Features of This Book

Increasing What You Can Do in Real-Life Communicative Situations

The objective of this book is for you to be able to communicate at B1 level in Japanese. B1 is a level where you are able to talk coherently, understand the important points of texts on familiar topics, and deal with a range of situations by yourself while travelling in Japan.

The objective of lessons and courses that use *Marugoto* is to increase what you can do in communicative situations where Japanese is used. Learning objectives, such as being able to give advice about the souvenirs of your country, and being able to discuss your schedule before going on a trip with a friend, are written in the form of specific Can-dos that show what you can do in different situations.

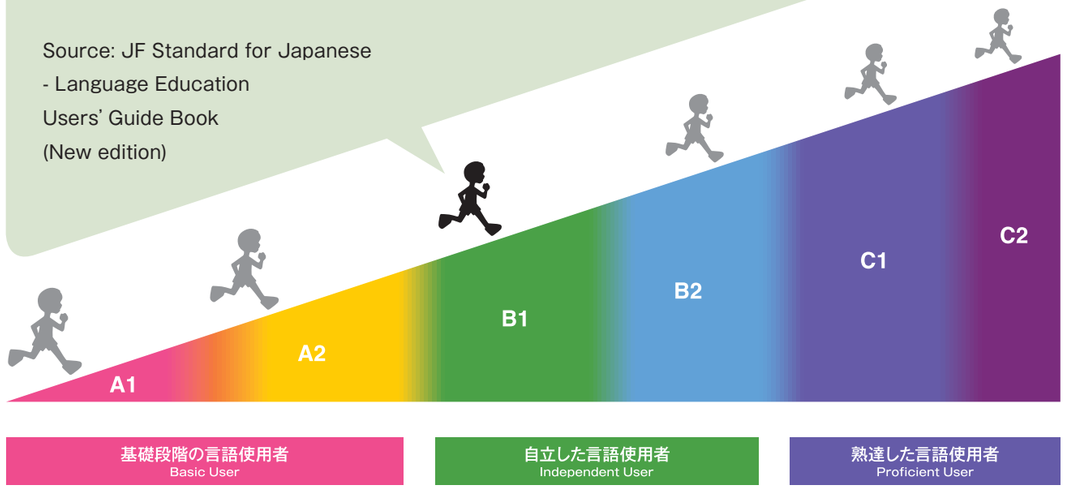
In *Marugoto*, acquiring language knowledge about grammar and sentence patterns is not in itself a learning objective. You will study what you need, connected to concrete contexts and situations, in order to attain the Can-dos. There are also a variety of practice activities for supporting communication, such as thinking about the organisation of what you say while speaking, and using words and phrases that match the situation and the relationship between people. The practice activities are designed in such a way that if you work through this book in your lessons, you will be able to acquire B1 level Japanese that you can actually use.

*In *Marugoto* levels are shown according to the six stages of the JF Standard for Japanese Language Education (A1-C2). These levels are the same as those used in the Council of Europe's CEFR.

B1 level

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Source: JF Standard for Japanese - Language Education Users' Guide Book (New edition)



Developing the Attitude to Deal with Real Japanese

Despite being designed for learners, the Japanese used this book it is not very controlled. Colloquial expressions often heard in conversation have been actively included, and the audio recordings have been recorded at close to natural speed. Some people may find that from intermediate level onwards they encounter many words and phrases they do not understand, and the course suddenly becomes more difficult.

However, the Japanese you come into contact with when reading authentic Japanese texts, listening to films and TV programmes, and talking to ordinary Japanese people, includes a lot of Japanese you do not understand. What is important is to become better able to understand the important points in a conversation, pick out the information you need, and keep the conversation going. This book is based on the idea that it is OK if learners are not able to understand all the Japanese they come across. The aim is to develop learners' competence to communicate without giving up, even when there is something they do not understand.



Emphasis on Strategies

At intermediate level, there is still a limit to the amount of Japanese you can understand and use. It is important to supplement this with strategies that are needed to take part in communication in real-life situations. This book deals with strategies, such as guessing the meaning of unknown words, replacing words you do not know with ones you do know, and keeping the conversation going while checking understanding and asking questions. The aim is, through using strategies, for you to be able to successfully communicate even with limited Japanese ability.

Topics and Situations Tailored to Overseas Learners

This book is primarily aimed at learners who are studying Japanese overseas. There are a wide variety of topics ranging from topics associated with traditional Japanese culture to topics that deal with contemporary Japanese society and culture. These were chosen based on the results of a survey of overseas Japanese learners. You are thus able to make progress in your learning of Japanese through topics that are interesting, while coming into contact with a range of Japanese culture that contains hints that help you understand other cultures.

The situations that are dealt with in this book have been chosen because they are situations in which Japanese is likely to be actually used overseas, such as helping Japanese tourists in difficulty, watching news on video websites, reading customer reviews of products on online shopping websites, writing comments in Japanese on internet bulletin boards, etc. Another special feature of this book is the use of communicative situations that involve computers and smartphones, which have been increasing more and more in recent years.

Learning Connected to Outside the Classroom

Study using *Marugoto* does not just finish in the classroom. We think it is important for you to put to use your study in the classroom for real communication outside the classroom. We introduce ideas for actually using the Japanese you studied, such as through SNS or the local Japanese language community, and ideas for you to study in more detail by yourself about an aspect of Japanese culture you learned about in the classroom. This book is the key that will open the door for you to the world of Japanese language and culture.

Organisation of This Book and Related Materials

Things in This Book

Features of This Book	Organisation of This Book and Related Materials	How to Use This Book	Assessment

Table of Contents

Main Body

Topic 1 - Topic 9

(Preparation ／ PART1 ／ PART2 ／ PART3 ／ PART4 ／ PART5 ／ Outside the Classroom)

Sample Test Questions	Listening Scripts	Answer Key	Learning Record

Things You Can Download from the Website (https://www.marugoto.jpf.go.jp/en/)

Audio Files

Audio files are available where the following icons are shown: .

Files can be downloaded or streamed.

Vocabulary List (PDF)

A list of words that appear in the text separated by topic part. There are translations in English.

Translations of Listening Scripts and Text in the Textbook (PDF)

There are English translations of the listening scripts, conversations from the main text, 'Talk at Length' texts, reading texts and writing model texts.

"Write" Sheet (PDF)

A PDF sheet that you can use in PART5 to write on.

Learning Record (PDF)

There is an English version of the PDF sheet.

Materials for Teachers

Materials for teachers teaching *Marugoto* (Intermediate)

Teaching Guide

Contains useful information, things to watch out for, etc., when teaching each topic / part of *Marugoto* (Intermediate)

Vocabulary List (Word / Excel Version)

A file that teachers can use to edit, change language, etc.

Other Materials

A range of other materials for teaching courses that use *Marugoto* (Intermediate)

We are planning to add translations to languages other than English in the future.

How to Use This Book

1 Organisation of Topics

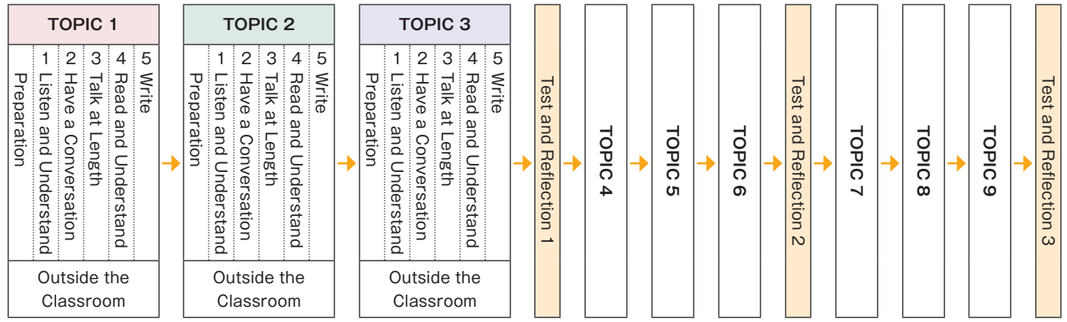
In *Marugoto* (Intermediate 2) there are nine topics altogether. Each topic is divided into the following sections. PART1 to PART5 are divided by skill, and each part contains one Can-do objective.

Preparation	PART1 Listen and Understand	PART2 Have a Conversation	PART3 Talk at Length	PART4 Read and Understand	PART5 Write	Outside the Classroom
120-180 minutes		150-240 minutes	120-180 minutes	120-180 minutes		Outside lesson time

2 Courses Using This Book

This book can be taught in order from the beginning in the same way as the rest of the *Marugoto* series so far. In the standard course one topic is divided up and studied in four lessons. A rough guide to lesson time is shown in the above diagram. It would also be possible to divide 'PART2 Have a Conversation' into two parts and study everything in five lessons.

After finishing studying a number of topics, do 'Test and Reflection'. Where you do 'Test and Reflection' depends on the length of the course. The following diagram shows an example in which it is done once every three topics.



(120-180 minutes) × (4-5 lessons) × 3 Topics

At intermediate level, it is considered that learners' needs become more varied, so in *Marugoto* (Intermediate) you are able to study each part separately. For example, in a course that centres on 'listening' and 'speaking', you can use parts 1, 2 and 3. In a course that centres on 'reading' and 'writing', you can mainly use parts 4 and 5. In addition, because this book is separated by topic, you can arrange how they are used in a number of ways depending on needs, such as by using topic 2 'Climbing Mount Fuji' for a short course on the theme of 'Travel'.

3 The Objective and Sequence of Each PART

Introduction / Preparation

The aim of this part is to create interest in the topic you are about to study and to form an image of what you want to be better able to do within the topic. Talk freely while looking at photographs, posters, websites, etc.

1 Questions about the topic

While looking at photos, reflect on your experience and discuss with the class.

2 Look at photographs and realia (→ 1)

Look at station displays and signs, DVD jackets, newspaper and internet news, etc., and discuss with the class what you notice.

3 Reflect on culture

Compare the culture of your own country with that of Japan, think about what is the same and what is different, and consider why these similarities and differences exist.

4 Vocabulary and expressions (→ 2)

Check the vocabulary and expressions from this topic. In this part you will hear different people answering interview questions related to the topic.

5 Other activities (→ 3)

You will do a range of activities depending on the topic, such as looking at adverts of products, listening to train announcements, reading film subtitles, etc.





PART1 Listen and Understand

Listen to a variety of conversations related to the topic, such as receiving advice about trips in Japan from Japanese colleagues, watching news on video websites, etc., with the aim of becoming better able to understand the gist of what the conversation is about and understand specific information you want to know. By standing in the shoes of a real listener in these kinds of situations you can listen with a real-life purpose.

1 Check the Can-do objectives

2 Check the situation

Look at the illustrations and check from who's position, in what kind of situation, and for what purpose you should listen.

3 Before you listen

Remember your own experience, predict what you will hear next, etc.

4 Understand what you hear in stages (→ 1)

Listen with a purpose to texts that include words you don't know, and understand the important information. Listen only for specific information, listen using key words to help you understand, etc., and do a variety of different types of practice depending on the topic or material.

5 Strategies for listening (→ 2)

Practise using strategies for listening. Strategies featured include: predicting how a conversation will develop, asking the meaning of words you do not understand, asking for a more detailed explanation, etc.

6 After you listen (→ 3)

Say your own ideas and impressions about what you heard.

7 Summarise what you heard

By paying attention to the expressions that go in the brackets, you will be able to check the meaning of words and expressions and increase the language you can use.

8 Check whether you were able to do the Can-do objectives



PART2　Have a Conversation

This is an opportunity to practise interacting with two or more people in Japanese, such as requesting something you would like a person coming from Japan to buy for you, discussing your opinion after watching a film with a friend, and so on. You will have the opportunity to exchange information, exchange opinions and comments, and share experiences and impressions. The final objective is for you to be able to put together a reasonably coherent conversation while interacting in Japanese in a real-life situation.

❶ Check the Can-do objectives

❷ Before you speak

Before practising the conversation, remember your own experience.

❸ Check your understanding of the conversation (→ 1)

Listen to the model conversation without looking at the script. Try to understand the gist of the conversation.

❹ Pay attention to the language (→ 2)

Listen to the conversation while looking at the script and pay attention to important grammar and sentence patterns. Pay attention to language style, such as polite forms and plain forms.

❺ Grammar and sentence patterns useful for the conversation (→ 3)

Focus on and practise grammar items and sentence patterns useful for achieving the Can-do from the conversation. Practise these in a meaningful context related to the topic.

❻ Strategies for speaking (→ 4)

Focus on strategies needed in order to be able to keep a conversation going even when there are words you do not understand, such as paraphrasing, asking questions, etc., and strategies for keeping the conversation going, such as using discourse markers, checking understanding, showing interest, etc.

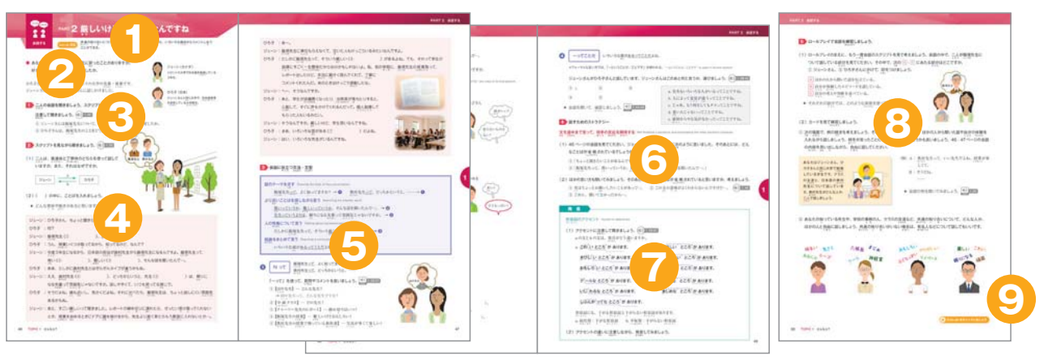
❼ Pronunciation practice

Practise aiming for pronunciation that is as natural and easy to understand as possible, so that you can communicate more smoothly.

❽ Role-play (→ 5)

Practise the goal of this part. First of all check the structure and expressions from the conversation. After that, practise so that you are able to achieve the Can-do in a real-life conversation by role-playing a number of situations.

❾ Check whether you were able to do the Can-do objectives



PART3　Talk at Length

The objective is to be able to speak in some detail, such as talking about a film you like or familiar news, providing information about sightseeing spots and traditional arts from your own country, etc. Even though this part is called ‘Speak at Length’, the objective is not to be able to give speeches or presentations, but to be able to speak coherently during everyday conversation.

❶ Check the Can-do objectives

❷ Before you speak

Answer the questions and imagine what kind of thing you want to talk about, and what you want to be able to do.

❸ Listen to a model conversation (→ 1)

Listen to an example conversation of the objective you want to reach, and put what the speakers say in order.

❹ Check phrases (→ 2)

Check which phrases used in the example conversation are needed in order to achieve the Can-do objective.

❺ Check and shadow the model conversation (→ 3)

Listen to the example conversation while looking at the script and check the contents and expressions used. Try shadowing part of the script until you can say it smoothly.

❻ Recreate the conversation (→ 4)

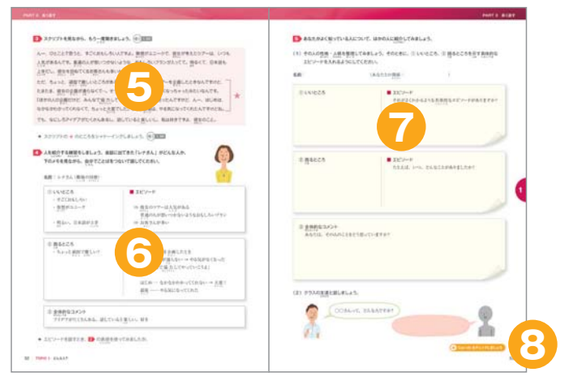
Remember the contents of the example conversation while looking at your notes, and recreate the conversation using your own words.

❼ Talk about yourself (→ 5)

Practise the objective you want to achieve. Talk coherently about yourself and your country. After making notes of the contents and order of what you want to say, practise speaking repeatedly until you can speak as smoothly as you can.

❽ Check whether you were able to do the Can-do objectives





PART4　Read and Understand

The objective is to be able to more or less understand material available overseas, such as internet bulletin boards, online customer reviews, magazines and local magazines, etc., and find the information you need. Because the texts you see in real life do not have kana written above the kanji, the reading texts in this book do not have this either. Even when there are words that you do not know, kanji that you cannot read, etc., you will try to understand them using as many strategies as you can.

❶ Check the Can-do objectives

❷ Before you read

Remember your experiences and try to predict what you will read from the title.

❸ Understand the contents (→ 1)

Find important information, understand important points, etc., depending on the type of material. After understanding the overall meaning, pay attention to more detailed information.

❹ Strategies for reading (→ 2)

Practise strategies, such as predicting contents from the title, subheadings, etc., predicting the meaning of words from the kanji, context, etc., and paying attention to the structure of the text while reading.

❺ After you read (→ 3)

Talk about your experiences of and thoughts about what you read, and deepen your understanding.

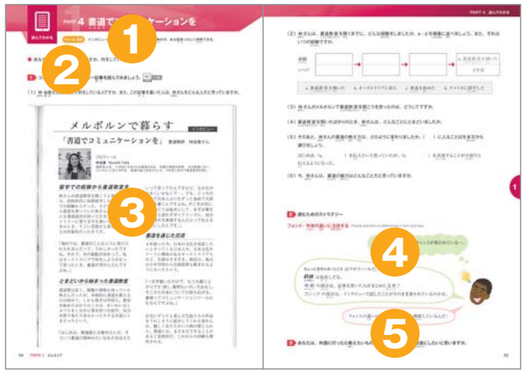
❻ Grammar and sentence patterns useful for reading (→ 4)

After understanding the meaning of the text, pay attention to grammar and vocabulary, and check its form, meaning and use.

❼ Organising kanji

Check the reading and meaning of words written in kanji. Use kanji to organise and increase vocabulary.

❽ Check whether you were able to do the Can-do objectives





PART5　Write

The objective is to be able to write coherent texts in a range of situations, such as SNS or e-mail, customer reviews, etc. A variety of real-life situations are used where overseas learners are likely to write in Japanese. In addition, because nowadays the situations in which people actually write something by hand are decreasing, in this part it is assumed that you will write using computers, smartphones, etc.

❶ Check the Can-do objectives

❷ Preparation for reading (→ 1（1）)

Refer to the model and plan what you are going to write.

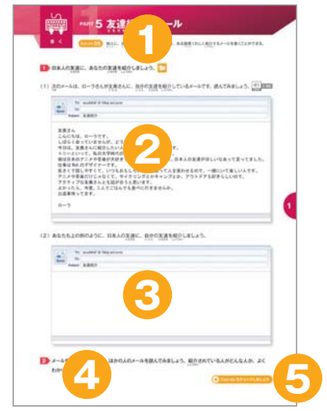
❸ Write (→ 1（2）)

Try writing a text related to the objective and situation. For this part you can download from the website a PDF form for inputting text. Put what you wrote in your portfolio.

❹ After you write (→ 2)

Read what other people in the class have written and make comments from the reader's point of view.

❺ Check whether you were able to do the Can-do objectives



Outside the Classroom

Relate what you study in the classroom to real-life situations in which communication takes place outside the classroom. Proactively increase your knowledge and experience by using the Japanese you studied in class outside the classroom, researching Japanese culture connected to the topic in more detail, etc. Write the things you did in this part on the ‘Learning Record’ sheet and put it in your portfolio together with any material.

❶ My phrases

Collect and take notes of expressions not in the textbook that you need in order to say the things you want to say. These can be related to your interests and yourself.

❷ Ideas for activities outside class

Search the internet for things related to the topic, use Japanese on SNS or within the local Japanese language community, actually experience Japanese culture, for example, at events related to Japan, etc.

❸ Write a record of your experiences of Japanese language and culture



Assessment

1 Basic Approach

In courses and lessons that use *Marugoto*, the objective is to increase the number of things you can do using Japanese in real-life communicative situations (Can-dos). You will do the practice and activities needed to achieve the Can-dos. In 'Assessment' you are assessed on how well you can do the Can-dos.

Another objective in *Marugoto* is deepening your understanding of culture, so language and culture are studied together. You reflect on what kind of experiences you have had and what kind of things you have noticed regarding culture.

Lesson and Course Aims	Increase the number of things you can do in real-life communicative situations (Can-dos)
↓	
Practice / Activities	Do the practice and activities needed to achieve each of the Can-dos
↓	
Assessment	Evaluate how well you are able to do the Can-dos

The following assessment methods are used:

● Self-Assessment

After the lesson check how well you are able to do the Can-dos. In addition, make a record of the Japanese culture you have experienced inside and outside the classroom.

● Tests

How well you can do the Can-dos is objectively measured.

● Reflection

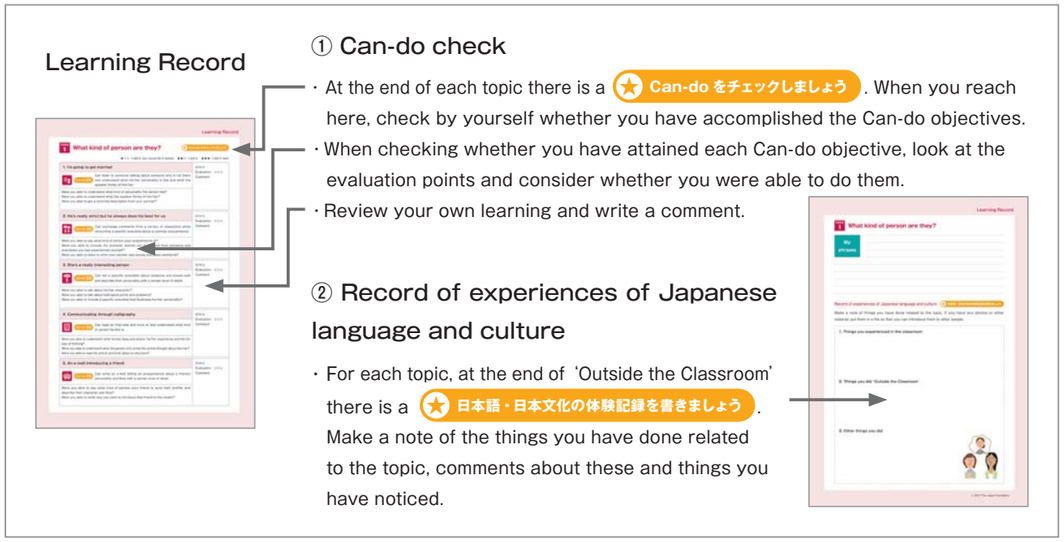
After completing a number of topics, reflect on your learning so far and think about what you can do and how well you can do it. Also, think about the Japanese culture you have experienced inside and outside the classroom, share this with your classmates, and reflect on what you have studied so far.

In addition to being assessed in the above way, use the portfolio (page 34) to support your own learning on the course. If you use the portfolio, you can record what you did to further your learning and what you thought about this, and then reflect on it later. It is believed that by making a portfolio you will acquire the ability to be a more autonomous learner.

2 Assessment Methods

(1) Self-assessment

In order to continue learning languages it is important to manage your own learning. In order to do that, check how well you are able to use Japanese after each lesson. In addition, make a record of what kind of things you have experienced regarding Japanese language and culture, what you have noticed and what you think about it. For self-assessment use the 'Learning Record' at the back of the book.



(2) Tests

Tests take place after you have finished a number of topics. Their aim is for you to measure how well you can do the Can-dos from the lessons and course, and notice the points that you cannot understand through self-assessment alone. In order to measure attainment of the Can-dos from this book the following types of tests were conceived. Which test you use and how you combine the different tests depends on the aims and contents of the course.

① Listening test

You will listen to material related to the topics studied so far (conversations between friends and acquaintances, news videos, etc.), and you will be tested on your ability to both listen for overall meaning and listen for the information you need.

② Written tests

There are two types of written test. The first type checks your comprehension of written texts (reading comprehension), and the second type measures your knowledge of grammar, vocabulary, kanji, etc., needed to attain the Can-dos (language knowledge). The reading comprehension test tests whether you can read coherent written texts (blogs, user reviews, magazines, guidebooks, etc.) and understand the overall meaning and find the information you need. The language knowledge test tests whether you can understand and use grammar, vocabulary, kanji, etc., in a meaningful context.

③ Speaking tests

There are two speaking tests. The first one measures your ability to put together a conversation while interacting with two or more people (conversation). The second one measures your ability to talk at length by yourself (talk at length). In the conversation test you read a card and do a role-play with the teacher. You may also be asked to do a role-play with another student. You are tested on whether you are able to have an unprepared conversation about something familiar related to the topics so far. The talk at length test tests whether you can describe and talk about your experiences and give your ideas and impressions in simple terms about everyday themes related to the topics.

④ Composition test

This tests whether you can write a coherent text, such as an e-mail, customer review, SNS post, etc. You are allowed to use a dictionary, internet tools, etc.

Please look at 'Sample Test Questions' at the back of the book (p204 - p222) for specific examples of the contents of the test.

(3) Reflection

'Reflection' takes place regularly after you have finished a number of topics. The aim is to widen your thinking and deepen your understanding about your learning of Japanese language and culture by reflecting, not just by yourself, but with your classmates about each other's experiences and ideas. While looking at your portfolio, you do the following things.

① Look at the 'Learning Record' sheet, and check the Can-dos you have done so far. Think about what kind of thing you are now able to do, whether anything has changed since the last time you checked, what Can-dos are important for you, what kind of things you want to do next, etc.
② Talk to your classmates about your experience of Japanese language and culture, such as methods of learning that were effective for you, experiences that made an impression on you, your thoughts and opinions about these, etc.
③ Make a note of the things you talked about with your classmates, the things you noticed, etc.

How 'Tests' and 'Reflection' are implemented depends on the course and class's individual circumstances. The following diagram shows an example where both 'Tests' and 'Reflection' are done in a 120-minute lesson. While the whole class are doing the 'Written' test, each student will go in turn to where the teacher is sitting and take the 'Speaking' test. The 'Composition' test will be done as an assignment outside class time. The times given are approximate times.

(Example)

10 minutes	80 minutes	30 minutes
Listening test	Written tests	Reflection
	Speaking tests	

Composition test (is set and submitted as an assignment outside class time)

Portfolio

The portfolio is like a file in which you put the products and records of your learning. The portfolio contains the following:



① 'Learning Record'

- Can-do check
- My phrases
- Record of experiences of Japanese language and culture

② Things produced in class

- Things written during 'Write' activities, things done during class that are important to you, etc.
- Tests

③ Things related to learning and your experiences outside class

- Things written in 'Learning Record' related to your experiences of Japanese language and culture (e.g. photographs, posters, pamphlets, articles from websites you looked at, etc.).

There is a  symbol next to things in the materials that should be put in your portfolio.
In addition, if you have any digital data, you can create a folder on your computer and keep it there.

About the Use of Kana in This Book

In this book kana is written above all kanji. This is to reduce the burden of kanji in places where reading kanji in itself is not an objective, because at intermediate level there are learners with a range of backgrounds. However, Kana has been omitted for vocabulary that can be considered very basic, and for the type of vocabulary that appears repeatedly in a topic.

In addition, in 'Read and Understand' reading comprehension texts kana has not been written above kanji in order for the texts you read to replicate situations where Japanese is really used as closely as possible.