

2012 Spring202 Schedule #6

- GT (Grammar Textbook), WB2 (Workbook 2), WPB (Writing Practice Book)
- Read the schedule beforehand and if you find some assignments overwhelming, please consult with me in advance.

	Date	Preparation/Class content/assignment
W E E K 9	3/27 T	Stage 3-5, Step 2 & 3: Step 2: read GB to study the content of the dialogues and using audio files on CMS, practice each dialogue until the words come easily without referring to the text. Step 3: 1. Prefixes (3). First, guess what these kanji words mean, then, find them using dictionaries. 2. read 随筆『待つこと』 using dictionaries. Prepare five meaningful questions in Japanese to confirm the content of this essay to ask your classmates. Come to class at the following time. Make sure to read aloud the reading five times before coming to class. 8:30-9:10 Hildebrand, Li, Zhu, Lee, 9:10-9:50 Rhee, Koo, Marquez, Rios 10:00-10:40 Andre, Young, Mason, Pham, 10:40-11:20 Bouzi, Kurek, Castro, Davis,
	3/28 W	pp 294-295, Prepare to 1. Read 『待つこと』 until you can read it without 振り仮名. 2. Discuss p295 #9 in depth with examples. Prepare to lead the following discussion in depth a. ①②Li, Andre, Koo, Hildebrand b. ③Kurek, Young, Zhu, Rios, Bouzi, Rhee c. ④Marquez, Mason, Pham, Castro, Davis, Lee
	3/29 木	Read GT Stage 3-6 and WB2 (pp. 298-303). Submit Writing Practice Book for kanji (#336-350) or later.
	3/30 金	Study above material and prepare to discuss the following. Decide among your classmates beforehand which topic you will choose to become a leader for. Then, prepare at least three questions to lead meaningful discussions on the topic. Include emotive expressions (E.g., sad/happy/angry/suffering, etc.). Do not forget to provide context for each question. 1. Campus life 2. Social Issue (E.g., homeless ホームレス、high school dropout 高校中退、bullying, etc.) 3. Natural disaster 自然災害 and its victims 被害者 (E.g. 地震earthquake, 津波, 台風, ハリケーン, 竜巻 tornado)
W E E K 10	4/2 M 宿題 クイズ	Due 5 pm. Use many kanji. Writing: Stage 3-5 P 295, 4. Discourse Practice (Writing). Hand written on writing paper. More than one page. Take structure quiz (Stage 3-6, step 1, WB2 (pp. 298-303)) and kanji quiz. 9-5.
	4/3 T	Read GT Stage 3-6 and WB2 (pp. 304-307, 309-310).
	4/4 W	1. Study above. 2. Write 10 sentences using each idiomatic phrase below. Email me before your session. 気が短い、気が軽くなる、気になる、気がする、気にする、気がつく、耳を澄ます、耳を貸す、手を貸す、手があく 3. Prepare to answer to following 10 questions. 1. どんな人と気が合いますか。 2. 自分は、気が強い方だと思いますか。それとも、気が弱い方だと思いますか。 3. アマースト大学に来てすぐ、どんなことが気に入りましたか。 4. 最近、気になっていることはどんなことですか。 5. 日本でホームステイする時、気をつけた方がいいことは、どんなことでしょうか。 6. 今は手が出ないけれども、いつか、手に入れたいと思っている物がありますか。 7. アメリカでは、どうなれば、手が離れたと言えますか。みなさんは、もう、親から手が離れたと言えると思いますか。 8. 最近、よく耳にすることがありますか。 9. 言われると、耳が痛いことがありますか。それは、どんなことですか。 10. 皆さんの知っている人の中で、耳がとても早いと言われている人がいますか。その人

		について、話してください。
	4/5 Th	<p>Stage 3-6, Step 2 & 3:</p> <p>Step 2: read GT to study the content of the dialogues and using audio files on CMS, practice each dialogue until the words come easily without referring to the text.</p> <p>Step 3: read 『思い出』 dictionaries. Prepare five meaningful questions in Japanese to ask your classmates to confirm the content of this essay, not only on the factual events but also on the meaning, nuance, and emotive aspects.</p> <p>Submit Writing Practice Book for kanji (#351-365) or later today or on 4/12.</p>
	4/6 F	<p>pp 311-312, prepare to</p> <ol style="list-style-type: none"> 1. Read 『思い出』 until you can read it without 振り仮名. 2. Lead and participate in the discussions on P312 #9 and #10. For #9, prepare to tell one of your 忘れられない思い出 in 2 min.