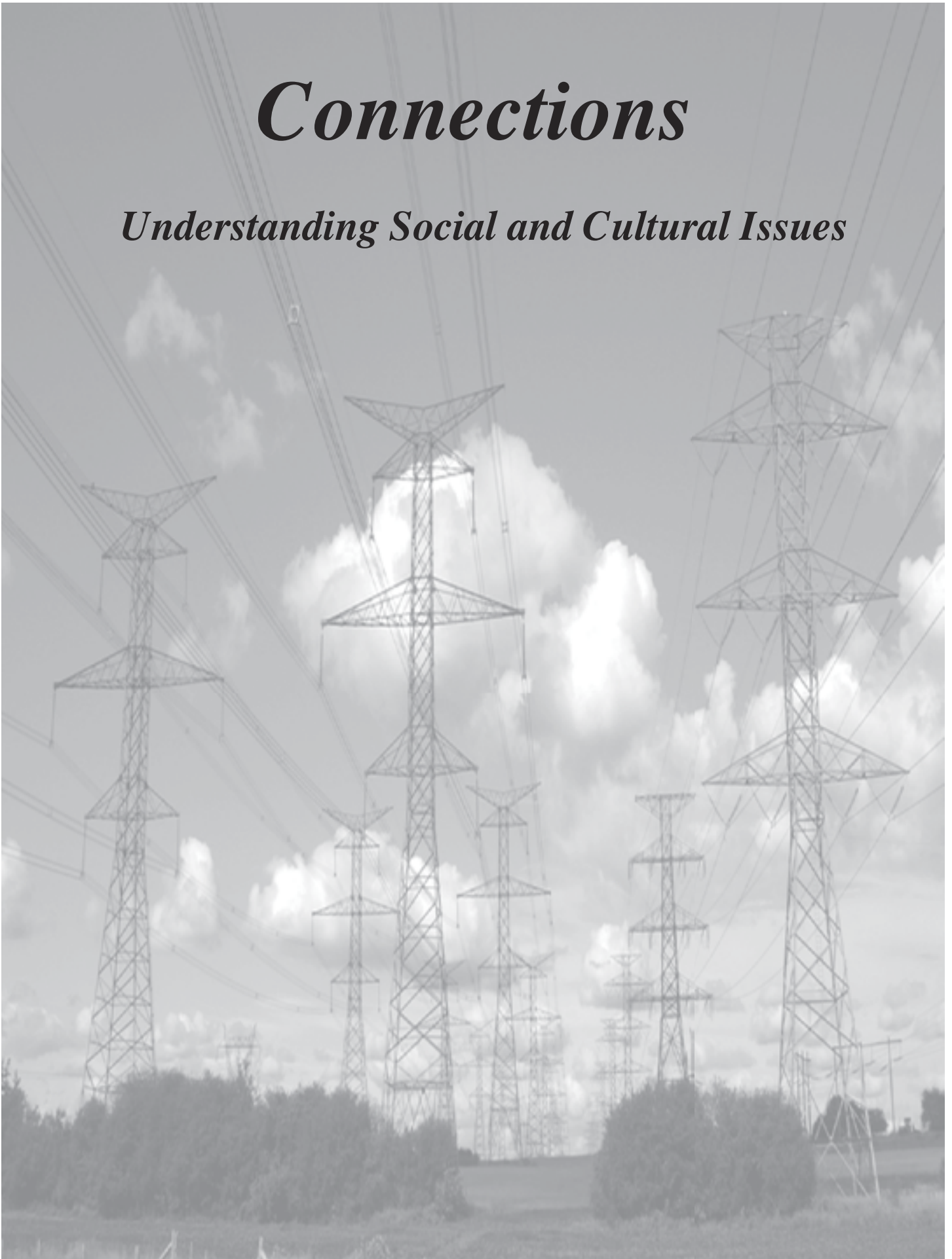


Connections

Understanding Social and Cultural Issues



Lulu Publications

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Foreword

Early in 2003, the education ministry found that Japan's elementary and junior high school students lack critical-thinking and expression powers. As a result, their overall academic achievement level is apparently declining. In the latest round of nationwide testing, students could not answer questions that asked for their opinions. In one example, 41 percent of the students could not answer a question asking them to explain their "treasures" using more than four sentences. These results, however, should not be surprising when educational systems around the world continue to emphasize memorization over critical thinking skills and creativity. At this time Education Minister Atsuko Toyama asked the Central Council for Education to come up with measures to counter academic declines, including improvements in course curriculum and teaching methods.

Connections: Understanding Social and Cultural Issues is a textbook that is one means of developing students' critical thinking skills. Not only does the text cover twelve topics from animals, cleaning, employment, beauty, food, technology and work, but it also helps students to focus on specific critical thinking skills. Students will be able to better clarify and state questions or concerns, deal with complexity, and apply criteria with reason and objectivity. With more emphasis on critical thinking tasks, students can be more flexible, thus more likely to reconsider and revise their views. As a result, students become self-confident in their ability to judge and act on world events. The world needs a great deal of change, and this will only come about from those who are confident enough in their beliefs and analysis. I have to acknowledge the input of the teachers at Kyushu Institute of Technology for their valuable ideas, and my Comprehensive English Classes of 2005 - 2007 for helping me to pilot this book.

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July 28, 2005

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Lesson Plan for Chapter 1

Reading

1. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
2. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
3. Summarize the reading in your own words. []
4. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
5. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

6. Have students in rows and in pairs. Have the students on the left of each row ask the question / opinions with the students on the right answering the questions and replying to the opinions. []
7. Have students in one of the rows move up so that each student has a new partner. Now, have students on the right of each row ask the question / opinions with the students on the left answering the questions and replying to the opinions. []
8. Have students work at the task of summarizing. Check student work. []

Level 2 Personal Insights

9. Discuss the critical skill of inferencing. []
10. Have students work at the two dialogues and to select the best answer. Discuss, and if time allows have 2 students read aloud the dialogue and their answers. []

Level 3 Critical Discussion

11. Give students around 10 minutes to work through the puzzle task. Give answers and then have students, in pairs, role play each dialogue. []

Student Assessment

12. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

1. Search the Internet for other environmental issues in Japan and have students formulate questions and opinions along with summaries. []
2. Have students read the Japanese newspapers for one article concerning the environment. Have them generate a two sentence summary of it. Read aloud to the class. []

Observations and Reminders

CHAPTER 1

Ancient Nara Forest being Destroyed by Deer

A college professor has declared that a **primeval** forest in Nara is being **ravaged** by deer that have even **overrun** the city. The forest, which is listed as a protected site by UNESCO World Heritage, spans an area of about 300 hectares. In 841, it was **designated** a **sacred** area of Kasuga Taisha Shrine, and hunting and gathering in the area was prohibited.

Yuri Maesako, an associate professor at Nara Saho College, found that Japanese deer (which are also protected by law) were killing trees by chewing off the bark off and eating tree seedlings. There were 2,328 trees and shrubs from 56 species in the forest that were studied from 1999. Of these 249 trees and shrubs from 39 **species** (about 10.7 percent) had been **debarked** by the deer.

Yuri Maesako said, “There is a large danger that if this debarking and the eating of seedlings continues **excessively**, a forest that has been maintained for over 1,000 years will disappear.”

Critical Dialogue

Ichiro: This just goes to show you that the relationship between the forest and animals becomes unbalanced when man tries to “manage” nature.

Jan: The solution is so simple: let hunters **cull** the deer and use this deer for some BBQ.

Ichiro: Ah! It’s always so simple, isn’t Jan?

Jan: Well.....yeh! I mean, what are Nara city officials to do: introduce tigers to eat the deer?

Ichiro: Ok, how about capturing them and sending them to zoos across Japan.

Jan: I think a BBQ would be better frankly.

Vocabulary 語彙

Primeval:	relating to the earliest of ages, ancient, primitive	原始時代の, 太古の, 初期の
Ravaged:	violent and destructive effect	破壊された
Overrun:	taking over or control	侵略する, 荒らす, はびこる
Designated:	to indicate or set apart, name	示された, 指定された,
Sacred:	holy, worthy of religious awe, sacred	神聖な
Species:	a class of organism having the same characteristics	種(しゅ)
Debarked:	to remove the bark from a tree	木の皮がはがれた
Excessively:	immoderately, extravagant, extreme	過度に
Cull:	to identify and remove, kill	えり抜く, 淘汰する

Level 1 Information Exchange

Double-checking: In pairs each student chooses one version to read aloud to his partner who responds. Do not write anything down.

Version A - Student One

1. What are the deer eating?
2. When was the forest designated as a protected area?
3. [Opinion] I think Japan should care more about the forest than the deer.
4. [Opinion] I think Japanese forests are mismanaged.
5. Who is Yuri Maesako?

Version B - Student Two

1. How do the deer kill the trees?
2. How many plant species were studied by the professor?
3. [Opinion] I think deer and wildlife are more important than some trees.
4. [Opinion] I don't really think this is a problem to worry about.
5. When did this study begin?



Summarizing: Briefly answer the following questions.

1. What exactly is the problem?

Answer: The deer are killing the trees by chewing off the bark and eating tree seedlings.

2. Tell me about this study that Professor Yuri Maesako conducted.

Answer: He studied 2,328 trees and shrubs from 56 species and found that 10.7% had been debarked by the deer.

Level 2: Personal Insights

Focus on Inference: Coming up with possible solutions, alternatives that are based on evidence and logic.

Directions: Look at the following problems that Jan and Ichiro have discussed, and circle the best alternative(s).

1. Takuya Hara: Something has to be done about these deer!

Tsubasa Matsumoto: I think we should capture the deer and sell them to people.

- Better reply:
- | | |
|--|-----|
| (a) I think the deer should all be killed. | [] |
| (b) Tigers and bears should be released to eat the deer. | [] |
| (c) Most of the deer should be captured and given to zoos. | [0] |
| (d) Do nothing. Let Mother Nature solve this problem. | [] |

2. Tsubasa Matsumoto: I think more studies should be conducted on this problem.

Yuta Matsuki: Yes, I think we need 30 more studies to know enough about this issue.

- Better reply:
- | | |
|---|-----|
| (a) You might need 100 more studies to really know the truth. | [] |
| (b) I think perhaps five more studies by other scientists should be enough. | [0] |
| (c) The truth can never be known; this problem is too complex. | [] |
| (d) You don't need to know more information. One study is enough. | [] |

Level 3: Critical Responses

Puzzle: Look at each conversation below, and decide on the sequence of statements, how the conversation proceeds. Number each statements as 1 - first statement, 2 - second statement, etc.

1. Issue: The History of Nara’s Forest

Jim: Yes, this forest that has been maintained for over 1,000 years [2]

Yuta: Do you know anything about the forest in Nara? [1]

Ryoji: Don’t forget Yuta that in 1955, the forest was designated a special natural monument. [4]

Yuta: Oh, and Jim, I heard that in 1998, it was put on the United Nations Educational, Scientific and Cultural Organization’s World Heritage List. [3]

2. Issue: The Deer

Yuta: It means that they are recognized as a protected species, and this happened in 1957. [4]

Jim: What does that mean? [3]

Jim: Yeh, they are actually registered under the name “deer of Nara.” [2]

Ryoji: Hey guys, did you know that these deer are protected? [1]

3. Issue: The Solution

Yuta: I think you are right Ryoji; this is the only solution the people will accept. [2]

Ryoji: I frankly like Ichiro’s ideas of moving the deer to zoos. [1]

Yuta: I agree with Jan. I think a BBQ is the best way to solve this problem. Time to eat some deer! [3]

Jim: I am surprised at you Yuta! How can you say such a thing? How cruel! [4]

CHAPTER 1

Student Assessment

1. What did you learn from this chapter that you think is important?

Student's Own Answer Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Question #1: _____

Question #2: _____

Student's Own Questions Evaluate Content and Effort

3. What are your opinions on this topic?

Opinion #1: _____

Opinion #2: _____

Student's Own Opinions Evaluate Content and Effort

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Would you support a deer cull (killing deer) if it were to help save the forest? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. Write about other environmental issues you recently read about in newspapers or magazines.

Student's Own Answer Evaluate Content and Effort

Answer: _____

CHAPTER 1

7. How serious is this problem? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. Which is more important: the forest or the deer?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 2

Fluency Review

1. Put students in pairs and have them turn to page 85. Have the student on the left read out loud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. On Target: Have students decide if the information is correct. Ask two or three students for their opinions on some of the issues. []

Level 2 Personal Insights

8. Have students work through the dialogues before giving out the answers. Discuss why some responses would not be so logical. []

Level 3 Critical Responses

9. Give students around 10 minutes to write down their partner's responses and comments. Circulate around the class and note the more interesting answers. []

Student Assessment

10. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

- 1. Search the Internet for similar criticism regarding music groups in Japan and have students *agree* or *disagree* with the information. []
- 2. Put students in groups of four and have them generate a list of good groups and bad ones along with their reasons. Afterwards, have groups then circulate their comments until all of the comments have been read and discussed. []

Observations and Reminders

CHAPTER 2

How to Become a Musical Genius without Trying

Art critic Simon Bartz asks the question: What do British techno “Aphex Twin” and Tokyo rock anarchists “Bossston Cruising Mania” have in common? Well, according to Bartz, there are actually four things: (1) they don’t respect musical **conventions**, (2) they are noisy, (3) they are on the line between **insanity** and genius, and (4) they are ugly and dress terribly. These musicians are symbols of **nonconformity**, and nonconformity sells.

For BCM’s singer, Eshiro, lyrics are newly discovered concept: “For our first two albums I didn’t even write lyrics. I just screamed whatever came into my head. But now, for our third album [‘Comic/Saisei (Rebirth)/Cynicism’], I’ve started writing.” The music from other bands is often similar, and at concerts, most musical groups, often seem not to know how to end a song, and it gradually **fizzles out**. Yet, with most rock and pop groups, the label “noise merchants” is **applicable**, but as with anything, one man’s noise is another man’s music.

Critical Dialogue

Jan McArthur: Yes, *noise merchants* is a good name for these bands. I think the government should push this idea, so that people know the difference. I have noticed how IBCM’s guitarist Akimon has learned to **drag out** the end by playing one crazed guitar **motif** after another.

Ichiro Nakamura: Jan, Jan, Jan! You are being too critical. Didn’t you listen to some “noise” when you were young? Perhaps “The Rolling Stones,” “Jimmy Hendrix,” or “Kiss?”

Jan McArthur: Most heavy metal music is just noise and most Japanese rock and pop groups, like “Smap,” “TM Revolution,” “Glady,” “Shazna,” and “X-Japan,” are no different. They can’t sing. They can’t play! And they have no message. I must admit that musical groups in the 1960s had a message, something to sing about.



Ichiro Nakamura: Jan, you just have to listen harder and listen to more Japanese music.

Vocabulary 語彙

Conventions:	basic principles or procedures	しきたり, 慣習A
Insanity:	a crazed, deranged state of mind, mental disorder	精神異常
Nonconformity:	a failure or refusal to accept established rules	不一致, 一般社会規範の拒否
Lyrics:	the words to a song	歌詞
Fizzles out:	to end feebly, weakly	尻すぼみに終わる
Applicable:	capable of, suitable for	適用できる, あてはまる
Drag out:	to continue longer than needed	長引かせる,
Motif:	single or repeated design, rhythm, beat	モチーフ, 繰り返す図柄

Level 1: Information Exchange

On Target: Decide if the following opinions are similar to the ones stated in the reading. Mark the boxes.

Statements	Similar	Different
1. If there is anything that BCM's singer, Eshiro, knows, it is lyrics. He has been writing for over 10 years.		<input type="radio"/>
2. Bartz discussed how both groups (BCM and Aphex Twin) are impressive, setting new rules and really going beyond the rule book, indeed not even needing it.		<input type="radio"/>
3. The only criticism that I have of most Japanese rock and pop groups, for example, "Smap," and "TM Revolution," is that they can't sing, and they have no message.	<input type="radio"/>	
4. For most musical groups, ending a song is the most difficult part, so they often play it until it just quietly ends.	<input type="radio"/>	
5. These musicians are symbols of convention, and this sells. The establishment likes it.		<input type="radio"/>

Fact or Opinion: Decide which is factual information, and what is an opinion.

Statements	Fact	Opinion
1. Aphex Twin, for example, had forgotten that he was to do a remix of a "Lemonheads" track, so he gave the record company a CD of his own music instead.	<input type="radio"/>	
2. Yet, with most rock and pop groups, the label "noise merchants" is applicable.		<input type="radio"/>
3. Guitarist Akimon has learned how to drag out the end by playing "one crazed guitar motif after another."		<input type="radio"/>
4. Richard D. James (Aphex Twin) was paid for his song.	<input type="radio"/>	
5. For BCM's singer, Eshiro, lyrics are newly discovered concept.	<input type="radio"/>	

Level 2: Personal Insights

Dialogue between Jan and Ichiro

Focus on Analysis: Supporting or criticizing unstated assumptions.

Example: Music today is popular because it is good. Everything, even the lyrics are good.

Analysis: (c) It could be that most people just don't know what is good music.

Directions: Which of these assumptions do you support?

1. Issue: Young Musicians Today

Jan: Most young musicians today just don't know how to sing. They probably never had any singing classes.

Your analysis:

- (1) Perhaps they just had the wrong kind of singing classes. []
- (2) I believe that they just weren't paying attention in their singing classes. []
- (3) Perhaps they had just a few classes, and thought they knew enough. [O]
- (4) None of these singers have ever had any singing classes. It's obvious. []

2. Issue: The Message in the Lyrics

Jan: Japanese and American musicians obviously don't have anything to sing about. There is no message—no ideas even—in their songs. These musicians just don't care.

Your analysis:

- (1) Perhaps they just don't know how to put their ideas into words. []
- (2) Most musicians now just care about money, so they are too busy to think about ideas. [O]
- (3) People today don't want to hear a "message," they have other things to think about. []
- (4) The message is directed to just a few people. Those people understand the music. []

3. Issue: Most Bands

Ichiro: I do agree that too many Japanese pop groups are very similar.

Your analysis:

- (1) This depends on the number of groups being compared. []
- (2) I think this comparison depends which groups are being compared. [O]
- (3) The groups are only similar if you don't know a lot about the groups. []
- (4) It depends, but every group throughout the world sounds the same. []

4. Issue: Appearance

Jan: The reason that these band members dress so badly is because of their parents. Their parents never taught them how to dress up. It's a real problem now.

Your analysis:

- (1) Actually, they just don't care about it. And they are too busy. []
- (2) The band members have to dress this way; all singers must do it. []
- (3) I believe that the band members don't have enough money to buy better clothes. []
- (4) Actually, I think that the audience likes it because most are dressed the same way. [O]



Level 3: Critical Responses

Directions: Have your partner write down your answers. Rate and comment on the following ideas.

1. Issue: Regulation

The Japanese government should regulate and decide which bands can sell music. If we have a driving license, then musicians should have a music license. This will reduce the number of noise merchants.

Good: Should Work easily
 Poor: Will cause many problems

Fair: Will be some problems
 Terrible: Will never work

Comment: _____

Student's Own Answers

2. Issue: Appearance

Band organizers should have a dress code for all band members when they make a concert. Badly dressed members will not be allowed to perform. The audience needs good music and good clothes.

Good: Should Work easily
 Poor: Will cause many problems

Fair: Will be some problems
 Terrible: Will never work

Comment: _____

Student's Own Answers

3. Issue: Meaningless Music

A group of citizens, teachers, politicians, and religious people should decide on the value of particular CDs. Music CDs need to be labeled so that children and parents know if the music is educational, and good. There is too much music with no message. This music should be labeled as "useless."

Good: Should Work easily
 Poor: Will cause many problems

Fair: Will be some problems
 Terrible: Will never work

Comment: _____

Student's Own Answers



CHAPTER 2

Student Assessment



1. What did you learn from this chapter that you think is important?

Student's Own Answer
Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____

Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____

Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. What do you think about most Japanese music? Is it noise, or is it really music? What's the difference?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. Describe the music of the musical groups and artists that you feel is good, and how this music is different from the music you dislike.

Student's Own Answer Evaluate Content and Effort

Answer: _____

CHAPTER 2

7. Has music gotten better or worse over the past ten years? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. Are there any lyrics (words to the music) that you have found interesting or important to you?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 3

Fluency Review

1. Put students in pairs and have them turn to page 85. Review chapters 1 and 2. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. Stated or Unstated: Have students decide whether or not the information was discussed either in the dialogue or reading. []
8. Double-checking: Put students in pairs and have them ask and answer the questions. []

Level 2 Personal Insights

9. Have students match the information, giving them five minutes. Go over the answers. If time allows have some students close their books and read out the assumptions, with the students providing the conclusions. []
10. Survey. Have students ask five other classmates about these forecasts. Circulate around the class and discuss later on the more interesting answers. []

Level 3 Critical Responses

11. Correcting Jack: Give around 10 minutes for students to write down their responses correcting the misinformation. []

Student Assessment

12. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

1. Search the Internet for recent information about the unemployment rate in Japan. Has it gone up or down? Then ask students for the reasons for this change. []
2. Put students in groups of four and have them generate a list of good jobs that they might want to work for, and why they believe these companies are better than other ones. Have this list and their comments then circulate to the other groups. []

Observations and Reminders

Chapter 3

July 2005 Jobless rate is at 4.4 Percent

The rate of unemployment now stands at 4.4 percent. Consumer spending underpins 55 percent of Japan's economy, and growing consumer spending has played a key role in keeping Japan's recovery on track despite a steady decline in the nation's trade surplus, the traditional driver of economic growth.

The number of unemployed dropped by 120,000 to 3.07 million in May of 2005 from a year earlier for the 24th straight month of decline, as the number of those laid-off fell 90,000 to 730,000, reflecting easing pressures from corporate restructuring. The number of workers who quit their jobs rose by 50,000 from the previous year to 1.12 million.

The ministry said the **unemployment** rate for 15-24 year old male workers stood at 10.7 percent last month, the highest of all the age groups. In 2003, there were job losses in the travel and transport industries as a result of SARS (severe acute respiratory syndrome), but this was **counterbalanced** by some improvement in the medical and welfare industries. However, the good news is there will likely be a labor shortage due to the nation's aging population.



Critical Dialogue

Jan: I think this will be a long-term problem for Japan. Most people in Japan are older, so they just don't need to buy anything more. They have their computers, TVs, stereos, and bags.

Ichiro: Well, I do agree with you on that point. Older Japanese will not be buying that much. Japanese companies, therefore, have to be international, and to look for other markets.

Jan: There is also the issue of **productivity**. I think the market place is **saturated** with too many VCRs, DVD players, and computers. This is the problem; companies are too successful! They have sold all they can sell.

Ichiro: Another serious problem in Japan is when older workers in their fifties are fired and replaced with younger workers who are willing to work for less money. This leads to serious problems, as older workers can't easily find a job.

Jan: Well, I heard that the problem of unemployment has become more serious because factories are locating to China. More unemployed people means that fewer people are buying anything!

Ichiro: Yes, this is a downward spiral, as demand falls, more and more people are laid off.

Vocabulary 語彙

Unemployment:	the state of having no job, involuntary idleness of workers	失業
Counterbalanced:	a weight or action that checks or restrains another force	釣り合った
Productivity:	the state of being productive or creative, yielding benefits	生産性
Saturated:	the state of being filled, having too much of something	飽和した

Level 1: Information Exchange

Stated or Unstated: Mark if this information was given in the reading or dialogue.

- | | | |
|---|-----------|----------|
| 1. Older Japanese will not be buying that much. | Yes [0] | No [] |
| 2. The number of workers who quit their jobs rose by 50,000 from the previous year to 1.12 million. | Yes [0] | No [] |
| 3. Another serious problem in Japan is when older workers in their fifties are fired and replaced with younger workers who work for less. | Yes [0] | No [] |
| 4. The number of people who work in retail dropped by 640,000 people from the previous year. | Yes [] | No [0] |
| 5. Meanwhile, the ratio of job offers to job seekers last month came to 0.54, according to the Health, Labor and Welfare Ministry. | Yes [] | No [0] |

Double-checking: In pairs, each student chooses one version to read out loud to his or her partner who responds. Do not write anything down.

Version A - Student One

- | | |
|---|---|
| 1. How many Japanese were unemployed in May of 2005? | 3.07 million. |
| 2. Did downsizing in corporations decrease or increase? | Downsizing decreased. |
| 3. How did SARS affect the job market in 2003? | SARS affected transport and travel. |
| 4. What did Jan McArthur say about market saturation? | She thinks the market is too saturated and that companies are too productive. |
| 5. What is another problem with unemployment that Ichiro Nakamura mentions? | Older workers are fired and replaced with younger workers. |

Version B - Student Two

- | | |
|--|--------------------------------------|
| 1. What is the unemployment rate for 15-24 years olds and for women? | 10.7%. |
| 2. Has Japan's surplus increased or declined? | Japan's surplus declined. |
| 3. Did the travel industry and transportation lose or gain jobs in 2003? | The industries lost jobs. |
| 4. Is there any good news for workers? | Yes, there will be a labor shortage. |
| 5. What kind of spending keeps Japan's economy going? | Consumer spending. |

Level 2: Personal Insights

Focus on Conjecture: Judging whether an observation is reliable.

Example: If you quit your job today, I am sure you will find another tomorrow.

Directions: From A to E: Match the assumptions to the relevant conclusions.

Assumptions

1. If more factories relocate to China from the United States,	E
2. If an older worker is fired from his job,	C
3. If a company is too productive,	D
4. When a worker is laid off,	A
5. If a disease like SARS becomes widespread,	B

Conclusions

(A) there is less money and demand for products.

(B) then the travel and transportation industries are affected.

(C) then a younger worker will replace him.

(D) then it will saturate the market and demand will decrease.

(E) then unemployment will increase in the United States.

Survey: Survey five other classmates as to how they would respond to these forecasts. Calculate the averages and discuss.

Scale: 1 - Very Likely

2 - Possible

3 - Unlikely

4 - Impossible

Predictions	Student 1	Student 2	Student 3	Student 4	Student 5	Average
1. Unemployment will rise in Japan.						
2. Unemployment will rise in the United States.						
3. In 3 years, the unemployment rate will be 10%.						
4. Factories will relocate to China from Japan.						
5. Wages will decrease each year.						
6. More women will lose their jobs than men.						
7. Productivity will continue to rise.						
8. Demand for computers and products will fall.						
9. Taxes will increase in Japan.						
10. The travel industry will have more problems.						

Level 3: Critical Responses

Correcting Jack: Your friend Jack has misunderstood a few issues. Correct him when he is incorrect.

1. Jack Hays: I was talking to Alice the other day, and she said that demand will increase if workers are laid off. In short, more production, more demand.

You: No, I think you have misunderstood the issue. If more unemployed people means that fewer people are buying anything. This will lead to less demand and less production.

2. Jack Hays: So, the travel industry was not hit hard by SARS.

You: No, in 2003, there were job losses in travel and transport industries as a result of SARS.

3. Jack Hays: So, it is becoming common for younger workers to be fired and replaced by older ones. That's a pity.

You: No, older workers in their fifties are fired and replaced by younger workers who are willing to work for less money.

4. Jack Hays: So, if the population of Japan is getting older, then it seems that the number of jobs in the medical and welfare industries will increase.

You: Yes, this is true; even in 2003 there was an increase in jobs in the medical and welfare industries.

5. Jack Hays: As more factories move to China, employment increases in other countries.

You: The problem of unemployment in Japan has become more serious because factories are locating in China. Perhaps in China, the unemployment rate is dropping.



CHAPTER 3

Student Assessment

1. What did you learn from this chapter that you think is important?

Student's Own Answer Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____

Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____

Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think the job market will improve in Japan soon? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. How is the job market changing in Japan? Is it easier or hard to get a good job now?

Student's Own Answer Evaluate Content and Effort

Answer: _____



CHAPTER 3

7. Will a richer and more productive, competitive China be good for Japan? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. What should young Japanese know about the job market in Japan?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 4

Fluency Review

1. Put students in pairs and have them turn to page 85. Review chapters 2 and 3. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. Reversed: Have students correct the misinformation before giving them the answers. If time allows, take other information, and change parts of it and have students listen and correct you. []
8. Action.....Result: Have students find the results of these actions. Give answers and discuss any that the students find interesting. []

Level 2 Personal Insights

9. Have students decide and to write down their own responses. Circulate throughout the class, taking note of any interesting responses. Discuss these with the class. []

Level 3 Critical Responses

10. My Two Bits: Give around 10 minutes for students to decide on the best response. []

Student Assessment

11. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

- 1. Search the Internet for recent information about power harassment in Japan. What are the current issues relating to this topic? []

- 2. Put students in groups of four and have them generate a list of options in dealing with a bullying boss. Have this list and their comments then circulate to the other groups. []

Observations and Reminders

CHAPTER 4

Bullying Bosses: Sign of the Times?

It is called power **harassment** by the victims, but bullying in the workplace is such a problem now in Japan that a hotline has been set up. Yasuko Okada who started the hotline says that she listens to various kinds of **complaints**, from employees getting kicked, slapped and **ridiculed** by others. Okada believes that the poor economy and job **insecurity** is bringing out the worst in people, in effecting turning a growing number of middle managers into office bullies. Unemployment is at five percent, so middle-aged managers are now pushing their employees harder and harder so as to avoid any pink slips.

However, worker frustrations are increasing; the labor ministry's dispute **resolution** system has handled more than 6,000 complaints about bullying in fiscal 2003. This is up 25% from the first year of operation. Success is hard to achieve, as only 200 cases were successfully mediated. Unfortunately, there is scant evidence to show that power harassment has decreased with the recent media coverage. Part of this is that people who engage in this behavior simply don't feel they are doing anything wrong.

Critical Dialogue

Jan: Yes, Yasuko is a friend of mine. She says her clients, around 1,200 people, all reported suffering sleeplessness, depression and other effects.

Ichiro: Hmm...well the problem is that people feel **demoralized** and humiliated, and because the economy is doing so poorly, they are too scared to quit.

Jan: That's the problem, but one psychologist I know said that people now are simply more independent, and less likely to obey rules. So, some bosses think that if they are nice, they are weak. Therefore, to make their workers productive, they have to be **mean**.

Ichiro: Unfortunately, most businessmen in Japan are not interested in the latest ways of motivating their employees.

Jan: Yes, you can't really feel motivated or loyal to a company when you are screamed at or insulted.

Ichiro: I think Japanese companies could be two times more productive if they treated their employees better. It's not the customer that counts, but the employee. If a boss takes care of an employee, that employee will be the one who takes care of the customer.



Vocabulary 語彙

Harassment:	repeated attacks on a person	いやがらせ
Complaints:	expressions of pain or sadness	不平, 苦情, 病気
Ridiculed:	to make fun of, to mock, deride, taunt, laugh at	あざ笑う
Insecurity:	not confident, guarded, shaky, anxious, having fear	不安定, 危険
Frustrations:	being dissatisfied with something, unfulfilled needs	フラストレーション, 挫折, 欲求不満
Resolution:	the act of determining something, a proposal	決意, 決議, 解決
Demoralized:	to weaken the morale of, discourage, dispirit	士気をくじく, 墮落させる
Mean:	characterized by petty, evil, malicious behavior, selfish, bad	卑劣な, 下品な, さもしい, けちな, 意地の悪い

Level 1: Information Exchange

Reversed: Some of the statements are either reversed or in some way altered. Look at the reading again, and revise them.

1. A decreasing number of middle managers are becoming office bullies because of the good economy and job security, which brings out the best in people.

Revised: A *increasing* number of middle managers are becoming office bullies because of the *bad* economy and job *insecurity*, which brings out the *worst* in people.



2. Too many bosses think that if they are weak, they are nice.

Revised: *Some* bosses think that if they are *nice*, they are *weak*.

3. It's not the employee that counts, but the customer.

Revised: It's not the *customer* that counts, but the *employee*.

4. One psychologist said that people now are simply more dependent, and more likely to obey rules.

Revised: One psychologist said that people now are simply more *independent*, and *less* likely to obey rules.



5. Most businessmen in Japan are interested in the old ways of managing their employees.

Revised: Most businessmen in Japan are *not* interested in the *latest* ways of managing their employees.

Action.....Result: Find the action in the reading / dialogue, and decide what resulted from it.

Actions	Results
6. Success is hard to achieve....	as only 200 cases were successfully mediated.
7. The economy is doing poorly....	they are too scared to quit.
8. The Labor Ministry set up a dispute resolution system. By 2003....	it had handled more then 6,000 complaints.
9. Unemployment is at 5%....	so middle managers are pushing their employees harder and harder so as to avoid any pink slips.
10. Recent media coverage of power harassment....	indicates that power harassment has not decreased.

Level 2: Personal Insights

Focus on Conjecture: Judging whether an observation is reliable.

Example: If you quit your job today, I am sure you will find another tomorrow.

Directions: State as to whether or not you *agree* or *disagree* and why.

1. If a person is frustrated and bitter, then it is because he doesn't have enough money.

I agree [] I disagree []

2. Ichiro believes that Japanese companies could be two times more productive if they treat their employees better.

I agree [] I disagree []

**Student's
Own
Answers**

3. If an employee is bullied, then he should just take his case to the court.

I agree [] I disagree []

4. Ichiro believes that if a boss takes care of his employees better, then those employees will take care of the customer.

I agree [] I disagree []

5. If TV and radio gave more attention to bullying the workplace, then it would be less of a problem.

I agree [] I disagree []

Level 3: Critical Responses

My Two Bits: Decide how Alice should have better responded.

1. Jack Hays: "Oh—hi there. Did you know that Bill has been bullied at his new job?
Alice Lynch: "Well, he should enjoy it. It's part of life. It will make him stronger."

(A) He should try to show the boss or the president of the company how this is not good for morale. [0]

(B) He should quit. There are so many jobs. []

(C) He should just pay money to the bully, so that they leave him alone. []

2. Jack Hays: “I was surprised. I didn’t think this was a problem in companies.

Alice Lynch: “Bullies are actually good. They maintain discipline. Otherwise, everyone will become lazy.”

(A) It all depends, there are some good bullies and there are some bad bullies. It’s case-by-case. []

(B) Bullies are a common problem. Most bullies are trying to get attention and to show that they are the boss. They do this by talking longer, louder, and putting down other people. [0]

(C) Bullies are a problem only when people commit suicide because of them. []

3. Jack Hays: “I believe that the government should address this problem.”

Alice Lynch: “Why that is crazy? There is nothing the government can do about it!”

(A) The government can debate this for a few years. []

(B) The government can jail all bullies. []

(C) The government can help set up more hotlines, and to investigate the more serious problems. [0]

4. Jack Hays: “I believe that in some cases these bullies should be reported to the police.”

Alice Lynch: “No, that would never work. The police would just agree with the bullies.”

(A) It depends if there has been a crime committed. It might be difficult for the police to look most cases. [0]

(B) The police would just laugh at the complaint. []

(C) This would just bother the police. They have enough problems to deal with. []

5. Jack Hays: “I think the TV and media should really highlight this issue. If more people knew about it, then it would be less of a problem.”

Alice Lynch: “No one cares about this problem. It’s a non-issue.”

(A) I think most companies would prefer not to have this issue discussed. []

(B) Some people may pay attention to the issue, but it depends on how company presidents act on it. [0]

(C) This is not an exciting issue for people. It’s not something that they want to listen to. []

CHAPTER 4

Student Assessment

1. What did you learn from this chapter that you think is important?

Student's Own Answer Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____

Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____

Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think bullying bosses are common in Japan? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. What is the best way of dealing with a bullying boss?

Student's Own Answer Evaluate Content and Effort

Answer: _____



CHAPTER 4

7. Do people work harder under a strict or nice boss? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. Do you think this problem of bullying bosses will get better in the future?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 5

Fluency Review

1. Put students in pairs and have them turn to page 85. Review chapters 3 and 4. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. Who Said: Have students identify the people who expressed these views. Give out answers. []
8. On Target: Have students decide if the information is correct. Give out answers. []
9. Reversed: Have students change the order of the information in each sentence. Call on individual students to give out the revised sentence. []

Level 2 Personal Insights

10. Have students check on what was said in the reading or dialogue and then to write down their own responses. Circulate throughout the class. Discuss the answers afterwards. []

Level 3 Critical Responses

11. Correcting Jack: Have students check on what was said in the reading or dialogue and to write their own reply. []

Student Assessment

12. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

1. Search the Internet for recent information about *o-soji* in Japan. What are the current issues relating to this topic? []
2. Have students interview their parents, neighbors and grandparents about their own experiences in having to clean the school or their home. Have these comments then circulate to the other students. []

Observations and Reminders

CHAPTER 5

O-Soji: The Way of the Japanese

For some foreigners, the custom of *soji*—or cleaning—of the classroom and school buildings everyday after the last bell, is often the most interesting. At the end of each school term, a major operation called the *o-soji* (the great cleaning) will begin, with students using their own *zokin* (washrag) to wipe the desks and windows. Mops, buckets and brooms are used to polish the floors. The **chores**, which can take up to several hours, is part of every child’s education. Indeed, children are to feel rewarded for learning the virtues, techniques and skills of **cleanliness**.

The issue of cleanliness in Japan has created a **subculture** based on housework. Hundreds of books are dedicated to the subject of cleaning, with discussions on how to best **tackle** cleaning around the faucets, pipes or gas rings that **emit** heat. Some authors discuss the “German Style” of cleaning with eco-detergents and others emphasize the “Swedish Style,” with its emphasis on vinegar.

For those women (or men) who want even more information, celebrity-status **charismatic housewives** often give weekend lectures. But most women complain about the amount and difficulty of the **household chores**, and so most look out for hi-tech appliances that will save them time and energy. Thus, it could be said, that Japan’s subculture of cleaning has spawned a industry and a nation “*kaden rikkoku*” built on appliance sales.

Critical Dialogue



Jan: In my own opinion, schools should force Japanese boys to do this everyday. For too many of them, the school practice of *soji* will be the last time they ever **wield** a broom.

Ichiro: I have to agree with you, Jan. My own mother did most of the cleaning, and if I get married, my wife will probably take on most of the household chores.

Jan: Well, I would just hire outside help to do these chores if I got too busy.

Ichiro: Most Japanese women never think of this. In Kyoto, where I grew up, there is a custom of teaching women to marry the house and not the man.

Jan: Why?

Ichiro: Well, there is the expression, “*ie wa onna no takara*,” in other words, “the house is a woman’s treasure” because men are the same and bound to disappoint whereas a house will never betray you.

Jan: Well, I think it is high time for the house to be a man’s treasure too. If men got down on their knees to do some waxing of floors and cleaning of the toilets, they would be a little nicer, I think.

Ichiro: This is true. The act of *soji* is to help nourish one’s soul. However, the idea, Jan, is that the more a woman cleans, the closer she gets to heaven. It’s a way leading to self-knowledge and inner peace.

Vocabulary 語彙

Chores:	routine tasks such as cleaning	(日常の定期的な)雑用, 家事
Cleanliness:	careful to keep neat and clean, in order	清潔, きれい好き
Subculture:	a lifestyle related to one small group of people	サブカルチャー, 下位文化
Tackle:	to do with enthusiasm, to act on	取り組む
Emit:	to put out, to throw or give off	放射する, 発する
Charismatic housewives:	women known as <i>karizuma shufu</i>	カリスマ主婦
Household chores:	duties, tasks such as cleaning, cooking	家事
Wield:	to manage, carry, to deal with successfully	振り回す, 使いこなす, 支配する, (権力を)行使する

Level 1: Information Exchange

Who Said: Identify the people who expressed these views.

- | | |
|--|--------|
| 1. There is a custom of teaching women to marry the house and not the man. | Ichiro |
| 2. The act of <i>soji</i> is to help nourish one's soul. | Ichiro |
| 3. I think it is high time for the house to be a man's treasure too. | Jan |
| 4. I would just hire outside help to do these chores. | Jan |
| 5. Most Japanese women never think of this. | Ichiro |

On Target: Decide if the following opinions and statements were discussed in the reading or in the dialogue.

	Discussed	Not Discussed
1. There is a subculture based on the issue of cleanliness.	[0]	[]
2. Children love to clean.	[]	[0]
3. More people now than before like to clean.	[]	[0]
4. Some authors discuss the "German Style" of cleaning.	[0]	[]
5. Japan's subculture of cleaning has spawned a industry and nation.	[0]	[]

Reversed: Some of the statements are either reversed or in some way altered. Look at the reading again, and revise them.

1. The more a woman gets to heaven, the more she cleans.

Corrected: The more a woman *cleans*, *the more she gets to heaven*.

2. At the beginning of each school term, a major operation called the *o-soji* will end.

Corrected: At the *end* of each school term, a major operation called the *o-soji* will *begin*.

3. I would just fire outside help to do these chores if I got too busy.

Corrected: I would just *hire* outside help to do these chores if I got too busy.

4. In Kyoto there is a custom of teaching women to marry the man, and not the house.

Corrected: In Kyoto there is a custom of teaching women to marry the *house* and not the *man*.

5. If men were nicer, they would get down their knees to do some waxing of floors.

Corrected: If men *would get down on their knees to do some waxing of floors*, *they would be nicer*.

Level 2: Personal Insights

Student's Own Answers

Focus on Explanation: Providing relevant background, reasons, examples.

Example—Alcoholism and disease: Drinking too much can cause liver disease and heart problems. I think that this is true as I have seen several people with this problem.

Directions: Look at the key words below, and find them in the reading or in the conversation between Jan and Ichiro. How were these words used, and then explain your own views.

1. Key words: School's *O-soji*

In the reading, it said *at the end of each term, the practice of o-soji will begin.*

Your views: As for the cleaning that I did at my own school, I feel _____

2. Key words: Rewards

In the reading, students were rewarded *for learning the virtues, techniques, and skills of cleanliness.*

Your views: The “rewards” of cleaning I think are _____

3. Key words: Subculture of Cleanliness

There is a subculture of cleanliness which is seen in *housework.*

Your views: Most Japanese probably feel that this subculture is _____

4. Key words: Charismatic Housewives

I learned that in Japan there are *charismatic housewives who give weekend lectures.*

Your views: I [would / would not] like to listen to them because _____

5. Key words: Industry

In Japan there is an industry *based on cleaning and appliances.*

Your views: In my opinion, the industry that is related to cleaning is _____

Student's Own Answers

Level 3: Critical Responses

Correcting Jack: Your friend Jack has misunderstood a few issues that were discussed. Correct him when he is *incorrect*. If he is *correct*, then just agree with him.

Sample Answers

1. Jack Hays: “So, most young Japanese like to clean. I didn’t know that.”

Reply: Well, it depends on the person; some like to clean and some do not. It’s case by case.

2. Jack Hays: “So, in Japan there has been a cleaning industry and a cleaning subculture.”

Reply: Yes, but this might be changing as more men are having to do more of the cleaning, and people are busier nowadays, so there is less cleaning being done.

3. Jack Hays: “So, the Swedish style of cleaning is just like the German style.”

Reply: No, the German style uses a lot of eco-detergents whereas the Swedish style emphasizes vinegar.

4. Jack Hays: “Does the act of cleaning really help to nourish the soul?”

Reply: Hmm...it depends on the person, but I think that cleaning helps us to have a nice environment which is always good.

5. Jack Hays: “So, women in Kyoto marry the man and the house. That’s an interesting custom.”

Reply: No, women in Kyoto are said to marry the house and not the man, as the house will never betray you.



CHAPTER 5

Student Assessment



1. What did you learn from this chapter that you think is important?

Student's Own Answer Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____

Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____

Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think young Japanese are as clean as older Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. Does cleaning in schools help men later on in life to help their wives (when they are married)? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____

CHAPTER 5

7. Is the expression *iye wa onna no takara* true? Is the house the woman's treasure 'as men are bound to bound to disappoint'?

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. Do you think people who clean a lot are helping themselves spiritually—nourishing their souls?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 6

Fluency Review

1. Put students in pairs and have them turn to page 86. Review chapters 4 and 5. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. Not Worded Correctly: Give students 5 minutes to revise the sentences and then call on students for the answers. []
8. The Differences? Give students about ten minutes to write down what Jan and Ichiro said about this issue. Again, call on students for the answers. []

Level 2 Personal Insights

9. Have students work in pairs to decide on their responses. Circulate around the class and take note of those students who have the best answers. Call on these students for their analysis, and then write the sample answers on the board. []

Level 3 Critical Responses

10. Better Said!: Have students check which ones that they believe. Ask some students for their responses and reasons before putting up the sample answers from this text on the board. []

Student Assessment

11. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

- 1. Search the Internet for recent information about current issues relating to free speech in schools. What are the current issues? []

- 2. Put students in groups and have them write down a list of very controversial opinions on any topic. Then have them write on the right side of each opinion whether or not they would be bothered if students were discussing these in large meetings on school grounds. Have the lists then circulate from group to group with other groups evaluating the opinions. []

Observations and Reminders

CHAPTER 6

Free Speech at School

In the United States the right to speak one’s own opinions and ideas freely is **enshrined** in the American Constitution. Free speech is a fundamental right—except at school. At the University of Texas at El Paso, a student named Ruben Reyes has asked the university to hold **protests** about **environmental** dangers, but each time he has been turned down.

The school administrators said that the student union (where creative writing students even meet) was not one of the two “free-speech zones” on the campus. Reyes, like many other students, have responded by taking the school to court. Such students say that free speech is being **stifled** by institutions which should be promoting it.

Free-speech zones began appearing on campuses in the 1980s as a way to allow expression without interrupting learning. However, over the past few years, the focus is now on the content of that speech: Harvard University is now **banning** offensive speech after a series of racially charged **incidents**.

Critical Dialogue

Jan: Well, this goes to show you that young people are never allowed to speak their own thoughts. They are always controlled!

Ichiro: Yes, but sometimes that control is needed. I remember that at the University of Houston in Texas, an anti-abortion group went to court to get the right to display dead **fetuses** on the school grounds. Sometimes, “free speech” is a real **distraction** to students.

Jan: Oh, that case! The school lost and then simply banned all speech outside four designated areas on the campus. It sent a signal to students that your speech isn’t that important.

Ichiro: I think the case is not free speech, but HOW it is delivered. No one wants **bullhorns**, or thousands and thousands of shocking pictures, or hate speeches.

Jan: Well, I think the bullhorns are not needed, but students need to be exposed to new ideas. They can decide what is right and what is wrong.



Vocabulary 語彙

Enshrined:	to preserve or cherish as sacred	祀られた
Protests:	a declaration of dissent, of opposition, unwillingness	抗議
Environmental:	relating to the outside conditions	環境の
Stifled:	to prevent, slow down, inhibit	窒息させる, 抑えつける,
Banning:	to prohibit, to condemn	禁止する
Incidents:	events, occurrence of an action	出来事
Fetuses:	unborn child after three months of conception	胎児
Distraction:	something that causes one to divert attention, causing confusion	気を散らすこと, 注意散漫,
Bullhorns:	loudspeaker	拡声器, ハンドマイク

Level 1: Information Exchange

Not Worded Correctly: The following sentences present the above information incorrectly. Rewrite each sentence to reflect the information accurately.

1. The school responded by taking Reyes to court like many other students.

Revised: *Reyes responded by taking the school to court like many other students.*

2. Harvard University is now accepting defensive speech due to several racial accidents.

Revised: *Harvard University is banning offensive speech due to several racial incidents.*

3. Paid speech is a optional right—especially at school.

Revised: *Free speech is a fundamental right—especially at school*

4. Such teachers say that speech is being promoted by institutions which should be stifling it.

Revised: *Such teachers say that speech is being stifled by institutions which should be promoting it.*

5. Free-speech corners began appearing on campuses in the 1970s as a way to allow expression without fostering learning.

Revised: *Free-speech corners began appearing on campuses in the 1980s as a way to allow expression without interrupting learning.*



The Difference?: How do Jan and Ichiro differ on the following issues?

6. Issue: young people, free speech, and control

Jan believes *young people are never allowed to speak their own thoughts and are always controlled.*

Ichiro, however, believes *sometimes control is needed.*

7. Issue: limiting free speech to designated areas on the campus

Jan feels it (*limiting free speech*) *sends a signal that your speech isn't important.*

Ichiro holds the position that it *is not a case of free speech, but how it is delivered.*

Level 2: Personal Insights

Focus on Skepticism: Questioning claims, ideas, and values.

Example: Getting a Ph.D will always get you a good job.

Response: Well, it all depends on how the person interviews, and on the job market

Directions: Look at the following ideas and statements which have been changed slightly from the dialogue between Ichiro and Jan. What do you believe?

1. Cindy Hicks: “If a school allows free speech on its campus, it will be very bad for the students. Students need to learn only a few things. They can’t decide on what is right because they are too young.

Are you skeptical of Cindy’s statement?

No [], Yes [0], *because students can make many decisions about their lives and what is right or wrong.*

2. Tim Conway: “Students don’t know what to say, so they really don’t need free speech. It’s not an issue for them.”

Are you skeptical of Tim’s statement?

No [], Yes [0], *because most students do have opinions about most social and cultural issues.*

3. Camille Lavington: “If schools ban free speech, then it means that other places will too: libraries, parks, etc.”

Are you skeptical of Camille’s statement?

No [0], Yes [], *because this has happened in other countries, and it is possible that with more terrorism that people will have fewer places to freely say what they believe.*

4. Jack Dawson: “School administrators and teachers just don’t trust students. They think they are all crazy.”

Are you skeptical of Jack’s statement?”

No [], Yes [0], *because some administrators may think students don’t know enough about the issues they are protesting about. Very few would think they are crazy.*

5. Steward Losee: “If students really had free speech on campus, then they might start protests, and cause a LOT of problems.”

Are you skeptical of Steward’s statement?

No [], Yes [0], *because only a few students care deeply about a few social issues. Also, students are very busy to protest.*

Level 3: Critical Responses

Better Said! Which of the following statements below do you question? Why?

1. Issue: Free Speech

Believe = B Skeptical = S

A. Free speech isn't that important for Japanese students.	S
B. No Japanese students are worried about this issue.	B
C. Schools need to control free speech because young people can be violent.	S

Now, which statement are you the most skeptical about? Write down your reasons.

- A. I believe that most students take this issue for granted. Taking away free speech would make the issue important for students.
- B. Very few students actually are socially aware enough (or have the time or energy) to worry about this issue.
- C. Japanese university students have rarely been violent. The last violent student protests were back in the 1960s.

2. Issue: Offensive speech

Believe = B Skeptical = S

A. Some Japanese students are really not familiar with hate or offensive speech. This is a western problem.	B
B. Schools must protect students from offensive speech. They are simply too young to understand how to respond to it.	S
C. If young people hear offensive speech, most of them will learn bad ideas and become violent.	S

Now, which statement are you the most skeptical about? Write down your reasons.

- A. There is relatively little hate speech that goes on in Japan. And most people are too busy with their own lives and jobs to spend time on social issues or to give "hateful" speeches.
- B. Students will eventually hear something offensive; it might be on TV, or in the movies or on the street. There is no way to protect them from this, yet they should learn in schools about how to better respond to it.
- C. Students can decide for themselves what they believe and their friends and families will also shape their own opinions and behavior.

3. Issue: Free Speech Zones / Controlling free speech

Believe = B Skeptical = S

A. Free speech zones in schools would never be understood in Japan.	B
B. Japanese schools need to control free speech. It's becoming a problem now.	S
C. Most schools in Japan do not need to be concerned about students' speech. It's almost never a problem.	B

Now, which statement are you the most skeptical about? Write down your reasons.

- A. Most Japanese students would probably avoid taking loud speakers and causing a disturbance on campus. Most Japanese do not want to draw attention to themselves.
- B. There are very few protests going on in Japan, and on university campuses, and so this is not a problem.
- C. Yes, very few students have or express controversial opinions that might upset other people. The tendency is not to bother other people.

CHAPTER 6

Student Assessment

1. What did you learn from this chapter that you think is important?

Student's Own Answer Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____
 Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____
 Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think young Japanese care about free speech? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. Do you think Japanese universities will have similar problems with free speech like other universities in the future?

Student's Own Answer Evaluate Content and Effort

Answer: _____



CHAPTER 6

7. Should universities and schools allow students to hold protests that might disturb some people?

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. Are free speech zones a good idea?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 7

Fluency Review

1. Put students in pairs and have them turn to page 86. Review chapters 5 and 6. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. Misinformation: Give students 5 minutes to revise the sentences and then call on students for the answers. []
8. What Did They Say? Give students about ten minutes to summarize this ideas of Jan and Ichiro. Again, call on students for the answers before giving the answers given in the manual. []

Level 2 Personal Insights

9. Have students decide on the validity of these statements. Give students ten minutes to think through their ideas. Have them then compare their answers with a classmate and discuss any that were different. Then write the answers on the board. []

Level 3 Critical Responses

10. Should Have Said: Have students check which ones that they believe to be the best response. Give ten minutes for students to complete this task before calling on individual students for their answers. []

Student Assessment

11. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

1. Search the Internet for recent information about government subsidies for businesses and amusement parks in Japan. Ask students for their responses about companies that did receive subsidies (give the amount) and whether or not this was appropriate. []
2. Put students in pairs and have them write down reasons for and against giving subsidies for companies. []

Observations and Reminders

CHAPTER 7

Bailout for Universal Studios, Japan

Universal Studios Japan (USJ), which has been **plagued** with problems, will receive a bailout of 5 billion yen. In the past few years, revenue from entrance fees has dropped 30 percent. The popularity of discount tickets has been one reason, but another has been the **astronomical** costs of some of its **rides**. The latest attraction, “Amazing Adventure of Spider Man the Ride,” cost USJ 14 billion yen to build.

Because the city of Osaka is USJ’s largest shareholder, Osaka City has decided to **lend** 3 billion yen to help the park. The city will also extend 2 billion yen in emergency loans. The theme park needs at least 23 billion for **collateral** for bank loans. The officials said, however, that USJ would probably have only 16 billion yen by then, leaving it 7 billion yen short in operational funds. In total, Osaka City and other shareholders have loaned USJ a total of 18 billion yen since its opening in 2001.



Critical Dialogue

Ichiro: Well, Jan, I hope the city officials know how to wave “bye-bye” to all of that money. They will never see it again, that’s for sure!

Jan: Ah, you are being too harsh. Governments should help business.

Ichiro: Jan, Jan, Jan! Look, this money is wasted. The number of visitors to USJ has dropped by 30.8 percent to 7.63 million in fiscal 2002. Why? Because the amusement park was trying to sell food after its expiry date, and had used **excessive** volumes of gunpowder in its attractions.

Jan: So, one or two bad years doesn’t mean USJ is finished.

Ichiro: Well, the population is getting older, and older people don’t go to amusement parks. And, once you go, you usually don’t want to go again. You’ve seen it! Amusement parks are a BAD business, and the government shouldn’t be wasting money on them. Look at SeaGaia in Miyazaki, and Hostenbusch in Kyushu. All bankrupt!

Jan: You do have a point. And competition isn’t making things easier for USJ. I heard that Osaka’s *Konohana-ku* theme park has Hollywood movie-inspired attractions. It attracted a **whopping** 11 million visitors in its first year.

Vocabulary 語彙

Plagued:	having many problems, nuisances	悩まされた, うるさく困らされた
Astronomical:	enormous or inconceivably large or expensive	天文学的
Rides:	a mechanical device as in an amusement park	乗り物
Lend:	to give on the condition that the same amount be returned or repaid, often with interest	貸す
Collateral:	property used as security to protect the interests of the lender	担保
Excessive:	going beyond what is needed, proper, or normal, too much	過度の
Whopping:	extremely large or expensive	途方もない, べらぼうな

Level 1: Information Exchange

Misinformation: Correct the following incorrect statements.

1. The number of visitors to USJ has increased by 35.8 percent to 2.63 million in fiscal 2003.

Revised: *The number of visitors to USJ has dropped by 30.8 percent to 7.63 million in fiscal 2002.*

2. The popularity of seasonal tickets has been one reason, but another has been the cheap costs of some of its rides.

Revised: *The popularity of discount tickets has been one reason, but another has been the astronomical costs of some of its rides.*

3. The officials said, however, that USJ would probably have only 6 billion yen by then. This would leave it 2 billion yen short in management funds.

Revised: *The officials said, however, that USJ would probably have only 16 billion yen by then. This would leave it 7 billion yen short in management funds.*

4. I heard that Osaka's Kodomo Land theme park, which features Ultraman movie-inspired attractions, was a huge hit, attracting a whopping 1 million visitors in its second year.

Revised: *I heard that Osaka's Kono-hana-ku amusement park, which features Hollywood movie-inspired attractions, was a huge hit, attracting a whopping 11 million visitors in its first year.*

5. The amusement park was trying to sell toys after their expiry date, and used excessive volumes of sugar in its food.

Revised: *The amusement park was trying to sell food after their expiry date, and used excessive volumes of gun powder in its attractions.*

What Did They Say? Summarize the positions of Jan and Ichiro on these issues.

1. Ichiro / Taxpayer money given to amusement parks

Ichiro said that *amusement parks are a bad business and money is being wasted on them.*

2. Jan / Competition and amusement parks

Jan said that *competition isn't making things easier.*

3. Jan / Governments and business

Jan said that *governments should help business.*

Level 2: Personal Insights

Focus on Validity: being supported by objective truth, convincing, logical, reasonable

Example: Being to recognize how truthful various statements are.

Statement: The world is flat.

True

False

Directions: Label the following statements as being either *true*, *false*.

- | | |
|---|-------|
| 1. (a) Amusement parks are all going bankrupt. They are not popular now. | False |
| (b) Some amusement parks are going bankrupt. | True |
| (c) Only one or two amusement parks in Japan have gone bankrupt. | False |
| 2. (a) Government has never really helped businesses in Japan. | False |
| (b) Government has helped only one amusement park in Japan. | False |
| (c) Government has often financially helped amusement parks in Japan. | True |
| 3. (a) USJ was selling food past its expiry date. | True |
| (b) USJ was using excessive gunpowder in its amusement rides. | True |
| (c) USJ has a perfect record in running its amusement park. | False |
| 4. (a) The cost for the Spider Man the Ride was very cheap. | False |
| (b) The cost for the Spider Man the Ride was too expensive. | True |
| (c) The cost for the Spider Man the Ride was similar to the costs of other rides. | False |
| 5. (a) Japan's population is getting older and so fewer people are going to amusement parks. | True |
| (b) Japan's population is getting younger, and so more people will be going to amusement parks. | False |
| (c) Japan's population isn't changing much, so the number of visitors to amusement parks is staying the same. | False |



Level 3: Critical Responses

Should Have Said: Jan and Ichiro are continuing their conversation. Listen in, and decide which answer Jan should give to Ichiro.

1. Ichiro: So, if government is helping business, why doesn't it help ALL businesses? What about small business?

- Jan: (A) Ichiro, small businesses are small, and so they are not important. []
 (B) Well, government is helping small businesses all the time. []
 (C) Only big businesses and big projects get attention here in Japan. [0]

2. Ichiro: So, amusement parks are a vital industry. What about other industries, like fishing or forestry? Aren't they just as important? Why doesn't Osaka City officials give them 5 billion yen?

- Jan: (A) Fishing and forestry don't attract visitors to Osaka who spend money. [0]
 (B) Osaka City officials are simply not interested in fish and timber. []
 (C) Osaka City officials have children who like amusement parks. []

3. Ichiro: I think that USJ is just like some of the older department stores like Sogo. It is clear that USJ is being mismanaged.

- Jan: (A) No, USJ is a model for other companies in Japan to copy. []
 (B) There are many problems at USJ, but it is too early yet to see if it is being mismanaged. [0]
 (C) I think USJ is just like Sogo. []

4. Ichiro: But really, Jan, don't you think spending 14 billion yen on one ride is too much?

- Jan: (A) Well, it should have been only 12 billion yen. []
 (B) They should have looked at other ways to make the ride cheaper. [0]
 (C) They should spend only 500,000 yen on a ride. That is enough. []

5. Ichiro: I am sure Jan that Universal Studios Japan will be back in two years asking for more money.

- Jan: (A) Well, that's OK. The city can't abandon the park. It must keep paying. []
 (B) Well, the city should decide on how it will deal with the park in the future. [0]
 (C) Amusement parks are just never profitable. The city can only look forward to paying USJ more and more money. []

CHAPTER 7

Student Assessment

1. What did you learn from this chapter that you think is important?

Student's Own Answer Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____
 Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____
 Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think young Japanese care about the problems of amusement parks or of Japanese companies? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. Should amusement parks be given financial help by city governments?

Student's Own Answer Evaluate Content and Effort

Answer: _____



CHAPTER 7

7. If government is to give money (subsidies) to business, what kinds of business should get money first?

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. Should government keep helping businesses that are failing and are never profitable such as SeaGaia or Hostenbusch?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 8

Fluency Review

1. Put students in pairs and have them turn to page 86. Review chapters 6 and 7. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. Double-checking: Put students in pairs to ask and answer the questions. After 5 minutes, move students to different pairs and have them switch roles. Give 5 more minutes for students to ask and answer the questions. []
8. Paraphrasing: Give students about 5 minutes to decide on the positions that each person held. []
9. Have students write down a sentence using each key word. After checking student progress (give about 10 minutes), write the answers on the board. []

Level 2 Personal Insights

10. Have students decide on the best response. Give ten minutes for students to work out their own responses and then allow them to look at the responses of a class. Then put the answers from the manual on the board. Discuss your reasoning. []

Level 3 Critical Responses

11. My Two Cents: Have students read out the prompts and to write down their partner's responses. Circulate around the class and take notes of the more interesting responses and write these on the board if time allows. []

Student Assessment

12. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

1. Search the Internet for recent information relating sex selection. Copy the more interesting articles and have students write down questions and opinions on them. Then give these articles as extra credit. []
2. Have all of your classes vote on whether or not sex selection should be allowed. Identify similar reasons for and against. []

Observations and Reminders

CHAPTER 8

Sex Selection Sparks Controversy

The issue of sex selection gained the attention of the Japanese public when The Japan Society of Obstetrics and Gynecology (JSOG) ruled against a Kobe obstetrician. He had been practicing a **controversial** sex selection treatment since November of 2002. The treatment, which is known as **preimplantation genetic diagnosis** (PGD), was performed on three women. The obstetrician, Tetsuro Otani who directs the Otani Women's Clinic, stated that two women wanted to choose the sex of their baby while the older woman wanted to know if the embryo had **chromosomal defects**.



PGD is done when a cell is removed from the embryo, and then is fertilized **in vitro** for genetic testing. This allows doctors to identify female **embryos** before they are implanted back into the womb. Because the guidelines by the JSOG allow treatment only if there is a serious gender-linked disease, all Japanese obstetricians are also required to obtain permission from the society (JSOG) before performing a PGD. Otani failed to follow these procedures but defended his actions by saying, "I did not alter genes. In my opinion, choosing sex is not wrong. I would be wasting my time if I followed the guidelines and sought the society's permission. I offered help to my patients in good faith."

Professor Kaoru Suzumori at Nagoya City University disagreed: "I don't understand why he did something as stupid as this. Sex selection for social reasons violates natural law and is unacceptable." Jun Fujita of Kyoto University also criticized Otani saying sex selection for non-medical reasons is **ethically** wrong and that this may "open the **floodgates** for unregulated PGD."

Critical Dialogue

Jan McArthur: Somehow I think that more and more women will want to choose the sex of their baby.

Ichiro Nakamura: Yes, such women could easily go to China or India or Asian countries and to get this information.

Jan McArthur: Yes, and if more women keep on choosing boys for their babies, who will they later on marry?

Ichiro Nakamura: There would be a lot of lonely bachelors.

Vocabulary 語彙

Controversial:	causing disputes and arguments, disputable	論議の的となる
Diagnosis:	the act of identifying a problem or disease, evaluation, a conclusion based on an analysis	診断
Preimplantation:	involving or changing the embryo before uterine implantation	着床前の
Chromosomal defects:	relating to problems in the DNA of the individual	染色体欠損
Genetic:	relating to the genes and DNA make-up of an individual	遺伝子の, 発生の
Embryo:	a stage in the development of a baby prior to birth	胎児
In vitro:	outside the living body	試験管内で(の), 生体外で(の)
Ethically:	relating to one's duties or moral obligations	倫理的に

Level 1: Information Exchange

Double-checking: In pairs each student chooses one version to read out loud to his partner who responds. Do not write anything down.

Version A - Student One

1. What is a PGD?
2. What did Jun Fujita say about sex selection?
3. What was the name of the obstetrician who allowed the PGD?
4. What was the obstetrician's excuse for doing the PGD?



Version B - Student Two

1. What did Kaoru Suzumori say about this issue?
2. What does JSOG mean?
3. How many women were treated at this clinic in regard to this PGD treatment?
4. Why did the women want a PGD?

Paraphrasing: What is the position of the following people.

- | | |
|------------------------------|-------|
| 1. Professor Kaoru Suzumori: | [C] |
| 2. Jan McArthur: | [B] |
| 3. Ichiro Nakamura: | [E] |
| 4. Jun Fujita: | [A] |
| 5. Tetsuro Otani: | [D] |

Positions

- A. This will cause more problems later on and cause people to want deregulate PGD.
- B. I wouldn't be surprised if more women tried this.
- C. What this man did was not smart. The idea of choosing the baby's sex seems to go against social ideals. It's not good.
- D. If people want to choose their sex, it should be OK. I see nothing wrong with it.
- E. Well, for some women that want a PGD, they will just leave Japan and get it done abroad.

Key Words: Find the phrase or sentence with these words.

1. floodgates: *This would open the floodgates for unregulated PGDs.*
2. permission: *....is required to obtain from the society before performing a PGD.*
3. wasting: *I would be wasting my time to obtain permission from the society.*
4. in vitro: *It is fertilized in vitro for genetic testing.*
5. controversial: *He had been practicing a controversial sex selection treatment since November of 2002.*

Level 2: Personal Insights
Dialogue between Jan and Ichiro

Focus on Analysis: Supporting or criticizing unstated assumptions.

Example: People want to choose their baby's sex. This actually is quite natural.

Analysis: (a) I don't think this is true: most people don't care that much about it.

Directions: Do you support these assumptions that Jan and Ichiro have referred to?

1. Issue: JSOG's regulations

Sataoshi Nakamura: I think JSOG needs fewer regulations; Japanese obstetricians can be trusted to do the right thing.

Your analysis:

- (1) It depends on the newer regulations. []
- (2) I disagree. None of the Japanese obstetricians can be trusted. They are too greedy. []
- (3) I think some obstetricians would not do the right thing all of the time. Money can influence people. [0]
- (4) I agree. Regulations never help the people. They just cause problems. []

2. Issue: Choosing the sex of a baby

Mikiko Koyama: All women want to choose the sex of a baby.

Your analysis:

- (1) It depends on the woman. It's case by case. [0]
- (2) Most Chinese women might want to know this but some Japanese women won't care. []
- (3) Actually only husbands care to choose the sex of the baby. They always want boys. []
- (4) It depends on the family. Richer families want to know the sex of their baby. []

3. Issue: Trends

Ichiro: If you allow PGDs to take place, then all women will want it. Cloning will be next.

Your analysis:

- (1) No, most people are quite reasonable, and the government won't allow this. [0]
- (2) Yes, but cloning will only be pushed in six months or so. []
- (3) Actually, I know that all women want to have a PGD or to have cloning. []
- (4) This is the trend in all of the countries throughout the world. []

4. Issue: Social Reactions

Jan: The issue of sex selection is one that a lot of people care about.

Your analysis:

- (1) Yes, all families care about this issue a great deal. []
- (2) Actually, I think very few people are aware of this issue or care about it. [0]
- (3) Well, most people in Japan think and discuss this issue. []
- (4) No one cares about this issue at all in Japan. []

Level 3: Critical Responses

Student's Own Answers

My Two Cents: Look at the comments below. How does your partner respond to each one? Write down his or her response.

1. People should have choices. If they want a boy, then they should have a boy! If they want a girl, then let them have a girl.

Partner's Response: _____

2. In any case, there should be a license to have children. If we have a license to drive, to have a certain job, then people should also have some basic training to have children.

Partner's Response: _____

3. Sex selection is just too dangerous for people. Everyone wants a boy. Boys earn more money and women have to change their names when they get married. So, it is logical that everyone will want a boy baby.

Partner's Response: _____

4. People today have too many choices; therefore, allowing sex selection would cause problems.

Partner's Response: _____

5. The problem is that there are too many children. We need fewer children in Japan.

Partner's Response: _____

6. Parents today are too lazy. They do not care for their children.

Partner's Response: _____

7. If you allow sex selection, only the rich people will afford it. The poor people will never have a chance to decide on their baby's sex. This is not fair.

Partner's Response: _____

8. If we allow sex selection, then the next thing will be hair color, eye color, in short, we will soon be designing babies!

Partner's Response: _____

CHAPTER 8

Student Assessment



1. What did you learn from this chapter that you think is important?

Student's Own Answer
Evaluate Content
and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content
and Effort

Question #1: _____
Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____
Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think Japanese should be allowed to choose the sex of their baby?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. If PGDs were allowed and parents could decide on the sex of their baby, do you think that most parents in Japan would want to do have this option?

Student's Own Answer Evaluate Content and Effort

CHAPTER 8

Answer: _____

7. Do you think if we start choosing the sex of babies, this would lead to choosing other traits like eye color, hair color, height, etc.?

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. If sex selection was allowed in Japan, would most Japanese parents choose to have boys? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 9

Fluency Review

1. Put students in pairs and have them turn to page 87. Review chapters 7 and 8. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. Stated or Unstated: Call on students to give you the answers. []
8. Double-checking: Put students in pairs and have students on the left do version *a* while students on the right do version *b*. After five minutes of them asking and answering questions, put students in new pairs, and do again. []

Level 2 Personal Insights

9. Give 15 minutes for students to work out the responses based on the reading and their own views. Then go over the answers related to the reading, and then call on individual students to give their own views. []

Level 3 Critical Responses

10. Correcting Jack: Have students read out the prompts and to write down their own responses. Circulate around the class and take notes of the more interesting responses and write these on the board if time allows. []

Student Assessment

11. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

1. Search the Internet for recent information relating BSE and any recent issues relating to beef imports from other countries. Copy the more interesting articles and have students write down questions and opinions on them. Then give these articles as extra credit. []

2. Have all of your classes vote on whether or not American beef should be allowed into Japan. Ask students for their reasons. Identify similar reasons for and against. []

Observations and Reminders

CHAPTER 9

American Beef Banned

In December of 2003, the U.S. government announced its first **suspected** case of *bovine spongiform encephalopathy* (BSE), popularly known as mad cow disease. As a result, the Japanese government **banned** all American beef. It wasn't long before beef stocks began to **dry up**. The **impact** was soon clear as supermarkets began to remove U.S.- made beef from their shelves and many restaurants considered changing to either Japanese or Australian beef. The cheaper American beef accounts for one-fourth of all beef consumed in the country.

The operator of the Yoshinoya chain of beef bowl restaurants **suspended** the sale of gyudon, a beef stew. The company, which relies on U.S. beef imports for more than 90 percent of its beef, began introducing new dishes that have chicken instead of beef. However, the change caused some customers to be quite angry. In one case, a man was arrested for attacking two customers when an employee explained to him that they had run out of stock. Yoshinoya D&C decided to close 174 of its 980 outlets across the country late at night. Volks, Inc., the operator of a chain of restaurants, said a switch to domestic beef will increase prices and cost consumers. Supermarket chain operators, such as Daiei, Inc., Ito-Yokado Co. and Aeon Co., are deciding how to best react as they learn more information about the import ban.



Critical Dialogue

Jan McArthur: This ban is an overreaction. American beef is safe. It's just one cow.

Ichiro Nakamura: Yeh? Well, how many bad cows were there before that were not caught? As there are few, if any real inspections of American slaughterhouses now, I wouldn't be surprised if 30 percent of American beef is infected with this disease.

Jan McArthur: Fear will just cost you more money, Ichiro. Prices on beef dishes will rise throughout the whole country now.

Ichiro Nakamura: It's the price for being safe. I don't want to have my brain become like a sponge simply because American slaughterhouses don't want to have safety regulations because it lowers their profits. Even in January of 2006, Japanese inspectors found a backbone of a cow in a shipment of meat which was not allowed because of the danger of BSE. In short, Americans are just too careless.

Jan McArthur: You should think of the inconvenience instead. Royal Host, a major chain of family restaurants, now has to look for other suppliers. They are losing money because people are too worried about the safety of beef now. And think of about Volks, Daiei, Moss Burgers and McDonalds!

Ichiro Nakamura: If I eat this beef, Jan, I won't be able to think for much longer. I say keep the ban in place **indefinitely**.

Vocabulary 語彙

Suspected:	to have doubts, distrust, to imagine to be false	疑われた
Banned:	to prohibit, to make unlawful, to stop	禁止された
Dry up:	to end or close off a supply	干上がらせる(干上がる), すっかり乾かす(乾く)
Impact:	to strike or to have an significant effect on something	衝撃
Suspended:	to defer or put off to a later time, to delay or stop something temporarily	(一時)停止する, 中止する
Indefinitely:	not precise, not stated, vague, no exact limits, unknown period	無期限に

Level 1: Information Exchange

Stated or Unstated: Mark if this information was given in the reading or dialogue.

- | | | |
|--|-----------|----------|
| 1. Royal Host said that they never showed the origin of meat in their menus. | Yes [] | No [0] |
| 2. Yoshinoya is trying out a chicken and lamb dish. | Yes [] | No [0] |
| 3. Volks likes using American beef because it is cheaper. | Yes [] | No [0] |
| 4. The impact from the ban will increase prices. | Yes [0] | No [] |
| 5. Daiei is now looking for another supplier of beef. | Yes [] | No [0] |

Double-checking: In pairs, each student chooses one version to read out loud to his or her partner who responds. Do not write anything down.

Version A - Student One

- Why was American beef banned?
- Why was one man arrested?
- What is Daiei and Aeon going to do about the ban?
- How does Ichiro feel about the ban?
- How much American beef is eaten in Japan?

**Version B - Student Two**

- How much American beef does Ichiro think is infected with BSE?
- What does Jan think about the ban on American beef?
- How many stores did Yoshinoya close?
- How much does Yoshinoya depend on American beef?
- When did the U.S. government announce that American beef might be infected with BSE?

Level 2: Personal Insights

Student's Own Answers

Focus on Explanation: Providing relevant background, reasons, examples.

Example—Fast food and disease: Eating too much fast food will cause high blood pressure. I think this will lead to strokes. Fast food also is a cause of obesity.

Directions: Look at the key words below, and find them in the reading or in the conversation between Jan and Ichiro. How were these words used, and then explain your own views.

- Key words: Japanese ban

In the reading, the Japanese banned American beef *due to its first suspected case of BSE*.

Your views: As for a ban on American beef, I think it is [good] [bad] because _____

2. Key words: BSE Student's Own Answers
 In the reading, BSE is *known as mad cow disease, or encephalopathy.*

Your views: I would probably say that BSE is a [serious] [not so serious] problem,
 and that most people _____

3. Key words: Domestic beef
 In the reading, restaurants, and supermarkets will be using beef *from Japan or Australia.*

Your views: I think that Japanese beef is [safer] [not as safe] as American beef because _____

4. Key words: Food safety
 Ichiro said that American slaughterhouses *do not have any real inspections and don't want to have any safety regulations because they lower their profits.*

Your views: I believe that American regulations are [strict] [not strict] and that most people _____

5. Key words: Restaurants
 Jan says that many Japanese restaurants will be *affected by the* ban because they have to look *for other suppliers of beef.*

Your views: In my opinion, I think most Japanese restaurants are [affected] [not affected] by the ban on American beef. Also, I think _____



Level 3: Critical Responses

Correcting Jack: Your friend Jack has misunderstood a few issues that were discussed. Correct him when he is incorrect. If he is correct, then just agree with him.

1. Jack Hays: “So, American beef is not safe. I am not surprised. Most American products are not safe.”

Reply: _____

2. Jack Hays: “I don’t think BSE is something to really worry about.”

Student’s Own Answers

Reply: _____

3. Jack Hays: “The Japanese government should ban all American food. You can’t be too safe.”

Reply: _____

4. Jack Hays: “I think that supermarkets will probably continue to sell the American beef that they already have, and just call it Japanese beef. They don’t want to lose all of that money.”

Student’s Own Answers

Reply: _____

5. Jack Hays: “I think American beef doesn’t taste as good as Japanese beef. There is a big difference in taste.”

Reply: _____



CHAPTER 9

Student Assessment



1. What did you learn from this chapter that you think is important?

Student's Own Answer
Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____
Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____
Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think Japanese would care if American beef was permanently banned? Is American beef safe to eat?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. Is Japanese beef safer to eat than beef from other countries? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____

CHAPTER 9

7. Do you think a lot more cows have BSE?

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. Do you think the government should be stricter with farmers and ranchers? Can you trust these people to provide you with safe food?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 10

Fluency Review

1. Put students in pairs and have them turn to page 87. Review chapters 8 and 9. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. Quite the Opposite: Give students five to ten minutes to make the revisions. Call on students to give the answers. []
8. Reactions: Call on students to give the correct responses. []

Level 2 Personal Insights

9. Give 15 minutes for students to decide on the validity of each statement. Circulate around the class, and then call on individual students to give answers. []

Level 3 Critical Responses

10. Should Have Said: Have students read out the prompts and decide on the best responses. Circulate around the class and then write the correct answers on the board. []

Student Assessment

11. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

1. Search the Internet for recent information relating sex change operations. Present any facts and then have students give their responses / opinions. Then have students circulate their opinions around the class. []
2. Have your class try to list reasons for and against having a sex change operation. Identify and discuss common reasons. []

Observations and Reminders

CHAPTER 10

Japanese Now Allowed to Change Sex

Those Japanese with a **gender identity disorder** may alter their family registry now that the Japanese government has approved a new law. Because family registers are used to establish legal identity, it is difficult to make an alteration unless there is a mistake. With the new law, people who have been diagnosed by two specialists as suffering from a gender identity disorder may now change their legal sex status.

However, it is not an easy procedure. First, applicants for sex change must be 20 years old, single and have no children. They must have also undergone a sex change operation. The **provision** about children was added after several politicians by the Liberal Democratic Party felt that children would be “shocked” if their parents were allowed to change their sex.

This has led to some criticism. Yoshimi Hashimoto, who has changed her sex to a woman, and lives with her two children, said: “If you really care about children’s rights you can see there’ll be a bigger problem if people (with children) cannot change their sex on family registers.” The new law began in 2004.

Critical Dialogue

Ichiro Nakamura: Well, I personally think that if a man is born a man, he should stay a man.

Jan McArthur: Well, luckily not everyone is like you Ichiro. Some men, I think, are born with a much higher level of **estrogen** in their bodies and in their brains, so they will naturally feel like women.

Ichiro Nakamura: It seems too confusing for me. I can’t imagine becoming a woman!

Jan McArthur: Oh, you should “try it”— indeed, there are many benefits to being a woman, so I think it’s really not a bad change at all.

Vocabulary 語彙

Gender identity disorder:	a mental complex in which a person is confused about his or her sexual identity.	性同一性障害
Provision:	a measure taken beforehand, legal statement	準備, 規定, 条項
Estrogen:	female hormone linked to sex characteristics found in women	エストロゲン, 発情ホルモン

Level 1: Information Exchange

Quite the Opposite—the following information is opposite of what was stated. Correct it.

- Children felt that the Liberal Democratic Party would be shocked if they knew that their parents were allowed to change their sex.

Revised: *The Liberal Democratic Party felt that children would be shocked if they knew that their parents were allowed to change their sex.*

- Applicants for a sex change must have children, be married and be under 20 years old

Revised: *Applicants for a sex change must not have children be single, and be at least 20 years old.*

**I
was once a
man!**



3. Because family registers are used to change legal identity, it is easy to make an alteration.

Revised: *Because family registers are used to establish legal identity, it is difficult to make an alteration.*

4. With this old and established law, people who have been seen by two doctors as suffering from a social identity disorder may now keep their illegal sexual status.

Revised: *With this new law, people who have been seen by two doctors as suffering from gender identity disorder may now change their legal sexual status.*

5. “If you really care about the adult rights you can see there’ll be a smaller problem if people (with children) can change their sex on family registers.”

Revised: *If you really care about the children’s right you can see there’ll be a bigger problem if people (with children) can not change their sex on family registers.*

Reactions— how do the following people feel about these issues below?

1. Jan / sex change operations

Jan feels that there such operations are [a problem] [OK] as some people might have higher levels of estrogen.

2. Ichiro / sex change operation

Ichiro feels that there should be [no] [lots] of sex change operations because if a man is born a man, he should stay a man.

3. Yoshimi Hashimoto / the new law

Yoshimi feels that the new law is [good] [bad] because it does not allow people with children to change their sex status.

Level 2: Personal Insights

Focus on Validity: being supported by objective truth, convincing, logical, reasonable

Example: Being to recognize how truthful various statements are.

Statement: The world is flat.

True [False]

Directions: Label the following statements as being either *true* or *false*.

1. (a) Men probably want to become women because of watching too much TV. F
 (b) A man who wants to become a woman has simply talked to too many women. F
 (c) As estrogen may affect feelings, and feelings determine behavior, men who want to become women might have higher levels of estrogen. T

2. (a) Jan feels that there are more benefits to being a woman. T
 (b) There are always more benefits to being a woman. F
 (c) Most people feel that being a woman is better than being a man. F
3. (a) Gender identity disorder is very common in Japan. F
 (b) Some people suffer from gender identity disorder in Japan. T
 (c) People who want to change sex are said to suffer from gender identity disorder. T
4. (a) Almost all people are confused about sex change operations. F
 (b) Many men probably can not imagine changing their sex. T
 (c) More men will now definitely want sex change operations. F
5. (a) Children will probably have difficulty understanding a parent’s sex change operation. T
 (b) There might be a bigger problem if people cannot change their sex on family registers after a sex change operation. T
 (c) Children like this law because it protects them. F

Level 3: Critical Responses

Should Have Said: The people below are having a discussion about sex change operations. Using the information from the reading above, what should the second speaker have said?

1. Alice Watson: “Dad, my friend John wants to have a sex change operation.”
 Father: “Don’t worry—it will pass. This feeling must have been caused by something he ate.”
- (A) Oh, now, this is a result of watching too many love stories and romance movies. []
- (B) Oh, how interesting. This is very rare, but it is probably tied to his own biology. [0]
- (C) Well, he probably wants to become a woman because the jobs are easier, and women go home earlier than men. []
2. Yuki Yamada: “What do you think of Japanese men who get sex change operations?”
 Mark Ellison: “I think they must be crazy. Life as a man is great. We get all of the benefits, we have higher salaries, and we have more power. Why would anyone want to leave that behind?”
- (A) Well, some people have said that I should become a woman. []
- (B) This is a very confusing issue for most men, but I think it all depends on each individual. It’s a free world. [0]
- (C) Well, this should be illegal because it just makes people confused. We have enough confused people as it is. []

3. Shelia Coxton: “Do you think people should make changes to the family register?”

Yukari Nakayama: “Only if they have enough money, and a few good reasons.”

- (A) Well, there should be good reasons for changing it; otherwise, there are too many problems. [0]
- (B) The family register isn’t important nowadays. No one cares about it. []
- (C) No, there is absolutely no reason ever to change the registry. []

4. Jack Hays: “If they allow people to change their sex on the family register, then more changes will come.”

Peter Hays: “Yes, Yes! Pretty soon, people will be listing down their pets as part of the family.”

- (A) No, one change every ten years or so can be expected. There shouldn’t be any more changes for some time. []
- (B) Well, it depends on the political parties in power, the reasons, and how most people feel about the issue. [0]
- (C) Yes, this opens the door to all kinds of change. It’s very dangerous. []

5. Jan Herbertson: “I don’t think any one really knows what a gender identity disorder is, do you?”

Lorell Ridge: “Well.....it’s all very difficult to say, but I think it is contagious, like the flu.”

- (A) Well, it’s probably a hormonal imbalance causing a person to feel differently towards the opposite sex and about him or herself. [0]
- (B) It’s a social disease caused by bad friends and bad movies. []
- (C) It’s a psychological disorder caused by bad parents. []



CHAPTER 10

Student Assessment

1. What did you learn from this chapter that you think is important?

Student's Own Answer Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____
 Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____
 Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think Japanese would care about others changing their sex?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. Is gender identity disorder something that comes from the environment (movies, friends) or from biology (hormones)?

Student's Own Answer Evaluate Content and Effort

Answer: _____



CHAPTER 10

7. Do you think younger Japanese below 20 should be allowed to change their sex if they want to?

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. Do you agree with the LDP politicians who believe that children would be shocked if their parents were allowed to change their sex?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 11

Fluency Review

1. Put students in pairs and have them turn to page 87. Review chapters 9 and 10. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. True or False: Give students five minutes to decide on the information. []
8. Summarizing: Call on students to give the answers to the questions. []
9. Correcting: Provide ten minutes for students to correct the errors. []

Level 2 Personal Insights

10. Have individual students match the statements with the correct comments. []

Level 3 Critical Responses

11. My Two Bits: Have students read out the prompts and decide on the best responses. Circulate around the class and then write the correct answers on the board. []

Student Assessment

12. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

1. Search the Internet for recent information about career change. Summarize the more interesting reasons and stories. Have students write down their comments to this information. []
2. Have your class try to list reasons for and against changing a job. []

Observations and Reminders

CHAPTER 11

Jumping to the Work You Really Love

If Americans were asked if they would choose the career they are in now, you would find that half would **opt for** a different career. The main reason for this is **independence**. The three people discussed below, John Hayden, Dave Wolf, and Jill Gianola, all had different but typical reasons for leaving their jobs.

John, who is in his 40s and is single, had been selling large computer systems for Hewlett-Packard in Seattle. After he had made a very difficult and important sale (2.5 million dollars), he received only praise and some company awards. He also had little time off. John realized that he even though he had money, he needed work that fed his “soul.”

Dave Wolf worked as a grocery merchandiser. When a **major conglomerate** bought out his company, his job was becoming less creative and independent. Dave stated, “I wanted to find an outlet for my creative energies. I wanted a job that contributed to my community and to the environment.”



Jill Gianola, in her late 40s and single with two teenage kids, had worked as the business manager at Electronic Decisions, a microelectronics company for nine years. She decided that she was tired of being an **overseer** and wanted to follow her own dreams.

For many, it would be unthinkable to give up secure careers, but there are good reasons for leaving a well-paying job. First, most workers have seen the downsizing of corporate America and the death of company loyalty. This has led to **disenchantment** with the work environment, challenges and pay. Second, workers have seen people hang on to jobs they hate simply because of fear or desperation. Third, the potential income from **entrepreneurial pursuits** is more **appealing**. Finally, technology today has made it simply easier to change careers.

Critical Dialogue

Jan McArthur: I wonder if Japanese would consider changing their jobs if they weren't happy, especially if they were earning a lot of money.

Ichiro Nakamura: Well, I must agree that many Japanese would never quit a job. Too many would be afraid of not being able to earn as much money as they once did.

Jan McArthur: Sometimes I wonder if Japanese worry more about money than happiness.

Ichiro Nakamura: Well, you have to consider that most Japanese men have to provide for a family, and often help out their own mothers and fathers.

Jan McArthur: Well, I can understand that, but do you think Japanese men and women are very entrepreneurial?

Ichiro Nakamura: I think that they certainly can be much more entrepreneurial.

Jan McArthur: Well, if the unemployment rate goes any higher maybe they will have no choice.

Ichiro Nakamura: Of course. When there are no jobs, you just have to go out and make one yourself.

Vocabulary 語彙

Opt for:	to decide on	を選ぶ, に決める
Independence:	to not be depend on, to have more freedom of choice	独立, 自立
Major conglomerate:	large business enterprise, corporation	大コングロマリット, 巨大複合企業
Overseer:	a boss, supervisor	監督員, 職長
Disenchantment:	sadness, free from any illusion or romantic belief, unhappy	幻滅, 幻想から目覚める
Desperation:	loss of hope, state of despair and panic	絶望, 自暴自棄, 死物狂い
Entrepreneurial pursuits:	one who organizes new business enterprises	企業家(起業家)の仕事(追求)
Appealing:	having attraction or interest	人の心に訴える, 懇願的な

Level 1: Information Exchange

True or False:

1. Dave Wolf worked as the business manager at Electronic Decisions. [F]
2. The main reason for Americans opting for another career is money. [F]
3. One reason for workers leaving a job is that they have seen people stay in a job that they hate simply because of fear or desperation. [T]
4. Technology today has made more difficult to change careers. [F]
5. Jan believes a high unemployment rate will make Japanese more entrepreneurial. [T]

Summarizing: Briefly answer the following questions.

6. Why did Jill Gianola leave her job?

Answer: Jill Gianola was tired of being an overseer and wanted to follow her own dreams.

7. How has down-sizing in American corporations affected workers?

Answer: Yes, it has tied to the disenchantment with the work environment, challenges and pay.



8. Are most American workers very happy with their work environment?

Answer: No, they feel threaten by downsizing and feel there is a lack of creativity and challenges. Money is also an issue.

9. Why did John Hayden leave his job?

Answer: He had little time off and need work to feed his soul.

10. Why did Dave Wolf leave his job?

Answer: He wanted a job that contributed to his community and to the environment.



Correcting: Correct the following errors. There might be more than one error.

11. Jill Gianola worked as a grocery merchandiser.

Answer: Dave Wolf worked as a grocery merchandiser.

12. Two-thirds of Americans would opt for a different career.

Answer: Half of Americans would opt for a different career.

13. The main reason for people wanting to stay in their job is creativity.

Answer: The main reason for people wanting to leave their job is independence.

14. For a few workers, it is very easy to give up secure careers.

Answer: For many workers, it would be unthinkable to give up secure careers.

15. Technology today has made more difficult to change careers.

Answer: Technology today has made it easier to change careers.

Level 2: Personal Insights

Focus on Conjecture: Judging whether an observation is reliable.

Example: If you quit your job today, I am sure you will find another tomorrow.

Directions: Match the statements to the relevant comments.

1. Jan is always thinking that all Japanese are very worried about money.	D
2. Ichiro seems to imply that Japanese men have more pressure. If they quit their job, their friends and family would reject them.	A
3. Ichiro: “I also think that people who want to quit their job just have a lot of stress. That is the main reason. It’s not independence.”	E
4. Jan: “I believe nowadays that most people will go through five career changes by the time that they will retire.”	B
5. Ichiro: “I contend that only a small percentage, 3 percent or so, get more money and security if they ever leave their present jobs.”	C

Options

- (A) Ichiro is probably right that Japanese men have more pressure, but they would just have problems with their parents and friends if they quit their job.
- (B) It is possible that half or some people will go through five career changes by the time that they will retire, but I don’t believe that most people will.
- (C) Statistically, it is likely that a higher percentage will get more security and money if they leave their present jobs.
- (D) Jan probably thinks that some Japanese are very worried about money, but not all.
- (E) It is probably both stress and the need for more independence.

Level 3: Critical Responses

My Two Bits: Two friends have come to you to mediate their discussion. Choose the best response to each point.

1. Jack Hays: “Oh—hi there. We have been looking for you. Maybe you can solve this argument.”

Alice Lynch: “Well, all I said is that Jack should quit his job. I said that he would probably find another one. Besides he is not happy where he is now!”

- (A) If he quits his job, then he will have no problems. He will always be happy. []
- (B) He will never find a job. He will always be unhappy. Tell him to stay! []
- (C) He might have a few problems, but hopefully everything will work out. [0]

2. Jack Hays: “I would probably never find another job. I am already 36 years old, and for most companies, that is too old.”

Alice Lynch: “No, I think age is not a problem. The problem is not being happy.” Happiness is everything. Life is short!”

(A) It all depends, but there is a problem with age discrimination. [0]

(B) Thirty-six is young. Most companies are always looking for people at this age. []

(C) Yes, companies only want people between 18 to 25. []

3. Jack Hays: “Happiness is NOT everything. Think about food, security.”

Alice Lynch: “What is the point of being well-fed and secure if you are not happy?”

(A) You are right Jack. Happiness is everything. []

(B) If you have food, then you should be happy. []

(C) I think it is important to be happy, well-fed, and secure. [0]

4. Jack Hays: “Well, if you have no money, no one will respect you. Money is important.”

Alice Lynch: “No, what is truly important are your dreams.”

(A) I think that it is important to have your dreams and to have money. [0]

(B) I have to agree with Jack; money always makes people respect you. []

(C) Money is not important; dreams will keep you alive and happy. []

5. Jack Hays: “I do think people should be more entrepreneurial.”

Jack Straw: “I agree. I think high schools and colleges should have classes on this topic.”

(A) People should just work hard. []

(B) Schools have classes on this topic all the time. It’s not a problem. []

(C) It is always a good idea to have people to become more outgoing and creative. [0]

What Would YOU Say? If you were having a conversation with someone on this topic, what would be your questions and opinions?

Student's Own Answers

Jan McArthur: I wonder if Japanese would consider changing their jobs if they weren't happy especially if they were earning a lot of money.

YOU: Well Jan, I think _____

Jan McArthur: But I think most Japanese place money and security over their own happiness. They probably would think "I am not happy with my job, but I am at least earning a lot of money." I think being happy is more important than earning a lot of money.

YOU: Well Jan, I think _____

Ichiro Nakamura: Well, I must agree that many Japanese would never quit a job. Too many would be afraid of not being able to earn as much money as they once did.

YOU: Well Ichiro, let me ask you this question: _____
_____?

Ichiro Nakamura: Yes, that's a good question, but I think that the younger generation of Japanese are NOT willing to stay in bad jobs just because of money. Younger Japanese want to have happiness, peace of mind, and to ENJOY their work!

YOU: Hmm..... I feel _____



CHAPTER 11

Student Assessment

1. What did you learn from this chapter that you think is important?

Student's Own Answer Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____
Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____
Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think Japanese now would change their jobs if they were unhappy?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. Should people really expect to be happy with their jobs?
Isn't work supposed to be hard?

Student's Own Answer Evaluate Content and Effort

Answer: _____



CHAPTER 11

7. It is said that people now in the 21st century will have five careers (jobs) in their lives. Do you think this will be true with you? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____

8. Do you think working for yourself (setting up your own company) is possible? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Lesson Plan for Chapter 12

Fluency Review

1. Put students in pairs and have them turn to page 87. Review chapters 10 and 11. Have the student on the left read aloud the prompts and have his or her partner respond. Afterwards, have students change partners, and roles, with the student on the right reading the prompt. The student on the left should close his or her textbook and respond. []

Reading

2. Review the vocabulary for the reading first, allowing time for students to check their dictionaries for the meaning of the words in Japanese. []
3. Option 1 for the reading: choral reading: Have students shadow-talk (repeat as you read aloud). Talk slowly, but maintain the pace of the reading. []
Option 2 for the reading: Have students take one paragraph and have them read it aloud. []
4. Summarize the reading in your own words. []
5. Sentence completion. Begin various sentences found in the reading, and have students complete them. []
6. Review the dialogue by asking students which person they agree with. []

Tasks

Level 1 Information Exchange

7. True or False: Give students five minutes to decide on the information. []
8. Summarizing: Call on students to give the answers to the questions. []
9. Correcting: Provide ten minutes for students to correct the errors. []

Level 2 Personal Insights

10. Have individual students match the statements with the correct comments. []

Level 3 Critical Responses

11. OFF the Wall: Have students decide which statement was the most reasonable. []

Student Assessment

12. Depending on class time, this page can be done as homework or in class. If done in class, allow for 20 to 30 minutes for students to adequately reply to each question. Circulate and check students' work and have them revise accordingly. []

Teacher Notes

Reading Options

1. Search the Internet for information about space probes for the past ten years. List the information in one or two sentences and have students evaluate the importance of each probe. []
2. Have your class try to list reasons for and against any more Japanese space probes. Discuss these in class. []

Observations and Reminders

CHAPTER 12

Japan Launches Asteroid Probe

In May of 2003, a Japanese spacecraft blasted off on a 300 million kilometer (186 million miles), four year trip, to collect rock samples from the 1998 SF36 asteroid. The Muses-C space probe, which was named Hayabusa, was **launched** on a \$60 million (7 billion yen) M-5 rocket at from the Kagoshima Space Center on the southern Japan island of Kyushu.

Mission leader Junichiro Kawaguchi, of Japan’s Institute of Space and Astronautical Science stated, “Asteroids are known as the fossils of the solar system. By examining them, you can find out what **substances** made up the Solar System, including Earth, in the distant past.”

If successful, the Muses-C will be the first **probe** to make a two-way trip to an asteroid, and the samples should provide important clues as to how the solar system was formed. In 2001, the United States did land a probe on the surface of the asteroid Eros for two weeks, but it was not able to return with the samples. Japan is also using the H-2A rocket in order to launch its own spy satellite into orbit, and later on to compete in the commercial satellite launching business.



Critical Dialogue

Ichiro: I heard that this trip is complex. Look at this: It says here, ‘In order to obtain the rock samples, the probe must make three quick touch-and-go landings on the 500 meter, rugby-shaped asteroid, and fire a small projectile into the ground. Then the resulting rock **fragments** are scooped up in a cone-shaped funnel. And, then the probe will orbit the asteroid for around five months.’

Jan: Well, that is a lot of money for just some rocks. I think that this money—7,000,000,000 yen—could have been better spent on schools, and hospitals. I read recently the probe did land on the asteroid named Itokawa, but problems happened with its thruster and now it is won’t be able to return until June of 2010!

Ichiro: Well, I must agree there are many problems and that it is a lot of money, but in some ways, it is good that Japan can “move up” the higher technology ladder to start making rockets. I mean there are simply too many countries making computers and cars now.

Jan: Yes, I see your point, but China is already in the satellite launching business. Besides, how long can Japan “compete” if its schools aren’t a priority, and there is too much crime in the street?

Ichiro: You are missing the point, Jan. After landing on this asteroid, Japan will take part in the space station, and then later on land on the moon. Japan will be famous! And I heard that the Japan Aerospace Exploration Agency plans to perform its own space missions, and the next interplanetary mission is planned for 2007/2008 with a probe to Venus.

Vocabulary 語彙

Launched:	to hurl up, to initiate, to take off, to put into space	発進させる, 発射する, 打ち上げる, 始める,
Probe:	to explore, to search for, to use various devices to find new things, unmanned vehicle in space	探査する, 探査機
Substances:	material, matter, something with chemical properties	物質, 実質
Fragments:	pieces, parts that have broken off	破片, 断片

Level 1: Information Exchange

True or False

1. The launch took place in Kyushu from Kagoshima in June of 2003. [F]
2. The United States launched it's own probe which landed on 1998 SF36 asteroid. [F]
3. The Muses-C will be the first probe to land and return from an asteroid. [T]
4. The mission leader believes that this probe will provide important information about the solar system. [T]
5. The probe will land two times and scoop up rock fragments on the surface. [F]

Summarizing: Briefly answer the following questions.

6. Why is Japan launching this probe?

Answer: To collect rock samples from an asteroid.

7. How will the probe have to land in order to collect the rock samples?

Answer: It will have to make three quick touch and go landings and fire a small projectile into the ground.

8. What is this asteroid called and how far is it?

Answer: It is called the 1998 SF36 asteroid and it is two years away from earth.

9. Why is Jan McArthur's questioning the value of this probe?

Answer: She thinks the money should have been spent on schools and hospitals.

10. Why does Ichiro Nakamura support the probe?

Answer: Japan can move up the technological ladder and launch its own space missions.

Correcting: Correct the following errors. There might be more than one error.

11. Then the resulting rock fragments are tossed in a cone-shaped funnel.

Answer: *Then the resulting rock fragments are scooped up in a cone-shaped funnel.*

12. By examining them, you can find out what chemicals made up the solar system.

Answer: *By examining them, you can find out what substances made up the solar system.*

13. The Muses-C space probe was launched on a \$6 million (7 billion yen) A-1 shuttle.

Answer: *The Muses-C space probe was launched on a \$60 million (7 billion yen) H-2A rocket.*

14. The probe must make three quick touch-and-go landings on the 300 meter, baseball-shaped asteroid, and fire a narrow projectile into the ground.

Answer: *The probe must make three quick touch-and-go landings on the 500 meter, rugby-shaped asteroid, and fire a small projectile into the ground.*

15. Japan is also using the H-6A rocket in order to launch its own global positioning satellite into orbit.

Answer: *Japan is also using the H-2A rocket in order to launch its own global positioning satellite into orbit.*

Level 2: Personal Insights

Focus on Skepticism: Questioning claims, ideas, and values.

Directions: Match the questions, problems or issues to the relevant statements.

Example: Having space flights will give Japan more respect from other countries.

(D) Well, it all depends on how the media presents the space flights.

Statements	Response
1. This Japanese space launch will lead to more space flights and then to trip to the moon.	D
2. These asteroid rocks will tell us how the solar system was formed.	B
3. The knowledge from this trip will help all Japanese.	E
4. Japanese support this probe.	A
5. The cost of the trip (7 billion yen) is fair.	C

Options

(A) Response: It is difficult to ascertain this as there was no survey on this matter.

(B) Response: It will probably indicate the chemical structure of this particular asteroid, and about intergalactic space material.

(C) Response: This depends on whether or not Japan will earn this amount of money later on from other space flights. This has not yet been determined, and it is likely that the data gathered from this flight will not be worth this much money.

Level 3: Critical Responses

OFF the WALL: Which of the following statements are the most reasonable?

1. a) All Japanese are very interested in such space flights. []
 b) No Japanese are interested in such space flights. []
 d) Some Japanese are very interested in such space flights. []

2. a) The asteroid rocks will be of some use to various scientists in Japan. []
 b) The asteroid rocks will be of use to thousands of organizations in Japan. []
 c) The asteroid rocks will be of no use to scientists in Japan. []

3. a) Japan will soon be in the business of launching spy satellites. []
 b) Japan won't launch anymore of its own spy satellites. []
 c) Japan will be launching a few more of its own spy satellites. []

4. a) Japan will be the world's leader in the commercial satellite launching business. []
 b) Japan will really never enter the commercial satellite launching business. []
 c) Japan will be able to compete in the commercial satellite launching business. []

5. a) Japan will learn nothing from studying asteroids. []
 b) Japan will learn everything about the universe from studying asteroids. []
 c) Japan will learn about some of the substances that make up some asteroids. []

CHAPTER 12

Student Assessment

1. What did you learn from this chapter that you think is important?

Student's Own Answer Evaluate Content and Effort

Answer: _____

2. Write down two questions that you would like to ask a classmate on this topic.

Student's Own Answer Evaluate Content and Effort

Question #1: _____
Question #2: _____

3. What are your opinions on this topic?

Student's Own Answer Evaluate Content and Effort

Opinion #1: _____
Opinion #2: _____

4. Is this topic important for most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

5. Do you think any information that is gathered from this probe would help most Japanese? Why or why not?

Student's Own Answer Evaluate Content and Effort

Answer: _____

6. Would you support more space probes to explore asteroids? Explain.

Student's Own Answer Evaluate Content and Effort

Answer: _____



CHAPTER 12

7. Should the government pay for such expensive space probes? Would it be a better idea to have private companies explore asteroids?

Student's Own Answer Evaluate Content and Effort

Answer: _____

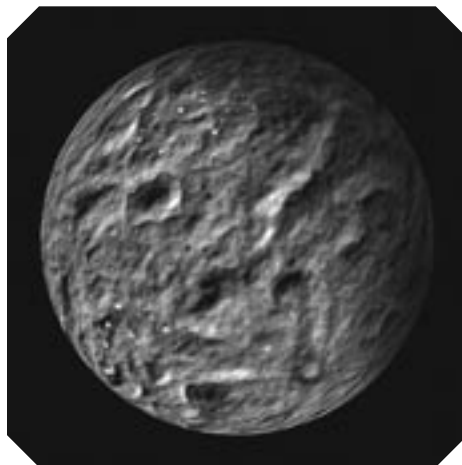
8. Do you think information gathered from an asteroid will really give information about substances making up the solar system?

Student's Own Answer Evaluate Content and Effort

Answer: _____

Teacher Evaluation

Excellent Effort	=	6 Points	[]
Good Effort	=	5 Points	[]
Average Effort	=	4 Points	[]
Fair Effort	=	3 Points	[]
Unsatisfactory Effort	=	2 Points	[]
Poor Effort	=	1 Point	[]
Incomplete	=	0 Points	[]



Final Exam 1

Directions: Read each essay and on the last page (Essay Page) answer the questions.

Reading 1. Will Japanese inertia never be the same again? By ROGER PULVERS

Why hasn't Japan been a economic and political power for the past ten years? There may be many people to blame, from the big businessman who is too greedy, or politicians, but change is coming. Japanese universities reforming their curricula, their admissions policies, and the content of their entrance exams in order to produce outstanding students. Conforming and trying to fit in with the crowd is no longer a good option. For example, Shuji Nakamura, the brilliant inventor of the blue light-emitting diode, or LED, made Nichia into an international powerhouse. The company however only gave him an insulting 20,000 yen for his achievements. Nakamura sued the company and was eventually awarded 843 million yen. Such people may soon be graduating from Japanese universities. They will no longer be silent, no longer accept insulting wages, bonuses, and benefits, and no longer willing to share their ideas. They maybe the one thing that saves Japan from itself.



Reading 2. Better left on the shelf than a downtrodden wife? By KAORI SHOJI

Before unmarried, single women over the age of 25 were worried and uncomfortable. The phrase “*hari no mushiro* (sitting on needles)” is applicable. In Japan, woman graduated from college, went to work for a couple of years and then got married at 24. After this age, they might become known as *kurisumasu keki* (Christmas cake), referring to how bakeries would reduce the price of Christmas cakes after December 25. In addition to this, women felt that their skin ‘turned,’ (*shomikigen-gire*) and they would then be (past the sell-by date). So what could women do but to hunt down men, sometimes any man, and get married. They would then disappear into their homes and become housewives. However, times are changing. The average age for getting married has climbed up to 33 for men, and 30 for women, and in some larger cities, this is higher. Women realize that they are still young at 30, and they really have many options, and dating choices. Also, they realize they have much more freedom than an average housewife.

Reading 3. Japan’s convenience stores waste tons of food Mainichi Daily News Report

Japan is a leader—in throwing away food. In fact 20 million tons of food “waste” is thrown out each year, average about 150 kilograms per person in Japan. One of the issues is overproduction, especially in convenience stores. In some stores, checks for expiry dates are done three times a day, and food is thrown out within two hours of their use-by limit. Bread, rice balls, and sandwiches are thrown out one day before their expiry date. Milk is disposed of four days before the expiry date. Convenience stores are not allowed to discount food approaching their expiry date unlike supermarkets. Last year, a 4.5 million yen worth of prepared food was thrown out. This is about 8 percent of all prepared food sales.



Reading 4. Beauty: Japanese women's never-ending quest Japan Times

While many women throughout the world are concerned about a variety of issues, (environmental, poverty, child-care, education, politics), there is only one issue of importance for Japanese women: beauty. The pressure to be *utsukushii* (beautiful) and *kirei* (pretty) is a 24 hour and 7 day routine! Nowadays, Japanese believe that their beauty is the most important thing in their lives, with some even thinking it is a solution for all of their problems. This has lead to a manic-obsessive drive to be and to stay beautiful. Thus, Japan itself needs to see a psychologist to cure this cultural illness and to have collective therapy. Now, there are some of us here that do believe that this relentless pursuit of *bi* is too strange. In fact, recently my own brother said, "*Meku wo shitenai onna wo mitsukerunowa kiyoi seijika wo mitsukerukotoyori muzukashii* (It's more difficult to find a woman without makeup than it is to find an honest politician.)" He's probably right. When I go into any public restroom at any large station and you'll find rows of women of all ages, fixing their makeup with a studied dedication worthy of Marie Curie.



Reading 5. Making ends meet with less Japan Times Editorial

The fiscal 2005 "Annual Report on the Japanese Economy and Public Finances" focuses on pays demographic changes: the expected shrinkage of the population and the retirement in large numbers of baby boomers. While the report says that the economy will improve, the retirement of the baby boomers will be a problem. One issue is that when older workers leave, they take with them their experience, standards, ideas, and skills. It takes a long time for younger workers to be as skilled as these workers. The report also states that Japan needs to increase productivity, and have new technologies. Management needs to be able to put these skills to effective use. The retirement of baby boomers will also decrease corporate profits as they have to pay more in pensions and retirement allowances.



Final Exam Essay Page

Reading 1. Will Japanese inertia never be the same again?

Student's Own Answers
Evaluate Content and Effort

1. Are Japanese universities really changing?

Answer: _____

2. Has Japanese culture changed so that model students are really rewarded and recognized?

Answer: _____

3. Is this topic important for most Japanese? Why or why not?

Answer: _____

4. What did you learn from this reading?

Answer: _____

Reading 2. Better left on the shelf than a downtrodden wife?

5. Are Japanese women still worried about getting married before 25?

Answer: _____

6. Is getting married a good option for women who are getting older?

Answer: _____

7. Is this topic important for most Japanese? Why or why not?

Answer: _____

8. What did you learn from this reading?

Answer: _____

Reading 3. Japan's convenience stores waste tons of food

9. Are most Japanese worried about how much food is being wasted in Japan? Why or why not?

Answer: _____

10. What are some ways to prevent so much food from being wasted?

Answer: _____

11. Is this topic important for most Japanese? Why or why not?

Answer: _____

12. What did you learn from this reading?

Answer: _____

Reading 4. Beauty: Japanese women’s never-ending quest

Student’s Own Answers
Evaluate Content and Effort

13. Are most Japanese women too worried about their appearance? Why or why not?

Answer: _____

14. What other things should women put more priority on other than their beauty or appearance?

Answer: _____

15. Is this topic important for most Japanese? Why or why not?

Answer: _____

16. What did you learn from this reading?

Answer: _____

Reading 5. Making ends meet with less

17. Do you expect that there will be more jobs in Japan due to people retiring from their jobs?

Answer: _____

18. Will things be easier or harder for you in the future? Explain your ideas.

Answer: _____

19. Is this topic important for most Japanese? Why or why not?

Answer: _____

20. What did you learn from this reading?

Answer: _____

21. - 28. Bonus Question: 8 Points

Which of the twelve chapters did you find particularly interesting? Explain your ideas below.

Optional Final Exam 1

Directions: Write down two questions along with two of your own opinions that you might share with someone if you were to discuss this topic.

Reading 1. Will Japanese inertia never be the same again?

Student's Own Answers
Evaluate Content and Effort

1. Your Question: _____?

2. Your Question: _____?

3. Your Opinion: _____.

4. Your Opinion: _____.

Reading 2. Better left on the shelf than a downtrodden wife?

5. Your Question: _____?

6. Your Question: _____?

7. Your Opinion: _____.

8. Your Opinion: _____.

Reading 3. Japan's convenience stores waste tons of food

9. Your Question: _____?

10. Your Question: _____?

11. Your Opinion: _____.

12. Your Opinion: _____.

Reading 4. Beauty: Japanese women's never-ending quest

13. Your Question: _____?

14. Your Question: _____?

15. Your Opinion: _____.

16. Your Opinion: _____.

Student's Own Answers
Evaluate Content and Effort

Reading 5. Making ends meet with less

17. Your Question: _____?

18. Your Question: _____?

19. Your Opinion: _____.

20. Your Opinion: _____.

21. - 28. Bonus Question: 8 Points

Which of the twelve chapters did you find particularly interesting? Explain your ideas below.

Student's Own Answers
Evaluate Content and Effort

Optional Final Exam 2

Directions: For each of the 12 chapters in this textbook write down two questions along with an opinion that you might share with someone if you were to discuss this topic.

Student's Own Answers
Evaluate Content and Effort

Chapter 1. Ancient Nara Forest being Destroyed by Deer

1. Your Question: _____?
2. Your Opinion: _____.

Chapter 2. How to Become a Musical Genius without Trying

3. Your Question: _____?
4. Your Opinion: _____.

Chapter 3. July 2005 Jobless Rate is at 4.4 Percent

5. Your Question: _____?
6. Your Opinion: _____.

Chapter 4. Bullying Bosses: Sign of the Times?

7. Your Question: _____?
8. Your Opinion: _____.

Chapter 5. *O-Soji*: The Way of the Japanese

9. Your Question: _____?
10. Your Opinion: _____.

Chapter 6. Free Speech at School

11. Your Question: _____?
12. Your Opinion: _____.

Chapter 7. Bailout for Universal Studios, Japan

13. Your Question: _____?
14. Your Opinion: _____.

Chapter 8. Sex Selection Sparks Controversy

15. Your Question: _____?
16. Your Opinion: _____.

Chapter 9. American Beef Banned

17. Your Question: _____?

18. Your Opinion: _____.

Chapter 10. Japanese Now Allowed to Change Sex

19. Your Question: _____?

20. Your Opinion: _____.

Chapter 11. Jumping to the Work You Really Love

21. Your Question: _____?

22. Your Opinion: _____.

Chapter 12. Japan Launches Asteroid Probe

23. Your Question: _____?

24. Your Opinion: _____.

25. - 28. **Bonus Question:** 4 Points

Which of the twelve chapters did you find particularly interesting? Explain your ideas below.

Fluency Review

Directions: Ask the questions to your partner quickly. Do not write down his or her comments.

Student Response

Chapter 1 Ancient Nara Forest being Destroyed by Deer

1. What did you learn from this chapter that you think is important?
2. What are your opinions on this topic?
3. Is this topic important for most Japanese? Why or why not?
4. Would you support a deer cull (killing deer) if it were to help save the forest? Why or why not?
5. What other environmental issues have you recently read about in newspapers or magazines?
6. How serious is this problem? Explain.
7. Which is more important: the forest or the deer?

Chapter 2 How to Become a Musical Genius without Trying

8. What did you learn from this chapter that you think is important?
9. What are your opinions on this topic?
10. Is this topic important for most Japanese? Why or why not?
11. What do you think about most Japanese music? Is it noise, or is it really music? What's the difference?
12. Describe the music of the musical groups and artists that you feel is good, and how this music is different from the music you dislike.
13. Has music gotten better or worse over the past ten years? Explain.
14. Are there any lyrics (words to the music) that you have found interesting or important to you?

Chapter 3 July 2005 Jobless Rate is at 4.4 Percent

15. What did you learn from this chapter that you think is important?
16. What are your opinions on this topic?
17. Is this topic important for most Japanese? Why or why not?
18. Do you think the job market will improve in Japan soon? Why or why not?
19. How is the job market changing in Japan? Is it easier or hard to get a good job now?
20. Will a richer and more productive, competitive China be good for Japan? Explain.
21. What should young Japanese know about the job market in Japan?

Chapter 4 Bullying Bosses: Sign of the Times?

22. What did you learn from this chapter that you think is important?
23. What are your opinions on this topic?
24. Is this topic important for most Japanese? Why or why not?
25. Do you think bullying bosses are common in Japan? Why or why not?
26. What is the best way of dealing with a bullying boss?
27. Do people work harder under a strict or nice boss? Explain.
28. Do you think this problem of bullying bosses will get better in the future?

Fluency Review

Directions: Ask the questions to your partner quickly. Do not write down his or her comments.

Student Response

Chapter 5 *O-Soji: The Way of the Japanese*

29. What did you learn from this chapter that you think is important?
30. What are your opinions on this topic?
31. Is this topic important for most Japanese? Why or why not?
32. Do you think young Japanese are as clean as older Japanese? Why or why not?
33. Does cleaning in schools help men later on in life to help their wives (when they are married)? Explain.
34. Is the expression *iye wa onna no takara* true? Is the house the woman's treasure 'as men are bound to disappoint?

Chapter 6 Free Speech at School

35. What did you learn from this chapter that you think is important?
36. What are your opinions on this topic?
37. Is this topic important for most Japanese? Why or why not?
38. Do you think young Japanese care about free speech? Why or why not?
39. Do you think Japanese universities will have similar problems with free speech like other universities in the future?
40. Should universities and schools allow students to hold protests that might disturb some people?
41. Are free speech zones a good idea?

Chapter 7 Bailout for Universal Studios, Japan

42. What did you learn from this chapter that you think is important?
43. What are your opinions on this topic?
44. Is this topic important for most Japanese? Why or why not?
45. Do you think young Japanese care about the problems of amusement parks or of Japanese companies? Why or why not?
46. Should amusement parks be given financial help by city governments?
47. If government is to give money (subsidies) to business, what kinds of business should get money first?
48. Should government keep helping businesses that are failing and are never profitable such as SeaGaia or Hostenbusch?

Chapter 8 Sex Selection Sparks Controversy

49. What did you learn from this chapter that you think is important?
50. What are your opinions on this topic?
51. Is this topic important for most Japanese? Why or why not?
52. Do you think Japanese should be allowed to choose the sex of their baby?
53. If PGDs were allowed and parents could decide on the sex of their baby, do you think that most parents in Japan would want to do have this option?
54. Do you think if we start choosing the sex of babies, this would lead to choosing other traits like eye color, hair color, height, etc.?
55. If sex selection was allowed in Japan, would most Japanese parents choose to have boys? Explain.



Fluency Review

Directions: Ask the questions to your partner quickly. Do not write down his or her comments.

Student Response

Chapter 9 American Beef Banned

56. What did you learn from this chapter that you think is important?
57. What are your opinions on this topic?
58. Is this topic important for most Japanese? Why or why not?
59. Do you think Japanese would care if American beef was permanently banned? Is American beef safe to eat?
60. Is Japanese beef safer to eat than beef from other countries? Explain.
61. Do you think a lot more cows have BSE?
62. Do you think the government should be stricter with farmers and ranchers? Can you trust these people to provide you with safe food?

Chapter 10 Japanese Now Allowed to Change Sex

63. What did you learn from this chapter that you think is important?
64. What are your opinions on this topic?
65. Is this topic important for most Japanese? Why or why not?
66. Do you think Japanese would care about others changing their sex?
67. Is gender identity disorder something that comes from the environment (movies, friends) or from biology (hormones)?
68. Do you think younger Japanese below 20 should be allowed to change their sex if they want to?
69. Do you agree with the LDP politicians who believe that children would be shocked if their parents were allowed to change their sex?

Chapter 11 Jumping to the Work You Really Love

70. What did you learn from this chapter that you think is important?
71. What are your opinions on this topic?
72. Is this topic important for most Japanese? Why or why not?
73. Do you think Japanese now would change their jobs if they were unhappy?
74. Should people really expect to be happy with their jobs? Isn't work supposed to be hard?
75. It is said that people now in the 21st century will have five careers (jobs) in their lives. Do you think this will be true with you? Explain.
76. Do you think working for yourself (setting up your own company) is possible? Explain.

Chapter 12 Japan Launches Asteroid Probe

77. What did you learn from this chapter that you think is important?
78. What are your opinions on this topic?
79. Is this topic important for most Japanese? Why or why not?
80. Do you think any information that is gathered from this probe would help most Japanese? Why or why not?
81. Would you support more space probes to explore asteroids? Explain.
82. Should the government pay for such expensive space probes? Would it be a better idea to have private companies explore asteroids?
83. Do you think information gathered from an asteroid will really give information about substances making up the solar system?

