The Routledge Intermediate to Advanced Japanese Reader: A Genre-Based Approach to Reading as a Social Practice

The Routledge Intermediate to Advanced Japanese Reader: A Genre-Based Approach to Reading as a Social Practice is designed for intermediate to advanced learners of Japanese and presents twenty-five authentic texts taken from a wide range of media and literary sources, which promote a deeper understanding of Japan among readers. The book is divided into ten genre-based chapters, allowing the learner to focus on the textual features relevant to that genre.

Key features include:

- Selected texts covering topics related to Japanese language, society and culture encountered in the Japanese media, such as news reports, interviews, film/book reviews, short stories, newspaper opinion pages and an editorial.
- Wordlists for challenging vocabulary and kanji provided throughout to aid comprehension and learning.
- Pre-reading activities to enable familiarity with the topic, the text’s background and words to be encountered in the reading texts.
- Short grammar explanations of essential structures.
- Questions to help comprehension, raise awareness of genre features, promote critical reading and thinking more deeply about the content.
- Opportunities to write, utilizing what has been learned from reading the text.
- Vocabulary and grammar lists at the back of the book.

The Routledge Intermediate to Advanced Japanese Reader emphasizes reading as a purposeful social act, which requires readers to make meaning of the text by considering the authors’ language choices (scripts, vocabulary, styles) in the text. Learners are guided to situate each text in society (for example, the author, target audience, socio-cultural background related to the subject) in order to understand the social significance of reading and writing. This book aims to help learners develop the ability to read critically and to write in Japanese for their own social purposes. It is suitable for both class use and independent study.

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Routledge Modern Language Readers
SERIES EDITOR: Itesh Sachdev
SOAS, University of London

Routledge Modern Language Readers provide the intermediate language learner with a selection of readings which give a broad representation of modern writing in the target language.

Each reader contains approximately twenty readings graded in order of difficulty to allow the learner to grow with the book and to acquire the necessary skills to continue reading independently.

Suitable for both class use and independent study, Routledge Modern Language Readers are an essential tool for increasing language proficiency and reading comprehension skills.

Available:

Chinese
Brazilian Portuguese
Dutch
Hindi
Japanese
Korean
Polish
Turkish
Welsh

Forthcoming:

Arabic
Russian
Yiddish
The Routledge Intermediate to Advanced Japanese Reader

A Genre-Based Approach to Reading as a Social Practice

ジャンル別日本語：
日本をクライティカルに読む

Noriko Iwasaki and Yuri Kumagai
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In the long process of preparing this Reader, a number of people have provided us with encouragement and support, and we are truly grateful to them.

We would first like to thank the Japanese language education specialists who helped us. Miyuki Nishimata (Fukai) (and her students), Hisae Matsui, Shinji Sato, Atsushi Hasegawa, and Atsuko Takahashi tried the earlier version of the Reader and gave us tremendously helpful feedback and comments. Likewise, the students of the second author, Yuri Kumagai, used the earlier version and provided us with very useful comments. Junko Mori also examined the earlier version and gave us comments and encouragement.

We are also indebted to our colleagues and friends, who gave their precious time to help us with their expertise. First, Theresa Austin gave us valuable feedback on our original proposal for the Reader, which oriented us to the approach we adopted. Keiko Konoeda gave us helpful comments on the Essential Notes and some of the explanation on structures, and she also helped us prepare the basis of the lengthy end-of-the-book wordlist by carefully paying attention to the grammatical categories of the words. Reiko Kato gave us comments on the Essential Notes; Shinji Kawamitsu gave us insightful comments on our conceptualization of “genre” in the Reader. Tomie Takahara (the first author’s long-time friend) gave us comments on the Japanese language used in the book and example sentences by carefully reading them. Vivienne Todor created beautiful scanned images for many of the texts. Connor Youngberg, who is proficient in Japanese, proofread the English language for us.

Though it was exceptionally challenging to contact all copyright holders of the texts used in this Reader, we are sincerely thankful to the authors and publishers who gave us permission to use their texts and photos promptly, willingly, and generously (once I managed to find ways to contact them!). We also thank Samantha Vale Noya at Routledge for her patience and friendly support during this time.

All of this valuable support above made it possible to publish this Reader. We express sincere gratitude to them all.
Introduction

1. Goal of the book

This book is designed to help high-intermediate to advanced learners develop their ability to read authentic texts with an awareness that reading and writing are social acts. We encourage the users of this book to read not only to comprehend the content (what the writer says) but also to become aware of how the author writes to achieve their social goals in writing texts.

1.1 Level of the target reader

We expect the users of this book to be high-intermediate to advanced readers of Japanese. To give you a general idea of what that level means, we refer to the descriptions of the levels defined by the CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment) as reference here. The level targeted is approximately at B1 (or B2) Level. Readers at these levels are characterized as “Independent Users” of the language. For your information, overall reading comprehension abilities of A1–B2 readers are described below (Council of Europe 2001; p. 69) (C1–C2 levels are omitted here).

B2 Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.

B1 Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

A2 Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.

Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

A1 Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

In general, if you have successfully completed about 250 or more hours of instruction, we believe this book is suitable for you.
The book is organized by the genre of texts. We loosely define the genre based on the social purpose/goal of the text, which has its respective genre-specific language structure. Each genre has a socially recognizable pattern for achieving its goal. In this book, we particularly focus on guiding readers to pay attention to linguistic conventions as a means to analyze text and the way in which language both reflects and constructs power relations in society and between the writers/texts and the readers. Specifically, we have the following genres in this book:

Part I: Reporting texts (Informing)
- Genre 1: the authors report events
- Genre 2: the authors report survey results

Part II: Opinion texts (Appealing; evaluating)
- Genre 3: the authors express their personal opinions/concerns related to themselves
- Genre 4: the authors evaluate a TV program, a film and a book
- Genre 5: the authors expresses an opinion about a topical social issue

Part III: Fiction (Entertaining)
- Genre 6: the authors write short stories to entertain readers

Part IV: Spoken language texts (Engaging)
- Genre 7: the authors enact interviews (with a film director, with a Noh performer) in written texts
- Genre 8: the authors write scripts for speeches

Part V: Essays (Narrating; responding)
- Genre 9: the authors narrate their personal experiences and express their thoughts
- Genre 10: the authors express their thoughts or opinions based on their expertise and experience, responding to societal assumptions

You are first guided to situate each text in society (for example, the author, target audience, socio-cultural background related to the subject) in order to understand the social significance of each text. You are invited to consider the author’s language choices (for example, vocabulary, styles, sentence-endings) in the texts. Such textual features may not affect the information conveyed (who did what to whom), but they are bound to imply the writer’s attitude towards the audience and towards the social meanings of what is being discussed.

Moreover, each genre commonly adopts some specific language features (desu-masu vs. the plain style, vocabulary, and sentence-ending expressions) as well as organizational patterns. Awareness and understanding of such genre-specific features will help one to be a socially effective reader-writer.

We selected authentic texts from published books, newspapers, websites and a magazine. They are presented in the authentic, real-life format whenever possible either by providing
the scanned images of the authentic materials or by reproducing them in a way to represent the original look as closely as possible. Items whose real size appears too small have been enlarged.

We selected topics and stories that we believe are not only interesting for those who are interested in Japanese language and culture but also are stimulating and engaging, calling for readers to think further about the topics/issues concerned. In particular, many of the texts allow readers to have glimpses of the “real” Japan, countering/challenging the popular myths surrounding Japanese people, language and culture.

The texts are ordered by their genre, content and difficulty. Because the level of difficulty is not the sole criterion for ordering the texts and because what is difficult depends on the individual reader, you may find some difficult texts appearing before what are relatively easy texts for you. But whenever a text contains words or expressions that appear to be challenging, we provide assistance by having a substantive vocabulary list and some important information on the key structures, expressions and concepts.

3. Treatment of vocabulary and key terms

Because vocabulary and kanji often pose challenges to readers, we have tried to facilitate the learning of vocabulary by providing vocabulary in several ways.

In the Vocabulary List 語彙 appearing before each target text, we provide a list of words that are likely to be difficult (for example, rarely introduced in elementary-intermediate textbooks, not used frequently in daily life), along with the reading of the kanji and the meaning (the closest English equivalent) in the given context in the text. In the list, the far left column indicates in which paragraph the word appears.

This list is given to help you allocate more attention and time to the content and textual features of each article. However, we also expect you, as an autonomous reader, to use some reading strategies (for example, guessing the meaning of some words in context, temporarily ignoring some words) and to look up other words and kanji that you are not familiar with. This wordlist does not include place names. For some loaded words (for example, 帝国主義 “imperialism”), it does not provide explanation beyond the English equivalent. We would like readers to make a judgment as to what information to look up and where to find it (for example, dictionaries, web pages, encyclopedias).

Words and their English equivalents may also be presented in the pre-reading activity 読む前に, either as 参考語彙 (useful vocabulary) or as 重要語彙 (essential vocabulary). This activity will give you the opportunity to use these words prior to encountering them in the text.

Besides the vocabulary used in the text, at the end of this introduction we provide “Vocabulary for Discussion of Texts,” which lists words that are useful for in-depth discussion and analysis of texts. Many of them are often used in the questions in this book.

Once a given word is presented in any of the previous sections, it is not presented in 語彙 again. But, words appearing in the wordlists are given at the end of the book, except for proper nouns and words in the “Vocabulary for Discussion of Texts,” and some very
specialized words that rarely appear in other texts, for example, types of rescue activities in disaster-stricken areas, Japanese culinary terminology. The words are ordered in the same order as the Japanese syllabary.

4. Organization of questions for analysis, discussion and writing

読む前に (Pre-reading questions and activities): This section helps you start thinking about the topic dealt with in the text and to become familiar with some of the key words by using them to discuss the topic.

読みなながら (While-reading questions): These questions lead you to pay attention to some features of the text and to look for the main idea.

読んだ後で: 内容確認 (Comprehension questions): Needless to say, it is important to comprehend the important ideas in the texts, and these questions are given to assess the comprehension of the content.

読んだ後で：考えてみよう (ことば) (Questions for the analysis of textual features): These questions are posed in order to encourage you to analyze and discuss language features (for example, vocabulary choice, writing style, sentence endings). It is important to think and talk about language choices that the author has made, and their purposes, in order to develop your ability to read texts critically. Subsection 6 “Vocabulary for discussion of texts” will help you discuss the questions given in the book. “Essential Notes on Genre-based Language Choice” on p. 202 provides some useful information that aids analysis and discussion.

読んだ後で: 考えてみよう (内容) (Questions to aid further thinking about the content): These questions provide opportunities to think deeper about the topic and in many cases to generate ideas which you may want to convey about the topic in the writing activities that follow.

書いてみよう In real life, people respond to what they read by discussing the topic with their friends, family or colleagues, or by writing blog posts, emails, or essays. Reading is part of social practices, and people may want to report what they have read, express their opinions or persuade others to agree with them. You will have an opportunity to make your own language choices that you think best serve your purposes, utilizing the understanding you gained by reading and discussing the texts.

5. Treatment of expressions/structures

The vocabulary list is immediately followed by a list of expressions (= ひょうげん) whose meanings or structures may require some attention. English equivalents are provided for these expressions. If the expressions are important (especially in the target genre), more explanations and/or example sentences are provided at the end of the section called 表現文型 to help you understand how the expressions are used.
The content of the example sentences is related to the topic of the text. This is because we would like the reader to keep thinking about the topic at hand when trying to learn new expressions rather than departing from it for the sake of learning an expression/structure.

A given important expression is explained only once. You are guided to read the explanation given where the expression appeared for the first time. A list of all expressions/structures can be found at the end of the book. To explain the usage of the expressions and to provide grammatical information in the end-of-the-book wordlist, the following notations and terms are used. Some important properties of the word categories are also noted.

S sentence This includes subordinate clauses.
N noun
V verb The verb forms are also indicated as:
1. stem: the part that is followed by –masu in the –masu form, e.g.,書き、食べ
2. dictionary form: the form that appears in the dictionary, e.g., と
3. te: te-form, e.g., 書いて、食べて
   Besides the irregular verbs する and 来る, verbs in the end-of-the-book wordlist are marked as -ru verbs and -u verbs. They are also marked either as Vi (intransitive verb) or Vt (transitive verb).

VN verbal noun Most verbal nouns can be used either as a noun or a verb by adding する, e.g., 勉強 (勉強が好きだ; 日本語を勉強する).
A adjective A group of words often called i-adjectives, e.g., 高い、優しい.
AN adjectival noun A group of words often referred to as na-adjectives such as きれい, すかし and 便利. Because its formation is similar to nouns in many respects, it is indicated as AN in this book. Though most ANs are followed by な when modifying nouns (すかし とくや部屋), some are used with の (特有の “peculiar”).
Adv adverb Besides genuine adverbs, many adverbs are formed from nouns (〜に / 〜で), adjectival nouns (〜に) or adjectives (〜く).
Mim mimetic word Mimetic words are often called オノマトペ. Like English onomatopoeia, some mimetic words mimic sounds, but there are also words that describe manner, state, emotion and pain. They are typically used as adverbs, but they are extremely versatile in the ways they are used. See Essential Notes 6.
6. Vocabulary for discussion of texts

The vocabulary list below provides useful words for discussing texts. Many of them are used in questions that precede or follow each text you will read in this Reader. Synonymous words that may be used (nearly) interchangeably are also given. Some of the important words (features) are explained in Essential Notes on Genre-based Language Choice (p. 202).

- **意義** (significance)
- **意識** (awareness)
- **意図** (intention)
- **意味合い** (implication; nuance; similar to ニュアンス)
- **印象** (impression; similar to イメージ)

  e.g., 印象を与える “give an impression”; 印象を受ける “receive an impression”

- **引用（する）** (quotation; (to quote))
- **受け身（形）** (passive voice (or passive form); also referred to as 受動態)
- **裏付ける** (to support one’s opinion or argument. The noun 裏付け is also often used to refer to one’s supporting evidence.

- **影響（する）** (influence; impact; (to influence))
- **描く** (to depict; illustrate; similar to 描写する)
- **解釈（する）** (interpretation; (to interpret))
- **解説（する）** (commentary; (to provide commentary); similar to 説明（する）)

- **外来語** (loanwords \(\rightarrow\) See Essential Notes 5)
- **画像** (visual) image; also referred to as イメージ
- **下線** (underline, e.g., 下線を引く “to underline”; 線を引く “draw lines”)
- **課題** (a task; a problem)

- **漢語** (Sino-Japanese compounds (words originally borrowed from Chinese or words that consist of Chinese characters) \(\rightarrow\) See Essential Notes 5)
- **慣用句** (an idiom; also referred to as イディオム)
an organization
a report; an article
a reporter; also referred to as レポーター
an interrogative sentence
sympathy; (to sympathize)
distinction; (to make a distinction)
tendency, e.g., 傾向がある “There is a tendency”; 傾向が見られる “A tendency is seen.”
experience; (to experience), e.g., 経験に基づく “is based on (one’s) experience.”
search; (to search), インターネット検索（をする） “do a web search; search on the web”
a phenomenon
effect; (to have some effect, to be effective). 効果的 (effective) may be also useful.
spoken language; (colloquial) also referred to as 話しことば的 or 話しことばらしい
to point to; to indicate; to refer to
discrimination [racial/social, etc.]; (to discriminate)
causative
demonstrative words (これ、その etc.)
fact
perspective
protagonist
assertion; a claim; (to assert; to claim)
information; also referred to as インフォメーション
trustworthiness; reliability
materials; data
conjecture; inference; (to infer)
<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ステレオタイプ</td>
<td>stereotype</td>
</tr>
<tr>
<td>接続詞</td>
<td>conjunction</td>
</tr>
<tr>
<td>説得（する）</td>
<td>persuasion; (to persuade)</td>
</tr>
<tr>
<td>説明（する）</td>
<td>explanation; (to explain)</td>
</tr>
<tr>
<td>選択（する）</td>
<td>choice; (to choose); similar to 選ぶ</td>
</tr>
<tr>
<td>体言止め</td>
<td>a sentence-ending style in which sentences end with nouns</td>
</tr>
<tr>
<td>代名詞</td>
<td>a pronoun</td>
</tr>
<tr>
<td>多様性</td>
<td>diversity</td>
</tr>
<tr>
<td>段落</td>
<td>a paragraph</td>
</tr>
<tr>
<td>短所</td>
<td>a shortcoming; a weak point; a demerit; also referred to as 欠点; デメリット</td>
</tr>
<tr>
<td>調査</td>
<td>a survey; an investigation</td>
</tr>
<tr>
<td>長所</td>
<td>an advantage; a strong point; a merit; also referred to as 利点; メリット</td>
</tr>
<tr>
<td>出来事</td>
<td>an event; a happening</td>
</tr>
<tr>
<td>登場（する）</td>
<td>people’s/characters’ appearance in text; (to appear), 登場人物 “the characters in a story”</td>
</tr>
<tr>
<td>読者</td>
<td>readers; also referred to as 読み手</td>
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<tr>
<td>特徴</td>
<td>a special feature; characteristics</td>
</tr>
<tr>
<td>内容</td>
<td>content</td>
</tr>
<tr>
<td>背景</td>
<td>background</td>
</tr>
<tr>
<td>発言（する）</td>
<td>a remark; an utterance; (to remark)</td>
</tr>
<tr>
<td>発話</td>
<td>an utterance</td>
</tr>
<tr>
<td>反応（する）</td>
<td>reaction; (to react)</td>
</tr>
<tr>
<td>批判（する）</td>
<td>critique; (to criticize), c.f. 批判的 (critical)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Translation</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ひっぱしゃ</td>
<td>an author; also referred to as 書き手 (someone who writes, a generic term);</td>
</tr>
<tr>
<td>かじゅうしゃ</td>
<td>作者 (typically a writer/creator of works made public); 著者 (a book author);</td>
</tr>
<tr>
<td>はせしゃ</td>
<td>作家 (a writer of literary works, or a creator of some artistic work).</td>
</tr>
<tr>
<td>ひやうげん</td>
<td>metaphor; also referred to as メタファー</td>
</tr>
<tr>
<td>ひょうげん</td>
<td>expression; (to express, e.g., emotion)</td>
</tr>
<tr>
<td>ひょうじゅんご</td>
<td>the standard language</td>
</tr>
<tr>
<td>ぶんご</td>
<td>written/literary language; also referred to as 書きことば的 or 書きことばらしい</td>
</tr>
<tr>
<td>ぶんたいい</td>
<td>(sentence/writing) style; also referred to as スタイル → See Essential Notes 1</td>
</tr>
<tr>
<td>ぶんまつ</td>
<td>sentence ending → See Essential Notes 4</td>
</tr>
<tr>
<td>へんけん</td>
<td>prejudice; bias 偏見がある; 偏見を持つ “have prejudice”</td>
</tr>
<tr>
<td>へん</td>
<td>suffix for denoting a regional variety of Japanese. 大阪弁 “Osaka variety”.</td>
</tr>
<tr>
<td>へんげん</td>
<td>Typically translated as dialect → See Essential Notes 9</td>
</tr>
<tr>
<td>ほうごく</td>
<td>report; (to report)</td>
</tr>
<tr>
<td>ほうどう</td>
<td>news coverage; (to broadcast)</td>
</tr>
<tr>
<td>もくてき</td>
<td>purpose, e.g., 目的を果たす “accomplish a purpose”</td>
</tr>
<tr>
<td>やくわり</td>
<td>a role; similar to 役目</td>
</tr>
<tr>
<td>れんそう</td>
<td>association (of ideas); (to associate)</td>
</tr>
<tr>
<td>わご</td>
<td>native Japanese words (i.e., not borrowed from Chinese) → See Essential Notes 5</td>
</tr>
</tbody>
</table>
Start by marking "The Routledge Intermediate to Advanced Japanese Reader: A Genre-Based Approach to Reading as a Social Practice" as Want to Read: Want to Read saving… Want to Read. Selected texts covering topics related to Japanese language, society and culture encountered in the Japanese media, from news reports through to interviews, book reviews, short stories and editorials. Wordlists for challenging vocabulary and kanji provided throughout to aid comprehension and learning. Pre-reading activities provided enable familiarity with the topic, the text's background and words to be encountered in the reading texts. Short grammar explanations of essential structures.