

Name:

# Word Power Student Book

i C  T  Ba

愛知県立大学 iCoToBa (多言語学習センター)

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## **Introduction**

### **Course Outline**

In 2013 Aichi Prefectural University's multilingual learning center (iCoToBa) began offering extra-curricula classes to all students in the foreign language department. These classes aim to supplement the existing course language classes, allowing you to devote extra time to areas of language study you wish to target.

The Word Power course was first implemented in 2014, to facilitate vocabulary expansion in a conversational context. The 2015 course is a complete reinvention of the 2014 course. This year's course draws on recent software innovation to introduce an online spaced repetition system for vocabulary acquisition. We will use "Anki" software to learn new vocabulary, and then spend class time in conversation to practice using the language. Through this course you will learn many words and gain conversational practice, but perhaps more importantly, you will learn how to learn! After this course you will have a tool that you can use indefinitely to help you take control of your own learning, and even enjoy it!

This book will guide you through the course. It provides the minimum target language and various activities that we will use in-class to help you contextualise the words and be able to use them naturally in conversation. Feel free to go beyond the materials in this book and use the software in any way that serves you.

Prepare to watch your vocabulary grow daily! It is going to be an exciting journey.

# Syllabus

Course	<b>Word Power</b>	Materials	teacher-generated	Teacher	Fern Sakamoto fern@for.aichi-pu.ac.jp
Objectives	① To be able to use online spaced repetition software and develop an effective autonomous learning practice. ② To acquire (at least) 350 new vocabulary items and be able to use them in conversation. ③ To gain confidence and fluency in everyday conversation on a range of topics.				
Content	Students will use free online software to learn hundreds of words related to a range of topics. Each class students will use the new words in a range of conversation-based activities. The final part of each class will be devoted to the design and maintenance of personalised online flashcards for use throughout the week in learning the next set of target vocabulary.				
Assessment	100% attendance				
Lesson	Tasks & Themes	Objectives (Students will ~)			
1	Course Introduction & Pre-test Talking about yourself	Understand the goals and requirements of the course. Get to know each other. Check current vocabulary.			
2	Anki Introduction (Words 1~35)	Learn how to use spaced repetition software and set up their own Anki accounts. Design their first 35 flashcards related to food and drink vocabulary.			
3	Unit 1: Food & Drink (Words 36~70)	Revise words learned this week and use them in extended conversations about food and drink. Create their next 35 word cards related to the music, literature and art.			
4	Unit 2: The Arts (Words 71~105)	Use vocabulary learned this week to write and chat about music, books and art. Design 35 new flashcards with words for describing people.			
5	Unit 3: People (Words 106~140) Log check ①	Practice describing personalities and physical characteristics using words learned this week. Make 35 flashcards for vocabulary related to the home and family.			
6	Unit 4: Home & Family (Words 141~175)	Talk about their own homes and play a Spot The Difference game. Create 35 flashcards for technology vocabulary.			
7	Unit 5: Technology (Words 176~210)	Revise new words and use them to discuss modern technological advancements in their own lives. Create 35 new flashcards for travel-related vocabulary.			
8	Unit 6: Places & Travel (Words 211~245) Log check ②	Discuss their own interests in foreign travel using language learned this week and play a conversation game. Make cards for 35 words academic words.			
9	Unit 7: Academic Life (Words 246~280)	Discuss words learned this week. Use them to read a journal article abstract and discuss the main ideas. Create new flashcards for topical vocabulary related to current world issues.			
10	Unit 8: Social Issues (Words 281~315)	Use words learned this week to discuss controversial topics and news. Practice expressing their own opinions. Create cards for vocabulary useful in talking about Japan and Japanese things.			
11	Unit 9: Talking about Japan (Words 316~350) Log check ③	Talk about Japan. Practice describing typical Japanese traditions, foods and items in natural fluent English.			
12	Unit 10: Bringing it All Together	Revise all words learned to date in the course through an extended conversation game covering a range of topics.			
13	Post-test & Interviews	Assess progress through the course. Consider usefulness of Anki and other possible ways to use it in the future. Discuss ways to continue expanding vocabulary beyond the course.			

## Note to students

This class is going to be fun! Please commit to studying your cards every single day. Honestly, it will be fun, I guarantee it. Please also commit to keeping a true log of your study patterns. This in no way affects your result in this course, but it will be very helpful in ascertaining how useful the program was for you. I hope to see you in every class but if you absolutely must miss one, please send me an email to let me know, and make sure that you input your flashcards and study the new words as per usual. All communications for this class will be via manaba so be sure to check it regularly, and update your settings so that you receive notification of new messages.

## **Ten Tips for Remembering Vocabulary**

We are going to use flashcards. These are not just any flashcards though. There are many ways that you can enhance the effectiveness, enjoyment and ease of studying vocabulary using flashcards. All of the techniques below in some way help to create a connection between the word and its meaning. The more methods you use, the more links you can create, and the more robust the memory will be, until it is easy to recall or recognise the word that you want.

### **1. Use images**

Research into The Picture Superiority Effect has shown that humans remember images much more easily than words. So have fun looking through pictures on the Internet and choosing one (or more) to help you remember words. For nouns this is easy. For abstract words it can be more challenging, but remember that other people don't need to understand your flashcard, so any image that connects you to the meaning of the word is fine.

### **2. Use sounds**

The Modality Effect says that hearing words is better than seeing them for most people. Why not do both? You can easily download free mp3 files for most English words from the Internet and copy them into your cards. This helps you to remember better, and also helps you to hear and reproduce the pronunciation of the word accurately.

### **3. Mix up your words**

The Isolation Effect says that it is better to study words in a random manner, so that you can't just guess the meaning of a word from other words that you study in the same session. (If you know that all the words are related to food, then you have a good chance of just guessing the right meaning, without really remembering the word itself.) Studying words in a random sequence also means that if you see the word in a totally different context, you will still remember what it means. If you use Anki software, it will automatically mix your words up for you.

### **4. Use spaced repetition**

This means that you don't just go through all of your flashcards everyday. Instead, as you test yourself you sort them so that you often review the ones you have difficulty remembering, and the easy ones don't get reviewed as much. Research has shown that it is more effective to wait until a memory is almost gone and then retrieve it again, rather than just looking at it everyday. This builds a stronger connection to the memory, which lasts much longer! It can be a little complicated to set up a system like this if you are using paper cards but Anki will do everything for you! All you have to do is log-on every day and check through the words it shows you.

## **5. Use crazy pictures**

There has actually been research into something called The Bizarreness Effect. It says that if you make a strange link to a word, then you are more likely to remember it. So feel free to choose wacky pictures for your flashcards, as long as you understand them.

## **6. Mix-up your study times and places**

We tend to link memories to certain places or times. This is known as the Encoding Context Effect or the Time-of-day Effect. If you know where your test will be, and what time of day, then it is most effective to study in that room at the same time of day. In conversation though, you cannot predict where or when you will need a word, so by mixing up the times and places where you study, you give yourself the most different contexts to link to and the best chance of being able to remember the word.

## **7. Make personal connections**

Personal connections to words help us remember them better. This is called the Self-reference Effect. So if you have to learn the word "cousin" in English, why not use a photograph of your own cousin on the flashcard? You can easily upload photos from your phone or facebook to use in flashcards. It makes them fun and super easy to remember.

## **8. Learn collocations**

Collocations are the words that often come next to the target word in English sentences. If you use Google Images you will usually find captions with the pictures. Why not add them to your flashcards? You don't need to make yourself remember them, just reading them whenever you access that card will help you get used to seeing the words together.

## **9. Make your own cards**

This one should be obvious after all the benefits that you see above. Don't use pre-made flashcards. You miss out on all the benefits above, and on the fun too! Of course, you can use vocabulary books, but make them the source of your target vocabulary, not the way to remember it. Seriously, this way is much more fun. The Generation Effect says that generating learning materials by yourself makes the materials much more effective.

## **10. Enjoy!**

Above all, learning needs to be fun. We all know from experience that it is difficult to continue things that we don't enjoy. Through this course, we will learn to have fun with words so that you look forward to your Anki time.

## **Making Your Flashcards**

There are really only two rules here:

1. Keep it simple.

Each card should only require one correct answer. If you want to test yourself on many different things (eg. missing words in a sentence), then make a few simple cards rather than one complex card.

2. There are no rules

These are your cards, for your eyes only. Anything that helps you remember what you want to is OK, and you can use these cards to test yourself on anything: spelling, pronunciation, vocabulary, grammar, all of the above. Start with our vocabulary lists, but feel free to add in whatever else you want to.

## **Anki**

We will use free online software called Anki. It has been installed into all of the iCoToBa computers. I recommend downloading it onto your own computer too (it's free). We will set up an AnkiWeb account in the first class, so you can synchronise all your data and access it anywhere!

1. Install Anki

2. Install the model decks into Anki

- Go to <https://fluent-forever.com/gallery/>  
Scroll down and click on [Download it here](#)
- Open the file (Anki will open too)
- Click on Model Deck, then [Study Now](#)
- Press ! five times to delete examples

3. Setup an AnkiWeb account

- Go to <https://ankiweb.net/account/login> and sign up

4. Start making cards

- Go to manaba (or p.29 in this book) to find links to dictionaries, sound files, images etc.



## Unit 1: Food & Drink

### Vocabulary

pomegranate (n.)	fermented (adj.)	mussel (n.)	astringent (adj.)	condiment (n.)
coriander (n.)	simmer (v.)	soggy (adj.)	pickled (adj.)	lotus root (n.)
veal (n.)	dice (v.)	stir-fry (v.)	wholemeal flour (n.)	protein (n.)
carbohydrate (n.)	nutritious (adj.)	chop (n.)	stew (v.)	spatula (n.)
mandarin (n.)	cantaloupe (n.)	clam (n.)	sprinkle (v.)	carve (v.)
marinate (v.)	soft-boiled egg (n.)	persimmon (n.)	dozen (adj.)	whisk (n.)

### Warm up

1. Discuss what you ate for breakfast, lunch and dinner yesterday.
  - Who made it?
  - How nutritious do you think it is?
  - How often do you eat that kind of food?
2. Discuss the five new words that you chose to add to the word list.
  - Why did you choose those words?
  - How do you say them in English?
  - Can you make example sentences using the words?

### Conversation

- What is your favourite food?
- What is the strangest food you have ever eaten?
- What food do you want to try once in your lifetime?
- Do you have any food allergies?
- Are there any foods that you really don't like?
- What food do you eat more than any other?
- Do you prefer routine or variety in your diet?
- Can you cook?
- How often do you eat out?
- What is your favourite restaurant?
- Do you usually bring lunch or buy it?
- What food do you feel like eating right now?
- Which do you prefer, tea or coffee?
- Do you usually drink water with your meals?

## **Taboo**

You will play a game with your classmates. To prepare, you need to make four cards. Each card must have:

1. a picture of a food or drink
2. four English words that describe the food

### To play:

Make groups of two pairs (four people in total). Your teacher will give you four cards at random.

Decide who will start. The first person must try to make his partner guess the picture on the card by explaining it in English.

### Rules:

1. No gestures
2. Only English words can be used
3. The words written on the cards CANNOT be used in any form
4. Of course, do not show the card to your partner

## Unit 2: Music, Literature & Art

### Vocabulary

lyrics (n.)	abstract (adj.)	track (n.)	conductor (n.)	exhibition (n.)
composer (n.)	sculpt (v.)	pastel (adj.)	impressionist (adj.)	watercolour (n.)
portrait (n.)	sketch (v.)	jam (v.)	cover (n.)	genre (n.)
paperback (n.)	rhythm (n.)	blockbuster (n.)	record (v.)	live concert (n.)
illustrator (n.)	publish (v.)	sign (v.)	autograph (n.)	ovation (n.)
crowd-surf (v.)	columnist (n.)	boy-band (n.)		

### Warm up

1. Discuss the types of music that you enjoy.
  - When and where do you listen to music?
  - Who is your favourite artist right now?
  - Would you describe yourself as a passionate music-lover?
2. Discuss the words that you chose to add to the vocabulary list.
  - Why did you choose those words?
  - Have you remembered them yet?
  - Was it difficult to come up with new word ideas?

### Write

Write freely for eight minutes about music, books or art. Use at least three words from the list.

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**Share**

Share what you wrote with the class or in a group. Ask questions to start a small conversation after each person has shared their ideas.

**Conversation**

Write five questions about music, literature, or art. You will use these questions in a conversation with a partner so make sure they are questions about topics that interest you.

1.

2.

3.

4.

5.

Use your questions to have an extended conversation with a partner. Do not simply interview each other. It is fine if you do not make it through all of your questions.

## Unit 3: People

### Vocabulary

outgoing (adj.)	tenacious (adj.)	studious (adj.)	optimistic (adj.)	honest (adj.)
moustache (n.)	beard (n.)	freckles (n.)	sideburns (n.)	attractive (adj.)
blonde (adj.)	brunette (adj.)	tanned (adj.)	average (adj.)	build (n.)
chubby (adj.)	artistic (adj.)	passionate (adj.)	role-model (n.)	skinny (adj.)
ginger (adj.)	bald (adj.)	overweight (adj.)	sporty (adj.)	loner (n.)
mole (n.)	thumb (n.)	thoughtful (adj.)	overbearing (adj.)	inspiring (adj.)

### Warm up

1. Discuss the words in the vocabulary list.
  - Were any of the pictures that came up on Google Images when you made your cards surprising?
  - Are there any words that you don't think translate well into Japanese?
  - Which words do you think are positive, negative or neutral?
  - What words did you add to the list?
2. What kind of person are you?
  - Try to find at least four words from the vocabulary that apply to you.
  - Try to find four words that do not apply to you.

### Conversation

Talk about...

a person you know who is tenacious  
how studious you think that you are  
the pros and cons of being an independent person  
what you are passionate about  
your artistic side  
the most optimistic person you know  
when being honest is best and when it is not

What do you think are important qualities in a...

friend?  
boss?  
parent?  
teacher?

## Practice

Write the best word on the line *without* checking the vocabulary page.

1. \_\_\_\_\_ He likes to make decisions by himself.
2. \_\_\_\_\_ She studies hard.
3. \_\_\_\_\_ She always thinks positively.
4. \_\_\_\_\_ She likes to go out and meet new people.
5. \_\_\_\_\_ He never gives up!
6. \_\_\_\_\_ She has really strong feelings about things.
7. \_\_\_\_\_ He is musical and paints beautifully.
8. \_\_\_\_\_ He never tells lies.
9. \_\_\_\_\_ He is a little bit overweight, but it looks good on him!
10. \_\_\_\_\_ She likes to play sport.
11. \_\_\_\_\_ She is pretty bossy.
12. \_\_\_\_\_ I think he is really handsome.

## Who is it?

Look at the pictures your teacher hands you. Take turns to choose one person and describe him/her. The other person must guess who is being described.

You can use phrases like...

S/he looks ~ (adjective)

S/he looks like a ~ (noun)

S/he has ~ (noun)

S/he is ~ (verb-ing) (adjective)

## Unit 4: Home & Family

### Vocabulary

duvet (n.)	wardrobe (n.)	stove (n.)	chest of drawers (n.)	blanket (n.)
safety pin (n.)	blender (n.)	beanbag (n.)	vacuum cleaner (n.)	coat hanger (n.)
mattress (n.)	power point (n.)	grater (n.)	tea towel (n.)	armchair (n.)
sink (n.)	tweezers (n.)	peg (n.)	light bulb (n.)	palatial (adj.)
filthy (adj.)	sparse (adj.)	cluttered (adj.)	spotless (adj.)	cobweb (n.)
conditioner (n.)	casserole dish (n.)	percolator (n.)	cramped (adj.)	

### Warm up

1. Discuss the words in the vocabulary list.
  - Look at the nouns. Which of those things do you have in your house?
  - What were your five words of choice? Why did you choose them?
  - Look at the adjectives. Which ones do not apply to your house?
2. Who do you live with at the moment?
  - What are the pros and cons of the situation?
  - Who do you want to live with after you begin working fulltime?

### Conversation

- What does the outside of your house look like?
- Do you like the place where you are living? Why or why not?
- What is your favourite room in your house? Why?
- How long have you lived where you are living now?
- How many rooms are there in your house?
- If you could change anything about your present home, what would it be?
- Is your home in a convenient location?
- What do you think is the worst colour for a living room?
- What things in your home couldn't you live without?
- Which room do you spend the least time in?
- Which room do you spend the most time in?
- What would you like to change in your house?
- What is the colour of your front door?
- What is your dream house like?

### Spot the Difference

Your teacher will hand you a picture of a bedroom scene. Your partner will have the same scene, but there will be ten small differences between your pictures. Try to find all ten by describing what you see in your picture.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



## Unit 5: Technology & Innovation

### Vocabulary

\*Find an online newspaper article about a technological innovation and choose ten words to include in your vocabulary list for this week from that article\*

plug (n.)	adapter (n.)	innovative (adj.)	appliance (n.)	gadget (n.)
tech-savvy (adj.)	fuse (n.)	signal (n.)	antibiotics (n.)	entrepreneur (n.)
cyberspace (n.)	virtual (adj.)	device (n.)	initiative (n.)	patent (n.)
equipment (n.)	sophisticated (adj.)	develop (v.)	sustainable (adj.)	breakthrough (n.)
technophobe (n.)	cutting-edge (adj.)	blogosphere (n.)	bells & whistles (n.)	faulty (adj.)

### Warm up

1. Discuss the article that you took your words from.
  - Describe what it was about.
  - Explain the words that you chose from the article.
2. What technical gadgets have you used so far today?
  - How did you wake up this morning?
  - How did you get here?
  - What appliances did you use when making breakfast this morning?

### Discussion

- What kind of computer software do you use for completing university reports? Are you skilled at using it?
- Do you know any technophobes?
- Do you own a smart phone? How many times a day do you use it? What for?
- What kind of technology do you think the world would be better off without?
- Are there any new gadgets that you are currently hankering after?
- Have you ever used antibiotics? Why did you need them?
- Have you ever blown a fuse – physically or metaphorically?
- Have you ever experienced trouble with faulty equipment?
- Many people would say that today's younger generation is tech-savvy. Do you think that is true for you? Your friends?
- Are you an active member of the blogosphere?

**What do you think?**

What is your opinion about..

internet shopping?

downloading music illegally?

social media?

online privacy?

e-books?

**Here are some important inventions from the last 100 years. Which one do you think is the most significant? Rank them in order of importance (1 = most important).**

bar code

ink pen

mobile phone

antibiotics

microchip

Internet

plastic

## Unit 6: Places & Travel

### Vocabulary

\*Please think about your most memorable traveling experience. You will share this with the class next week\*

hitchhike (v.)	fare (n.)	destination (n.)	wonder (n.)	package deal (n.)
scenic (adj.)	exchange rate (n.)	commission (n.)	journey (n.)	customs (n.)
charter flight (n.)	yacht (n.)	poignant (adj.)	LCC (n.)	geotourism (n.)
day-tripper (n.)	ruins (n.)	once-in-a-lifetime (adj.)	tourist trap (n.)	binoculars (n.)
currency (n.)	picturesque (adj.)	bustling (adj.)	gastronomy (n.)	unspoilt (adj.)
bleak (adj.)	tropical (adj.)	globetrotter (n.)	secluded (adj.)	ubiquitous (adj.)

### Warm up

How many country names can you write?

A	J	S
B	K	T
C	L	U
D	M	V
E	N	W
F	O	X
G	P	Y
H	Q	Z
I	R	

### Discussion

What is your most memorable traveling experience? Share it with the class!

# Travel Game

How many prefectures have you visited?

Recommend a place to visit in Aichi.

MISS A TURN!

What is the most beautiful place you have visited?

What foreign food don't you want to try?

What do you do to save money when you travel?

Describe your junior / senior high school trip.

Ask your group three travel questions.

Name ten different nationalities.

Describe your worst travel experience.

Do you think you have ever fallen into a tourist trap?

Make six "What is the capital of ~" questions and ask your group.

Do you prefer secluded or central travel destinations?

Is there any country in the world that you don't want to visit? Why?

What famous places in the world would you like to visit?

START & FINISH

What's your best travel food memory?

What three countries would you most like to visit?

Name three foreign foods you would like to try.

Have you ever had any travel emergencies or trouble?

Why are you interested in foreign countries?

Describe the strangest food you have encountered while travelling.

What activities would you like to try when you travel?

What is the most interesting place that you have visited?

Name five countries starting with "C".

ROLL AGAIN!


How many languages can you speak? Demonstrate!

What is your image of a tropical holiday?

Name ten world currencies.

How many prefectures have you visited?

What is the most picturesque place you have been to?

U-TURN! 

## Unit 7: Academic Words

### Vocabulary

\*These words were chosen from an academic journal article. You can access it online here:

<http://dx.doi.org/10.1080/01973533.2014.934960>

phenomenon (n.)	abstract (n.)	hypothesise (v.)	illustrate (v.)	endeavour (v.)
implicit (adj.)	activate (v.)	ethnic (adj.)	cognition (n.)	association (n.)
assess (v.)	participant (n.)	salient (adj.)	categorise (v.)	merge (v.)
pattern (n.)	divergent (adj.)	document (v.)	circumstances (n.)	radically (adv.)
endorse (v.)	consistent (adj.)	perception (n.)	distinguish (v.)	engage (v.)
assumption (n.)	predict (v.)	optimal (adj.)	pilot study (n.)	parameter (n.)

### Warm up

1. How did you find this week's word list?
  - Which words were difficult to understand?
  - Which words were difficult to remember?
  - Did you use lang-8 to make sentences with the words?
2. Do you have to read a lot of academic material in English?
  - Where do you find most of your information for reports?
  - Do your classes require you to read journal articles written in English?

### Read & Discuss

We will read the abstract from an academic journal article. The title of the article is *Silent or Talking in the Classroom: Implicit Self-Stereotyping Among Asian and White Students* (Devos, T. & Yokoyama, Y., 2014). Discuss these questions before you read:

1. From the title, what do you think this article is about?
2. Do you think there are any differences between the behaviour of Asian and White students in the classroom?
3. How would you describe your own typical classroom behaviour? Does it depend on the class? Your classmates?
4. What are the stereotypes for Japanese students and White students?

## ABSTRACT

In academic settings, Asian students are often described as less talkative than White students. We provide an account of this phenomenon based on research on cultural influences on the self, self-categorization, and implicit social cognition. We hypothesized that the classroom context activates a process of implicit self-stereotyping. Asian and White participants were asked to imagine themselves in a classroom or leisure context. Next, they completed Implicit Association Tests assessing their self-concept, ethnic stereotypes, and ethnic identification. In the classroom context only, ethnic stereotypes accounted for a more reserved self-concept among Asian participants and a more talkative self-concept among White participants.

Abstract taken from:

Devos, T. & Yokoyama, Y. (2014). *Silent or Talking in the Classroom: Implicit Self-Stereotyping Among Asian and White Students*. *Basic and Applied Social Psychology*, 36:5, 386-396, DOI: 10.1080/01973533.2014.934960 Retrieved from <http://dx.doi.org/10.1080/01973533.2014.934960>

Now discuss these questions:

1. Write the underlined expressions in simpler English.

academic settings =

an account of this phenomenon =

implicit social cognition =

2. Do you think that stereotypes about Japanese people influence the way you think about yourself? Does that affect the way you behave?

## Unit 8: Social Issues

### Vocabulary

controversy (n.)	poverty (n.)	sustainable (adj.)	stock exchange (n.)	summit (n.)
embezzle (v.)	infrastructure (n.)	mortgage (n.)	slump (n.)	welfare (n.)
constitutional (adj.)	sanction (n.)	provoke (v.)	hostage (n.)	protocol (n.)
extremist (adj.)	uphill battle (n.)	radiation (n.)	evacuate (v.)	suicide (n.)
censor (v.)	euthanasia (n.)	immigration (n.)	capital punishment (n.)	donate (v.)
demonstration (n.)	catastrophe (n.)			

### Warm up

1. Discuss the words in the vocabulary list.
  - Which of these words do you think are relevant to life in Japan these days?
  - Read the words aloud and decide where the accents are.
2. Are you up-to-date?
  - Do you read/watch/listen to the news?
  - Are you interested in current events?
  - What have you seen in the news recently?

### Discussion

Choose one question from below. You will have ten minutes to discuss, then one person should summarise your discussion for the group.

- Can you think of any news stories related to these topics?  
embezzlement      hostage-taking      suicide  
censorship      demonstrations      extremists
- What are the pros and cons of euthanasia? Do you think it should be legalised?
- What do you think about capital punishment? Do you agree with it?
- What do you think about immigration in Japan? What issues does it involve?

## Writing

Choose the five words that you think are the most difficult to understand.

Now use those words to write five interesting, challenging sentences!

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



## Unit 9: Talking About Japan

### Vocabulary

fish cake (n.)	red bean jam (n.)	amulet (n.)	population density (n.)	altar (n.)
acupuncture (n.)	superstition (n.)	stroke (n.)	Coming of Age Day (n.)	offend (v.)
archipelago (n.)	incense (n.)	shoot (n.)	offering box (n.)	seasonal (adj.)
ancestor (n.)	fault lines (n.)	bureaucracy (n.)	herbal medicine (n.)	emperor (n.)

### Warm up

- Discuss the words.
  - Are there any words that you don't think are really related to Japan?
  - What other words did you choose this week?
- Discuss the images below.
  - What is it? In English.
  - What are your personal opinions or experiences related to this item or idea?



Images from [www.printout.jp/clipart/](http://www.printout.jp/clipart/)

## **Culture Capsule**

You are making a culture capsule to send to another country. The people there know nothing about Japan at all. You can put ten items into your capsule. What will you choose? Why?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **Discuss**

- Do you consider yourself a traditional person?
- Have you ever experienced culture shock?
- What is your favourite "washoku" food?
- What are your family's New Year's Traditions? How about Christmas? Birthdays?
- 
- 
-

## **Unit 10: Bringing it All Together**

Through this course you have learned more than 350 words related to a range of topics. Hopefully you went beyond that and used Anki to learn even more!

You do not need to prepare anything for this class. Just keep on revising your Anki words. It will be a fun wrap-up and revision of what we have studied this semester.



# Anki Log

Name: \_\_\_\_\_

Date	Review (○△×)	Card input (○△×)	Comment

# Anki Log

Name: \_\_\_\_\_

Date	Review (○△×)	Card input (○△×)	Comment



## **Useful Resources**

### **Anki**

A valuable (yet free!) downloadable application for computer or smartphone. It will be installed in the iCoToBa computers but I strongly recommend you download the software onto your own PC. You can also access AnkiWeb from your smartphone.

Anki download: <http://ankisrs.net/>

User manual (English): <http://ankisrs.net/docs/manual.html>

User manual (Japanese): <http://wikiwiki.jp/rage2050/?FrontPage>

AnkiWeb: <https://ankiweb.net/>

### **Fluent Forever**

This is a wonderful book about language learning. The website has all sorts of tips on how to perfect your second language, including videos showing how to use Anki.

<https://fluent-forever.com>

### **Forvo**

This site has a huge database of pre-recorded words in more than 300 languages! You need to create an account to use this service but it is free and you can access the mp3 files immediately. There are often multiple recordings for a word and you can choose your preferred accent. If your word is not there, you can request it.

<http://www.forvo.com/>

### **Google Images**

By using Google Images, you can find great pictures for your flashcards, and can also make sure that your idea of the word is the same as in the country in which it is used. If you click on a picture you can also see the (English) caption that comes with it; a good way to check out how to use the word in a sentence or phrase. Choose your Google Images site according to the country in which you are hoping to use your English.

(USA) <https://images.google.com/>

(Aus) <https://images.google.com.au/>

(UK) [https://www.google.co.uk/imghp?gws\\_rd=ssl](https://www.google.co.uk/imghp?gws_rd=ssl)

### **lang-8**

You can use this website to have free native-speaker writing checks. You need to create an account but the service is free, as long as you are also willing to correct other people's (Japanese) writing. If you correct many entries for other people, then your writing will go to the top of the list and you will get your corrections faster.

[lang-8.com](http://lang-8.com)



## **Online dictionaries**

There are many free online dictionaries that you can use. These will be much faster than referring to your electronic dictionary each time you make a new card. Check the word *even if you think you know it* because there may be nuances that you were not aware of.

I like this one because it offers example sentences, conjugations and collocations but is not too complex: <http://www.wordreference.com/>

This one will give very simple word translations: <http://www.nihongodict.com/>

This is a popular choice for translating but is a database of translations not an official dictionary: <http://www.alc.co.jp/>

This one offers sound recordings: <http://en.bab.la/dictionary/english-japanese/>

A simple search will yield many other possibilities – find the one that works best for you.

## **rhinospike**

You can use this website to get audio recordings made of any text you like! You submit the text, and wait for a native speaker to record it and send you the mp3. You also contribute by recording someone else's (Japanese) text. This is pretty easy to do if you have a smartphone. It can take a little bit of time for your recording to get finished and sent back to you.

<https://rhinospike.com/>

執筆者

坂本 ファーン (iCoToBa 英語担当)

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〒480-1198 愛知県長久手市茨ヶ廻間 1522-3 E 棟 2 階  
E-mail: [icotoba@for.aichi-pu.ac.jp](mailto:icotoba@for.aichi-pu.ac.jp)  
<http://www.for.aichi-pu.ac.jp/icotoba/>

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