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UNIT 1

IT'S ANIMEAZING! Japanese Modern Culture

LEAD-IN 1

- Do you like watching cartoons? Why/Why not?
- Do you have your favourite ones?

TASK 1.1. *Work on your own. Find a pair for each cartoon character. Match characters in A with those in B. Then compare the answers with a partner.*

Column A	Column B
1. Homer	A. Bart
2. Peter	B. Kenny McCormick
3. Eric Cartman	C. Jerry
4. Ash Ketchum	D. Butt-Head
5. Beavis	E. Lois
6. Lisa	F. Pikachu
7. Wolf	G. Marge
8. Tom	H. Hare

TASK 1.2. *Can you name the titles of cartoons where these characters appear? Are these cartoons popular in your country?*

TASK 1.3. *Think of three reasons why grown-ups like watching cartoons and animated films?*

- _____
- _____
- _____



READING. Skimming and Scanning

Skimming is high-speed reading that can save you lots of time. You skim to get the general sense of a passage or a book. You should read only the words that will help you get the sense of the text.

Read the first sentences or paragraphs quite carefully. The beginning often contains general information about the rest of the text. If the text is long, you might also read the second paragraph. Sometimes the first paragraph is only an introduction and the second paragraph contains the main idea.

You should usually read the last paragraph more carefully. The author often summarizes the main idea at the end.

TASK 1.4. *Read the title and the subheading of the newspaper article. What do you expect to read in the article?*

Skim the whole passage. Which of these best describes the writer's purpose?

- a) to give a brief history of anime
- b) to compare Japanese and American animation
- c) to understand the phenomenon of anime

Scanning is very high-speed reading. When you scan, you have a question in mind. You do not read every word, only the words that answer your question. You look for specific words or word combinations. Practice in scanning will help you learn to skip over unimportant words so that you can read faster.

Scanning is a skill that you often use in daily life. For example, you might scan the list of names in a telephone directory in order to find a phone number.

TASK 1.5. *Scan the whole passage and find as many anime titles as you can.*

Animation. For children's eyes only?

Japanese animated films have become country's stylish export products

¹The increasingly impressive animation coming up from the USA (in films like "Kung-Fu Panda" and "Minions") is, quite literally, child's play compared to the

full-length animated films that have been streaming out Japan since 1980s. Nothing could be farther from the touching world of Bambi, where formulaic characters and storylines are never allowed to scare children or hurt their feelings, than Japan's edgy, provocative, documentary-like "*anime*". The former is eye-candy for kids; the latter is a breathtaking adventure for people of all ages willing to explore the outer limits of their fears and longings.

²Not long ago, *anime* had little impact on world's film industry and was hardly known by anyone outside Japanese Islands. Nevertheless, such animation masterpieces like "Nausicaa of the Valley of the Winds" by Hayao Miyazaki, Gisaburo Sugii's "Night on the Galactic Railroad", and "Akira" by Katsuhiro Otomo's have inspired a younger generation of film makers in the West. Luc Besson, the authoritative French director of "The Big Blue", ranks Mr Otomo's nervy "Akira" alongside the very best live-action films from the cult Japanese director Akira Kurosawa.

³After the appearance of such professional groups as Studio Ghibli, Production I.G. and others, Japanese anime has gained some popularity among wider audience. Much of the merit goes to Disney's art-film unit, Miramax, for translating Mr Miyazaki's "Princess Mononoke" — the biggest domestic box-office success of all time in Japan. The film shows a medieval people with their greediness and recklessness against the forces of nature in an epic collision that leaves both sides in ruin.

⁴In the USA, "Princess Mononoke" got rave reviews but rather modest receipts. Families, anticipating a classical Disney story, might well have been confused by the film's mature topics. Despite quite limited success and ambiguous reception, American film distributors had another attempt with Mr Miyazaki's work "Laputa, Castle in the Sky" (1986). The anime, which plot is loosely based on a passage from "Gulliver's Travels", didn't seem so impenetrable for US audience and was a way better welcomed than its predecessor.

⁵Fifty years ago Japanese live-action films, full of imagery and psychological insights, amazed and captured the West. Films such as "Rashomon" (1951) and "Seven Samurai" (1954) by Mr Kurosawa, and "Tokyo Story" (1953) by Yasujiro Ozu "set new standards for film makers everywhere. Now it is time for avant-garde animators to pick up the baton of Japanese film industry and probably to increase its fame. And it seems to happen rather soon.

⁶Why should this be so? Cost is certainly part of the answer. Hollywood industry is now relying on special effects that demand enormous expense. Avatar, Pirates of the Caribbean (At World's End), Spider-Man 3 are blatant examples. Being con-

siderably cheaper, anime represents a way of creating first-rate films avoiding huge spending on actors' fee and 3D technology.

⁷Manga, the Japanese comic books, is another factor that contributed to the popularization of anime. They appeared in early 1970's and fairly soon have become omnipresent. A number of successful full-length animations, among them Mr Miyazaki's "Nausicaa", have been originated from popular *manga* stories.

⁸But can we approve the Japanese preference for two-dimensional cartoons over live action films with just these two factors? Or is there something else behind the scenes? The author Kenji Sato argues that shortly after "Princess Mononoke" was released — the Japanese moviegoers' flight to *anime* has become a part of the ethnic self-denial that has suffused Japanese society, particularly since the end of the Second World War.

⁹The trend of modernisation and westernisation, that was once spread in Japan, resulted in the rejection of its own history and traditions and sought to become *Nihonjin-banare* (de-Japanised) — a generally complimentary term implying that one looks and acts more like a westerner than the average. As Mr Sato points out, a typical feature of *anime* as well as *manga* is the way that the characters (the females especially) are drawn with a blend of Japanese and Caucasian features. "In short," says Mr Sato, "the characters of *anime* show the Japanese as they would like to see themselves."

TASK 1.6. Now read the article once again and answer the questions.

Do the following statements agree with the information given in the reading passage?

Write

- | | |
|-----------|--|
| TRUE | if the statement agrees with the information |
| FALSE | if the statement contradicts the information |
| NOT GIVEN | if there is no information |

TIP! Before you start reading, underline key words in questions 1–5.

1. Japanese anime directors had a great influence on Western counterparts.
2. "Princess Mononoke" enjoyed a commercial success in the USA.
3. In Japan there is severe competition between anime and manga industries.
4. Drawing an anime is less expensive than shooting a live-action film.
5. According to Kenji Sato anime heroes show real characters of Japanese people.



VOCABULARY. Definitions and Synonyms

TASK 1.7. Find the underlined words in the text. Match them to the definitions below.

1. _____ a report in a newspaper or magazine that praises something such as a film or show in a very enthusiastic way.
2. _____ containing or made from ideas or expressions that have been used many times before and are therefore not very new or interesting.
3. _____ the events in a book, film etc.
4. _____ impossible to understand.
5. _____ something that has been replaced by another thing.
6. _____ secretly rather than publicly.
7. _____ the number of tickets a film, play, or performer has sold in order to show how successful they are.
8. _____ making you feel emotional or sympathetic, for example by being sad.

TASK 1.8. Fill in the gaps in sentences using the notions from Task 1.4.

1. The performance earned them _____ from critics.
2. Kim Jong-un's _____, as North Korea's leader, was his father Kim Jong-il.
3. Children love jokes and riddles that are heavily _____.
4. Hatchiko is a very _____ story that teaches us about loyalty and faithfulness.
5. With the _____ revenue of almost \$86 million, 'Pokemon: The First Movie' is commercially the most successful anime.
6. The language of this document would be _____ to anyone except a specialist.
7. The people who worked _____ are the real heroes of this project.
8. I don't want to give anything away because the _____ is so good!

TASK 1.9. Choose *THREE* out of eight notions in Task 1.4 and write down the sentences of your own.

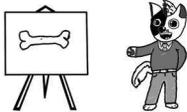


SPEAKING. Roundtable Discussion

In small groups discuss these questions.

- Do you agree with the statement that ‘animate films may well appear more alive than flesh-and-blood reality of live action films’?
- Is anime popular in your country? Why/Why not?
- In your opinion what makes anime popular worldwide?

Extra Practice: Work in pairs. **Student A** → p. 105. **Student B** → p. 106. Follow the instructions.



PRESENTATION SKILLS. Starting your Presentation

LEAD-IN 2

In small groups discuss the following issues.

- Think of the situations when people are asked to make a presentation.
- Why are presentations in such great demand now?
- What main principles of designing a presentation do you already know?

TASK 2.1. Five typical stages of an academic oral presentation are listed in the box below, but their order has been mixed up. Decide the order in which these different stages should occur and then write them in the spaces provided.

The body	The chance for discussion	The overview	The general
	introduction	The conclusion	

STAGE 1. _____

STAGE 2. _____

STAGE 3. _____

STAGE 4. _____

STAGE 5. _____

TASK 2.2. Match the following descriptions of what happens at each different stage.

- a) The speaker talks about the presentation topic in detail.
- b) The speaker lets the audience know that he/she is going to finish the presentation.
- c) The speaker greets the audience and introduces him/herself.
- d) The speaker gives the audience the opportunity to ask questions.
- e) The speaker tells the audience what the topic of the presentation will be.



TASK 2.3. Listen to the opening of two quite different oral presentations. Take notes of what should be included into the general introduction.

Which of the openings is rather informal? How can you tell?



WRITING. How to do a Review?

LEAD-IN 3

Work in small groups and discuss these questions.

- Do you have your favourite anime?*
- How do you decide what anime to watch?
- Do you read anime reviews? Do you find it useful/handy?

* Alternatively you can talk about films.

TASK 3.1. *Read bloggers' comments on the question: "Who Enjoys Writing Anime Reviews?" What challenges do they face while writing a review?*

Loki_li

I like writing them, and I love it when people say their helpful. Though admittedly I'm always writing from my point of view, with fangirl-glasses on (I can't take them off!) so I get why for some people my reviews are not helpful.

MountainMew

I enjoy writing reviews, but I find it very time-consuming. To review an anime in depth requires a lot of studying and rewatching, and I just don't have time for that. I also have a lot of trouble writing my thoughts down coherently, and I'm not very knowledgeable about film and animation anyway. But I'd still like to give unprofessional reviewing a shot sometime.

Moonhawk81

I do write reviews for shows which I really enjoy. If I really disliked a show, writing a review is just a painful re-hash, so I don't. Kinda like why I've never attended one of my high school reunions...

GOLDEN RULES OF REVIEW WRITING

Simple Strategies and Helpful Tips for Writing Online Reviews

TASK 3.2. *Read and discuss the rules of reviewing given by an experienced anime and manga on-line columnist.*

- **Grab the reader's attention.**

This is pretty basic journalism, but with many bloggers subscribing to the “stream of consciousness” school of writing, this principle does get forgotten sometimes.

Remember, no one, NO ONE is required to read your review from the first sentence to the last. This is especially true when you write for the Web. Web readers tend to skim and click away if your article isn't interesting, meanders or takes forever to get to the point.

Your first paragraphs should provide the title of the anime, the director, give a hint of what kind of story it is (e.g. literary genre (fantasy, sci-fi, drama, comedy), audience-specific genre, the overall mood/type of story this is), and give some idea of what you'll be talking about for the next 8–10 paragraphs.

- **Give a brief summary. No spoilers.**

A summary of the plot is an essential part of a review — but it shouldn't be most of your review. The summary provides context for your comments, and should include the essential elements of the story. It should not contain every plot twist, and it should definitely not include spoilers.

The purpose of a review is to help readers decide whether or not they want to watch the show themselves. If you give away all the good parts in your review, there's no reason for them to do so. You may hint that impactful moments may occur, but avoid going out and saying, “X dies.”

A general rule of thumb is that the summary of the story should be no more than 2 paragraphs, or for longer reviews, no more than 1/4 of the review.

- **Include some details.**

Back up your assessment with descriptions of scenes, characters, and technical elements in order to give your opinions merit.

Did the anime have especially interesting character design? Were there any voice actors of note, and how were their performances? Was there a memorable musical

score? Did the anime provoke public interest? Was the animation choppy? Include these details as justification for your review grade.

- **Express your opinion clearly.**

Readers should have some idea whether a show is worth watching or not after reading your review. Don't be wishy-washy in your reviews — either you liked it or you didn't. If it bored you, that's an opinion. If you're saying that some generic reader with lower standards than you might like it, you're avoiding your responsibility as a reviewer. A review is an opinion piece, not a straight news story — you don't have to be “objective” or “neutral.”

No need to add “I think” or “In my opinion,” either. It's redundant — this is your review, isn't it? — and it weakens the statement.

- **Not everyone knows Japanese.**

Besides learning how to “read backwards,” a reader who is new to anime will also be confronted with a variety of Japanese (and non-Japanese) terminology. You may have been reading manga and watching anime for years and may know how to speak and read Japanese, but remember that some of your readers might not.

You don't have to “talk down” to your audience by explaining every manga-specific word or phrase, especially if your blog is geared to the “elite fan in the know.” Avoid typing Japanese characters as it looks bizarre. Generally speaking, it is a good practice to explain any foreign word or acronym upon first mention. If you use a word your reader doesn't understand, they may well surf away from your site to look up the meaning elsewhere.

- **Describe the audience reception.**

If you're able to get audience reactions to the show, it can enhance your opinion. If you're watching the show online or as a DVD release, find out what other reviewers have been saying. You can also browse forums to see if the show has been highly anticipated by fans.

If you're watching the anime in an exclusive showing (for example, the limited *Madoka Magica* U.S. release), try and gauge the reactions of your fellow audience members. Is the theater crowded or did hardly anybody show up? Did people applaud? These observations can add persuasive details to your review that support your assessment.

- **Give it a grade.**

Some reviewers HATE standardized scores (e.g. numbers/grades/stars/percentages/rotten tomatoes), but many readers appreciate scores, because they provide a quick summary of the review to come.

Make sure the grade is on an easy-to-recognize scale, so readers can instantly gauge whether it's a positive or negative score. For instance, you can use a 5-star rating system, with 5 stars saved for excellent, ground-breaking work, 0 stars for totally abysmal anime and 3 stars being the “average” rating for an anime that most readers can watch and enjoy.

Whether you use a rating system and how you manage it are up to you, but if you give everything a high grade, you've rendered your grading system meaningless.



VOCABULARY. Synonyms

TASK 3.3. Find the words/collocations in the text with the same meaning.

- a) to twist (in *Grab the reader's attention*)
- b) crucial (in *Give a brief summary*)
- c) soundtrack (in *Include some details*)
- d) vague (in *Express your opinion clearly*)
- e) excessive (in *Express your opinion clearly*)
- f) to measure (in *Describe the audience reception*)
- j) to appear (in *Describe the audience reception*)
- h) terrible (in *Give it a grade*)

USEFUL WORDS and Expressions FOR REVIEW WRITING

award (n.)	interpretation (n.)	risqué (adj.)
be miscast	keep somebody	rolling in the aisles
bomb (v.)	on the edge of the seat	send shivers down
bring the house down	leading light	someone's spine
crowd-puller	masterpiece (n.)	steal the show
disjointed (adj.)	memorable(adj.)	take centre stage
do a hatchet job on	moving (adj.)	treading the boards
far-fetched (adj.)	overrated (adj.)	typecast (n.; v.)
gripping (adj.)	pick holes in	understated (adj.)
hackneyed (adj.)	portrayal of smb	up-and-coming (adj.)
harrowing (adj.)	page-turner	wade through
heavy going	play to the gallery	wait in the wings
impenetrable (adj.)	rendition (n.)	

TASK 3.4. *In your opinion, what is the crucial rule? Exchange opinions with your partner giving reasons for your choice. In small groups rank the rules according to their importance.*

TASK 3.5. *Read the review on a new film by Hayao Miyazaki and find the implementation of 'golden rules' and fill in the table below.*

The Wind Rises

Farewell warning from pacifist director

¹Hayao Miyazaki's first film for grown-ups, "Kaze Tachinu" ("The Wind Rises"), is a dismal investigation of love, responsibility and death. Best known for producing delicate fantasy works for kids such as "Princess Mononoke" and "Spirited Away" has now turned to the true story of an aeroplane-maker whose promising career fell on the days of the Second World War.

²The title itself is an allusion to a Paul Valéry poem "Le Cimetière marin" ("The Graveyard by the Sea"): "The wind is rising! We must try to live." The wind is an omen

for the disasters — both natural and man-made — that makes the film's settings: the 1923 Kanto devastating earthquake and Japan's imperial war, ten years later.

³Based on the true story, the film is saturated with the fantasies, which is peculiar to Mr Miyazaki's previous works. It abounds in dreams. At first, a ten-year-old boy Jiro Horikoshi imagines flying above his provincial home, only to be awakened by bombs that fall from a giant aerial warship. By the end of the film, he is wandering around the ruined countryside of wartime Japan, which is partly a consequence of his childhood dreams of flight.

⁴Being a pilot is closed to Jiro due to his eyesight, but he decides to go to school to be an engineer and design those "beautiful dreams" for others to fly. The character of Jiro is based on the real Japanese designer of the Mitsubishi A6M Zero. At that time the Zero represented a revolution in technology and was known as the world's best aerial fighter plane. The Zero enjoyed a terrifying reputation across the war's Pacific theatre and was used during the attack on Pearl Harbour in 1941.

⁵Jiro's love of flying is a pure and undefiled thing shown in subtle and delicate aerial scenes. The storyline of budding love between Jiro and his fiancée, Naoko, is also depicted metaphorically through the soaring flight of paper aeroplanes. His love story is touching and terrible, sweet and funny, and during a walk in a torrential downpour, struggling under an umbrella together, Naoko says to him, suddenly, "Life is wonderful, isn't it?" The question remains unanswered.

⁶Mr Miyazaki was born in the same year the Imperial Japanese Navy attacked the Pearl Harbour. First seen as a pure coincidence, with years the fact has become emblematic, as pacifism, so common for Miyazaki's generation, runs through all his works. The world in his movies is shown from children's innocent eyes, whose hearts have no room for ignorance, disdain and injustice, and whose actions should lead humanity to peace and harmony, not to war and hatred.

⁷Some critics and admirers doubted the director's choice of the storyline. Jiro, a weapons-maker, definitely stands out of the crowd of Miyazaki's pacifistic characters. However, the guru denies any kind of discrepancies and considers the story to be mainly about an engineering genius, who cannot be blamed for the outbreak of war.

'Golden Rule'	Paragraph(s)	Example
<i>Grab the readers' attention</i>	#1	<ul style="list-style-type: none"> • <i>The director's name: Hayao Miyazaki</i> • Audience-specific genre: his first film for grown-ups • Mood of the story: a dismal investigation of love, responsibility and death

'Golden Rule'	Paragraph(s)	Example



TASK 3.6. Listen to the final part of the review and answer the questions.

- What was Mr Miyazaki “disgusted” by?
- How did conservatives react to Mr Miyazaki’s article?
- Which film festival will “The Win Rises” appear at?
- Have you noticed the use of any other review rules?

LEAD-IN 4

Answer these questions.

- What difficulties do people face while learning a foreign language?
- In your opinion what is the best way to learn a new language?
- Do you think it is possible to learn a foreign language from scratch by watching films or cartoons? Why?/Why not?



LISTENING. For Details

You are going to listen to the interview with a man who runs a website for anime fans. Before you listen, please match two notions with their corresponding definitions.

1. Sub anime

a) refers to editing out the original dialogue of a foreign TV show or movie and replacing it with a dialogue of a different language. In the anime world, the “dub” refers to the English language version of an anime.

2. Dub anime

b) is anime in the original Japanese dialogue with subtitles in another language (usually English).

TASK 4.1. *Listen to the first part of the interview with Ken Cannon who runs a website <www.japanesethroughanime.com> and choose the correct letter A, B or C.*

1. How old was Ken when he got the interest to anime?

- a) 16
- b) 17
- c) 18

2. Social anxiety means

- a) disability to study at public schools
- b) intense fear in social situations
- c) constant changes in mood

3. After becoming fascinated by anime Ken got into

- a) Japanese theatre
- b) Japanese drama
- c) Japanese live-action films

4. First anime that Ken watched was

- a) sub
- b) dub
- c) silent

TASK 4.2. Listen to the second part of the interview and complete the flow chart below. Write **NOT MORE THAN THREE WORDS**.

Ken used computer programmes such as (0) 'RosettaStone' and 'Pimsleur' to learn some basic Japanese.



After doing computer courses Ken started looking for (1) _____ of Japanese



The idea of teaching oneself Japanese seemed to be rather (2) _____



While watching Naruto anime show, Ken decided to make a list of (3) _____



To complete the task Ken addressed to (4) _____



Ken's list initially comprised (5) _____ words

CLOSING UP QUESTION: Have you kept notes of new words in your own personal vocabulary?



SPEAKING. Roundtable Discussion

- Have you ever tried learning a foreign language by watching TV series, shows or cartoons in a language you want to acquire?
- Can you think of pros and cons of the method proposed by Ken Cannon?
- What other unconventional approaches to the second language acquisition do you know?
- Can unconventional methods of learning languages be useful?



ACADEMIC SKILLS. Structuring a paragraph

LEAD-IN 5

Work in pairs and answer the questions below.

- What is a paragraph?
- What is the normal length of a paragraph?
- Is there a standard structure for paragraphs?

TASK 5.1. *Read the definition of a paragraph and check your ideas in Lead-in 5.*

A paragraph is a group of related sentences that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly.

A paragraph may stand by itself. In academic writing, you often write a paragraph to answer a test question such as the following: e.g. “Define anime by style¹, and give one example of it from the reading you have done for this class.”

A paragraph may also be one part of a longer piece of writing such as an essay or a book.

All paragraphs have a **topic sentence** and **supporting sentences**, and some paragraphs also have a **concluding sentence**.

The **topic sentence** states the main idea of the paragraph. Although the topic sentence is the most general sentence of the paragraph it not only names the topic of the paragraph, but also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called **the controlling idea**.

¹ A style of animation originating in Japan that is characterized by stark colorful graphics depicting vibrant characters in action-filled plots often with fantastic or futuristic themes.

The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember.

Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it.

TASK 5.2. Read the paragraph taken from student's thesis on *Contemporary Japanese Animation* and underline the parts of the paragraph mentioned Task 5.1.

Reasons to study anime within its Japanese and global contexts should by now be obvious. For those interested in Japanese culture, anime is a richly fascinating contemporary Japanese art form. It has a distinctive narrative and visual aesthetic that both harks back to traditional Japanese culture and moves forward to the cutting edge of art and media. However, being a genuinely global phenomenon anime is worth investigating for another reason as well. Commercially, it is beginning to play a significant role in the transnational entertainment economy, not only as an important part of the Japanese export market, but also as a growing part of the non-Japanese commercial world. For example, the world's largest online retailer Amazon.com now has a special anime section offering anime-related paraphernalia such as toys, shirts emblazoned with personages, etc. In conclusion, one can say that investigating anime as a cultural force seems to be more fascinating than inquiring into its commercial aspects, as it brings insight into the wider issue of the relationship between global and local cultures at the beginning of the twenty-first century.

Writing technique questions

- What is the topic of the paragraph?
- What two main reasons to study anime does the writer point out?
- What example does the writer use to support the second reason?

TASK 5.3. Circle the topic of the sentence and underline the controlling idea. The example is given.

TOPIC

Reasons to study anime

CONTROLLING IDEA

within its Japanese and global contexts should by now be obvious

1. The animation industry's connection with television was also crucial in relation to its ability to attract talented people.
2. The representation of sumo in the mass media has reflected its ups and downs.

3. Japanese television super-heroes fall into a quite limited number of categories.
4. Karaoke's role as a means by which a man can influence allies and rally political support has been confirmed.
5. It is also interesting to note that there seem to be relatively few manga concerning middle-aged women or mothers in contemporary Japan.

TASK 5.4. *Write a topic sentence for three of these topics.*

- Japanese longevity
- Haiku poetry
- Sushi and Maki
- Kabuki theatre
- Karaoke
- Martial Arts

Topic _____

Topic sentence _____

Topic _____

Topic sentence _____

Topic _____

Topic sentence _____

TASK 5.5. *In this exercise you are given a topic sentence and a controlling idea. Develop the topic to a paragraph long writing with supporting sentences including example from your background knowledge.*

Images from anime and its related medium of manga (graphic novels) are omnipresent throughout Japan _____

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