# JAPAN: Places, Images, Times & Transformations

Suggestions for the Middle and High School Classroom

# Who Has Information? - Hiroshi Nara

* **Objectives:**
  + Understand that different languages may have different ways of accomplishing similar meaning through vocabulary and grammar.
  + Identify different ways in which information is handled in Japanese and English.
* **Suggested Units for Inclusion:**
  + Linguistic classes and units that explore how information is transmitted and received across various languages.
  + High level Japanese classes that explore transmitting new information, as well as concepts like information access.
* **Lesson Ideas:**
  + 1. Individual Research Homework
    - Students can be assigned the *study questions* or *develop questions for the class to discuss*
  + 2. Linguistic Choices and Practice Sentences
    - Using this article as a reference, students have to come up with Japanese sentences similar to the example sentences the author gave while explaining kono / sono / ano words, access to information, and how information is received. Students then write a short explanation explaining the linguistic choices they made in their sentences as well as giving an English translation that accurately reflects their choices.
* **Study Questions:**
  + What is the difference between kono, sono and ano? What words are similar to them in English?
  + What is a deictic word?
  + How can the same kono, sono and ano words refer to intangible concepts in conversation? What examples does the author give on page 2?
  + What is the difference between the following three sentences?
    - Onaka ga suita
    - Onaka ga suite iru yo da
    - Onaka ga suite iru mitai
  + What do the differences in the above sentences tell us how the Japanese differentiate information?
  + What is the difference between koto and to when conveying new information?