



Adventures in japanese 2

アドベンチャー日本語

Hiromi Peterson & Naomi Hirano-Omizo

4TH EDITION



CHENG & TSUI

Boston

Copyright © 2016 by Hiromi Peterson

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, scanning, or any information storage or retrieval system, without written permission from the publisher.

21 20 19 18 17 3 4 5 6 7

Published by
Cheng & Tsui Company
25 West Street
Boston, MA 02111-1213 USA
Phone (617) 988-2400 / (800) 554-1963
Fax (617) 426-3669
www.cheng-tsui.com
“Bringing Asia to the World”™

Adventures in Japanese Vol. 2 Textbook, 4th Edition
ISBN: 978-1-62291-066-3

The *Adventures in Japanese* series includes textbooks, workbooks, teacher guides, audio downloads, and a companion website at **cheng-tsui.com/adventuresinjapanese**.

Visit **www.cheng-tsui.com** for more information about *Adventures in Japanese* and additional Japanese language resources.

Illustrations

Michael Muronaka, Asuka Hazuki (manga)

Photo Credits

front cover ©SeanPavonePhoto, Fotolia; Level 1 ©iStock.com/tuk69tuk; Radu Razvan/Photos.com; Level 3 ©ULTRA.F Getty Images; xiii ©iStockphoto/Pete Leong; 1, 13, 49, 85, 121, 130, 141, 151(b), 157, 191, 227, 263, 331, 363, 383, 399 ©Datacraft/Imagenavi.com; 24(t) ©Y-Tea Fotolia; 48, 120, 190, 262, 362, 432 ©iStockphoto/hichako; 61 ©iStock.com/gsermek; 69 ©Unlisted Images / Fotosearch.com; 78, 79(b), 156, 178, 374, 387 ©Michele Fujii; 84, 156, 226, 294, 330, 398 ©iStockphoto/-WaD-; 111 ©Unlisted Images / Fotosearch.com; 134(t) ©iStockphoto/suchoa lertadipat; 147 ©Jupiterimages/Getty Images; 167 ©amplion, Fotolia; 180 ©iStock.com/TAGSTOCK1; 241 ©Unlisted Images / Fotosearch.com; 244 ©iStockphoto/Catherine Yeulet; 247 ©WorkingPENS/Shutterstock.com; 247(l) ©2jenn/Shutterstock.com; 247(r) ©Takayuki/Shutterstock.com; 253 ©iStock.com/sunstock; 276 ©iStock.com/edge69; 291 ©iStock.com/visualgo; 381(t) ©iStock.com/Nikada; 388 ©iStockphoto/homydesign; 395 ©iStock.com/gangliu10; 413 ©iStock.com/AlbertSmirnov, ©iStock.com/ARSELA, ©iStock.com/pearleye, ©iStock.com/dendong; 422 ©iStock.com/AlexeyPushkin, ©iStock.com/Vicgmyr, ©iStock.com/WizData, ©iStock.com/DNY59, ©iStock.com/Creativestock, ©iStock.com/egal, ©iStock.com/AniaFotKam, ©iStock.com/Lesyy; 429 ©iStock.com/caracterdesign; 489 ©iStock.com/Bercutt

Printed in the United States of America

Contents

Foreword by Professor Seiichi Makino	viii
To the Student	ix
Meet Ken and Mari!	xii
To the Teacher	xiii
Acknowledgments	xvi

ふくしゅう
復習

Preliminary Lesson 1

復習1	Nice to meet you!	4
復習2	I want to make lots of friends	9

1課

じこしょうかい Self-Introduction 13

1課1	Where do you live?	19
1課2	The cat is under the desk	28
1課3	The baby is still one	34
1課4	I like to swim	41
Lesson 1 Review		46
Japanese Culture: Cities in Japan		48

2課

学校のきそく School Rules 49

2課1	Ken is wearing a white shirt	57
2課2	May we wear hats in the classroom?	64
2課3	I'll go borrow a book	70
2課4	Do you mind meeting at 1:30 instead?	75
Lesson 2 Review		82
Project Corner: Hanafuda Cards		84



3課

うんてん
運転

Driving

85

3課1	No need to be so formal	93
3課2	Don't worry	98
3課3	Please don't stop suddenly	105
3課4	What time do you leave home?	112
Lesson 3 Review		118
Japanese Culture: Driving and Transportation in Japan		120



4課

レストランで
At a Restaurant

121

4課1	I'll have sushi today	129
4課2	You don't have to eat with chopsticks	138
4課3	Let's try eating <i>oyakodonburi</i>	145
4課4	Welcome!	150
Lesson 4 Review		154
Project Corner: Cooking <i>Oyakodonburi</i>		156



5課

げんき
元気

Wellness

157

5課1	I can't go to school	164
5課2	Hello!	169
5課3	I don't plan to go to school tomorrow	175
5課4	I took medicine three times a day	181
Lesson 5 Review		188
Japanese Culture: Health Care in Japan		190



6課 ^{しょうがつ}お正月 New Year's 191

- 6課1 Have you ever sung a song in Japanese? 198
- 6課2 It will probably snow 205
- 6課3 I'll take a present to my grandmother 212
- 6課4 What kind of presents do you give your friends? 218
- Lesson 6 Review** 224
- Project Corner:** New Year's Card 226



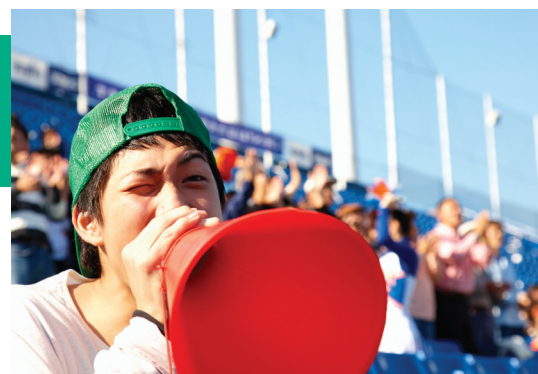
7課 アルバイト Part-time Job 227

- 7課1 Which design do you prefer? 235
- 7課2 I don't like the white one as much as the blue one 242
- 7課3 I like the mouse design best 248
- 7課4 May I pay with a credit card? 254
- Lesson 7 Review** 260
- Japanese Culture:** Shopping in Japan 262



8課 ^{しあい}スポーツの試合 Going to a Game 263

- 8課1 The game will start at 6:30 271
- 8課2 What time should I pick you up? 277
- 8課3 Can we win the game? 282
- 8課4 What was the score? 287
- Lesson 8 Review** 292
- Project Corner:** Radio Exercises 294

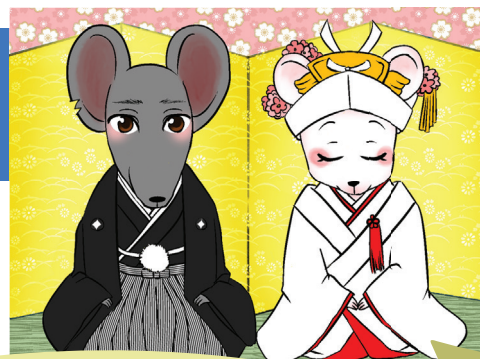


9課

むかし 日本昔話 Japanese Folktale

295

- 9課1 Would you rather be the Sun or the Cloud? 305
- 9課2 I finished all of my homework 310
- 9課3 Father Mouse said, “That won’t do!” 316
- 9課4 What did you think of the story? 321
- Lesson 9 Review 328
- Japanese Culture: Japanese Mythology 330



ねずみのよめいり Mouse Wedding

10課

みち 道 Giving Directions

331

- 10課1 Excuse me, I have a question . . . 338
- 10課2 Turn right at the next corner 342
- 10課3 Which is faster, to go by bus or to walk? 348
- 10課4 The streets are jammed 353
- Lesson 10 Review 360
- Project Corner: “Fortune-Telling” Toy 362



11課

りょうり 日本料理 Japanese Cooking

363

- 11課1 Do you know how to make sukiyaki? 371
- 11課2 Please heat the pot 377
- 11課3 It will be delicious 384
- 11課4 It’s too salty 391
- Lesson 11 Review 396
- Japanese Culture: Japanese Cuisine 398



12課 母の日
Mother's Day399

12課1	My mother's hobby is traveling	407
12課2	What does your mother do in her free time?	414
12課3	I want to become a doctor	419
12課4	My mother does various things for me	423
Lesson 12 Review		430
Project Corner: Mother's Day Card		432



Appendices

A	Counters	433
B	Verb Conjugation Chart	436
C	Abbreviations of Grammar Term References	437
D	Japanese-English Glossary	438
E	English-Japanese Glossary	474
F	Kanji	506
G	Map of Japan	511

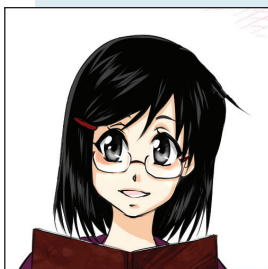
Foreword

As an author of an elementary Japanese textbook for college students, I am keenly aware of the difficulty of writing an elementary textbook. It is time-consuming, energy-consuming and creativity-consuming. Writing an elementary Japanese textbook for high school students must be much harder than writing the counterpart for college students, because it involves a host of age-adequate considerations peculiar to high school students.

Adventures in Japanese has been prepared by highly experienced and knowledgeable high school teachers of Japanese, Hiromi Peterson and Naomi Hirano-Omizo, who know exactly what is teachable/learnable and what is not teachable/learnable for high school students. They know how to sustain students' interest in the Japanese language and its culture by employing so many age-adequate, intriguing activities with a lot of fun illustrations. The grammar explanations and culture notes provide accurate and succinct pieces of information, and each communicative activity is well-designed to assist the students in acquiring actual skills to use grammar and vocabulary in context. In short, *Adventures in Japanese* is an up-to-date high school Japanese textbook conceived and designed in a proficiency-based approach. Among many others, it comes with a teacher's guide which is intended to help a novice high school teacher of Japanese teach Japanese in a pedagogically correct manner from day one.

I am pleased that at long last we have a high school textbook that is both learnable and teachable, and very importantly, enjoyable. I endorse *Adventures in Japanese* wholeheartedly.

Seiichi Makino
Professor Emeritus of Japanese and
Linguistics
Department of East Asian Studies
Princeton University

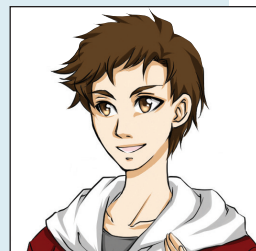


Welcome to the second volume of *Adventures in Japanese*! We hope you enjoyed your adventure in the first volume of the series. In Volume 1, you learned how to express your basic needs in Japanese through the adventures of Ken and Emi. In Volume 2, dialogues continue to center on Ken, but you will also be introduced to Mari, a student from Japan who shares many cultural insights. Ken and Mari's conversations provide many opportunities to compare Japanese and U.S. customs.

We hope your experience with Volume 2 will be as fulfilling and enjoyable as that with Volume 1. While your studies this year will take you further, our goals remain the same:

1. To create a strong foundation of the Japanese language through the development of the four language skills: speaking, listening, reading, and writing.
2. To strengthen, in particular, your conversational skills.
3. To deepen your understanding of the Japanese people and culture through the study of the language and the many aspects of Japanese culture.
4. To encourage a rediscovery of your own language and culture through the study of Japanese language and culture.
5. To encourage your growth as a culturally sensitive, aware, and responsible world citizen.

These general goals align with the Japanese language national standards and create a foundation upon which to build should you choose to sit for the AP® Japanese Language and Culture exam or other standardized tests. Activities throughout the book will encourage you to make comparisons between your own culture and Japan's, thus strengthening your understanding of both. We have also tried to connect the Japanese language to other disciplines, and you will learn to use Japanese to discuss the weather, geography, mathematics, technology, and more.



Topics

For Volume 2, topics were carefully selected so that you will be able to make maximum use of Japanese after completing the course. Many lessons take you out into the community with Ken and Mari to use Japanese in real-life situations, e.g., at a Japanese restaurant, speaking with Japanese tourists, giving directions, etc. There are also topics drawn from school life, such as sports, illness, and school rules. Many also compare Japanese and U.S. customs around driving, holidays, part-time work, and restaurants. We have also included a traditional Japanese folktale, *The Mouse Wedding*, which illustrates Japanese literary culture and traditional values.

Can-Do Statements

Each lesson starts with a set of Can-Do Statements that state the goals and expectations for the lesson. At the end of each lesson, you will also find a Now I Can... self-assessment checklist to help you determine if you have mastered all of the lesson's goals. Use these to check your own progress.

Review

A list of previously learned vocabulary and grammar will appear at the start of every lesson. These pages also include activities to help you remember and use what you have already learned. In order to be successful with the new lesson, it is important that you review all of these materials first.

Kanji

Volume 1 introduced 60 *kanji*, and Volume 2 introduces 102 additional *kanji*. There are also **Recognition Kanji** that you are only expected to read and know the meanings of, but will not yet need to write. Six characters per lesson are introduced in Lessons 2 and 3, increasing to 10 per lesson in Lesson 4. In addition, many of the other 410 *kanji* used on the AP® Test will appear throughout the lesson dialogues, vocabulary, grammar models, and activities. *Hiragana* readings appear over new *kanji* until the lesson in which they are taught as **Lesson Kanji**.

You will also learn several new readings for previously learned *kanji*, which will appear on the **Lesson Kanji** pages. While *kanji* may first appear complicated, you will soon begin to see patterns emerge in combinations, especially among *on* (Chinese-based) and *kun* (native Japanese-based) readings. On **Lesson Kanji** pages, the *on* readings will be written in *katakana* and the *kun* readings in *hiragana*. Through diligent practice, you will begin to appreciate *kanji* as much as the Japanese do.

Dialogues

A multi-page manga dialogue appears at the beginning of each lesson, modeling the lesson vocabulary and grammar in an authentic Japanese context. The dialogues in the textbook are in formal style, but informal versions are also provided on the companion website at **www.cheng-tsui.com/adventuresinjapanese**. This volume focuses on teaching the formal style of speech, but you may also wish to familiarize yourself with the more natural speaking style of the informal version which is introduced in Lesson 3 and appears in many of the later lessons. You will learn more about informal speech patterns in Volume 3.

Vocabulary and Language in Context

As in Volume 1, the vocabulary has been carefully selected based on frequent and practical use. In Volume 2, new vocabulary is limited to 30–40 words per lesson. Additional vocabulary is provided immediately following lesson vocabulary for those who want to learn even more Japanese.

The Language in Context section uses vocabulary in model sentences based on real-life situations. Use these models to expand and apply your knowledge of the vocabulary in different contexts.

Grammar

The grammatical structures in this volume build on those you learned in Volume 1. We have kept the explanations short so that they are easy for you to understand. You will learn several ways to conjugate verbs in Volume 2. They are organized so that you may smoothly progress from one form to the next. By the end of the volume, you should be able to:

1. Describe an ongoing state or action
2. Grant or ask for permission or prohibit actions
3. State your intentions and your obligations
4. Express your ability to do something and give conditions

5. Compare things and actions
6. Describe the act of giving and receiving favors and gifts

Grammar explanations are all accompanied by model sentences with audio available online to put the grammar in context and exercises to check your ability to use the grammar correctly.

Culture and Language Notes

Understanding culture is essential to learning a language. We have thus included many cultural explanations in the form of Culture Notes. Each of these Culture Notes also contains an activity to help deepen your understanding of Japanese culture through technology, compare it to your own culture, or connect it to another discipline. Lessons in culture can also be drawn from many of the illustrations and photos. In addition, Language Notes will help you understand unique elements of the Japanese language that may be very different from your own language, such as onomatopoeia.

Every other chapter also includes a Japanese Culture Corner which gives you a chance to further compare your culture with Japanese culture. You are encouraged to find answers through various resources, including the Internet, reading materials, or people from Japan!

Project Corners

Japanese culture includes many crafts and games. This text introduces origami, songs, Japanese recipes, games (*hanafuda*), and cultural practices like *rajo taiso*. More Project Corners are available on the companion website at cheng-tsui.com/adventuresinjapanese.

Review Questions and Text Chat

After every lesson, there is a list of common questions related to the topics covered. You will ask your partner these questions in Japanese and your partner will answer you without looking at the textbook. You and your partner will take turns asking and responding. You should pay attention to speed, intonation, and pronunciation as these factors matter in communicating successfully and will be assessed by your teacher. You may also practice or check how the questions should be asked using the audio. If you need to review, page numbers are provided to help you find the relevant material pertaining to the question.

There is also an AP®-style Text Chat review activity. You will respond to text messages from Japanese students based on prompts, modeling a real-life exchange about the lesson topics.

It is our hope that upon completing this volume, you will be able to communicate successfully at a basic level, orally and in written form. We also hope that you will learn more about culturally appropriate behavior.

One piece of advice from your teachers:

The key to success in the early years of foreign language study is frequent and regular exposure to the language. Take advantage of class time with your teacher, practice in and outside of class, and keep up with your work. Learn your material well, don't hesitate to try it out, and most of all, enjoy! And, as the Japanese say,

がんばって!

Meet Ken and Mari!

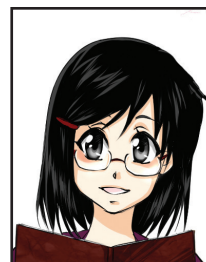
As their sophomore year progresses, Mari helps Ken practice his Japanese, Ken teaches Mari about the U.S., and the two become good friends. Through their conversations and adventures, they learn much about each other's cultures.



KEN Ken Smith is one of the main characters in the *Adventures in Japanese* series. In Volume 2, Ken is a sophomore studying Japanese in a U.S. high school.

Ken is an avid sports fan and athlete. He excels at several sports and also plays the guitar and the piano. Ken is laid-back, but his kind and caring nature is obvious from his interactions with friends and family.

MARI Mari Hayashi is the other main character of Volume 2. She is a 16-year old exchange student from Tokyo, Japan studying at Ken's school and staying with the Green family. She is also a sophomore.



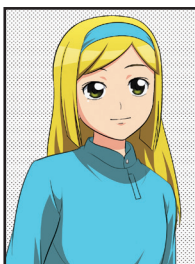
ぼくは ケンです。

はじめまして。まりです。



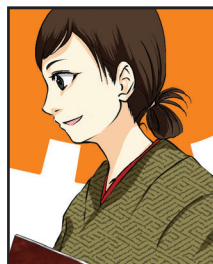
Meet the Rest of the Characters

Throughout Volume 2, Ken and Mari will meet several people who help Ken learn Japanese.



EMI

Ken's friend from freshmen year. She moved away, but she and Ken still keep in touch.



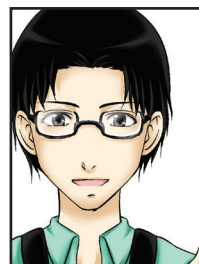
IZUMI-SAN

A waitress at a local Japanese restaurant in Ken's hometown.



OGAWA-SAN

A Japanese shopper who comes to the T-shirt store, where Ken works part-time, to buy souvenirs.



INOUE-SAN

A Japanese tourist who stops Ken to ask directions in San Francisco, where Ken is on vacation.



MRS. SMITH

Ken's mother, a 43-year old Japanese woman who has lived in the U.S. for 20 years. She works at the local bookstore.

In *Adventures in Japanese Volume 3*, Ken will experience Japanese culture firsthand as he travels to Tokyo as an exchange student. He hopes you will come along with him!

The following sections outline the ACTFL–World Readiness Standards for Learning Languages (reprinted with permission from *Standards for Foreign Language Learning in the 21st Century*, 2015, by the National Standards in Foreign Language Education Project), and how activities in *Adventures in Japanese Volume 2* align with them. While this is not an exhaustive discussion, it will inform you, the teacher, about how standards may be met in Volume 2. Complete correlations, a full **Scope and Sequence**, as well as supplemental materials including audio and other resources, are available on the companion website at cheng-tsui.com/adventuresinjapanese.



I. Communication

Communicate effectively in Japanese in order to function in a variety of situations and for multiple purposes

1.1 Interpersonal Communication. *Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.* Students practice speaking with one another and the teacher on various topics, often in realistic Communicative Activities which require the exchange of authentic information, such as school rules, restaurant orders, directions, and health. Students are tested using review questions which require proficiency in asking and answering questions on a variety of topics, and engage in simulated written communication through Text Chat activities. Authentic Readings ask students to answer questions that will help them navigate real life situations. Students ask for and give information, state preferences or opinions about food, prices, jobs, sports, family, etc.

1.2 Interpretive Communication. *Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.* At this level, students listen regularly to audio exercises. They listen to and respond to questions from their teacher and classmates on a daily basis. They also gain reading skills through reading authentic materials in each lesson, such as menus, social media posts, recipes, letters, GPS navigation routes, and New Year's wish tablets.

1.3 Presentational Communication. *Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.* Students may create posters and announcements or present short speeches as part of Culture Note and Authentic Reading activities. Japanese folktales may be presented as part of Lesson 9. Students will also engage in longer presentations using a variety of media in Extend Your Learning activities in Japanese Culture Corners.

II. Cultures

Interact with cultural competence and understanding of Japan

2.1 Relating Cultural Practices to Perspectives. *Learners use Japanese to investigate, explain, and reflect on the relationship between the practices and perspectives of Japanese culture.* Culture Notes cover a variety of topics that demonstrate Japanese patterns of behavior as well as how they are reflected in the language, such as giving gifts, naming conventions, shopping culture, and holiday customs. In

addition, students learn many expressions and gestures commonly used by the Japanese, and show how language and non-verbal actions communicate politeness. The Dialogues involve conversations between Japanese and U.S. high school students, explaining differences in their cultural practices.

2.2 Relating Cultural Products to Perspectives. *Learners use Japanese to investigate, explain, and reflect on the relationship between the products and perspectives of Japanese culture.* As students use this volume, they will learn to prepare a Japanese recipe, fold origami, create New Year's cards, read the folktale *Nezumi no Yomeiri*, and play *hanafuda*. Through these activities, students are expected to draw conclusions about the nature of these traditional arts and how they are representative of Japan. Activities in the Culture Notes also encourage a deeper understanding of Japanese cultural products such as food, traditional dress, songs, proverbs, holidays, folktales, and landmarks.

III. Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

3.1 Making Connections. *Learners build, reinforce, and expand their knowledge of other disciplines while using Japanese to develop critical thinking and to solve problems creatively.* Japanese Culture Corners at the end of every other lesson encourage students to research topics of Japanese Culture associated with a variety of fields including geography, sociology, and economics. Special “Connect” activities in each lesson also encourage students to use their knowledge of Japanese to answer questions involving other career-based disciplines. In addition, students learn about cooking, music, art (origami), and math (metric system).

3.2 Acquiring Information and Diverse Perspectives. *Learners access and evaluate information and diverse perspectives that are available through Japanese and its culture.* At this level, students will read a folktale in Japanese and several proverbs, gaining insight into how these works reflect aspects of Japanese culture. They are also introduced to honorific forms of speaking (*keigo*) between employees and customers. Authentic Readings in Japanese introduce students to content drawn from real-life. Students are also made aware of many cultural distinctions through the Extend Your Learning corner, for which they must acquire information about a number of diverse topics.

IV. Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence

4.1 Language Comparisons. *Learners use Japanese to investigate, explain, and reflect on the nature of language through comparison of the Japanese language and their own.* Language Notes teach students about differences between Japanese and their native language, including words that are difficult to translate such as “to wear,” “*yaku*,” and “*ao*.” Students are also introduced to informal and formal speech styles, as well as verbs of giving and receiving that are used differently with people of different status, illustrating cultural perspectives.

4.2 Cultural Comparisons. *Learners use Japanese to investigate, explain, and reflect on the concept of culture through comparisons of Japanese culture and their own.* Culture Notes and activities also provide information about elements of Japanese culture, such as driving practices, restaurant etiquette, and holidays while encouraging students to compare these with elements from their own culture. Culture Corners at the end of odd-numbered lessons also help students make comparisons.

V. Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

5.1 School and Global Communities. *Learners use Japanese both within and beyond the classroom to interact and collaborate in their community and the globalized world.* Students share their Japanese language skills by sending New Year's greetings to friends and relatives or by making Mother's Day cards in Japanese. They may also perform skits based on the folktale *Nezumi no Yomeiri*. They may share culinary skills and knowledge of Japanese through preparing an *oyakodonburi* recipe. Culture Corners also encourage students to interact with Japanese speakers in their community or online.

5.2 Lifelong Learning. *Learners set goals and reflect on their progress in using Japanese for enjoyment, enrichment, and advancement.* In Volume 2, students engage in many activities that may lead to lifelong enjoyment and enrichment. They include games and crafts such as origami, making Japanese food, and playing *hanafuda*. Lesson topics are drawn from real-life situations outside the classroom, and students learn how to order Japanese food, give directions, and go shopping. Authentic Readings teach students how to interact with Japanese texts they may encounter outside class. Can-Do Statements and self-assessments also encourage students to set goals and reflect on their progress throughout life.



Common Core State Standards

The Reading, Writing, Speaking and Listening, and Language skills acquired and practiced every day in the Japanese language classroom align with the Common Core Anchor Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Additional activities and questions with the Common Core icon encourage students to read texts closely; to write to explain, to persuade, and to convey experience; and to understand the purpose behind communication. Students will write narratives portraying the meaning of Japanese proverbs, draw comparisons about practices, products, and perspectives in U.S. and Japanese culture, and closely read for details and main ideas.



21st Century Skills

Adventures in Japanese encourages students to develop 21st Century Skills and achieve technology and media literacy through activities and research. These skills are emphasized in activities with the 21st Century Skills icon, and in Extend Your Learning at the end of each Japanese Culture Corner. Students will research Japanese culture online, prepare digital media presentations, and learn to critically view media.

We hope the preceding information has been helpful in providing you, the teacher, with ways in which *Adventures in Japanese Volume 2* meets national language standards. Correlations to each lesson are provided in the Lesson Organizers on the *Teacher's Guide to Go*. Complete Correlations are available online at cheng-tsui.com/adventuresinjapanese. The ultimate goal of this text, however, supersedes meeting standards. It is our wish to nurture students who grow to love the language and culture of Japan, integrate them into their lives, and contribute to a more seamless relationship between our nations. We hope that with their appreciation for and understanding of language and culture, they will be better prepared to lead us into a more peaceful and harmonious world.

Acknowledgments

Adventures in Japanese Volume 2 was developed thanks to the efforts and contributions of our friends as well as our colleagues and students at Punahou School and beyond. We express our appreciation to all who contributed in any way, even if we may have failed to mention them below.

First and foremost, we express our sincere thanks to our current and former students who have contributed to the development of the text. They have provided us with a purpose, motivated and taught us, given us ideas and suggestions, and encouraged us in many ways.

We acknowledge Professor Emeritus Seiichi Makino of Princeton University, who has written the foreword, conducted workshops for us, and offered us much support and encouragement throughout the years. We thank Professor Emeritus Masako Himeno of Tokyo University of Foreign Studies for sharing her incredible knowledge of Japanese linguistics and her wisdom, guidance, and support. We are also grateful to our illustrators, former Punahou student Michael Muronaka, and former colleague Emiko Kaylor.

We express our appreciation to Wendi Kamiya for her guidance, and to Kathy Boswell for naming our text. Our warm thanks go to our current and former colleagues at Punahou School, especially Junko Ady, Jan Asato, Hiroko Kazama, Naomi Okada, Alison Onishi, and Aki Teshigahara. We also thank Amanda Nakanishi for coloring our illustrations, and Kyle Sombrero for his technical expertise. We are also grateful to Masako Himeno, Chikako Ikeda, Chitose Nishiyama, Yasuko Suzuki, Miyoko Fujisaki, and Fusako Takishita for their contributions.

We thank Roko Takizawa of the Shobi College of Music for coordinating the audio, and teachers Aruno Tahara, Mahiro Inoue, and their students for their audio contributions. Thank you also to Harry Kubo for his English narration, Akemi Sakamoto, Nobuko Yamamoto, and the students at Yuhigaoka High School.

We are grateful to all those who have contributed to our photo collection, especially Gen and Mutsuko Tsujii. Our thanks also go out to Yoko Tamura, Makiko Hagimoto, Daisuke Ikemizu, Kazuko Muneyoshi, Machiko Ito, Akemi Doi, Mahoko Dai and Akemi Kato, Hisae Hiraki and Masumi Takabayashi, Hiroshima Jogakuin High School, Hiroka Kawasaki, the Okayama Tourism Convention Society, Shitennoji Habikigaoka High School, Yuji Watanabe, Keiko Kameoka, Kenshiro Mori, and Shinji and Kyoko Nakatani.

We express our gratitude to Jill Cheng of Cheng & Tsui Company for her support over many years, as well as her entire staff for their work on this volume. In particular, we recognize editor ShuWen Zhang for her careful and caring work on this volume.

Finally, we express our appreciation to Wes Peterson, whose wisdom, encouragement, and technological expertise will be remembered throughout our “Adventures” journey. We are eternally grateful to our families for their patience, sacrifice, and unwavering support throughout the development of *Adventures in Japanese*.

Hiromi Peterson and Naomi Hirano-Omizo

ふくしゅう
復習

Preliminary Lesson



Can Do!

In this lesson you will review how to:

- say that you want an object or want to do an activity
- combine two sentences into one
- make requests and ask for permission
- write a response to an e-mail or blog post

Online Resources

[cheng-tsui.com/
adventuresinjapanese](http://cheng-tsui.com/adventuresinjapanese)



- | | |
|-------------------------|------------------------------|
| • Audio | • Activity Worksheets |
| • Vocabulary Lists | • TE Form Review Chart |
| • Vocabulary Flashcards | • Additional Review Dialogue |
| • Kanji Flashcards | |

Kanji

used in this lesson

In this lesson, you will review some key *kanji* from Volume 1.

	Kanji	Meaning	Readings	Examples	
47.	学	study	ガク	だいがく 大 学	college
			カッ	しょう がっこう 小 学校	elementary school
48.	校	school	コウ	ちゅう がっこう 中 学校	middle school
41.			とし	ことし 今 年	this year
	年	year	ネン	らいねん 来 年	next year
37.			セン	せんせい 先 生	teacher
38.	生	be born, person	セイ	せいと 生徒	student
40.			マイ	まいにち 毎 日	every day
6.	日	sun, day	ニ	にほん 日 本	Japan
			ニチ	なんにち 何 日	What day of the month?
			ひ	ひ 日 づけ	date
			び	にちようび 日 曜日	Sunday
			*	ふつか 二 日	2 nd day of the month
				ほん 本	book
18.	本	origin, book	ホン	ほん 本	book
			ポン	にっぽん 日 本	Japan
			もと	やまもと 山 本	Yamamoto (surname)

	Kanji	Meaning	Readings	Examples	
60.	語	language	ゴ	にほんご 日本語	Japanese language
31.			ひと	ひと 人	person
			ニン	さんにん 三人	three people
			ジン	にほんじん 日本人	Japanese (person)
	人	person	*	ひとり 一人	one (person)
39.			いま	いまだ 今田さん	Mr./Mrs. Imada
			コン	こん 今しゅう	this week
			*	きょう 今日	today
43.	大	big	おお(きい)	おお　ひと 大きい人	a big person
			ダイ	だいす 大好き	like very much
34.	好	like	す(き)	す 好き	like
27.		come	き(ます)	き 来ます	come
26.		go	い(く)	い 行きます	go
46.		early (time)	はや(い)	はやかわ 早川さん	Mr./Mrs. Hayakawa
	来				
	行				
	早				

Recognition Kanji

こうこう 高校	せいと 生徒	じ 時	じょうず 上手	へた 下手
high school	student	o'clock	skillful	unskillful

For a full list of *kanji* from *Adventures in Japanese 1*, go to cheng-tsui.com/adventuresinjapanese

*Indicates an irregular reading

ふくしゅう

復習1

Nice to meet you!

Authentic Reading

A new student from Japan is coming to Ken's school. Ken is going to send her an e-mail introducing himself. On a separate sheet of paper, mark the statements below T or F based on his e-mail.

Send

To...

mari@yahoo.ne.jp

Cc...

Subject:

はじめまして

まりさん、

はじめまして。ぼくは ケン・スミスです。十五さいで、マッキンリー高校の一年生です。まりさんは 日本の どこから 来ましたか。きょ年、ともだちの エミさんと いっしょに 日本語を ベんきょうしました。今 エミさんは カナダに います。ぼくは 日本語が 大好きですが、とても むずかしいです。でも、ぼくの 先生は とても いいですよ。今年、もっと かんじを ならいたいです。そして、日本語の じゅぎょうを たのしみに して います。

ケン・スミス

- | | | |
|---|---|--|
| T | F | 1. Ken is a high school freshman. |
| T | F | 2. Ken and Emi both studied Japanese last year. |
| T | F | 3. Ken and Emi will be in the same Japanese class this year. |
| T | F | 4. Ken thinks Japanese is difficult so he doesn't like it. |
| T | F | 5. Ken is looking forward to meeting the new student from Japan. |



Write your own e-mail to a new Japanese friend introducing yourself and telling him/her about your Japanese class.

たんご
単語

Vocabulary

めいし Nouns

1. 高校一年生〔こうこう いちねんせい〕	first year high school student	6. カナダ	Canada
2. 日本〔にほん〕	Japan	7. 先生〔せんせい〕	teacher
3. きょ年〔きょねん〕	last year	8. 今年〔ことし〕	this year
4. ともだち	friend	9. じゅぎょう	class, instruction
5. 日本語〔にほんご〕	Japanese language	10. はじめて	for the first time

どうし Verbs

11. 来ました [IR くる/きて]	came	13. います [G2 いる/いて]	to exist, to have (animate objects)
12. べんきょうしました [IR べんきょう(を)する]	studied	14. ならいたい [G1 ならう/ならって]	want to learn

ふくし Adverbs

15. とても	very	16. もっと	more
---------	------	---------	------

ぶんぽう
文法

Grammar

A

Adjective Conjugation Review

From Volume 1, Lesson 6-5

	い adjectives				な adjectives	
affirmative	大きいです is big				しずかです is quiet	
negative (is not...)	大きく ないです 大きく ありません				しずかでは ありません しずかじゃ ありません	
additional adjectives	いい	たかい	わかい		好き	きらい*
	小さい	ひくい	きびしい		上手	とくい*
	かわいい	わるい	やさしい		にが手	きれい*
	きたない	ながい	うるさい		下手	じゃま

*Exceptions

B Contrasting Conjunction が

From Volume 1, Lesson 5-3

Sentence 1 + が、Sentence 2。

Sentence 1, but Sentence 2.

= Sentence 1。でも、Sentence 2。

Sentence 1. But/However, Sentence 2.

MODELS

1. ぼくは 日本語が 大好きですが、とても むずかしいです。

I love Japanese, but it is very difficult.

2. 私は サッカー が 好きですが、上手では ありません。

I like soccer, but I am not skillful.

READ/WRITE Combine the sentences below using が instead of でも.

1. 先生は きびしいです。でも、やさしいです。

2. おちやが 好きです。でも、ミルクが きらいです。

3. あねは せがたかいです。でも、あには せが ひくいです。

C Verb たい Form

From Volume 1, Lesson 10-2

Verb (Stem form) + たい(ん)です。

want to do ~.

たくない(ん)です。

do not want to do ~.

This construction is used most commonly when the subject is first person. It is also used to ask another person of equal or lower status if he/she would like to do something. It is not polite to use this to address people of higher status, especially if you do not know the person well. The particles を or が may follow what is considered the direct object of the sentence. は may also be used if the sentence has a negative ending.

MODELS

1. 日本へ 行きたいんです。

I want to go to Japan.

2. コーヒーは のみたく ないです。

I do not want to drink coffee.

READ/SPEAK Choose the correct form of the verb in the () and the most appropriate particle from the options in the [] to best match the information given in English below.

I want to go home early, and I want to see a movie. I don't want to do my homework though.

1. 早く うち [を に は] (かえります)。

2. えいが [を へ は] (見ます)。

3. でも、しゅくだい [が へ は] (します)。

D Conjoining Sentences with the Verb TE Form

From Vol. 1, Lessons 12-2, 12-4, 12-5

Sentence 1 [Verb (TE form)], Sentence 2。

Sentence 1 and Sentence 2.

Sentence 1 [I Adjective (-くて)], Sentence 2。

Sentence 1 and Sentence 2.

Sentence 1 [Noun / NA Adjective] +で, Sentence 2。

Sentence 1 and Sentence 2.

This construction is used to conjoin two or more sentences into one. The tense of the entire sentence is determined by the tense of the final sentence. と is not used to conjoin sentences.

MODELS

1. 六時に おきて、学校へ 行きます。
I get up at six o'clock and go to school.
2. 日本の じゅぎょうは おもしろくて、^{たの}楽しいです。
Japanese class is interesting and fun.
3. あには 大学生で、今 アメリカに います。
My older brother is a college student and is in America now.
4. 母は テニスが 好きで、父は ゴルフが 好きです。
My mother likes tennis and my father likes golf.

READ/SPEAK Change the words in the () to their correct TE forms and connect the two sentences.

1. 学校に (来ます)。としょかんに 行きました。
2. 私は 高校 (1年生です)。十五さいです。
3. ともだちは あたまが (いいです)。スポーツも 上手です。

アクティビティー Communicative Activities

ペアワーク

A. SPEAK/LISTEN Conjugate the verbs in () and ask a partner if he/she wants to do the following.

Ex. Question: 「今年 バasketが したいですか。」

Answer: 「はい、したいです。」 or 「いいえ、したくないです。」

しつもん	はい	いいえ
1. 今年 日本へ (行きます)。		
2. 今年 よく (べんきょうします)。		
3. 今年 日本語を よく (はなします)。		

B. SPEAK/LISTEN/WRITE Ask your partner about what he/she has done today. Ask at least six questions. Write his/her answers in order on a separate sheet of paper.

Ex. Person A: けさ 何時に おきましたか。

Person B: ~時に おきました。

Person A: おきて、(それから) 何を しましたか。

Person B: おきて、あさごはんを 食べました。

Person A: あさごはんを 食べて、(それから) 何を しましたか。etc.

C. SPEAK/LISTEN/WRITE Ask your partner the following questions. Your partner should answer in one sentence using the two prompts in the ().

しもん	こたえ
1. うちで 何を しますか。	(do homework, watch TV)
2. 学校は どうですか。	(enjoyable, like)
3. ともだちは どんな 人ですか。	(pretty, smart)

D. SPEAK/LISTEN/WRITE Ask your partner for his/her opinions about the things listed below. Your partner should answer using two descriptive words in one sentence.

Ex. 日本の 車 Question: 日本の 車は どうですか。

Answer: 小さくて、ちょっと たかいです。

1. 日本語の じゅぎょう

3. カフェテリアの 食べもの

2. あなたの へや

4. ブログ

E. SPEAK/LISTEN/WRITE Ask your partner the following questions. Your partner should answer each question in one sentence.



何さいですか。何年生ですか。

私は ~さいで、~年生です。



1. 何さいですか。何年生ですか。

2. どんな ことが とくいですか。どんな ことが にが手ですか。

3. どんな 食べものが 好きですか。どんな 食べものが きらいですか。

Authentic Reading

Mari wrote the following blog. Answer the questions below based on her entry.

ブログトップ

記事一覧

画像一覧

[次ページ>>](#)

アメリカに留学しています！

September 4 **NEW!**

今日、はじめて アメリカの 学校に行きました。学校は ひろくて、きれいです。じゅぎょうは ぜんぶ えい語ですから、とてもむずかしいです。でも、ホームルームの先生は 日本人で、とても やさしいです。今日、サッカーを して、六時ごろに うちにかえりました。ともだちが たくさんほしいです。今日は つかれて いますから、早く ねたいです。毎日 ブログを ^か書きますから、よんで ^{くだ}下さいね。

プロフィール

Ameba オフィシャルブロガー

林まり
プロフィール

性別：女性
誕生日：5月3日
自己紹介：林まり(16)日本

読者になる

アメンバーになる

メッセージを送る

ビグでギフトを贈る

- What is Mari's impression of her school?
- Why does Mari think her classes are difficult?
- What after-school activity does Mari do?
- What is Mari's wish now?
- What does Mari ask readers to do for her?



Write a response to Mari's blog asking her questions about her family or hobbies and telling her about your own wish. Include the following grammar patterns in your response.

～たい	～て ください	～から	でも
-----	---------	-----	----

たんご
単語

Vocabulary

めいし Nouns

1. 今日〔きょう〕	today	7. ホームルーム	homeroom
2. はじめて	for the first time	8. 日本人〔にほんじん〕	Japanese person
3. アメリカ	America	9. サッカー	soccer
4. 学校〔がっこう〕	school	10. うち	(my) house
5. ぜんぶ	everything	11. 毎日〔まいにち〕	everyday
6. えい語〔えいご〕	English	12. ブログ	blog

どうし Verbs

13. 行きました [G1 いく/いきます]	went	17. つかれています [G2 つかれる/つかれます]	is tired
14. 作りたいです [G2 つくります/つくって]	want to make	18. ねたい [G2 ねる/ねます]	want to sleep
15. して [IR する/します]	do	19. かきます [G1 かく/かきます]	write
16. かえりました [G1 かえる/かえって]	returned (to a place)	20. よんで ください [G1 よむ/よみます]	Please read.

ぶんぽう
文法

Grammar

From Volume 1, Lesson 9-4

A Verb ほしい “To Want” Something

Something + が + ほしいです。

want (something)

Something + は + ほしくありません。

do not want (something)

The particle が follows the noun one wants. は may be used in negative sentences. It is impolite to use this construction in a question when addressing people of higher status.

MODELS

ともだち
1. 友達が たくさん ほしいです。 I want a lot of friends.

2. あかい ぼうしは ほしくありません。 I do not want a red hat.

READ/WRITE Choose the correct particle from the options in the (). Then, write the correct form of ほしいです in the [] based on the information given in English sentences below.

I don't want food now. I want water. And later I want soup.

今、食べもの(は が) []. お水(を が) []. そして、あとで
スープ(を が) [].

B Causation Sentence Connector から

From Volume 1, Lesson 9-3

Sentence 1 (Reason) + から、 Sentence 2 (Result) 。

= Sentence 1 (Reason), so Sentence 2 (Result).

The conjunction から follows a reason or cause. The reason must appear first in this sentence structure, but the second sentence may be omitted if it is understood. When the first portion (reason) of the sentence ends with an い Adjective, the です before から is often omitted. If a noun or な Adjective precedes です in the first portion, です must not be dropped.

MODELS

- 今日は つかれて いますから、早く ねたいです。
I am tired today, so I want to go to bed early.
- 日本語は おもしろいから、好きです。
Japanese is interesting, so I like it.
- しけんは 明日ですから、今ばん べんきょうします。
I have an exam tomorrow, so I'll study tonight.

READ/WRITE Rewrite the sentences below on a separate sheet of paper. Drop です when necessary.

- ともだちは 日本人(です)から、日本語を 話します。
- テストが むずかしかった(です)から、かなしいです。
- 日本の 食べものが 好き(です)から、日本に 行きたいです。

C Making Requests with the Verb TE Form

From Volume 1, Lesson 11-2

Verb (TE form) + ください。

Please do 。

This construction is used to politely request a favor.

MODELS

- ちょっと まって ください。 Please wait a minute.
- ここに 来て ください。 Please come here.

C TE Form Verbs in Permission Questions and Responses

From Volume 1, Lesson 11-3

Verb (TE form) + も いいですか。

You may; May I ~?

This construction is used to ask for or grant permission. This construction, when used in a statement form, is not generally used directly to give permission to people of higher status.

MODELS

1. トイレに 行っても いいですか。 May I go to the bathroom?
2. お水を のんでも いいですよ。 You may drink water.

READ/SPEAK Change the verbs in the () to the correct form and choose the correct ending in the [] based on context to complete the dialogues below.

1. 「この ドアを (あけます) [も いいですか / ください]。」
「はい、(はいります) [も いいですか / ください]。」
2. 「おんがくを (ききます) [も いいですか / ください]。」
「すみません、もう ーど (言います) [も いいですか / ください]。」

アフティビティー Communicative Activities

ペアワーク

A. SPEAK/LISTEN/WRITE You and your partner are going shopping. Ask him/her what items he/she wants or doesn't want at the stores you are visiting and why. He/she should respond with at least two reasons. Write down his/her responses on a separate sheet of paper.

Ex. Question: 日本語の 本が ほしいですか。

Answer: はい。かんじが よく 分からなくて、もっと べんきょう
したいですから。

1. シャツ
2. スマートフォン
3. テレビゲーム
4. ざっし

クラスワーク

B. READ/SPEAK/LISTEN Play Simon Says with your class. You may use these example commands.

- | | |
|--------------|--------------|
| たって ください。 | ～を かして ください。 |
| すわって ください。 | ～へ 行って ください。 |
| ～を あけて ください。 | ～を 見せて ください。 |
| ～を しめて ください。 | ～を 見て ください。 |

じこしょうかい Self-Introduction



Can Do!

In this lesson you will learn to

- identify the main islands and cities of Japan
- say where you live, where you were born, and where your family members are employed
- describe the locations of people and objects
- share your own hobbies, likes, dislikes, strengths, and weaknesses and those of others using action verbs

Online Resources



[cheng-tsui.com/
adventuresinjapanese](http://cheng-tsui.com/adventuresinjapanese)

- Audio
- Vocabulary Lists
- Vocabulary and *Kanji* Flashcards
- Study Guides
- Activity Worksheets



Let's Review

In this lesson you will learn how to introduce yourself in Japanese. Review these words, phrases, and grammatical structures you already learned to help you talk about yourself.

めいし Nouns			
1. 十六さい	16 years old	11. 今	now
2. 高校一年生	high school sophomore	12. 大学四年生	college senior
3. スポーツ	sports	13. 毎日	every day
4. やきゅう	baseball	14. 本や	bookstore
5. どうきょう	Tokyo	15. うち	home
6. かぞく	family	16. 車	car
7. 父	(own) father	17. へや	room
8. 母	(own) mother	18. ベッド	bed
9. デパート	department store	19. つくえ	desk
10. あね	(own) older sister	20. ねこ	cat

どうし Verbs	
21. はなして [G1 はなします]	to talk; to speak
22. あって [G1 あります]	to exist, to have (for inanimate objects)
23. いて [G2 います]	to exist, to have (for animate objects)
24. ねて [G2 ねます]	to sleep

-い けいようし -I Adjectives			
25. ひろい	spacious	26. きたない	dirty, messy

-な けいようし -NA Adjectives			
27. 好き	like	29. きれい	pretty, clean
28. 大好き	like very much, love	30. きらい	dislike

ふくし -Adverbs

31. もう + Aff.	already	33. いつも	always
32. まだ + Neg.	not yet	34. すこし	a little

Expressions

35. どうぞ よろしく おねがいします。	Glad to meet you. [lit., Please take good care of me.]
-----------------------	--

ぶんぽう Grammar

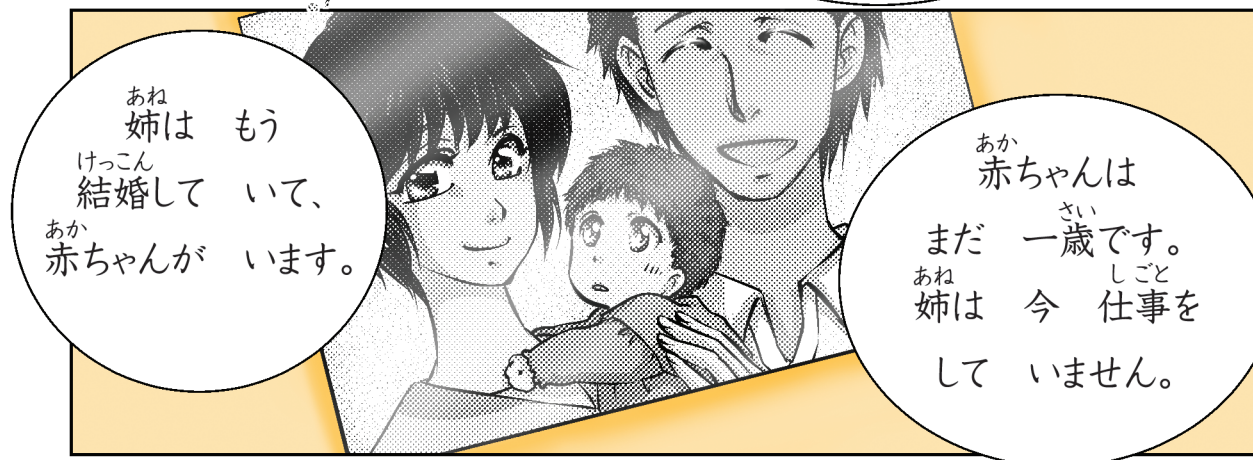
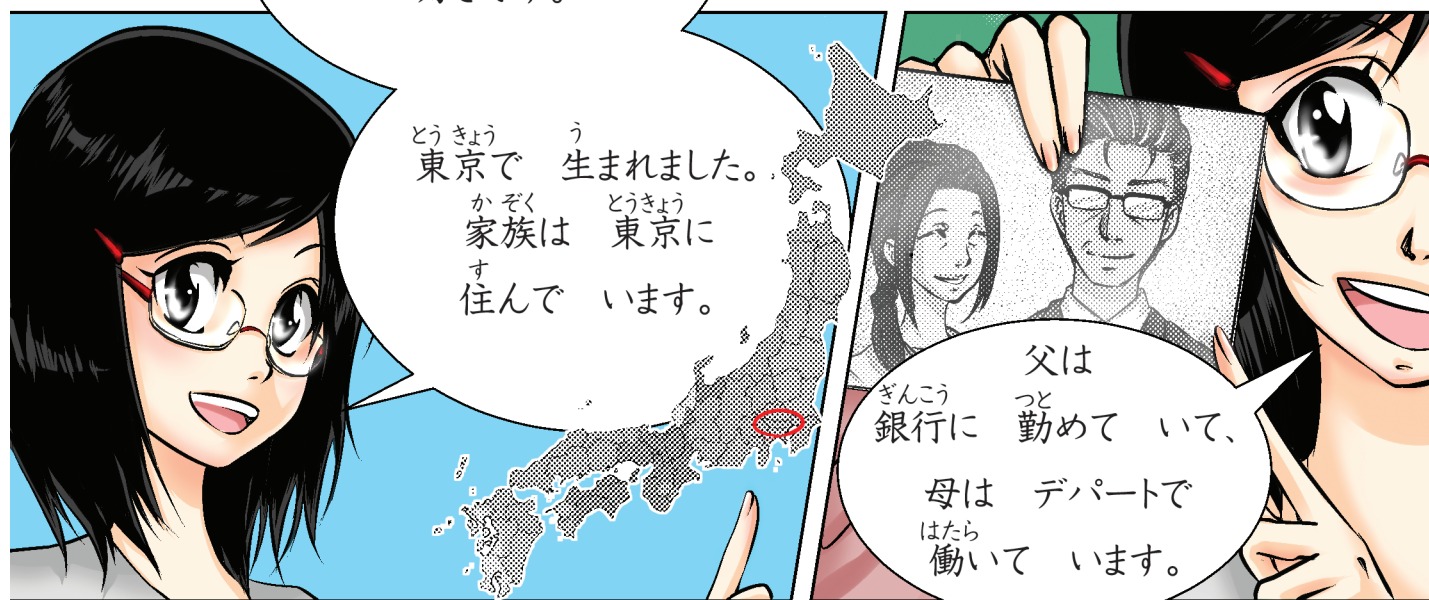
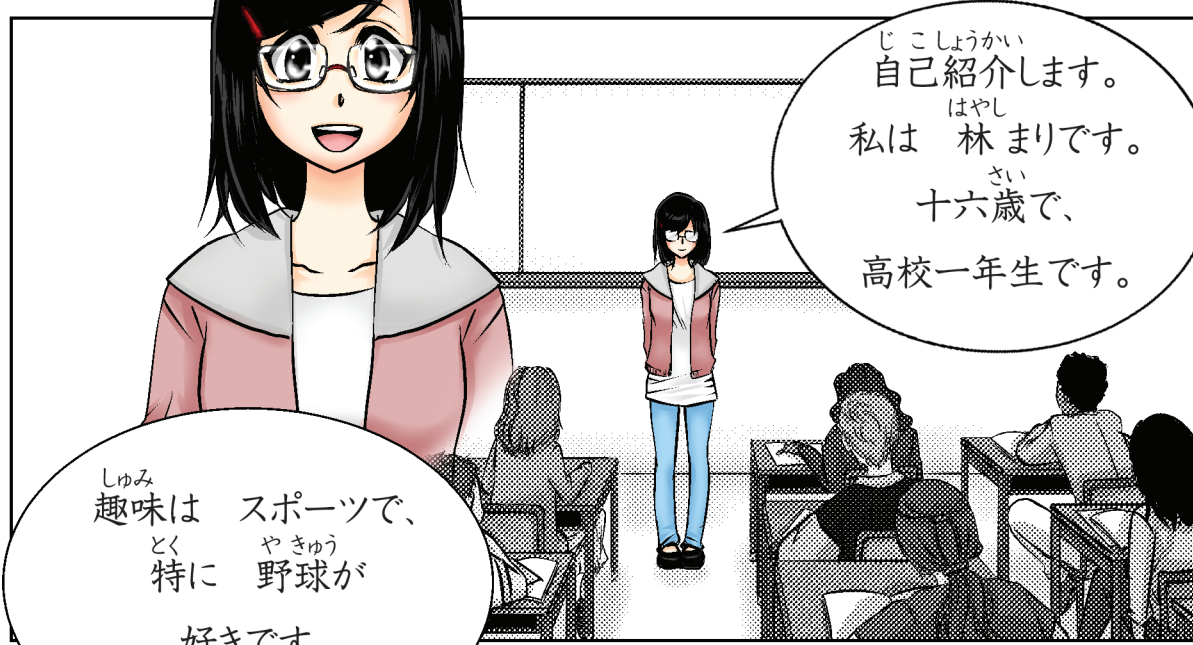
36. Noun / NA-Adjective で、～。 しゅみは スポーツで、やきゅうが 好きです。 My hobby is sports and I like baseball.	～ and ～.
37. Verb (TE form)、～。 こうえんに プールが あって、毎日 およいで います。 There is a pool at the park and I swim (there) every day.	～ and ～.
38. I-Adjective (TE form -くて)、～。 うちは ひろくて、きれいです。 The house is spacious and pretty.	～ and ～.

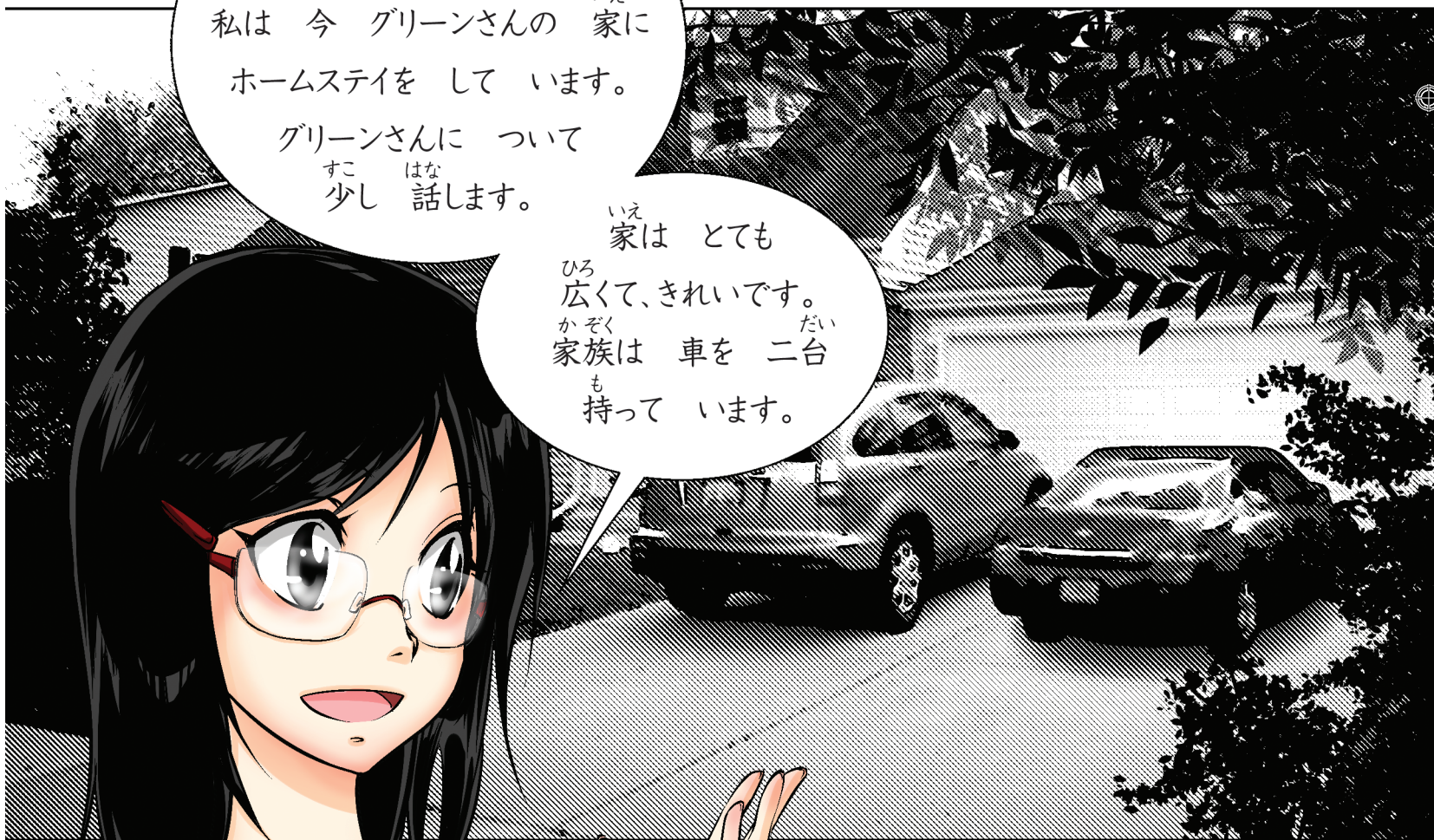
WRITE/SPEAK/LISTEN Practice introducing yourself in Japanese! Write about yourself using the prompts below and give your self-introduction speech to your class.

1. Introduce yourself with your name, age, and grade in one sentence. Use the correct expressions.
2. Say where (city) your home is and where your school is.
3. Describe your room, mentioning its size (large, small, spacious, etc.) and whether you like it or not.
4. Tell what your hobby is and what you like to do.
5. End your speech with the appropriate Japanese expression.

まりさん、マッキンリー高校へ ようこそ。

Welcome to McKinley High, Mari!

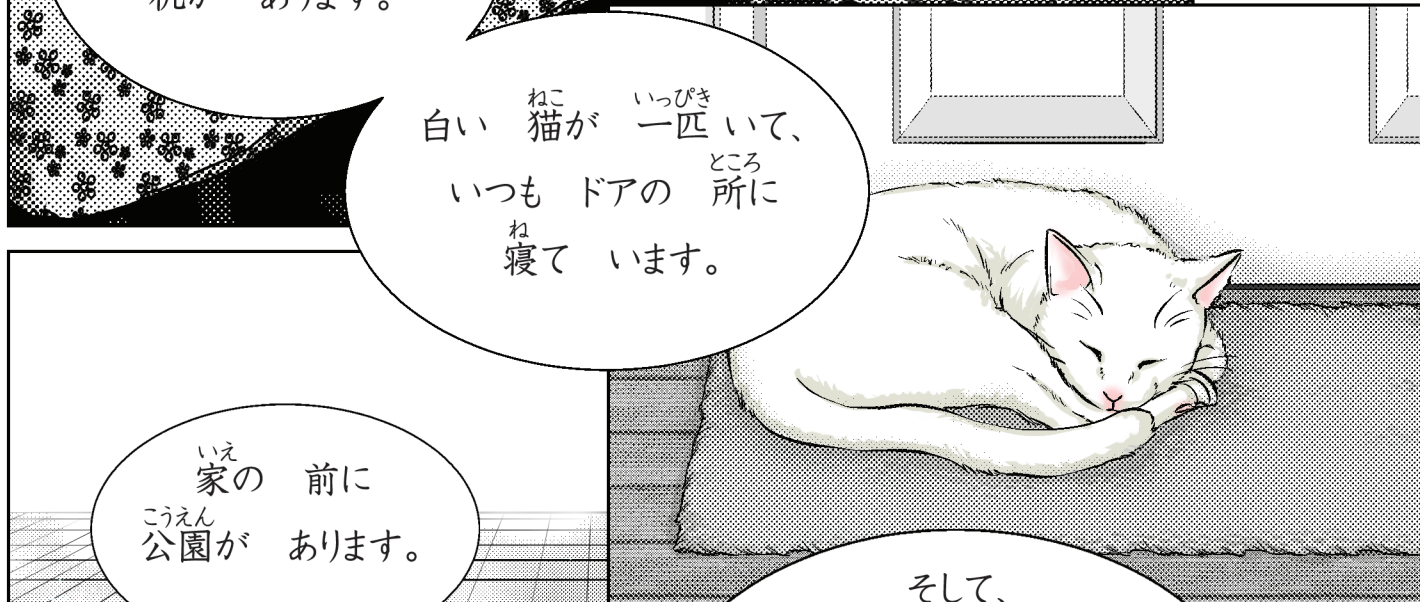






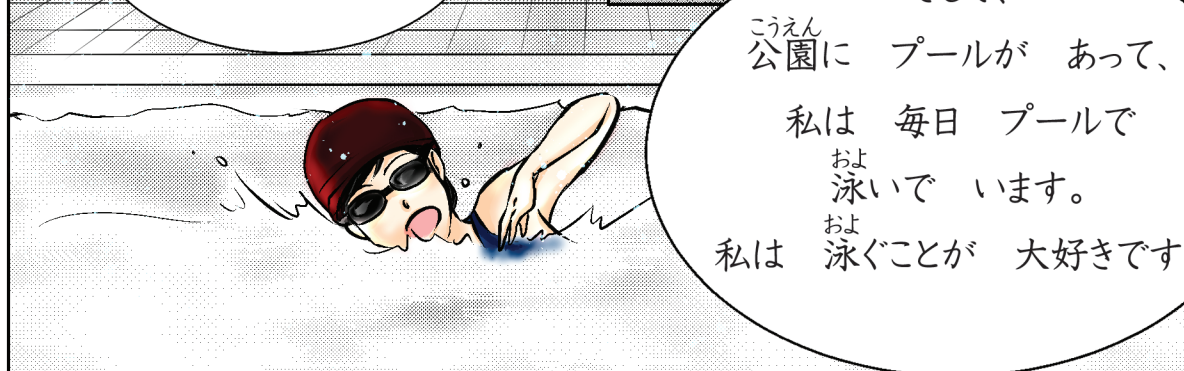
へや なか
部屋の中に
きれいな ベッドや
つくえ
机が あります。

白い ^{ねこ}猫が ^{いっぴき}一匹いて、
いつも ドアの ^{ところ}所に
^ね寝て います。



いえ
家の 前に
^{こうえん}公園が あります。

そして、
^{こうえん}公園に プールが あって、
私は 毎日 プールで
^{およ}泳いで います。
私は ^{およ}泳ぐことが 大好きです。



どうぞ よろしく
^{ねが}お願いします。

1課1

Where do you live?

Dialogue

READ/LISTEN Where does Mari live now?



Sentence Patterns

READ Find one of these sentence patterns in the dialogue.

1. Action Verb (TE Form) + います
2. Stative Verb (TE Form) + います

is doing ~ [continuation of an action]
[state]

Vocabulary



- でんわばんごう
1. 電話番号

telephone number



- じゅうしょ
2. 住所

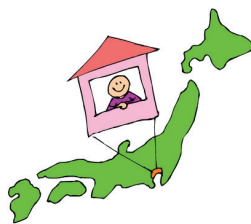
address

アドレス refers to e-mail addresses.



- う
3. (Place で) 生まれました
[G2 うまれる／うまれて]

was born (in ~)



4. (Place ^すに) **住んで**
います
[G1 すむ/
すみます]

live (in), reside (in)

すみます means “will live,”
“will reside” (future only).



5. (Place ^{つと}に) **勤めて**
います
[G2 つとめる/
つとめます]

is employed (at ~)



6. (Place ^{はたら}で) **働いて**
います
[G1 はたらく/
はたらきます]

is working (at ~)



7. (Place ^で) (アル) **バイト(を)**
して います
[IR (アル)バイト(を)する/します]
is working part-time [for students]

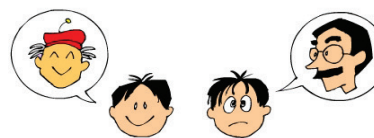


8. (Person ^{けっこん}と) **結婚(を)**
して います
[IR けっこん(を)する/します]
is married (to ~)



9. ^も**持って います**
[G1 もつ/もちます]
have, possess, hold, carry

When a possessor is animate and the possessed is inanimate, もっています is may be used instead of あります.



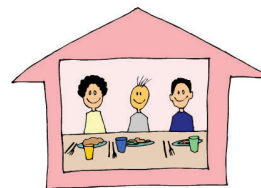
10. ^し**知って います** / ^し**知りません**
[G1 しる/しりません]

know do not know

しります means “to get to know” and しています “know.”
“Do not know” is しりません. していません is never used.



11. ^{なら}習って います
[G1 ならう／ならいます]
is learning



12. ホームステイを します
[G1 する／して]
will do a homestay

つかたんど
追加単語 Additional Vocabulary

- | | |
|---------------|--------------|
| 1. べっきょして います | is separated |
| 2. りこんして います | is divorced |
| 3. どくしんです | is single |

よ
読みましょう Language in Context

READ/LISTEN/SPEAK Read these sentences in Japanese. Tell a classmate whether you work part-time and who in your family has a smartphone.



よしくんは ファストフードで
アルバイトを して います。



川本先生は スマートフォンを
も 持って います。

A Expressing Occurring and Continuing Actions or States with TE Form

Verb TE form +います。

The Verb -て います form combines the TE form of verbs and います, which may conjugate in any way. TE forms of あります and います are not used as -て forms. The interpretation of this construction varies depending on the verb that appears in the TE form.

The verbs appearing in this pattern may mean:

1. An action is / is not / was / was not occurring, or continuing.

のんで います	is drinking
のんで いません	is not drinking
のんで いました	was drinking
のんで いませんでした	was not drinking

2. As a result of an action, a state exists. Often verbs that do not express continuity cannot take on this meaning.

すみます	will live	すんで います	live/reside, is living/residing
けっこんします	will marry	けっこんして います	is married
もちます	will carry	もって います	have, possess, is carrying
つとめます	will be employed	つとめて います	is employed
しにます	will die	しんで います	is dead
しります	will get to know	しって います*	know*

*The negative of しって います is not しって いません, but しりません.

MODELS

- | | |
|-------------------------------------|------------------------------|
| 1. 「今 何を して いますか。 」
ひる はん | “What are you doing now?” |
| 「お昼ご飯を 食べて います。 」
あね けっこん | “I am eating lunch.” |
| 2. 姉は 結婚 して います。 | My older sister is married. |
| 3. 今 お金を も 持って いません。 | I do not have any money now. |
| 4. 「この 人を し 知って いますか。 」
し | “Do you know this person?” |
| 「いいえ、 し 知りません。 」 | “No, I do not know him/her.” |

READ/SPEAK Choose the correct word in the () based on the information given in English:
My older sister is working at a coffee shop now. She lives in our house with us now. She is not married. She does not know my friend.

1. あねは 今 きっさてんで (はたらきます / はたらいて います)。
2. あねは 今 私たちと うちに (すみます / すんで います)。
3. あねは 今 (けっこんしません / けっこんして いません)。
4. あねは 私の ともだちを (しりません / して いません)。

B

“Already” Adverb もう & “Not Yet” Adverb まだ

MODELS

1. 「**もう** お昼ごはんを 食べましたか。」 “Have you already eaten lunch?”

「いいえ、**まだ**です。」 “No, not yet.” **or**

「いいえ、**まだ** 食べて いません。」 “No, I have not eaten yet.”

2. 「この 漢字を **もう** 習いましたか。」 “Have you already learned this *kanji*?”

「いいえ、**まだ** 習って いません。」 “No, I have not learned it yet.”

READ/SPEAK Choose the correct word in the () to complete the dialogue.

先生：おひるごはんを (もう / まだ) 食べましたか。

まり：はい、(もう / まだ) 食べました。

ケン：いいえ、(もう / まだ) (食べません / 食べて いません /
食べませんでした)。

ぶんか
文化ノート Culture Notes

田中速雄

A. Japanese Names

In Japan, first names are chosen based on auspicious meanings or positive associations. Traditionally, birth order, connection to meaning of the family name, number of strokes in the *kanji* characters, or the season of birth is considered. Middle names are not given. Currently, some common Japanese first names for boys are Hiroto, Ren, and Takuya. Common girl’s names are Hina, Momoko, and Yuka. Recently, names that resemble Western names in sound and appearance have also become popular and are generally written in katakana.

Last names are used far more frequently than first names in Japan, which are generally only used between close friends or with younger family members. Some common Japanese surnames are Tanaka, Nakamura, and Yamada.

B. Regions of Japan

Japan is a volcanic archipelago formed by four main islands and hundreds of smaller ones. Its latitude spans the distance from Maine to Florida.

ほっかいどう 北海道

Enjoy a variety of seasonal outdoor sports and learn more about the history of Japan's first inhabitants in Hokkaido. This northernmost island is home to volcanoes, hot springs, and flat open spaces rarely seen in other parts of Japan. Many descendants of the original inhabitants of Japan, the Ainu, call this island their home. The winters are cold with lots of snow, and summers often cool and dry, relatively unaffected by つゆ, the rainy season. Sapporo is the island's largest city.



Lavender Farm, Furano, Hokkaido

ほんしゅう 本州

Explore the center of modern Japanese culture in Honshu. Shop, eat, and experience the variety of Japan's largest island. Honshu is home to the major urban centers of Tokyo, Yokohama, Osaka, and Nagoya and historic cities such as Kyoto, Nara, and Hiroshima. It is the seventh-largest and second most-densely populated island in the world, with a climate that is mostly temperate, though it varies greatly across the island. Due to the island's large size and population, it is further divided into five regions (from Northeast to Southwest): Tohoku, Kanto, Chubu, Kansai (sometimes called Kinki), and Chugoku.



Imperial Palace area, Chiyoda, Tokyo

しこく 四国

Experience the beauty of nature on a walking tour of Japan's sacred temples and shrines in Shikoku. Shikoku takes its name from its four prefectures (*shi* [four], *oku* [countries]), and is the smallest and least populated of Japan's main islands. It is less urban than the rest of Japan, and is popular for its untouched natural beauty. The climate is subtropical, but mountains divide the island into north and south, with the sparsely populated south receiving significantly more rainfall during つゆ. Its largest city is Matsuyama.



Motoyama, Reihoku, Kochi

きゅうしゅう
九州

If you're interested in visiting a traditional Japanese inn or taking a dip in a natural hot spring, consider visiting Kyushu. The southernmost of the four main islands, Kyushu, is the home of many volcanoes and famous hot springs. According to Japanese mythology, it is the origin of Japan's Imperial Family. Like Shikoku, its climate is largely subtropical, but the rainy season affects the whole island.



Volcano, Sakurajima, Kagoshima



Chatan Sunset Beach, Mihama, Okinawa

おきなわ
沖縄

Check out Okinawa if you like the beach and want to experience a culture distinct from the rest of Japan. South of the four main islands lie the Ryukyu Islands, including Okinawa, the largest of these islands. Okinawa has warm winters and hot, humid summers. Its culture has elements distinct from the rest of Japan, and after WWII it was occupied by the U.S. until being returned to Japan in 1972. Okinawa's capital is Naha.



Be a travel agent! Research a city in Japan and create a travel brochure to attract tourism. Be sure to include information such as geographical features, climate, activities, and landmarks.

アクティビティー Communicative Activities

ペアワーク

A. SPEAK/LISTEN/WRITE Interview your partner and take notes on a separate sheet of paper.

しつもん	こたえ
1. どこで うまれましたか。	
2. 今 どこに すんで いますか。	
3. お父さんは どこに つとめて いますか。	
4. 今 アルバイトを して いますか。	
5. どこで はたらいて いますか。	
6. 今 百ドルを もって いますか。	
7. かんじを ならって いますか。	
8. かんじを 百 して いますか。	
9. おねえさんは けっこんして いますか。	
10. ~さんを して いますか。	

ペアゲーム

B. SPEAK/LISTEN/WRITE On this and the next page, there are two identical pictures with names missing on each. Look at one picture as your partner looks at the other and ask each other what each person whose name appears in your picture is doing. Record your answers on a separate sheet of paper.

Ex. Person A: ～さんは 今 何を して いますか。

Person B: ～さんは Verb-て います。

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. ゆきお | 3. 一ろう | 5. 大すけ | 7. けんじ | 9. としかず |
| 2. しん一 | 4. あきら | 6. まこと | 8. けんた | |

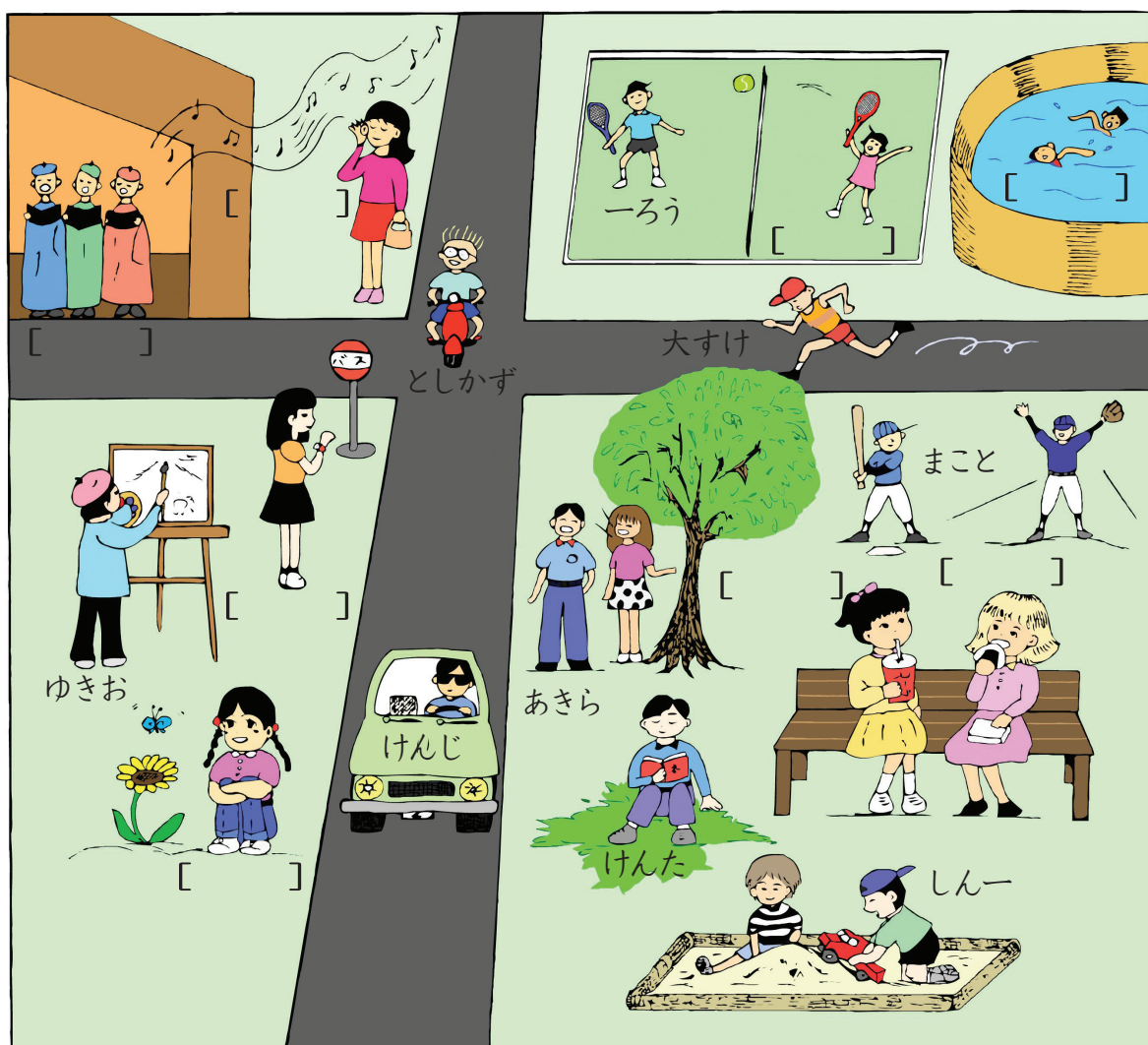


バイクに のります [G1] to ride a motor bike, うんてん(を) します to drive [IR]

Ex. Person A: ～さんは 今 何を して いますか。

Person B: ～さんは Verb-て います。

- | | | | |
|-------|--------|--------|--------|
| 1. えみ | 3. さち子 | 5. みち子 | 7. ゆか |
| 2. あい | 4. まゆみ | 6. なおみ | 8. ゆう子 |



バイクに のります [G1] to ride a motor bike, うんてん(を) します to drive [IR]

1課

The cat is under the desk

かいわ
会話

Dialogue

READ/LISTEN What are Mari and Ken looking for?



ぶんけい
文型

Sentence Patterns

READ Find these sentence patterns in the dialogue.

1. Topic は Something の Position に います/あります。
2. Something の Position に Subject が います/あります。

たんご
単語

Vocabulary



うえ
1. 上

on, above, on top of



した
2. 下

under, below



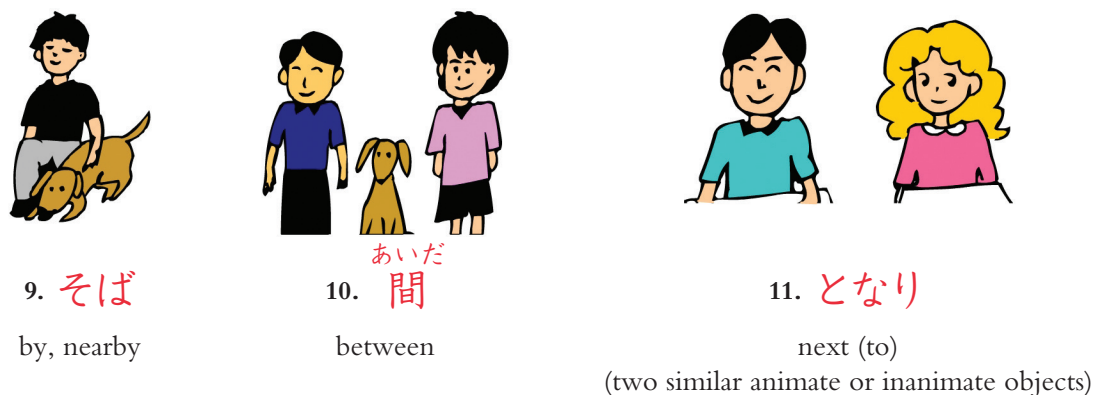
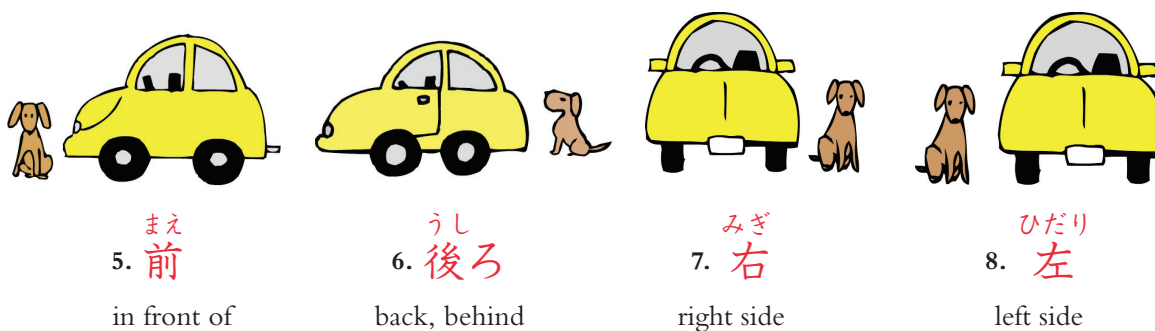
なか
3. 中

inside



そと
4. 外

outside



つかたんご
追加単語 Additional Vocabulary

- | | | | |
|----------------------|-----------|------------------------|--------------|
| 1. ^{よこ} 横 | side | 4. ^{ま なか} 真ん中 | middle |
| 2. ^む 向こう | beyond | 5. ^{きんじょ} 近所 | neighborhood |
| 3. ^{てまえ} 手前 | this side | 6. ^{にわ} 庭 | garden |

よ 読みましょう Language in Context

READ/LISTEN/SPEAK Read these sentences in Japanese. Say who you are sitting by in your Japanese class. Say what is by the door.



お母さんは かれんさんと ふみや
さんの あいだに たって います。



ごみばこは ドアの
ところに あります。

ぶんぽう 文法 Grammar

A Location Markers + Position Verbs います/ あります

Topic は	Location		に	
	Noun の	Position		
		うえ した なか そと まえ うしろ みぎ ひだり そば となり あいだ		います。 [for animate objects]
				あります。 [for inanimate objects]

Location		に	Subject が	
Noun の	Position			
				います。 [for animate objects]
				あります。 [for inanimate objects]

This new construction is an expansion of the N1 は Place に あります/います and Place に Noun が あります/います patterns. In the first grammatical structure, the emphasis is on where the topic is located. In the second, the emphasis is on what/who exists.

MODELS

1. 家の ^{いえ} 外 ^{そと} に 木 ^き が たくさん あります。
There are many trees outside (my) home.
2. 私の ^{うし} 後 ^{うしろ} に ジョン ^{くん} 君 ^{くん} が います。
John is behind me.
3. 家は ^{いえ} 本屋 ^や と パン屋 ^や の ^{あいだ} 間 ^ま に あります。
My house is between the bookstore and the bakery.

READ/SPEAK Choose the correct word in the () to complete the sentences.

1. ケン: ねこ(は / が) どこに いますか。
まり: あそこに ねこ(は / が) いますよ。
2. ケン: 母(は / が) 車(の / に) 外(に / で)(います / あります)が、
宿題 ^{しゅくだい} (は / が) 車(に / の) 中(に / で)(います / あります)。

B Place Words

Location に います。 [for animate objects]
Noun の ところに あります。 [for inanimate objects]

When indicating the existence of an object at a certain location, the place word に + existence verb is used. When indicating the existence of an object at a location which is not a place, e.g., a person or thing, ところ is attached to create a “place word” as the location of existence.

MODELS

1. 犬 ^{いぬ} が ドア ^{かど} の ^{ところ} ところ ^{ところ} に います。
The dog is where the door is.
2. 宿題 ^{しゅくだい} は 先生 ^{せんせい} の ^{ところ} ところ ^{ところ} に あります。
The homework is at the teacher's (place).
3. 一時 ^{いちじ} に あの ^{あの} 木 ^き の ^{ところ} ところ ^{ところ} で ^ま 待 ^{まち} っ ^て いますよ。
At 1 o'clock, I will be waiting where the tree is (by the tree).

READ/SPEAK Choose the correct particle in the () to complete the dialogue.

- まり: ごみばこ(は / が) どこ(に / で) ありますか。
ケン: ドア(の / に) ところ(に / で) ありますよ。

ぶんか 文化ノート Culture Notes

A. Japanese Proverb 「石の うえにも 三年」

いし means “a stone.” This proverb means that even a stone becomes warm after sitting on it for three years. It is a proverb used to express that perseverance overcomes all things.



B. Inside the Japanese Home

Especially in large cities, many Japanese people live in apartments or condominiums. Most modern Japanese homes are now designed in a more Western-style while retaining some elements of the traditional Japanese home.

For example, each house or apartment usually has at least one Japanese-style room with straw mat flooring (たたみ), floor cushions (ざぶとん), and a knee-high table. Larger houses may also include other traditional features. Families may receive guests, or gather in this room to watch television or eat if there is no separate formal dining space. Most homes do not have dedicated home offices, and personal laptops are often kept in a bedroom on a small desk.



A traditional-style room in a Japanese house



Check the Internet for photos of the interior, exterior, and landscaping of several Japanese homes. Find a photograph or make a model and label the various objects commonly found in a Japanese home. Write a short description in Japanese using location words to indicate where each object is.

アクティビティー Communicative Activities

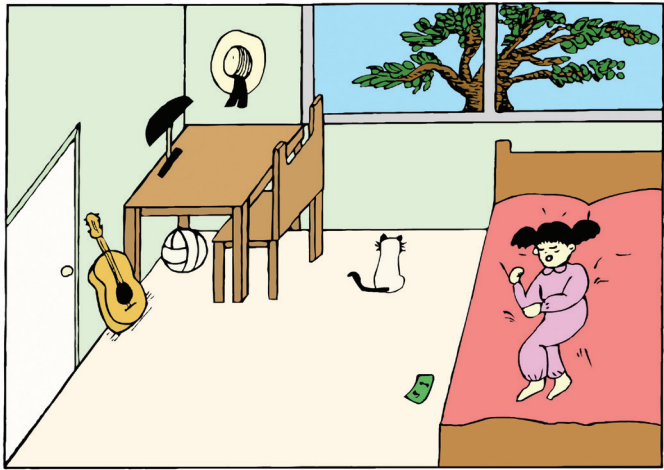
ペアワーク

A. SPEAK/LISTEN/WRITE Choose picture A or B on the next page and ask your partner where the missing items listed under the heading “Find” are. Draw in the items according to the locations your partner gives you on a separate sheet of paper and compare. Take turns. Are the drawings accurate?

Ex. 「～は どこに あります/いますか。」

Picture A

Find:
ごみばこ
ごきぶり
バット
男の子
犬
25セント
本



Picture B

Find:
ギター
ねこ
ボール
木
ぼうし
女の子
ードル



B. SPEAK/LISTEN Ask what each person/animal is doing now and where it is being done.

Ex. 「～は 今 どこで 何を して いますか。」



ジョン	
ローラ	
ケン	
犬	
ねこ	

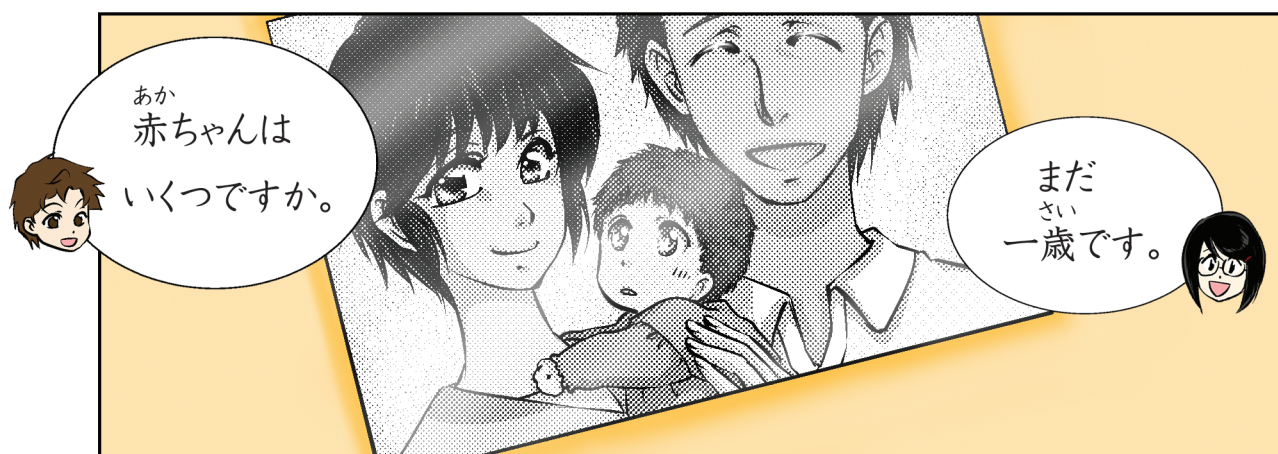
1課3

The baby is still one

かいわ
会話

Dialogue

READ/LISTEN How old is the baby?



ぶんけい
句型

Sentence Patterns

READ Find one of these sentence patterns in the dialogue.

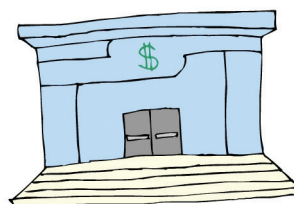
1. Verb Dictionary Form まだ + Affirmative predicate. still
もう + Negative predicate. (not) any more
2. Verb Dictionary Form まだ + Negative predicate. (not) yet
もう + Affirmative predicate. already

たんご
単語

Vocabulary



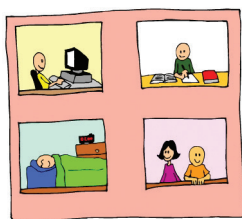
いえ
1. 家
house



ぎんこう
2. 銀行
bank



こうえん
3. 公園
park



4. ^{りょう}寮

dormitory



5. ^{あか}赤ちゃん

baby



6. ～ちゃん

Used instead of ～さん when addressing or referring to young/small/cute animals or children.



7. まだ + Aff.

still



8. もう + Neg.

(not) any more



9. (topic) に ついて

about (a topic)



10. しょうかい(を) します
[IR する/して]

to introduce



11. じこしょうかい(を) します
[IR する/して]

to do a self-introduction

つかたんご
追加単語 Additional Vocabulary

1. アパート apartment
2. マンション condominium
3. ホテル hotel

4. ^{ゆうびんきょく}郵便局 post office
5. ^{えいがかん}映画館 movie theater
6. ガソリンスタンド gas station

よ 読みましょう Language in Context

READ/LISTEN/SPEAK Read these sentences in Japanese. Say what grade you are in and whether you are still a middle school student or already a high school student.

みかさんは もう
小学生では ありません。



まいさんは まだ
小学生です。

ぶんぽう 文法 Grammar

A Adverbs まだ and もう

まだ + Affirmative predicate。	still
もう + Negative predicate。	(not) any more
もう + Affirmative predicate。	already
まだ + Negative predicate。	(not) yet



MODELS

1. 「お兄さんは **まだ** サンフランシスコに ^に住んで いますか。」

“Is your older brother still living in San Francisco?”

- 「いいえ、兄は **もう** サンフランシスコに ^に住んで いません。」

“No, my older brother is not living in San Francisco any more.”

2. 「**もう** ^{しゅくだい}宿題を しましたか。」

“Have you done your homework already?”

- 「いいえ、**まだ** して いません。」

“No, I have not done it yet.”

READ/SPEAK Choose the correct word in the () to complete the sentences.

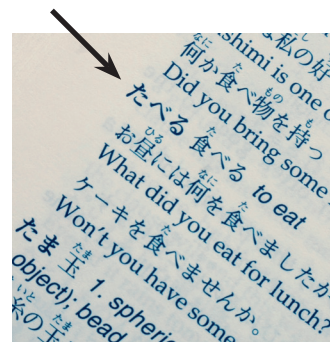
- まり:(もう / まだ) 本を ぜんぶ よみましたか。
ケン:いいえ、(もう / まだ) ぜんぶ よんで いません。
- まり:(もう / まだ) 本を よんで いますか。
ケン:いいえ、(もう / まだ) ぜんぶ よみましたよ。

B Verb Dictionary Form

The verb dictionary form is the form you would use to look up a verb in a dictionary. It is also used in many grammatical structures. It is the plain, non-past affirmative verb form.

Group 1 Verbs

Group 1 verbs are identified by the verb stem, which is the portion of the verb that remains after dropping -ます. If there are two or more *hiragana* characters remaining in the verb stem after dropping ます and the final sound of the verb stem is an -i ending sound, the verb can usually be categorized as Group 1. To obtain the dictionary form, change the -i ending verb stem to its corresponding -u sound.



MODELS

[-i ます]	MASU form	Meaning	Dictionary form
[み]	のみます	to drink	のむ
	よみます	to read	よむ
	やすみます	to rest, be absent	やすむ
[に]	しにます	to die	しぬ
[び]	あそびます	to play	あそぶ
[い]	あいます	to meet	あう
[ち]	かちます	to win	かつ
[り]	分かります	to understand	分かる
	しります	to get to know	しる
	あります	to be (inanimate)	ある
[き]	ききます	to listen, hear	きく
	行きます	to go	行く
	あるきます	to walk	あるく
[ぎ]	およぎます	to swim	およぐ
[し]	はなします	to talk, speak	はなす

Group 2 Verbs

Group 2 verbs can be identified by a verb stem (verb without **ます**) ending in an “-e sounding” *hiragana*, or a stem with only one *hiragana*. There are some exceptions that must be learned as special verbs. Group 2 dictionary forms are created by replacing **ます** with **る**.

	MASU form	Meaning	Dictionary form
[- e ます]	見 え ます	can be seen	見 え る
	きこ え ます	can be heard	きこ え る
	食 べ ます	to eat	食 べ る
[One hiragana]	見 ま す	to see, watch	見 ま る
	い ま す	to be (animate)	い ま る
	ね ま す	to sleep	ね ま る
[Special verbs]	お き ます	to get up	お き る

Group 3 Irregular Verbs

Only **きます**, **します** and a noun + **します** verbs belong to this group. Memorize the individual dictionary forms as they do not follow any rules.

	MASU form	Meaning	Dictionary form
	き ま す	to come	き く る
	し ま す	to do	し ま る
	べんきょう(を) し ます	to study	べんきょう(を) し る

READ/WRITE Write the verbs in their dictionary forms in *hiragana* on a separate sheet of paper.

1. 見**ま**す 3. し**ま**す 5. ね**ま**す
2. のみ**ま**す 4. およぎ**ま**す 6. 来**ま**す

ぶん 文化ノート Culture Notes

A. Age

Traditionally, Japanese babies were considered to be a year old at birth. Japanese people also traditionally believed that everyone aged a year at New Year's. Today, however, this system is rarely used, unless counting ages for special celebrations.

B. Chinese Zodiac

A Japanese person can determine someone's age by asking what Chinese zodiac animal's year they were born in. There are twelve animals in the Chinese zodiac which create a repeating cycle. See a list of the zodiac animals and associated birth years at cheng-tsui.com/adventuresinjapanese.

C. Traditional Birthday Celebrations:

For young adults in Japan, the twentieth birthday signifies a “coming of age.” On the second Monday of January, 成人の日 (せいじんのひ) is celebrated to recognize all those who have turned twenty during the last year. Young women wear bright, festive kimono and young men wear Western suits or traditional *hakama* kimono to congratulatory ceremonies held at local government offices. Afterwards, they have parties or go out with friends or family to celebrate.



やくだし marks another significant birthday for the Japanese. It is celebrated when a man turns 41, as according to the traditional way of counting age, this is when he turns 42. The 42nd year of life is believed to be dangerous, because read in Japanese, 42 is しに, a form of the verb しにます, which means “to die.” In order to chase away the possibility of death at this age, the Japanese celebrate with friends and family. Other ages that are considered dangerous for males are 25 and 61. For women, ages that are considered challenging years are 19, 33, and 37.



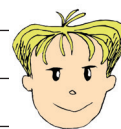
Interview a person in your community from another country. Ask them what birthdays are significant in their culture and how they are celebrated. Then, plan a birthday party for someone in your family or a friend with a cultural twist borrowed from another culture. Draw a picture or find photos online of what the celebration may look like.

アクティビティー Communicative Activities

ペアワーク

A. SPEAK/LISTEN Choose one of the following sets of questions and ask your partner the questions in the left-hand column in Japanese. He/she should answer in Japanese according to the information given in the right-hand column. Switch roles for the second set of questions and answers.

しつもん	こたえ
Who?	My older brother.
Name?	His name is Mike.
Age?	He is already 20 years old.
Which college?	He goes to college in California.
Does he live in a dormitory?	He still lives in a dormitory.
Does he have a car?	He does not have a car.
Does he want to buy a car?	He wants to buy a car.
Is he working part-time?	He is working part-time at a bookstore.



しつもん	こたえ
Who?	My older sister.
Name?	Her name is Lisa.
Age?	She is 25 years old.
Married?	She is already married.
Baby?	She already has a baby.
Age of baby?	Her baby is still one.
Where does she live?	She lives by a park.
Job?	She is not working now.



ペアゲーム

B. READ/WRITE Recreate the gameboards below on a separate sheet of paper. Play Tic-Tac-Toe with your partner by changing the *-masu* form of the verbs in the grid to the dictionary form. For more game boards, go to cheng-tsui.com/adventuresinjapanese.

a.

のみます	しにます	見ます
おきます (to get up)	ねます	かちます
休みます	はなします	かきます

b.

います	来ます (to come)	かえります
あいます	よみます	食べます
行きます	分かります	します

Authentic Reading

C. READ/WRITE Read this pen-pal e-mail from Hana Tagawa, a Japanese high school student, and answer the following questions in Japanese on a separate sheet of paper.

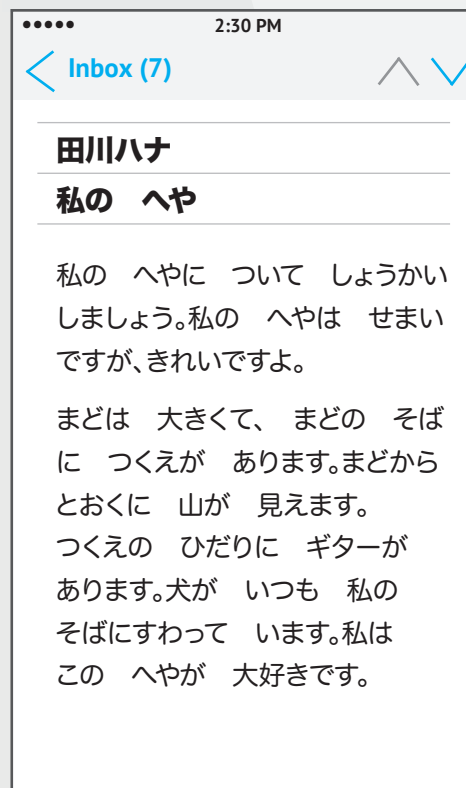
UNDERSTAND

1. Is Hana's room spacious?
2. Where is Hana's desk?
3. What instrument does Hana have in her room?
4. What animal sits near Hana all the time?

APPLY

5. If Hana offered to host you at her home, would you accept? Why?

WORKBOOK page 5



1課4

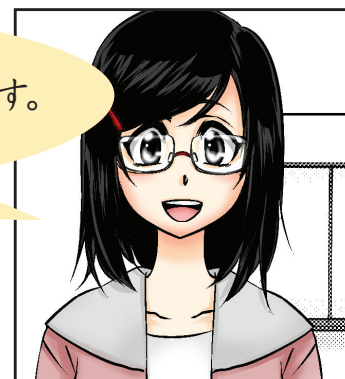
I like to swim

Dialogue

READ/LISTEN What does Mari like to do?



まりさんは 何を するのが
好きですか。



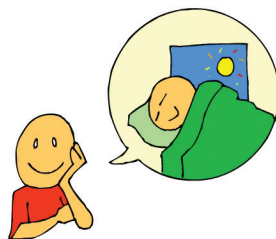
私は およ 泳ぐことが とく 好きです。

Sentence Patterns

READ Find one of these sentence patterns in the dialogue.

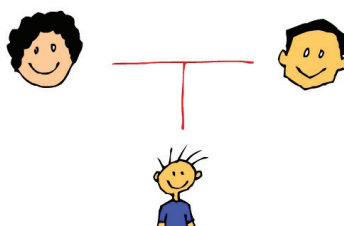
- Verb Dictionary Form + の／こと が 好きです。 I like to do ~.
- Verb Dictionary Form + の／こと は 楽しいです。 It is fun to do ~.

Vocabulary



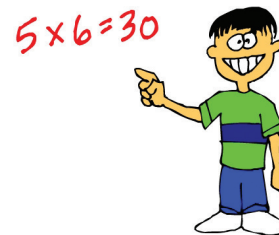
とく
1. 特に

especially



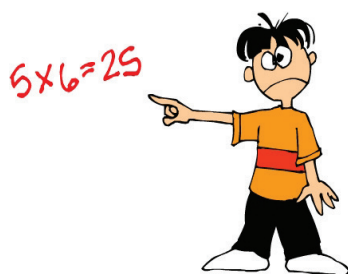
りょうしん ごりょうしん
2. 両親／御両親

(one's own) (someone else's)
parents parents



ただ
3. 正しい

[い Adjective]
is correct



4. **ちがいます**
[G1 ちがう]

is wrong, to differ



5. **質問**
[Noun]

question

しつもんを します
[IR する]
to ask a question



6. **答え**
[Noun]

answer

こたえます
[G2 こたえる]
to answer

ついかたngo
追加単語 Additional Vocabulary

- | | | | |
|--------------|-------------------------|--------------|---------------------------|
| 1. そふ | (one's own) grandfather | 3. あね | (one's own) older sister |
| 2. そぼ | (one's own) grandmother | 4. あに | (one's own) older brother |

よ
読みましょう Language in Context

READ/LISTEN/SPEAK Read these sentences in Japanese. Ask what your partner enjoys doing.



日本語を ^{はな}話すのは
^{たの}楽しいです。



ゴルフを することが とくに
好きです。

A Verb Nominalizer の／こと

Verb Dictionary form + の／こと が 好きです。

Verb Dictionary form + の／こと は ^{たの}楽しいです。

This construction is used to describe or comment upon some action or state. The action or state being described is used in its verb dictionary form, followed by の or こと, which nominalizes the verb form. の or こと are nouns which literally mean “(the) act (of).” Generally, using こと is more formal than using の. こと is often used in writing while の is used more often in speaking. In sentences that end with a verb, choose こと, not の before です. Example: しゅみは 本を よむこと (not の) です。

MODELS

1. 母は ^{うた}歌を ^{うた}歌うのが 好きです。

My mother likes to sing.

2. 日本語を ^{べんきょう}勉強するのは ^{たの}楽しいです。

Studying Japanese is fun.

3. 私は 本を ^よ読むのが ^{きら}嫌いです。

I dislike reading books.

4. 朝 ^{あさ}七時に 学校へ ^き来ることは ^{たいへん}大変です。

It is difficult to come to school at 7:30.

5. 日本語を ^か書くことは むずかしいです。Writing *kanji* is difficult.6. しゅみは アニメを ^み見ることです。

My hobby is watching anime.

READ/SPEAK Given the context, change the verb in the () to the correct form.

1. 日本語を (話します)ことが 好きです。

2. (食べます)ことが 大好きです。

3. ダンスを (します)ことは ^{たの}楽しいです。

4. しゅみは (およぎます)ことです。

5. 早く (おきます)ことが ^{きら}嫌いです。

ぶんか 文化ノート Culture Notes

A. Swimming

Swimming is a popular pastime in Japan, an island country striped with rivers. Swimming in Japan has its origins as a martial art; samurai were trained to swim silently underwater while carrying weapons. Today it is also a required part of physical education classes, and most Japanese elementary schools have their own pool.

There are both public and private pools in Japan, and they are especially popular among young families during the hot summer. Rules for pool usage vary from pool to pool, but commonly include the following:

1. Wear a swim cap
2. No shoes in the locker room
3. Cover all tattoos
4. Remove all make-up
5. No food or drinks



Is swimming a required part of physical education at your school? Write a short paragraph explaining why you think Japan's swimming requirements are or are not appropriate for your school.

B. Japanese Proverb 「となりの ^{はな}花は ^{あか}赤い」

となり means “next door” or “neighbor.” This proverb means that the neighbor's flowers are red. Its equivalent in English is “The grass is greener on the other side of the fence.” This proverb suggests that once you own something (even if it previously looked attractive), it loses its appeal and other things that you do not possess become more attractive.



アクティビティー Communicative Activities

ペアワーク

A. SPEAK/LISTEN/WRITE Ask your partner if he/she thinks the activities below are fun or uninteresting. On a separate sheet of paper, track his/her answers using a chart like the one below.

Ex. ^{うた}歌を ^{うた}歌います

「^{うた}歌を ^{うた}歌うの(or こと)は ^{たの}楽しいですか。つまらないですか。」

しつもん	たのしい	つまらない
1. ダンスを します		
2. 日本語を ならいます		
3. ともだちと はなします		
4. 本を よみます		
5. えいがを 見ます		
6. はしります		
7. およぎます		
8. かんじを かきます		
9. 学校に 来ます		
10. 何を することは ^{とく} 特に ^{たの} 楽しい／ つまらないですか。」		

B. SPEAK/LISTEN/WRITE Interview your partner about activities his/her family member likes and dislikes. Write his/her answers on a separate sheet of paper in a chart like the one below.

Ex. 「お父さんは ^何何を ^{するの}するの(or こと)が 好きですか。」

人	好きな こと	きらいな こと
お父さん		
お母さん		
Your choice		

Lesson 1 Review



Review Questions

🔊 Ask your partner these questions in Japanese. Your partner should answer in Japanese. Check your answers using the audio.

About you Review pages 22–23, 30–31, 36–38, 43

1. Where were you born?
2. Where are you living now?
3. Is your mother employed at a school?
4. Is your father working at a bank?
5. Are you working at a part-time job?
6. Please introduce yourself.
7. Do you want to live in a college dormitory?
8. Are you still an Eighth grader (middle school second grader)?
9. What kind of person do you want to marry?
10. Have you already eaten lunch?
11. What do you like to do?

Location: (Use location and position words.) Review pages 36–38

12. Where is your house?
13. What is near the door?
14. Where is the teacher now?
15. Is there a park near your house?
16. Where is Hokkaido? Do you know?
17. Where is Okinawa? Do you know?

Opinions Review pages 36–38, 43

18. Please tell (speak to) me about Tokyo. Where is it?
19. Please tell (speak to) me about your school. (Give two descriptions in one sentence.)
20. Is coming to school fun?

Text Chat

You will participate in a simulated exchange of text-chat messages. You should respond as fully and as appropriately as possible. You will have a conversation with Mayu Tanaka, a Japanese high school student, for the first time.

9月 5日 7:46 PM

はじめまして。田中まゆです。
15歳で、高校一年生です。
どうぞ よろしく。

Introduce yourself.

9月 5日 7:51 PM

私の しゅみは、カラオケですが、
何を することが 好きですか。

Respond and give details.

9月 5日 7:56 PM

どこに すんで いますか。そして、
どんな ところですか。

Respond and use two descriptive words.



Can Do! Now I can ...

- ☐ identify the main islands and cities of Japan
- ☐ name my place of residence, where I was born, and talk about where my family members are employed.
- ☐ describe the locations of various people and objects
- ☐ share what some of my and my family's and friends' hobbies, likes, dislikes, strengths and weaknesses are by using action verbs

Japanese Culture

Cities in Japan

RESEARCH Use books, the Internet, or interview a Japanese member of your community to answer the following questions.

Determine

1. What is the old name for Tokyo?
2. What is the second largest city in Japan?
3. Which ancient capital is famous for its shrines, temples (including one gilded with 24-karat gold), and geisha district?
4. What city hosted the 1998 Winter Olympics?
5. Which city in Japan hosts a famous snow and ice festival?

Compare

6. Does your hometown or state have a sister-city in Japan? What is it? Do they share any similarities (climate, population, traditional crafts)?
7. What is the distance from Wakkanai to Okinotorishima? What is the distance between the northernmost and the southernmost city of your own country?

Apply

8. Japan is home to many internationally recognized historical sites and landmarks, such as the Shiretoko Peninsula, Mt. Fuji, the Hiroshima Peace Memorial, and Itsukushima Shrine. Why do you think the preservation of such landmarks is important? What are some historic landmarks in your own country?

Extend Your Learning

VISUAL AND TECHNOLOGY LITERACY

Which city in Japan would you most like to visit? Why? Take photos or screenshots of the Japanese city from the Internet and make a short presentation to your class. Be sure to include the city's location, climate, population, traditional arts and festivals, and any other important information.

学校の きそく School Rules

2^か課



Can Do!

In this lesson you will learn to:

- describe how you and others are dressed
- grant and ask for permission
- tell others what they may or may not do
- state reasons for going somewhere
- answer negative yes/no questions

Online Resources



[cheng-tsui.com/
adventuresinjapanese](http://cheng-tsui.com/adventuresinjapanese)

- Audio
- Vocabulary Lists
- Vocabulary and *Kanji* Flashcards
- Study Guides
- Activity Worksheets



Let's Review

In this lesson you will learn how to talk about school rules, explain your reason for doing something, and describe your school's dress code. Review these words, phrases, and grammatical structures you already learned to help you talk about your school life.

めいし Nouns

1. 学校	school	8. 本	book
2. 男	male	9. 何	what?
3. 小さいの	small one	10. 中	inside
4. アメリカ	America	11. 一時	one o'clock
5. としょかん	library	12. ところ	place
6. どこ	where?	13. お昼ご飯 (おひるごはん)	lunch
7. たてもの	building	14. くつ	shoes

どうし Verbs

15. 行きたいんです [G1 いく／いきます／いって]	want to go
16. ～が いります [G1 いる／いって]	need ～
17. はなして [G1 はなす／はなします]	to talk, to speak
18. 食べ [G1 たべる／たべます／たべて]	to eat [stem form]
19. 行きましょう [G1 いく／いきます／いって]	let's go

-い けいようし -I Adjectives

20. いい	good, okay	22. 白い	white
21. みじかい	short [for length]	23. きびしい	strict

ふくし -Adverbs

24. とても	very
---------	------

Others

25. でも	However	26. それから	And then, In addition
--------	---------	----------	-----------------------

Expressions	
27. あ、はい、はい。	Oh, yes, yes.
28. どうも ありがとう。	Thank you very much.
29. あ、いいですね。	Oh, that sounds good.
30. じゃ、またね。	Well, see you again.

ぶんぽう Grammar	
31. Sentence 1+が、Sentence 2。	Sentence 1, but Sentence 2.
32. Sentence 1+から、Sentence 2。	Sentence 1, <u>so</u> Sentence 2.
33. Verb (Stem form)+たい(ん)です。	I want to do ~ .
[ん is inserted when one explains to the listener what one wants to do.]	

A. SPEAK/LISTEN Tell your partner the following things in Japanese.

1. Give a reason why you like your school.
2. Compare two of your classes using が.
3. State what you want to do tonight.

B. READ/WRITE Complete the sentences below according to the English prompts by filling in the appropriate word in the (). Write your answers on a separate sheet of paper.

1. 日本語は むずかしいです(), おもしろいです。

The Japanese language is difficult, but it is interesting.

2. てんき が いい(), そと で お昼ごはん を 食べましょう。

The weather is good, so let's eat lunch outside.

3. 今 食べ()んです。

I want to eat now.

4. 一時に 食べに 行()。

Let's go eat at one o'clock.

Kanji

used in this lesson

In this lesson, you will learn some *kanji* related to positions, age, and the first-person, as well as review some key *kanji* from Volume 1.

	Kanji	Meaning	Readings	Examples	
61.		I	わたし わたくし	わたし 私 わたくし 私	I (polite) I (formal)
62.		- years old	サイ	ごさい 五才	5 years old
63.		top	うえ ジョウ	やま うえ 山の上 じょうず 上手	top of mountain skillful
64.		under	した	め した 目の下 くだ(さい) 見てください 下さい ち かつ 地下鉄 へた 下手	under the eye Please look. subway unskillful
65.		right	みぎ	みぎて 右手	right hand
66.		left	ひだり	ひだりて 左手	left hand



Review Kanji

23.		father	ちち	ちち 父	one's own father
			とう	とう お父さん	someone else's father
24.		mother	はは	はは 母	one's own mother
			かあ	かあ お母さん	someone else's mother
44.		small	ちい(さい)	ちい ひと 小さい人	a small person
			ショウ	しょうがくせい 小学生	elementary school student
45.		inside, middle	なか	くるま なか 車の中	inside the car
			チュウ	ちゅうがくせい 中学生	middle school student

New Reading

27.	来	to come	くる	く 来る	come
			こ(ない)	こ 来ない	do not come
38.	生	be born	う(まれる)	う 生まれました	was born

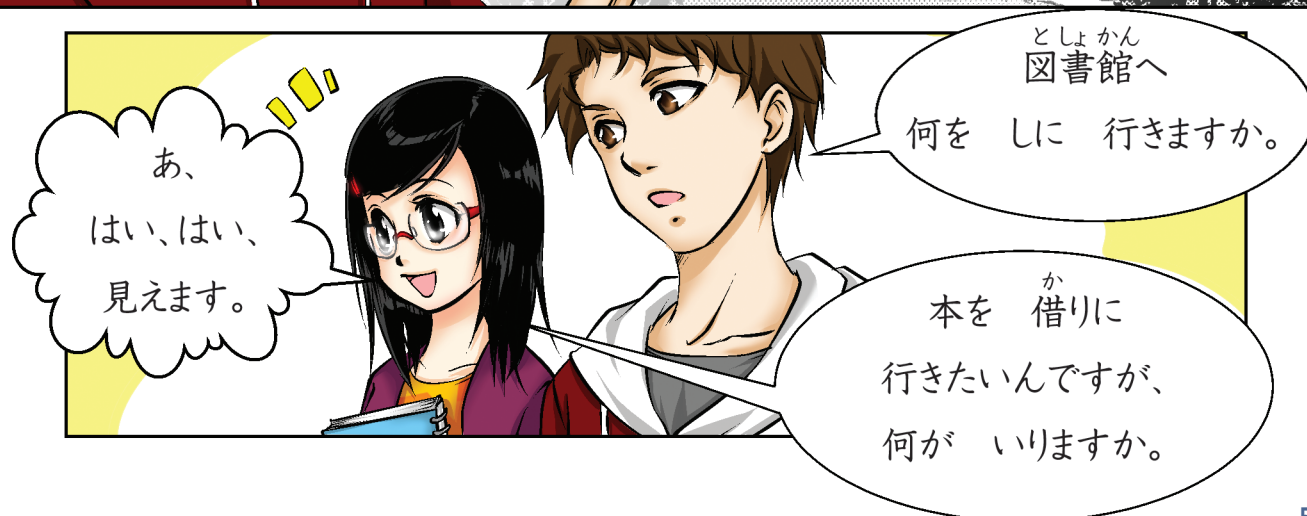
Recognition Kanji

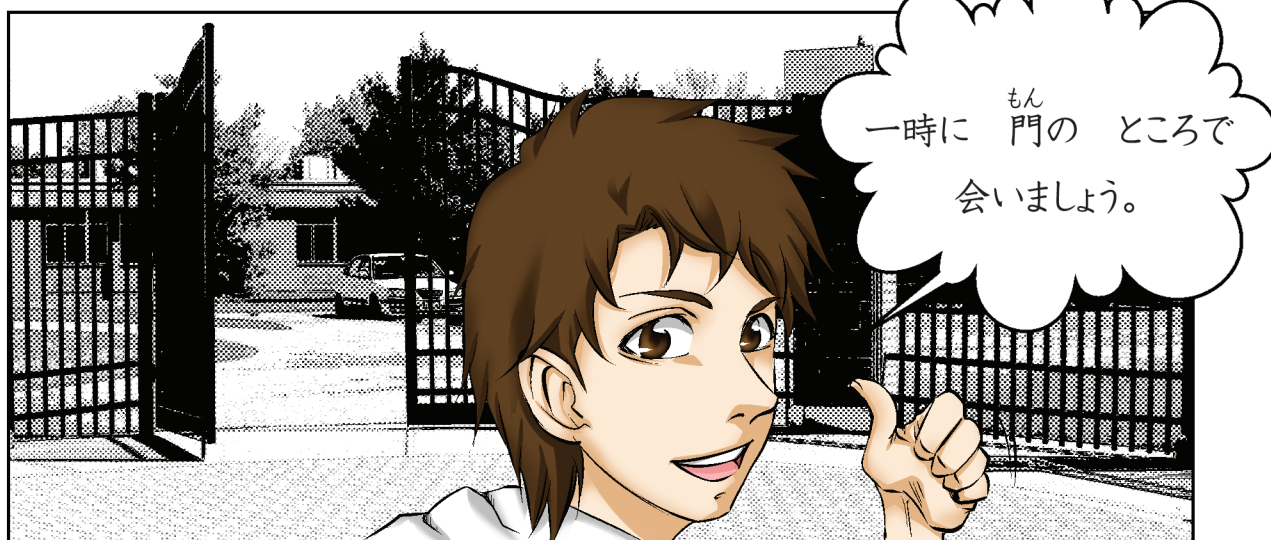
さい
歳
- years old
[formal]

きそくが たくさん あります

There are many rules







2課1

Ken is wearing a white shirt

Dialogue

READ/LISTEN What color are Ken's pants? What else is he wearing?

ケンさんは 白い シャツを
 着て、青い ズボンを
 はいて います。そして、黒と
 赤の ぼうしを かぶって
 います。

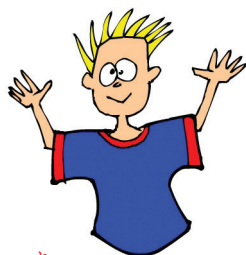


Sentence Patterns

READ Find one of these sentence patterns in the dialogue.

- | | | | |
|-----------|--------|----------|---------------------|
| 1. "wear" | シャツを | 着て います | is wearing a shirt |
| 2. | くつを | はいて います | is wearing shoes |
| 3. | イヤリングを | して います | is wearing earrings |
| 4. | ぼうしを | かぶって います | is wearing a hat |
| 5. | めがねを | かけて います | is wearing glasses |

Vocabulary



1. 着て います
 [G2 きる／きます]

is wearing [above the waist or on the entire body]



2. はいて います
 [G1 はく／はきます]

is wearing [below the waist]



3. して います
 [IR する／します]

is wearing [accessories]



4. かぶって います

[G1 かぶる／かぶります]

is wearing [on, or draped over the head]



5. かけて います

[G2 かける／かけます]

is wearing [glasses]



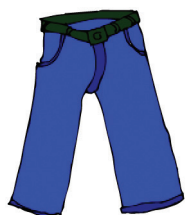
6. 服

clothing



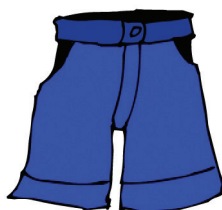
7. T(ティー)シャツ

T-shirt



8. ズボン

pants



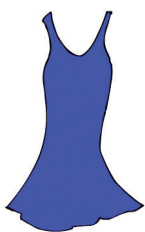
9. ショートパンツ
or ショーツ

shorts



10. セーター

sweater



11. ワンピース

dress



12. スカート

skirt



13. せいふく

uniform



14. くつ下 or
ソックス

socks



15. ゆびわ

ring



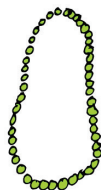
16. めがね

eyeglasses



17. サングラス

sunglasses



18. ネックレス

necklace



19. イヤリング

earrings



20. ピアス

pierced
(earrings)

つかたんご
追加単語

Additional Vocabulary

- | | | | |
|--------------------|-------------------------|----------------------|---|
| 1. 水着 ^ぎ | bathing suit | 7. ジャケット | jacket |
| 2. アクセサリー | accessories;
jewelry | 8. せびろ
or スーツ | suit |
| 3. ブレスレット | bracelet | 9. こん色 ^{いろ} | navy blue [a common color
for Japanese uniforms] |
| 4. ユニフォーム | sports uniform | 10. ぬぐ
[G1 ぬぎます] | to take off [articles used with
verbs きる, はく, かぶる] |
| 5. ストッキング | stockings | 11. はめる
[G2 はめます] | to insert; fit on to
(something) [i.e., rings and
gloves] |
| 6. サンドル | sandals | 12. とる
[G1 とります] | to take off [articles used with
verbs する, かける, はめる] |

読みましょう Language in Context

READ/LISTEN/SPEAK Read these sentences in Japanese. Describe at least three things you are wearing today, including the colors of the items.



あそかちゃんは ぼうしを
かぶって います。



山田さんは 青い^{あお} シャツを
き
着て、ベージュの スカートと
くつを はいて います。

A Verbs of Wearing

The Japanese verb “to wear” varies according to where or how an object is worn on the body. For example, ^き着ます is used to describe things worn above the waist or on the entire body.

はきます	will wear (below the waist)
します	will wear (accessories)
かぶります	will wear (on or draped over the head)
かけます	will wear (glasses)

With verbs of wearing, the MASU form is an imperfect tense, which means that an action will take place in the future. -ています is used to describe one’s present state or a habitual state, or that the action of wearing is occurring at the present moment.

^き 着ます	will wear	^き 着て	います	is wearing or wears
^き 着ません	will not wear	^き 着て	いません	is not wearing or does not wear

MODELS

- 父は ^{あお}青い シャツを ^き着て います。
My father is wearing a blue shirt.
- あの ^{くろ}生徒は 黒い ズボンを ^{はいて} います。
That student is wearing black pants.
- 姉は ^{あね}白い ネックレスを ^{して} います。
My older sister is wearing a white necklace.
- 弟は ^{おとうと}いつも ぼうしを ^{かぶって} います。
My younger brother always wears a hat.
- 母は めがねを ^{かけて} います。
My mother is wearing glasses.

READ/WRITE In each (), choose the correct verb from the choices given in the box below. You may use the same verb twice. Write your answers on a separate sheet of paper.

^き着て はいて して かぶって かけて

まりさんは 今 白い シャツを (1)、^{あお}青い スカートを (2)、
^{くろ}黒い くつを (3) います。そして、ぼうしは (4) いませんが、
ネックレスを (5) います。めがねは (6) いません。

B Review of Colors



All color words in Japanese can be expressed as nouns. When noun forms of color words are used, the color word is followed by の before the word it modifies. Some color words also have い adjective forms, which do not take の.

Ex. a white shirt 白い シャツ or 白の シャツ

NOTE: When talking about something that is “black and white,” white is always listed first in Japanese, unlike in English.

(Ex. a black and white shirt 白と ^{くろ}黒の シャツ)



い Adjectives		Nouns			
白い	white	白	white	みどり	green
^{くろ} 黒い	black	^{くろ} 黒	black	むらさき	purple
^{あか} 赤い	red	^{あか} 赤	red	ピンク	pink
^{あお} 青い	blue	^{あお} 青	blue	グレイ	gray
^{きいろ} 黄色い	yellow	^{きいろ} 黄色	yellow	^{いろ} 金色	gold
^{ちゃいろ} 茶色い	brown	^{ちゃいろ} 茶色	brown	^{ぎんいろ} 銀色	silver



READ/WRITE Read the English description below. Write the correct color words in the () to match the description on a separate sheet of paper.

Ken is wearing a blue and white shirt, and green pants. His shoes are red. He is wearing a pink cap and a gold pierced earring.

ケンさんは (1)と (2)の シャツを
着て、(3)の パンツを はいて います。
くつは (4)です。そして、(5)の ぼうしを
かぶって いて、(6)の ピアスを して
います。

ぶんか 文化ノート Culture Notes




A. Uniforms

Uniforms were introduced to Japanese schools with the influence of Western culture in the Meiji Period (1868–1912).

Today uniforms are worn at most junior high and high schools. While traditional uniforms resembled military-style uniforms, they have evolved with the changing fashion of the times. Nowadays uniforms typically consist of a blazer, shirt, and skirt or trousers.

Students typically wear both summer (なつふく) and winter uniforms (ふゆふく). Some schools also have あいふく, uniforms which are worn during times of transition between the cold winters and hot summers of Japan. Japanese students often wear uniforms even during non-school hours and are easily identifiable by school according to the uniforms they wear.

Uniforms are not limited to students, but are also commonly worn by health care professionals and law enforcement officers. There are many other types of occupations which also require uniforms. Some examples are: department store employees, taxi drivers, and sales clerks.


 Create a Venn Diagram of occupations in your country and Japan where uniforms are required. What is the purpose of wearing uniforms at work? What conclusion can you draw about the practice of wearing uniforms in Japan? Write a brief paragraph to accompany your Venn Diagram.

B. Cosplay

Cosplay (コスプレ) originated in Japan, home of “*kawaii*” pop culture. The word cosplay comes from the combination of the English words “costume” and “play.” Some young adults dress up as video game or anime characters or don gothic or frilly fashions. As the popularity of cosplay grows in Japan, more and more businesses cater to cosplay customers. Costumes, supplies, and wigs can also be purchased online, some for under \$100, while custom-made costumes may cost several thousand dollars.

Popular gathering places for cosplay in Tokyo are Akihabara, the “electronic and pop culture town” of Japan, and Harajuku, long known as a fashionable but quirky hang-out site for young people. Young Japanese who love to engage in cosplay enjoy the escape to a world of fantasy. At places such as Akihabara, they are able to connect to others who share their interest in Japanese pop culture.



 Should you engage in cosplay, how would you choose to dress and why? Research examples of cosplay in Japan online, then design your own costume. Draw yourself in your costume, or if you already own one, take a photo and share it with your class.

アクティビティー Communicative Activities

ペアワーク

A. SPEAK/LISTEN Ask your partner if any of your classmates are wearing the following. He/she should respond based on fact.

Ex. 白い Tシャツ

しつもん

質問： だれが 白い Tシャツを
着て いますか。

こた

答え： ～さんが 白い Tシャツを
着て いますよ。

or ～さんです。

or だれも 着て いません。 No one is wearing (it).



1. 白い Tシャツ	8. ピアス
2. ぼうし	9. せいふく
3. めがね	10. ワンピース
4. とけい	11. ショートパンツ
5. 黒い くつ	12. 赤い セーター
6. 白い ソックス	13. スカート
7. サングラス	14. 青い ズボン

クラスワーク

B. WRITE/LISTEN Write your name and describe what you are wearing today from head to toe in one sentence, using color descriptions for each item on a separate piece of paper. Your teacher will collect the self-descriptions from each student and read them at random. Try to guess who is being described and record your answers.

Ex. 白い シャツを 着て、青い ズボンを はいて、赤と 白の
ぼうしを かぶって います。

2課

May we wear hats in the classroom?

Dialogue

READ/LISTEN Are students allowed to wear hats in the classroom?



Sentence Patterns

READ Find one of these sentence patterns in the dialogue.

- | | | |
|------------------------------|----------------|--|
| 1. Verb (TE Form) | + も いいです。 | Permission: may, allowed to |
| 2. い Adjective (TE Form -くて) | + も かまいません。 | (I/We) don't mind if... |
| 3. な Adjective | + で + は いけません。 | Prohibition: may not, should not, is not allowed |
| 4. Noun | + で + は だめです。 | It is no good if... |

Vocabulary



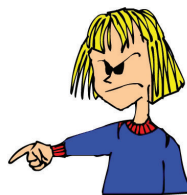
きそく
1. 規則

rule, regulation



じゆう
2. 自由
[な Adj.]

free, liberal



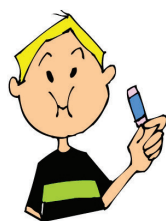
3. いけません

won't do, must not do



4. かまいません

(I) do not mind if ...



5. ガムを かみます

[G1 かむ／かんで]

to chew gum



6. ごみを すてます

[G2 すてる／すてて]

to litter, to throw away trash



7. うんてん 運転(を) します

[IR する／して]

to drive

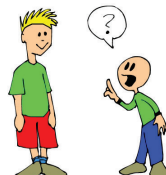
車を うんてんします to drive a car



8. Personに あ 会います

[G1 あう／あって]

to meet someone



9. Personに き 聞きます

[G1 きく／きいて]

to ask someone



10. ぜったい(に)

absolutely

つかたんご 追加単語 Additional Vocabulary

1. まんが

comics

3. マニキュアを します

to polish one's nails

2. けしょうを します

to wear makeup

4. たばこを すいます

to smoke

よ 読みましょう Language in Context

READ/LISTEN/SPEAK Read these sentences in Japanese. Say two things you are allowed to do in your English or Social Studies class. Then say two things you are NOT allowed to do.



ここで たばこを
すっては いけません。



このスリッパを
はいても いいですか。

A Granting Permission with Descriptions



Verb TE form

+も いいです／かまいません。

い Adjective (-くて)

+も いいです／かまいません。

な Adjective / Noun + で

+も いいです／かまいません。

This sentence construction allows the speaker to ask for, or grant permission to do something. The question form is usually used to receive permission from people of higher status, but not for granting them permission. The verb -て form is followed by the particle も and いいです (translated as “all right if,” or “may”) or かまいません (translated as “don’t mind if”).

MODELS

1. 「この 学校では ショートパンツを はいても いいですか。」

“May I wear shorts at this school?”

「はい、かまいません。」

“Yes, I don’t mind.”

2. プレゼントは ^{たか}高くても かまいませんか。

Do (you) mind if the present is expensive?

3. パーティーは 一時でも いいです。

It is ok if the party is at 1 o’clock.

READ/SPEAK Change the word in the () to its correct TE form. Then choose the correct particle.

1. 「すみません、^{しつもん}質問を (聞きます)[も / は] かまいませんか。」
2. 「パーティーの ^{おんがく}音楽は (うるさいです)[も / は] いいですか。」
3. 「パーティーは (日曜日です)[も / は] いいですか。」

B Expressing Prohibition with だめです／いけません

Verb TE form

+は だめです／いけません。

い Adjective (-くて)

+は だめです／いけません。

な Adjective / Noun + で

+は だめです／いけません。

This sentence construction expresses prohibition and is used by people of higher status to people of lower status. The verb -て form is followed by the particle は, then いけません (translated as “must not”), or だめです (translated as “It is not good if...”). だめです is most often spoken in informal situations, while いけません expresses very strong prohibition.

MODELS

- | | |
|---|-----------------------------------|
| 1. 図書館で ^{としょかん} ^{はな} 話しては だめです。 | You must not talk in the library. |
| 2. スカートの ^{みじか} 短くては いけません。 | Skirts should not be (too) short. |
| 3. この 本では だめです。 | This book will not do. |

READ/SPEAK Change the word in the () to its correct TE form. Then choose the correct particle.

1. 教室で ^{きょうしつ} ガムを (かみます)[も / は] いけません。
2. ショートパンツを (はきます)[も / は] いけません。
3. パーティーが (一時です)[も / は] だめです。

ぶんか 文化ノート Culture Notes

Japanese School Handbooks

School handbooks, called ^{せいとてちょう} 生徒手帳, are issued to junior high and high school students. They are often small pocket-sized handbooks that vary widely in content and appearance, depending on the school.

Some schools issue new ^{せいとてちょう} 生徒手帳 every year while others issue one for the entire duration of the students' attendance at the school.

Some common features of the ^{せいとてちょう} 生徒手帳, are an ID, the school song, school motto, and a message from administrators. They may also include detailed school rules regarding dress codes, absences, part-time work, establishments that are off limits, a calendar, and a memo section.



Write an e-mail to a Japanese student, explaining the type of ID you use and how you use it. Is it a school ID or a driver's license? Do you have a school-issued calendar organizer and set of rules?



アクティビティー Communicative Activities

ペアワーク

A. SPEAK/LISTEN You are planning to have a party at your partner's house. Ask your partner whether the following things are allowed. Your partner will respond based on fact.

Ex. 質問: パーティーは ^{しつもん} 十二時でも いいですか。

答え: はい、十二時でも ^{こた} いいですよ／かまいませんよ。

or いいえ、十二時では だめですよ／いけませんよ。

1. パーティーは 日曜日でも いいですか。
2. パーティーは おそくても いいですか。
3. パーティーで ソーダを ^の飲んでも いいですか。
4. パーティーで カラオケを しても いいですか。
5. パーティーで うるさくても いいですか。

B. SPEAK/LISTEN Ask your partner about your school rules. Conjugate the words in the () and use the appropriate grammar patterns based on the example below.

Ex. ^{しつもん}質問: この 学校で スカートを **はいても** いいですか。

^{こた}答え: はい、**はいても** いいです。でも、^{みじか}短くては いけません。

or いいえ、**はいては** いけませんよ。

- | | |
|-----------------------------|--------------------------------------|
| 1. ガムを (かみます) | 6. ピアスを (します) |
| 2. ぼうしを (かぶります) | 7. ケータイを ^{つか} (使います to use) |
| 3. Tシャツを ^き (着ます) | 8. コンピュータゲームを (します) |
| 4. サングラスを (かけます) | 9. ソーダを ^の (飲みます) |
| 5. かみのけは ^{なが} (長い) | 10. ごみを (すてます) |

Authentic Reading

C. READ/WRITE Read the blog post on the next page about school rules by Momoko Tanaka, a Japanese high school student, and answer the questions below.

UNDERSTAND

1. Does this blog writer like Japanese school dress codes?
2. Are students allowed to wear colored shoes or socks to school?

IDENTIFY

3. In what month do students at this school have to change to winter uniforms?
4. What kind of buttons must the students wear on their uniforms?

APPLY

5. What is your opinion about the school rules? Which rule do you think is the most strict?

 ブログトップ

 記事一覧

 画像一覧

[次ページ>>](#)

「学校のきそく」 ブログ

December 4 **NEW!**

今年から 私は あたらしい 高校に行っていますが、きそくが とてもきびしいんですよ。ふゆの せいふくは 10月から 5月までで、なつの せいふくは 6月から 9月までです。

1. 学校では せいふくだけ きます。
2. せいふくの ボタンは 学校の ボタンだけです。
3. ブラウスは 白だけ いいです。
4. スカートは ひざまでで、みじかくては だめです。
5. くつは 白の スニーカーだけ いいです。
6. くつ下は 白だけ いいです。
7. セーターと ベストは、くろか こんか 白か グレーだけいいです。

日本の 学校は 大変で～す！

プロフィール

Ameba オフィシャルブロガー



田中ももこ
プロフィール


性別：女性


誕生日：1月12日

自己紹介：田中ももこ (17) 日本

 読者になる

 アメンバーになる

 メッセージを送る

 ピグでギフトを贈る

最新の記事

[秋のファッション](#)

[友達と買い物！](#)

[好きな料理](#)

[テスト](#)

[日本、ライブします](#)

[最近の事](#)

[新しい学校](#)

[家族の写真](#)

[始めまして～](#)

[一覧を見る](#)

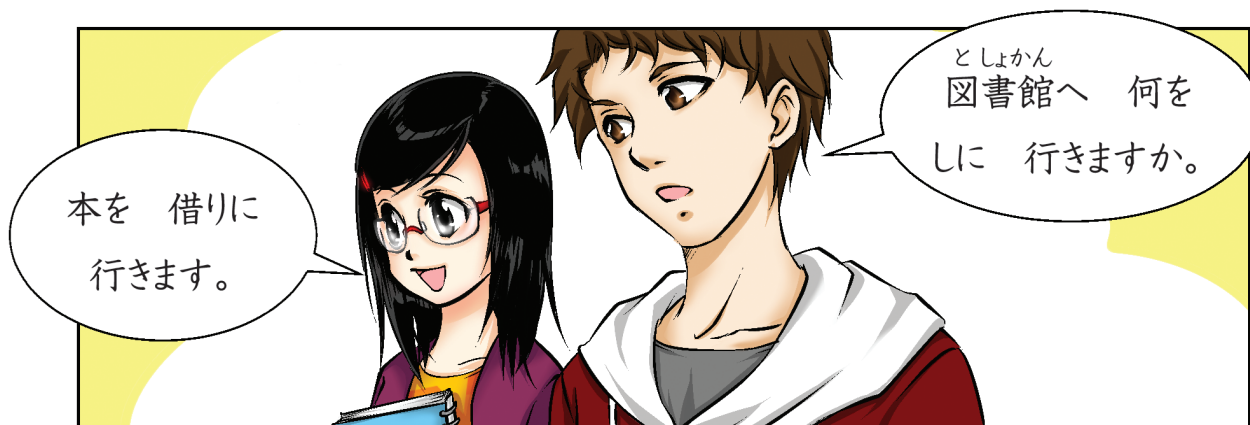
2課3

I'll go borrow a book

かいわ
会話

Dialogue

READ/LISTEN Where is Mari going? What will she go there to do?



ぶんけい
文型

Sentence Patterns

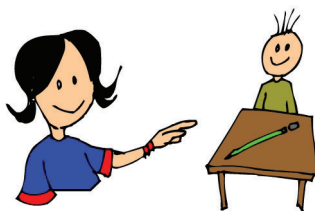
READ Find this sentence pattern in the dialogue.

Placeへ Verb (Stem Form)に Direction Verb。
うみ 海へ およ 泳ぎ に 行きます。

I will go to the beach to swim.

たんご
単語

Vocabulary



1. 借ります

[G2 かりる／かりて]

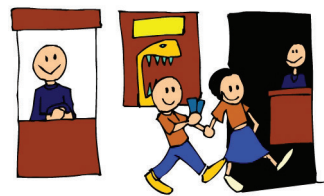
to borrow, rent (from)



2. 気を つけて

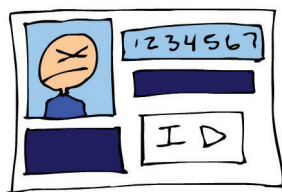
[G2 きを つける／
きを つけます]

to be careful



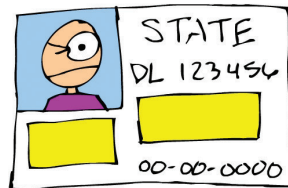
3. 映画館

movie theater



しょうめいしょ
4. 証明書

I.D.



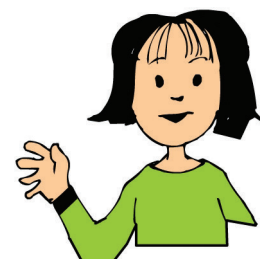
うんてんめんきょ
5. 運転免許

driver's license



6. パスポート

passport



7. ところで

by the way

つかたんご
追加単語 Additional Vocabulary

1. お金を ^ひ引き^だ出します

to withdraw money (e.g., from a bank)

2. ゆうびんきょく

post office

3. ゆうびんを ^だ出^だします

to mail

4. ^{きって}切手

postage stamp

5. ^{どうぶつ}動物

animal

6. ^{どうぶつえん}動物園

zoo

よ
読みましょう Language in Context

🔊 READ/LISTEN/SPEAK Read these sentences in Japanese. Where will you go this weekend? Tell a classmate why you will go there in one sentence.



これを 食べに
行きましょう。



プールへ およぎに
行きました。

A Coming and Going Verbs 行きます / 来ます / かえります

Verb (STEM Form) + に Direction verb.

行きます

来ます

かえ
帰ります

This pattern expresses going, coming, or returning somewhere for the purpose of doing something. The place of destination is followed by に or へ, followed by the purpose (a verb stem form, or a noun). The purpose is followed by the purpose particle に, which is then followed by any of the three directional verbs.

MODELS

1. 友達^{ともだち}の うち^へ 勉強^{べんきょう}に 行きます。

I will go to my friend's house to study.

2. ここに 本^かを 借^かりに 来^きました。

I came here to borrow a book.

3. 父^{ひる}は お昼^{はん}ご飯^をを 食^{かえ}べに うち^にに 帰^{かえ}りました。

My father returned home to eat lunch.

When a verb is of the noun + を します type, the noun may replace the verb stem as the purpose. There is no change in meaning. See examples below.

1. 水泳^{えい}を しに 行きます。

I will go to swim.

or 水泳^{えい}に 行きます。

I will go swimming.

2. 食事^じを しに 行きます。

I will go to eat.

or 食事^じに 行きます。

I will go eat.

READ/SPEAK Change the verbs in the () to their correct stem forms.

1. 学校^へ (勉強^{べんきょう}します)に 来^きます。

2. 四時^に モール^へ 友達^{ともだち}に (会^あいます)に 行^いきます。

3. き^{のう} 友達^{ともだち}は お金^かを (借^かります)に うち^にに 来^きました。

ぶんか
文化ノート Culture Notes

Going to the Movies in Japan

Going to the movies in Japan is an experience that may be quite different from what you may be used to. Ticket prices are high, but are generally cheaper later in the evening compared to afternoon matinees. Discounts are available for students, senior citizens, and the disabled, and on certain days, women can also receive a ladies' discount. When purchasing a ticket you will be shown a theater seating chart and can select your seat. Many theaters also offer tickets and seat reservations online.

Foreign movies may be shown in the original language, or they may be dubbed or have subtitles. Japanese movie audiences are also quiet, and do not laugh loudly, or comment during the movie. At the end of the movie, most Japanese movie-goers will stay until all of the credits are finished before quietly filing out of the theater.



Check the Internet for a movie theater in Japan, pick a movie that is playing, then check the show times, ticket prices, and concessions sold there. Write a short blog entry comparing the theater to one in your area. Be sure to include the information from your research and pictures if you choose.



アクティビティー Communicative Activities

ペアワーク

A. SPEAK/LISTEN Ask your partner if he/she goes to the following places. If so, ask your partner the purpose for which he/she goes there.

としょかん
Ex. 図書館

Aさん: ところで、～さんは としょかん 図書館へ 行きますか。

Bさん: はい、行きますよ。

Aさん: 何を しに 行きますか。

Bさん: しゅくだい 宿題を しに 行きますよ。

としょかん 図書館	ぎん 銀行	や 本屋	えいがかん 映画館	スーパー
こうえん 公園	スタジアム	デパート	大学	ともだち 友達のうち



Authentic Reading

B. READ/WRITE Look at the movie theater sign board above and answer the following questions.

UNDERSTAND

1. Are the ticket prices for college students and high school students the same?
2. What is the difference in price to see 2-D movies and 3-D movies?

IDENTIFY

3. What do you think プレミアシート means?

APPLY

4. How much would your ticket cost if you wanted to see a 3-D movie?
5. About how much would it cost in dollars? Look up the current exchange rate.

WORKBOOK page 19

2課4

Do you mind meeting at 1:30 instead?

Dialogue

READ/LISTEN When and where will Mari and Ken meet?



Sentence Patterns

READ Find one of these sentence patterns in the dialogue.

- 聞こえませんか。
はい、聞こえません。
いいえ、聞こえます。
- いいんですか。
- ～だけ

Can't you hear? [**Negative question**]

Yes (= I agree with your statement), I cannot hear.

No (= I disagree with your statement), I can hear.

Is it really all right?

only ~

たんご
単語

Vocabulary



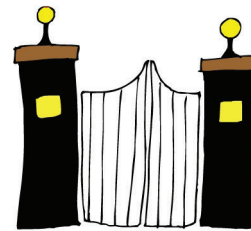
1. ～が 見えます

～ can be seen, visible



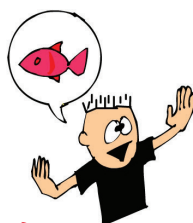
2. ～が 聞こえます

～ can be heard, audible



3. 門

gate



4. 本当 [ほんとう] に

really, truly [Adverb]



5. 本当ですか。

Is it true/real?

ほんとう is a noun and means truth.



6. ～だけ

only ～

だけ replaces を, が, は and is used with へ, に, で, etc.

よ 読みましょう Language in Context

READ/LISTEN/SPEAK Read these sentences in Japanese. Say what the only language(s) you speak at home are.



「分かりませんか。」
「はい、分かりません。」



女の 生徒だけ います。

A Answering Negative Questions

「食べませんでしたか。」 「はい、食べませんでした。」

The Japanese answer affirmatively or negatively to the stated form of the verb rather than to the action implied. For example, when responding to the question 「きのう うみへ 行きませんでしたか。」, the response would be, 「はい、行きませんでした。」 “Yes, I agree with your assumption that I didn’t go to the beach.” Or, 「いいえ、行きました。」 “No, I disagree with your assumption that I didn’t go to the beach, I went.” Do not confuse this form with the negative invitation form. When responding to an invitation, one should answer as one would in English.

MODELS

- | | |
|---|--------------------------------|
| 1. 「中国語を ^{ごく} 話しませんか。」 | “Don’t you speak Chinese?” |
| 「 ^{はい} いいえ、 ^{はな} 話します。」 | “No, I do speak (it).” |
| 2. 「英語で ^{えい} 話しては ^{はな} いけませんか。」 | “Must I not speak in English?” |
| 「 ^{はい} はい、だめです。」 | “Yes, it is not allowed.” |

READ/SPEAK Choose the correct verb form in response to the negative questions.

- 先生: 宿題を ^{しゅくだい} しましたか。
ケン: はい、(しました / ませんでした)。
- 先生: この ^{かんじ}漢字を ^し 知りませんか。
ケン: いいえ、(知ります / 知っています / 知りません)。

B Particle Replacer ～だけ

～だけ only ～

だけ replaces を, が, は and is used with other particles such as へ, で, に, から.

MODELS

- まりさん ^{だけ} スカートを ^は いて いました。
Only Mari was wearing a skirt.
- ピアスを 一つ ^{だけ} しても いいです。
You may wear only one pierced earring.
- 小さいの ^{だけ} しても いいです。
You may wear only a small one.
- ケンさんは 学校で ^{だけ} ^{べんきょう}勉強します。
Ken studies only at school.

READ/WRITE Rewrite the each of the following sentences on a separate sheet of paper. Use **だけ** in the correct locations to match the information given below. Replace or retain particles as needed.

In my family, only my mother speaks Japanese well. My father speaks only a little Japanese and speaks only at home.

1. 母は 日本語を よく ^{はな}話します。
2. 父は 日本語を ^{すこ}少し ^{はな}話します。
3. 父は ^{はな}うちで 日本語を 話します。

C Inviting Explanation with ~んです

「いいんですか。」

The **んです** ending is frequently used in speaking. When it appears in a question form, it serves the purpose of inviting an explanation from the listener. When used in a statement form, it suggests that the speaker feels obligated to explain himself.

MODELS

1. 今晚 ^{ばん}映画に ^{えいが}行きたいんです。 I really want to go to a movie.
2. この ^{うんてん}車を 運転しても いいんですか。 May I really drive this car?

READ/SPEAK Choose the correct word for each given situation from the options in the ().

1. A Japanese student said that Japanese school rules are strict.
日本の 学校の きそくは (きびしい / きびしいん)です。
2. A Japanese student is surprised that U.S. students can wear earrings at school, and asks about it.
アメリカの 学校で ピアスを しても (いい / いいん)ですか。

ぶん か 文化ノート Culture Notes

Japanese Neighborhoods

Japan is a mountainous country and most of its land is unsuitable for building. The general population tends to be concentrated in urban centers, such as Tokyo, Yokohama, Nagoya, Osaka, and Kyoto, with houses sitting close together and in some cases even touching! An assortment of housing styles can be found both in the city and countryside, ranging from single-family homes (both traditional



and modern in style) and small town-house type apartments to condominium complexes tens of stories high.

Neighborhood blocks are ordered and named, but the majority of neighborhood streets are unnamed. This system can be difficult to navigate for those who do not have a good sense of the area. Streets may also be quite narrow, allowing only enough room for one car or only a bicycle or pedestrian to pass through.

In the past, many of these neighborhoods formed tight-knit

communities. Today, people in Japan move far more frequently, and as a result this sense of



A young girl greets her neighbors.



A こうばん in Shiga Prefecture

community has diminished. Still, many neighborhoods in both rural and urban regions form communities around Shinto shrines, business organizations, or neighborhood associations. These communities [usually] have police boxes or こうばん, where two or three police officers are assigned to cover the neighborhood throughout the day and night. Usually quite approachable, they assist others with finding their way around the neighborhoods, as many of the homes are not numbered in order and finding the addresses requires the resources of the knowledgeable police officer at the こうばん.



Research a little more about police officers in Japan and in your community. Write a job description for a Japanese police officer assigned to a neighborhood こうばん and one for a police officer assigned to the area in which you live. How are they similar and different? Write a brief summary of your findings.

アクティビティー Communicative Activities

ペアワーク

A. SPEAK/LISTEN On a separate sheet of paper, sketch of a view of the outdoors from one of the windows of your home. Take turns describing the view to your partner, who will draw a picture based on your description. Compare sketches to see whether you communicated successfully.

Ex. A: まどから 何が 見えますか。

B: まどから ～が 見えます。




B. SPEAK/LISTEN Ask your partner the following negative questions. He/she should answer based on the facts.




Ex. 質問： 昨日 おすしを 食べませんでしたか。
 答え： はい、食べませんでした。 or いいえ、食べましたよ。

1. きのう おすしを 食べませんでしたか。 	2. きのう 日本語の しゅくだいを しませんでしたか。 	3. きのう テレビを 見ませんでしたか。 
4. けさ あさごはんを 食べませんでしたか。 	5. テキストを かりて もかまいませんか。 	6. 今 食べても かまいませんか。 
7. 十ドル かきませんでしたか。 	8. 中学一年生では ありませんか。 	9. 今日は 金曜日では ありませんか。 

C. SPEAK/LISTEN/WRITE Ask your partner the following questions. He/she should answer based on the facts using だけ appropriately in his/her responses.

Ex. 質問： 今 何人の 人が スカートを はいて いますか。
 答え： 三人 だけ です。

1. 今 何人が スカートを はいて いますか。 
2. うちに 車が 何台 ありますか。 
3. 今 お金を いくら も 持って いますか。 

4. 今 えんぴつを 何本 ^も 持って いますか。	
5. 教室に ^{きょうしつ} 何人が めがねを かけて いますか。	
6. 今 ^{きょうしつ} 教室に 先生が 何人 いますか。	

D. READ/SPEAK/LISTEN/WRITE Suggest doing the following activities with your partner. Decide on a mutually agreeable time and place to meet and write your plans on a separate sheet of paper.

Ex. お昼ごはん ^{ひるはん} が (or を) 食べたいです。

Aさん: お昼ごはん ^{ひるはん} を 食べに 行きましょう。






Bさん: はい、行きましょう。

Aさん: 何時に ^あ 会いましょうか。

Bさん: 十二時半 ^{はん} に ^あ 会いましょう。

Aさん: どこで ^あ 会いましょうか。

Bさん: 門 ^{もん} の ^あ ところで 会いましょう。

-  えいがが(or を) 見たいです。
-  フットボールの しあいが(or を) 見たいです。
-  バasketボールが(or を) したいです。
-  およぎたいです。
-  たんじょう日の プレゼントを(or が) かいたいです。

Lesson 2 Review



Review Questions

🔊 Ask your partner these questions in Japanese. Your partner should answer in Japanese. Check your answers using the audio.

Clothing and Uniforms Review pages 60–61

1. Do you like to wear uniforms?
2. Do you always wear a ring?
3. Are you wearing white socks today?
4. Don't you sometimes wear glasses?
5. Is it all right to wear shoes inside your home?

School Rules Review pages 66–67, 77

6. Are your school rules strict? Are they liberal?
7. Is eating allowed in the school library?
8. Is it ok to wear sunglasses in school?
9. Are you not allowed to wear shorts in school?
10. Are you allowed to chew gum in class?
11. Do you speak only in Japanese in (your) Japanese classroom?

Your Plans Review pages 72, 77

12. I want to go to the library to borrow books. What do I need?
13. Are you going to meet your teacher today?
14. Are you going to the movie theater to see a movie this weekend?
15. Are you going to study only Japanese tonight?

About You Review pages 77–78

16. Don't you have your driver's license?
17. Can you hear a phone (ringing)?

Text Chat

You will participate in a simulated exchange of text-chat messages. You should respond as fully and as appropriately as possible. You will have a conversation with Kana Murata, a Japanese high school student, about school rules.

9月 20日 10:27 AM

私は 学校に せいふくを
きて 行きますが。何を きて
行きますか。

Describe two items you are wearing
now, including their colors.

9月 20日 10:32 AM

としょかんに 何を しに
行きますか。

Respond by giving two examples.

9月 20日 10:36 AM

学校の きそくは きびしいですか。

Give your opinion and the one rule
you dislike the most.



Can Do!

Now I can ...

- ☐ describe how I and others are dressed
- ☐ grant and ask for permission
- ☐ tell others what they may or may not do
- ☐ state my reasons for going somewhere
- ☐ answer negative yes/no questions

Project Corner

はなふだ 花札 Cards

Background

Hanafuda are traditional Japanese playing cards popular among all ages and used to play several different games. Unlike *go*, *shogi*, and *mah-jong*, which originated in China, *hanafuda* is a uniquely Japanese creation that evolved from *kai-awase* (matching pictures on shells game) and playing cards introduced by the Portuguese in the late 1500's. Quintessentially Japanese in its stylized depiction of the seasons, the colorful cards bear pictures of Japanese flora, fauna, *tanzaku* (strips of paper for writing poems), and Japanese symbols of good luck. In addition to the traditional decks, there are now many themed decks and online versions available.

Cards

A *hanafuda* deck consists of 48 cards. There are 12 different suits, four cards in each. Each suit bears a seasonal flower or plant representing one of the 12 months of the year. Each card has a face value that falls into one of four different categories: Light beams–20 points, animals–10 points, *tanzaku* or *tan* (red or blue strips of paper)–5 points, and *kasu* (junk)–1 point. There is one red and black colored junk card of the *yanagi* or *ame* suit sometimes called the *gaji*. The *gaji* acts like a joker and can take any card of any suit. Also included with each deck is a blank card that can be used to replace a lost or bent card.



A うぐいす (nightingale) card from the うめ (plum) deck representing February



A たんざく card from the ふじ (wisteria) deck representing April



A がし (joker) card from the やなぎ or あめ deck representing November

The Game

There are numerous ways of playing and scoring *hanafuda*, and they vary among regions. Therefore, it is best to establish the rules before playing. The five most common ways of playing are: *Bakappana* (Matching Flowers or Fool Flowers), *Hachi-hachi* (Eighty-eight), *Koi-koi* (Come on), *Kabu* (Nine), and *Mushi* (Honeymoon *Hanafuda*). *Hachi-hachi* is the most popular version, but it is also the most complicated. *Bakappana* is the simplest version, and therefore favored by beginners who wish to familiarize themselves with the cards and rules.



For a complete set of printable *hanafuda* cards and directions on how to play *Bakappana*, visit the companion website at cheng-tsui.com/adventuresinjapanese