Adventures in Japanese

Hiromi Peterson, Naomi Hirano-Omizo
& Jan Asato

4TH EDITION

CHENG & TSUI

Boston

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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-appropriate considerations peculiar to high school students.

Adventures in Japanese has been prepared by highly experienced and knowledgeable high school teachers of Japanese, Hiromi Peterson, Naomi Hirano-Omizo, and Jan Asato, 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-appropriate, 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 other features, 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 third volume of *Adventures in Japanese*! We congratulate you on your progress in the study of Japanese language and culture! In Volume 1, you learned how to express your basic needs in Japanese. In Volume 2, you expanded your skills by learning how to use Japanese in your own community. In Volume 3, you will experience Japan with Ken as he spends time living in Tokyo with a host family. You will learn about high school life in Japan, talk about your Japanese language studies, communicate about and experience the entertainment world in Japan, venture into the Japanese home, learn to maneuver around Tokyo on the train system, and further explore Japanese foods. This volume truly takes you on an exciting adventure to Japan!

We hope you will find your experience with Volume 3 as fulfilling and enjoyable as your experiences with Volumes 1 and 2. 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**
The topics for Volume 3 were again carefully considered from the point of view of a young first-time traveler to Japan. Ken, the central character throughout *Adventures in Japanese*, arrives in Tokyo for the first time and is greeted by his Japanese host family. Many lessons focus on authentic Japanese living, centering on Ken’s interactions with his host family, e.g., meeting for the first time, celebrating a birthday, learning proper Japanese etiquette, etc. There are also lessons that compare Japanese and U.S. housing, meal times, and travel.

**Can-Do Statements**
Each lesson starts with a set of Can-Do Statements that set forth 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.

**Pre-Lesson Review**
A list of previously learned vocabulary and grammar will appear at the start of every lesson section. 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
Volumes 1 and 2 introduced 162 kanji, and Volume 3 introduces 112 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. The number of recognition kanji varies per lesson. 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 kanji until they appear as new Lesson Kanji in subsequent lessons.

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
In this volume, you will find that dialogues or narratives serve as the core of the lesson. A multi-page manga dialogue appears at the beginning of each lesson in part A, modeling the lesson vocabulary and grammar in an authentic Japanese context. The dialogues in the textbook are in both formal and informal styles in order to help you become accustomed to the more natural speaking styles of Japanese people.

Readings
A one-page reading appears at the beginning of each lesson in part B. These readings model the lesson’s vocabulary and grammar in an authentic Japanese context. Because there are different forms of written and spoken Japanese, these readings are designed to help prepare you to recognize and be able to produce the appropriate style of written Japanese in any given situation. The readings may appear as formal letters, blog posts, or articles. Reading sections are immediately followed by an activity page to check for comprehension.

Vocabulary and Language in Context
In order to communicate successfully, it is imperative that you retain a rich and abundant vocabulary. As in Volumes 1 and 2, the vocabulary in this volume has been carefully selected based on frequent and practical use. This volume continues to provide you with many useful vocabulary words that will be particularly helpful as you describe the Japanese language, people, society, and culture. New vocabulary is limited to 40 words per lesson, 20 words in part A and 20 words in part B. Vocabulary words are now listed in a contextual fashion in order to help you learn to use them appropriately with the correct particles and with the proper nuance. As in Volumes 1 and 2, additional vocabulary is again provided immediately following the 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 Volumes 1 and 2. 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 3. 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. Understand the differences and nuances between written and spoken Japanese.
2. Communicate in both formal and informal Japanese appropriately.
3. Discuss matters relating to etiquette, entertainment, and the Japanese lifestyle.
4. Explain in detail for what purpose something is or was done.
5. Compare environmental practices in Japan and other countries.
6. Describe different geographical regions of Japan and their historical significance.

Grammar explanations are all accompanied by model sentences (with audio available online) to put the grammar in context, and exercises to check that your usage is correct.

Cultural Resources
Understanding culture is essential to learning a language. We thus continue to provide a content-rich Culture Notes section. Many of the Culture Notes are accompanied by activities that help you delve deeper into an aspect of Japanese culture, often by using technology. Use these opportunities to compare practices with your own culture or to draw connections with another discipline. The many illustrations and photos throughout the text also are fine sources of cultural lessons. In addition, the Language Notes and Japanese Proverbs sections present the unique elements of the Japanese language.

Every lesson also includes a Culture Project that gives you a chance to further compare and deepen your understanding of various aspects of your culture and the Japanese culture. You are encouraged to find answers through a variety of sources, including the Internet, reading materials, or Japanese people themselves!

AP®-Style Post-Lesson Review
Compared to the previous volumes, this volume presents a more developed AP®-style Text Chat review at the end of each lesson. You will respond to text messages from Japanese students based on prompts, modeling a real-life exchange about the lesson topics. In addition, there are now AP®-style Conversation and Discussion activities. Conversation activities will be done in conjunction with the audio available at cheng-tsui.com/adventuresinjapanese, while Discussion activities will be practiced with your classmates. You should pay attention to speed, intonation, and pronunciation as these factors matter in communicating successfully and will be assessed by your teacher.

Historical Figure Readings
An additional feature in Volume 3 is the Historical Figure Readings, which will give you practice in reading formal informative articles about significant individuals in Japanese history. The lives of these individuals connect intimately with the theme of each lesson.

It is our hope that upon completing this volume, you will be able to communicate successfully at an intermediate level, orally and in written form. We also hope that you will learn more about culturally appropriate behavior, and that it will better prepare you to successfully interact with Japanese people in any context.

One piece of advice from your teachers:
The key to success in 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,
Ken begins his junior year of high school studying abroad and staying with his host family, the Kitayamas, in Tokyo, Japan. Through his conversations and adventures with his host family and friends, Ken learns even more about the Japanese language and culture, and what it’s really like to be a high school student in Japan.

Ken Smith is the main characters in the Adventures in Japanese series. In Volume 3, Ken is a junior studying abroad at a Japanese high school in Tokyo.

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.

Meet the Rest of the Characters
Throughout Volume 3, you will meet and learn more about the people who surround Ken.

Meet the Characters

林まり
Ken’s Japanese friend from Tokyo. She continues to study at McKinley High School in the U.S. while Ken is studying abroad in Japan.

北山明美
Ken’s host mother. She is 48 years old and works part-time as a cashier at a supermarket near her family’s home in Tokyo.

北山力
Ken’s host father. He works for楽風グローバル as a department chief. He lives with his family in Meguro, near Shibuya Station in Tokyo.

ス タ ン・スミス
Ken’s father, a 54-year old doctor who currently lives in California. Ken wants to be a doctor like his father when he grows up.

な お み・スミス
Ken’s mother. She has lived in the U.S. for 20 years and works at a bookstore. She and Ken’s father are divorced.

ジ ー ナ・スミス
Ken’s older sister is a college freshman majoring in physics in California.

ミリー・スミス
Ken’s youngest sister. She is a first-year middle-school student who lives with her mother in the U.S.

駅員 (女性)
A kind station attendant who helps Ken find his way when he is lost in a Tokyo train station.

駅員 (男性)
A conductor who assists Ken in getting on the right train in Tokyo.

エ ミ・ テ イ ラ ー
Ken’s friend from freshman year. She is studying abroad in Hiroshima and meets Ken when he is traveling around Japan.
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*, 2016, by the National Standards in Foreign Language Education Project), and how activities in *Adventures in Japanese Volume 3* align with them. While this is not an exhaustive discussion, it will inform you, the teacher, about how standards may be met in Volume 3. Complete correlations, a full Scope and Sequence, as well as supplemental materials including audio, 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

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. Students practice communicating with their classmates, their teacher, and others one-on-one, often in realistic Communicative Activities that require the exchange of meaningful information. Activity topics include first-time encounters, making plans, writing letters and e-mails, sharing meals, giving directions, and planning trips. Students also ask for and give information; state preferences and opinions about a variety of topics through lesson activities; engage in simulated written communication through Text Chat activities; and, through Authentic Readings, answer questions that help them navigate real-life situations.

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. At this level, students continue to listen regularly to audio exercises, as well as to their teacher and classmates on a daily basis. They also practice reading skills through narratives, dialogues, authentic reading materials (blog posts, text messages, signs, charts, etc.), Language in Context entries, Historical Figure Readings, and reading/listening activities.

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 present in written and oral forms to a variety of audiences through Culture Notes and Reading Comprehension activities. They also engage in longer presentations using various forms of media in Culture Projects and Extend Your Learning activities.

II. Cultures

Interact with cultural competence and understanding of Japan

Learners use Japanese to investigate, explain, and reflect on the relationship between the practices and perspectives of Japanese culture. The Culture Notes introduce a myriad of topics that demonstrate Japanese perspectives and values through patterns of behavior and practices. Examples are etiquette in a Japanese home, food and table manners, recycling, and the Japanese experience of weathering natural disasters. Students also see how perspectives such as *uchi/soto*, societal hierarchy, resilience, and respect for nature are reflected in the Japanese language.
Learners use Japanese to investigate, explain, and reflect on the relationship between the products and perspectives of Japanese culture. In this volume, students learn to navigate the Japanese transportation system, create a bento boxed lunch, organize trash for recycling, and develop an itinerary. These hands-on activities help students connect to representative Japanese values and perspectives in authentic ways. The Culture Notes also encourage a deeper understanding of cultural products, such as Japan’s contemporary entertainment, writing systems, and unique home appliances, which reveal much about what is important to the Japanese.

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.

Learners build, reinforce, and expand their knowledge of other disciplines while using Japanese to develop critical thinking and to solve problems creatively. Through Cultural Projects, students delve into areas such as music (entertainment), architecture (the Japanese home, temples and shrines), nutrition (bento-making), and environmental sciences (recycling, natural disasters). The Historical Figure Readings present focused case studies in history. Engagement in such topics and projects spark student interest in various career paths and prepare them for life choices in the future.

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

Learners use Japanese to investigate, explain, and reflect on the nature of the Japanese language and their own. Language Notes point out some of the unique features of the Japanese language, including onomatopoetic phrases and special expressions used in the home, as well as words that are difficult to translate across languages. One lesson delves into the unique kanji writing system and letter-writing formats that reveal much about the nature of the Japanese language. The emphasis in Volume 3 on informal and formal speech styles instructs students about the powerful connections among language, culture, and society.

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 encourage students to read about and further explore a wide range of topics, such as Japanese school life, pop culture, meals, transportation, the environment, and travel. The related Culture Projects naturally lend themselves to rich opportunities for students to compare Japanese culture and their own.
V. Communities
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

Learners use Japanese both within and beyond the classroom to interact and collaborate in their community and the globalized world. Students implement their Japanese language skills through Culture Projects, which encourage students to interact with people in their community or online. Examples include creating their own bento to share with their families, writing letters to their former teachers in Japanese, developing a recycling plan proposal for their local community, and folding origami cranes to extend messages of peace to global communities that have suffered tragedy.

Learners set goals and reflect on their progress in using Japanese for enjoyment, enrichment, and advancement. All three Adventures in Japanese volumes feature Can-Do statements and corresponding self-assessment tools that encourage students to form positive lifelong habits of goal-setting and reflection. Authentic Readings teach students how to interact with Japanese texts they may encounter outside the classroom. The plethora of cultural activities included in Culture Projects and Extend Your Learning activities are fun and enriching for students. Making bento, writing emails, planning itineraries, and creating proposals to improve living conditions are all skills that students can carry into their adult lives.

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 marked with the Common Core icon encourage students to read texts closely; to write to explain, persuade, and convey experience; and to understand the purpose behind communication. Students read closely for main ideas and details, and write narratives on various topics by drawing comparisons between perspectives, practices, and products of Japanese culture and their own.

21st Century Skills
Adventures in Japanese encourages students to develop 21st Century skills in the three main areas of learning, literacy, and life skills. Through the textbook activities and projects, students develop their creativity, critical thinking, and collaborative and communicative skills. The Culture Projects and Extend Your Learning sections, which require outside research, hone students’ skills in information, media, and technology literacy. Various cultural projects also push students to take initiative, develop social skills, assume leadership roles, and become productive and flexible learners. The 21st Century Skills icons mark the activities that emphasize these skills.

We hope the preceding information has been helpful in demonstrating the ways in which Adventures in Japanese Volume 3 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 the language and culture, they will be better prepared to lead us into a more peaceful and harmonious world.
Acknowledgments

Adventures in Japanese Volume 3 was developed with the support and contributions of countless administrators, colleagues, friends, and students at Punahou School in Honolulu, Hawaii, and beyond over several decades. We apologize to any we may have failed to acknowledge below.

First and foremost, we express our warm thanks to our students who have contributed to the development of the text throughout the years. They provided us with a purpose, motivated us to continue, taught us, gave us ideas, suggestions, and even criticism, and encouraged us in many ways. In this volume, we thank our students who served as models for our photos.

We acknowledge Professor Seiichi Makino of Princeton University who wrote the foreword, conducted workshops for us, and offered us much support and encouragement. We thank Professor Emeritus Masako Himeno of Tokyo University of Foreign Studies for her guidance over many portions of the text and for her valuable suggestions and support throughout the project. We are grateful to our illustrators, Punahou graduate Michael Muronaka and former colleague Emiko Kaylor. We thank our current and former Japanese language colleagues at Punahou. In particular for this volume, we extend our gratitude to Junko Ady for her many contributions. We are very grateful to our administrators at Punahou School, who have lent us guidance and support over the many years we have worked on our textbook project. We continue to be appreciative to Wes Peterson for the invaluable technological expertise, wisdom, and support he lent us through the early stages of the development of this textbook series.

We express our gratitude to Yoshiko Shimabukuro of the Himeyuri Peace Memorial Museum and Professor Emeritus Masahide Ohta, former governor of the Prefecture of Okinawa, for generously sharing information about war experiences in Okinawa, which was used for readings.

We thank all who have contributed images that have added considerably to our students’ learning. Thank you to Green Breeze editors Hisae Hiraki and Masumi Takabayashi for their photos and illustrations. Our thanks go to Kazuko Muneyoshi for preparing the attractive foods for photo use. We appreciate Shinji Nakatani’s work on the original Tokyo train map. We are grateful to Hiroshima Jogakuin for permitting us to use their photos and part of their homepage. To Akemi Sakamoto, we express our gratitude for securing permission to use photos from Shitennoji Habikino Junior and Senior High School and for reviewing some of our Culture Notes. Also, we are appreciative to Chikako Ikeda, Yasuko Suzuki, Mutsuko Tsujii, Chitose Nishiyama, and Hisayo Yamaguchi for their thorough feedback on our Culture Notes. We are grateful to Professor Hiroko Fujimori for her careful perusal and feedback on our textbook dialogues, readings and audio scripts. We recognize Kazuko Sakuma Takehara for sharing her ideas for the Sadako project. We thank colleague Christina Tamaru for creating the workbook answer keys.

Our deepest gratitude to Roko Takizawa of the Shobi College of Music in Tokyo for coordinating the audio production with the assistance of teachers Aruno Tahara and Mahiro Inoue, as well as their students. We thank colleagues Aki Teshigahara for editing our audio files and Dr. Ted Demura-Devore for recording the English portions of the audio files.

We also recognize Jill Cheng of Cheng & Tsui Company for her support over many years as we have worked on this series. We are appreciative of her entire staff for their work on this edition. In particular, we recognize editors ShuWen Zhang and Mike Yong for their careful and caring work on this volume.

Finally, we express our appreciation to our families for their patience and unwavering support of our efforts throughout our many years of work on the Adventures in Japanese series.

Hiromi Peterson, Naomi Hirano-Omizo, and Jan Asato
Can Do!

- address/speak to others in the appropriate speech style
- refer to your own and others’ family members
- write an informal response to a text message
- omit particles and shorten verb forms
- quote others and say what you think about something

Online Resources

cheng-tsui.com/adventuresinjapanese

- Audio
- Vocabulary Lists
- Vocabulary Flashcards
- Kanji Flashcards
- Activity Worksheets
- Verb Conjugation Review Chart
In this lesson, you will review some key *kanji* from Volumes 1 and 2.

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<td>タ 多半</td>
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<td>会</td>
<td>to meet</td>
<td>あ(う) 学校で会う</td>
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<td>着</td>
<td>to wear</td>
<td>き(る) シャツを着</td>
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<td>to arrive</td>
<td>つ(く) 家に着く</td>
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<td>ガ 漫画</td>
</tr>
<tr>
<td>Kanji</td>
<td>Meaning</td>
<td>Readings</td>
<td>Examples</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>25. 分</td>
<td>minute</td>
<td>わ(かる)</td>
<td>分かりません。 I do not understand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ぴん</td>
<td>二分</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ぶん</td>
<td>半分</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ぶん</td>
<td>六分</td>
</tr>
<tr>
<td>134. 少</td>
<td>few</td>
<td>すく(ない)</td>
<td>車が少ない few cars</td>
</tr>
<tr>
<td></td>
<td>a little</td>
<td>すこ(し)</td>
<td>少し</td>
</tr>
<tr>
<td>160. 思</td>
<td>to think</td>
<td>おもう</td>
<td>いいと思う</td>
</tr>
<tr>
<td>127. 明</td>
<td>bright</td>
<td>あか(るい)</td>
<td>明るい月 bright moon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>あ(ける)</td>
<td>あけましておめでとう Happy New Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
<td>あした tomorrow</td>
</tr>
<tr>
<td>90. 飲</td>
<td>to drink</td>
<td>の(む)</td>
<td>水を飲む</td>
</tr>
<tr>
<td>42. 休</td>
<td>to rest/to be absent</td>
<td>やす(む)</td>
<td>休む</td>
</tr>
<tr>
<td>88. 午</td>
<td>noon</td>
<td>ゴ</td>
<td>午前一時 1: 00 a.m.</td>
</tr>
<tr>
<td>89. 後</td>
<td>behind</td>
<td>うし(ろ)</td>
<td>車の後ろ behind the car</td>
</tr>
<tr>
<td></td>
<td>later</td>
<td>あと(で)</td>
<td>後で</td>
</tr>
<tr>
<td></td>
<td>after</td>
<td>ゴ</td>
<td>午後二時 2: 00 p.m.</td>
</tr>
<tr>
<td>139. 物</td>
<td>thing (tangible)</td>
<td>もの</td>
<td>食べ物 food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ブツ</td>
<td>動物園 zoo</td>
</tr>
</tbody>
</table>

*Indicates an irregular reading

Recognition Kanji

ほんとう | 本当 | true
かんじ | 漢字 | kanji

For a full list of kanji from Adventures in Japanese 1 and 2, go to cheng-tsui.com/adventuresinjapanese
 Authentic Reading 

マリ  ケン、今どこ？

ケン  今、東京だよ。（^-^）

マリ  本当？☆（O^∇^）o東京はどう？

ケン  東京は人が多くて、よくこんでいるよ。（>__<;）

マリ  そう？( ´д` ) ホストファミリーに会った？

ケン  うん、今ホストファミリーの家にいるよ。ゆうべ落ち着いたよ。

マリ  へえ〜、どんな家族？

ケン  みんな、やさしいよ。

マリ  それは、よかったね。

ケン  うん、楽しみにしている。じゃあね。

( "д" )ﾉ”☆またね。楽しんで。
READ/WRITE Ken is staying with a Japanese host family in Tokyo. Read his text message conversation with Mari on the previous page and answer the questions below on a separate sheet of paper.

1. What is Ken’s impression of Tokyo?

2. When did Ken arrive in Tokyo?

3. What is Ken’s impression of his host family?

Continue the text conversation between Mari and Ken. Include emoji and any appropriate Japanese expressions you have learned to talk about what it might be like to live in Tokyo with a Japanese host family.

單語 Vocabulary

名詞 Nouns

| 1. どこ? | Where? |
| 2. 東京 | Tokyo |
| 3. ホストファミリー | host family |
| 4. ゆうべ | last night |
| 5. 家族 | family |
| 6. みんな | everyone |

動詞 Verbs

| 7. こんでいる | crowded |
| 8. 会った | met |
| 9. 着いた | arrived |
| 10. 楽しんで。 | Have fun. [Informal] |

-い形容詞 Adjectives

| 11. 多い | many, much |
| 12. やさしい | nice, kind |

表現 Expressions

| 13. よかったね。 | How nice! |
| 14. りーしみにしている。 | (I’m) looking forward to (it). |
| 15. じゃあね。 | Well then . . . (See you!) |
| 16. またね。 | See you later. |

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Language Note

Formal and Informal Speech Styles
A conversation between two people in Japanese can reveal much about their relationship. Use of the formal speech style indicates that the speaker and listener do not share a close relationship. It is represented by です/ます forms, as well as polite vocabulary and expressions, and is used by a person of lower status to one of higher status (student to teacher, etc.), among adults who do not know each other well, during ceremonies, public speeches, and announcements.

The informal speech style indicates a close relationship, i.e., good friends or family. However, when the speaker addresses himself/herself instead of the listener, he/she may switch from a formal to informal speech style if a statement is not directed toward the listener.

文法 Grammar

Formal and Informal Speech Style Conjugation

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Formal Speech Style</th>
<th>Informal Speech Style</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>飲みます</td>
<td>飲む</td>
<td>(I) will drink</td>
<td></td>
</tr>
<tr>
<td>飲みません</td>
<td>飲まない</td>
<td>(I) do not/will not</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>drink</td>
<td></td>
</tr>
<tr>
<td>飲みました</td>
<td>飲んだ</td>
<td>(I) drank</td>
<td></td>
</tr>
<tr>
<td>飲みましたでした</td>
<td>飲まなかった</td>
<td>(I) did not drink</td>
<td></td>
</tr>
<tr>
<td>飲んでください</td>
<td>飲んで</td>
<td>(please) drink</td>
<td></td>
</tr>
<tr>
<td>飲めます</td>
<td>飲める</td>
<td>(I) can drink</td>
<td></td>
</tr>
<tr>
<td>飲みましょう</td>
<td>*飲もう</td>
<td>let’s drink</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*OO form</td>
<td></td>
</tr>
<tr>
<td>飲んでいます</td>
<td>飲んでいる</td>
<td>(he) is drinking</td>
<td></td>
</tr>
<tr>
<td>飲んでみましょう</td>
<td>*飲んでみよう</td>
<td>let’s try to drink</td>
<td></td>
</tr>
<tr>
<td>飲まなければならない</td>
<td>飲まなければならない or 飲まなければならない</td>
<td>(I) have to drink; must drink</td>
<td></td>
</tr>
</tbody>
</table>

* Not yet introduced.
<table>
<thead>
<tr>
<th>Formal Speech Style</th>
<th>Informal Speech Style</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>おいしくです</td>
<td>おいしい</td>
<td>(it) is delicious</td>
</tr>
<tr>
<td>おいしくないです</td>
<td>おいしい</td>
<td>(it) is not delicious</td>
</tr>
<tr>
<td>おいしいありません</td>
<td>おいしい</td>
<td>(it) is not delicious</td>
</tr>
<tr>
<td>おいしかったです</td>
<td>おいしい</td>
<td>(it) was delicious</td>
</tr>
<tr>
<td>おいしくなかったです</td>
<td>おいしい</td>
<td>(it) was not delicious</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>好きです</td>
</tr>
<tr>
<td>好きではありません</td>
</tr>
<tr>
<td>好きじゃありません</td>
</tr>
<tr>
<td>好きでした</td>
</tr>
<tr>
<td>好きではありませんでした</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noun + Copula</th>
</tr>
</thead>
<tbody>
<tr>
<td>今日です</td>
</tr>
<tr>
<td>今日ではありません</td>
</tr>
<tr>
<td>今日じゃありません</td>
</tr>
<tr>
<td>今日でした</td>
</tr>
<tr>
<td>今日ではありませんでした</td>
</tr>
<tr>
<td>今日じゃありませんでした</td>
</tr>
</tbody>
</table>

READ/SPEAK Change the underlined portions of the dialogue below to the formal speech style.

まり：ケン、今どこ？
ケン：今、東京だよ。（〜〜）
まり：本当？☆（⊙¬¬）° 東京はどう？
ケン：東京は人が多くて、よくこんでいるよ。 (>_< ;)
まり：そう？（‘‘д’’）ホストファミリーに会った？
ケン：うん、今ホストファミリーの家にいるよ。ゆうべ着いたよ。
まり：へ〜え、どんな家族？
ケン：みんなやさしいよ。
まり：それはよかったね。
### Formal and Informal Speech Style Vocabulary

<table>
<thead>
<tr>
<th></th>
<th><strong>Formal Speech Style</strong></th>
<th><strong>Informal Speech Style</strong></th>
<th><strong>Meaning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes, No</strong></td>
<td>はい, ええ [less formal]</td>
<td>うん</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>いいえ</td>
<td>ううん</td>
<td>No</td>
</tr>
<tr>
<td><strong>Particles</strong></td>
<td></td>
<td>が, は are omitted.</td>
<td></td>
</tr>
<tr>
<td><strong>Quotation Particle</strong></td>
<td>と</td>
<td>*って</td>
<td></td>
</tr>
<tr>
<td><strong>Expressions</strong></td>
<td>おはようございます。</td>
<td>おはよう。</td>
<td>Good morning.</td>
</tr>
<tr>
<td></td>
<td>ありがとう。</td>
<td>ありがとう。</td>
<td>Thank you.</td>
</tr>
<tr>
<td></td>
<td>おめでとうございます。</td>
<td>おめでとう。</td>
<td>Congratulations.</td>
</tr>
<tr>
<td></td>
<td>お元気ですか。</td>
<td>元気?</td>
<td>How are you?</td>
</tr>
<tr>
<td><strong>Sentence Conjunctions</strong></td>
<td>ですから</td>
<td>だから</td>
<td>Therefore,</td>
</tr>
<tr>
<td></td>
<td>しかし</td>
<td>でも</td>
<td>However,</td>
</tr>
<tr>
<td></td>
<td>～が, ～</td>
<td>*～けど, ～</td>
<td>~, but ~</td>
</tr>
</tbody>
</table>

*Not yet introduced.

**READ/SPEAK** Change the underlined portions of the following dialogues to the informal speech style and practice them with a partner.

1. ケン：おはようございます。お元気ですか。
   
   まり：はい、元気ですが、少しひかれてあります。

2. ケン：明日の午後、映画に行きませんか。
   
   まり：残念ですが、明日は忙しいです。ですから、明日は行けません。

3. ケン：物理の試験はどうでしたか。
   
   まり：難しかったです。しかし、よく出来たと思います。
### Asking Questions in the Informal Speech Style

In informal situations, a rising intonation is used instead of the question particle か.

<table>
<thead>
<tr>
<th>Formal Speech Style</th>
<th>Informal Speech Style</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs</td>
<td>飲みますか。</td>
<td>Do/Will (you) drink?</td>
</tr>
<tr>
<td></td>
<td>飲む？↗</td>
<td></td>
</tr>
<tr>
<td>い Adjectives</td>
<td>おいしいですか。</td>
<td>Is it delicious?</td>
</tr>
<tr>
<td></td>
<td>おいしい？↗</td>
<td></td>
</tr>
<tr>
<td>な Adjectives</td>
<td>好きですか。</td>
<td>Do you like (it)?</td>
</tr>
<tr>
<td></td>
<td>好き？↗</td>
<td></td>
</tr>
<tr>
<td>Noun + Copula</td>
<td>今日はですか。</td>
<td>Is it today?</td>
</tr>
<tr>
<td></td>
<td>今日？↗</td>
<td></td>
</tr>
</tbody>
</table>

Compare the examples below:

1. **A conversation between friends.**
   - ゆき：テスト、いつ？↗
   - みか：テスト、明日よ。
     - When is the test?
     - The test is tomorrow.

2. **A conversation between a student and a teacher.**
   - 生徒：テストは、いつですか。
   - 先生：テストは、明日ですよ。
     - When is the test?
     - The test is tomorrow.

#### READ/SPEAK
Change the underlined portions of the following dialogues to the informal speech style and practice them with a partner.

1. ケン：昨日、学校へ来ましたか。
   - まり：いいえ、来ませんでした。

2. まり：日本語の先生はやさしいですか。
   - ケン：はい、とてもやさしいです。

3. ケン：英語の勉強は大変ですか。
   - まり：そうですねえ。ちょっと大変ですが、おもしろいです。
D  

<table>
<thead>
<tr>
<th>Formal Speech Style</th>
<th>Informal Speech Style</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>お名前</td>
<td>名前</td>
<td>name</td>
</tr>
<tr>
<td>お仕事</td>
<td>仕事</td>
<td>job</td>
</tr>
<tr>
<td>ひるはん</td>
<td>ひるはん</td>
<td>lunch</td>
</tr>
<tr>
<td>Pronouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>こちら</td>
<td>これ, こ, こっち</td>
<td>this one; here [informal form]</td>
</tr>
<tr>
<td>そちら</td>
<td>それ, そこ, そっち</td>
<td>that one; there [informal form]</td>
</tr>
<tr>
<td>あちら</td>
<td>あれ, あそこ, あっち</td>
<td>that one over there; over there [informal form]</td>
</tr>
</tbody>
</table>

READ/SPEAK  Change the underlined portions of the dialogue to the informal speech style.

ケン：こちらのシャツとあちらのシャツと、どちらの方が好きですか。
まり：私は、そちらの方がいいと思います。いかがですか。
ケン：いいと思いますよ。おいくらですか。
まり：三十ドル五十セントです。

E  

けど “Although”

Sentence 1 + けど, Sentence 2

けど (although) is a mid-sentence particle similar to the sentence connector が, both in usage and meaning. Like が, けど is also used to soften the end of conversational sentences. けど is preceded by the plain form. Adjectives and nouns in the non-past form take だ。

1. 今日, 寒いけど, 外へ散歩に行った。
   It is cold today, but (I) went out for a walk.
2. 勉強したけど、成績は悪かったです。
   Although I studied, (my) grades were bad.

READ/SPEAK  Choose the correct response in the ( ). X means no response necessary.

1. にんじんは食べます (が / けど)、好きではありません。
2. 試験は明日 (だ / けど) 、まだ勉強していない。
3. 日本語は好き (だ / X) (が / けど) 、あまり上手じゃないよ。

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### In-group and Out-group Family Terms

<table>
<thead>
<tr>
<th>Formal Speech Style Out-group Family Terms</th>
<th>Informal Speech Style In-group Family Terms</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ご家族</td>
<td>家族</td>
<td>family</td>
</tr>
<tr>
<td>ご両親</td>
<td>両親</td>
<td>parents</td>
</tr>
<tr>
<td>お父さん / お母さん</td>
<td>父 / 母</td>
<td>father / mother</td>
</tr>
<tr>
<td>おじいさん / おばあさん</td>
<td>祖父* / 祖母*</td>
<td>grandfather / grandmother</td>
</tr>
<tr>
<td>おじさん / おばさん</td>
<td>おじ* / おば*</td>
<td>uncle / aunt</td>
</tr>
<tr>
<td>お兄さん / お姉さん</td>
<td>兄 / 姉</td>
<td>older brother / older sister</td>
</tr>
<tr>
<td>弟さん / 妹さん</td>
<td>弟 / 姉</td>
<td>younger brother / younger sister</td>
</tr>
</tbody>
</table>

*Not yet introduced.*

**READ/SPEAK** Choose the correct term in the () and change the underlined portions of the following dialogues to the informal speech style. Practice them with a partner.

1. ケン: (父 / お父さん)は、料理が上手ですか。
   
   まり: いいえ、(父 / お父さん)は、料理があまり上手ではありません。

2. まり: (姉 / お姉さん)は、何歳ですか。
   
   ケン: (姉 / お姉さん)は、今二十歳です。

### Formal and Informal Speech Style Vocabulary

<table>
<thead>
<tr>
<th>Formal Speech Style</th>
<th>Informal Speech Style</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Nouns</td>
<td>-様 [less formal]</td>
<td>Mr., Mrs., Ms.</td>
</tr>
<tr>
<td></td>
<td>-さん [men]</td>
<td>person</td>
</tr>
<tr>
<td></td>
<td>人</td>
<td></td>
</tr>
<tr>
<td>Verbs</td>
<td>さしあげます</td>
<td>to give (someone)</td>
</tr>
<tr>
<td></td>
<td>*いらっしゃいます</td>
<td>to exist, to be (animate)</td>
</tr>
</tbody>
</table>

*Not yet introduced.*
READ/SPEAK Choose the correct term in the () . Practice the dialogue with a partner.

1. ケン: お客（さん/様/くん）, 何を（さしあげましょう/あげましょう）か。
   客: これをください。

2. <ケンの誕生日パーティーで、まりの知らないケンの友達がいます。>
   まり: 那（人/方）は、（だれ/どなた）ですか。
   ケン: (あれ/あちら)は、ケビンですよ。

アクティビティー Communicative Activities

ペアワーク

A. WRITE/READ Write as many kanji characters as you can within 3 minutes. Your teacher will keep time. Switch papers with a classmate and correct each other’s kanji characters.

B. READ/SPEAK/LISTEN Change the underlined parts of the dialogue below to the correct speech style based on the relationships between the speakers. Practice with a partner.

<レストランで>

ケン: いただきます。うどんは、はしで食べなければなりませんか。

まり: いいえ、おはしで食べなくてもいいですよ。ケンさん、にぎりずしを一つ食べても
   みませんか。おいしいですよ。

ケン: いいえ、けっこうです。ぼくは魚が好きじゃないですよ。

<After the meal.>

ケン: ごちそうさま。おいしかったですね。おなかがいっぱいです。今日はぼくが
   ごちそうしますよ。

まり: ありがとうございます。じゃ、私がチップを払いますね。いくらぐらい置かなければ

まり: たいたい十五パーセントぐらいです。すみません。ウェイトレスさん、お勘定を

ケン: お願いします。
**Authentic Reading**

Ken is studying abroad in Tokyo. Based on his conversation with Mari above, answer the following questions in Japanese on a separate sheet of paper.

1. What was Mike doing?

2. According to Mari, how does Mike look?

3. How is Ken’s Japanese at this point?

**Record a short conversation between yourself and a friend in Japanese via video conference and share it with your class. Ask your friend how his/her Japanese studies are going and offer advice for improvement. Use the correct speech style.**
単語 Vocabulary

### 名詞 Nouns

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 元気</td>
<td>fine, healthy</td>
<td>4. 今日</td>
</tr>
<tr>
<td>2. ここ</td>
<td>here</td>
<td>5. 映画</td>
</tr>
<tr>
<td>3. 漢字ノート</td>
<td>kanji notebook</td>
<td>6. 日本語</td>
</tr>
</tbody>
</table>

### 動詞 Verbs

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. 語ってる</td>
<td>is saying</td>
<td>10. 分からなかった</td>
</tr>
<tr>
<td>8. してる</td>
<td>is doing</td>
<td>11. なる</td>
</tr>
<tr>
<td>9. 書いてた</td>
<td>was writing</td>
<td>12. 思ってる</td>
</tr>
</tbody>
</table>

### -い形容詞 I Adjectives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13. つぶらそう</td>
<td>looks sleepy</td>
</tr>
</tbody>
</table>

### 副詞 Adverbs

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>14. ずっと</td>
<td>throughout, by far, all the time</td>
<td>16. ぜんぜん (+ Neg.)</td>
</tr>
<tr>
<td>15. すっごく</td>
<td>terribly, terrifically</td>
<td>17. 少しずつ</td>
</tr>
</tbody>
</table>

### 表現 Expressions

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>18. どうしてる？</td>
<td>How are you (doing)?</td>
<td>21. なるほど。</td>
</tr>
<tr>
<td>19. ああ</td>
<td>Oh!</td>
<td>22. うん</td>
</tr>
<tr>
<td>20. えっ？</td>
<td>Huh?</td>
<td>23. がんばって。</td>
</tr>
</tbody>
</table>

### Language Note

**Male and Female Speech Patterns**

Traditionally in Japan, there was a distinct difference between male and female informal speech patterns. This was especially evident in the difference in sentence ending particles. Female speech was marked with particles such as わ, の, のよ, etc. while male speech was marked by the harsher sounding ぞ, だ, ぜ, and か. Nowadays however, these differences are not as prevalent. In both traditional and modern Japan, formal speech is not characterized by major gender-based variations.
### Grammar

#### A Omitting particles

When speaking in the informal style, Japanese often omit particles. The particles が, は, and を are most frequently dropped. Other particles (で, に, へ, と, から, まで, etc.) are not dropped.

1. 私、なぎさよ。 I am Nagisa.
2. もうお昼、食べた？ Did you already eat lunch?

**READ/SPEAK** Choose the correct particle in the ( ). X means no particle is necessary.

1. 今日、私(は / X)友達(と / X)レストラン(へ / X)行ったよ。
2. 私(の / X)メール(を / X)もう読んだ？

#### B Quotation + って + 言う／思っている

In the previous volume, you learned the pattern in which と followed a quote. This new form is a more conversational and informal way of quoting someone or expressing one’s thoughts.

1. 友達はその映画に行くって言ってました。
   My friend said that (he/she) will go to that movie.
2. 日本で何をしたって思っている？
   What are (you) thinking (you) would like to do in Japan?

**READ/SPEAK** Change the underlined portions of these sentences to the informal speaking style.

1. 田中さんは「メロンがきらいだ」と言っていました。
2. 日本語は難しいけど、おもしろいと思います。

#### C Informal ～てる

い ofいます／いる is often dropped in informal speech when it follows the verb TE form. This form should not be used in formal writing.

1. 今、何してる？ What are you doing now?
2. 毎日漢字を書いてる。 I write kanji every day.

**READ/SPEAK** Change the underlined portions of these sentences to the informal speech style.

1. 母は今、本屋で働いています。
2. 私はぜったいに日本語が上手になると思っていませんでした。
アクティビティー  Communicative Activities

ペアワーク

A. READ/SPEAK/LISTEN Change the underlined parts of the dialogue below to the correct speech style based on the relationship between the speakers. Practice with a partner.

＜Tシャツのお店＞

まり：ケンさん、こんにちは。二階に来ましたから、寄ってみました。

ケン：こんにちは。今日バスケットの試合がありますが、見に行きませんか。

大事な試合ですから、応援に行きましょう。

まり：始まる時間や場所は？

ケン：そうですねえ。試合の時間は午後七時で、場所は学校の体育館です。

六時半ごろに車で迎えに行きますよ。

まり：ありがとうございます。じゃ、その頃に家の外で待っていますね。

夜は十一時までに帰らなければなりません。

B. READ/SPEAK/LISTEN Tell your partner in the informal speech style what Mari and Ken said about their plans for this weekend.

マイクと勉強をします。

海へ行きません。

日曜日に買い物をしに行きます。

ホストファミリーと晩ご飯を食べに行きます。

日本語を勉強しません。

映画を見に行きます。

C. READ/SPEAK/LISTEN Tell your partner what the following people are doing in the informal 〜てる speech style using the verb in the ()

1. 田中さん (弁当を食べています)
2. 山口さん (自転車に乗っています)
3. 前田さん (作文を書いています)
4. 山川さん (本を読んでいます)
5. 大川さん (車を運転しています)
6. 川口さん (走っています)

WORKBOOK  page 3
Can Do!

In this lesson, you will learn to:

- communicate informally with your friends and family
- introduce yourself and your family, including information about occupations and activities you like or dislike doing
- describe nouns using verb modifiers

Online Resources

cheng-tsui.com/adventuresinjapanese

- Audio
- Vocabulary Lists
- Vocabulary and Kanji Flashcards
- Study Guides
- Activity Worksheets
- Culture Project Rubrics
A. The Japanese High School Campus (キャンパス)
Most high schools in Japan are similar in appearance. They have gated entrances/exits, are often grey or white, and are several stories high. While they may have small gardens, the grounds of Japanese high schools are generally covered by plain dirt, not grass.

Find a map of a Japanese high school campus online and compare it to your own school. Create a Venn diagram in Japanese of the similarities and differences between school campuses.

B. School Ceremonies (学校の式)

入学式 (school entrance ceremony) is a significant event held on the first day of school in April and is associated with the cherry blossom season, signifying a new beginning. It is a formal occasion attended by parents, teachers, and upperclassmen to welcome the new entering class to the school. The principal and student representatives give speeches and sing both the national anthem and school song in the auditorium or gymnasium.

At the opposite end of the school year is the 卒業式 (graduation ceremony) held in March. It is similar to the entrance ceremony in structure. Each graduate is called to the stage to receive a graduation certificate at this solemn ceremony.

Brainstorm three similarities and three differences between the first day of school and graduation at your school and the Japanese ceremonies described above. Describe them in Japanese.

C. Clubs (部活)

Clubs are an essential part of student life and fall into two groups: sports and culture clubs. It is through clubs that Japanese students learn and experience senpai/kohai relationships. 同輩 (同輩, members who are senior to them) must show respect to 先輩 (先輩, members who are senior to them) by addressing them in respectful language and doing the menial club chores. Recently, as more high school students work part-time, fewer students are joining clubs.

D. School Events (学校の行事)

文化祭 (school festival)
The “Cultural Festival” is an annual event open to the public at high schools and universities in Japan. Held on a weekend in early November, it coincides with Culture Day on November 3rd, a national holiday. The school campus is transformed into a fair with food, music, and people leisurely milling about. Activities, exhibits, and performances are organized by student clubs.
体育祭(たいいくさい)

The “Sports Festival” is another annual event held by schools in Japan in the fall or spring that involves not only students and teachers, but the students’ families as well. Families cheer on their child’s team and bring弁当(べんとう) to enjoy while the students play tug-of-war, run relay races, and take part in other special events, such as cheering competitions. Both the planning of the festival and the festival itself foster team spirit and cooperation, as most events do not focus on individual skills, but rather the ability to work well together. A similar event,運動会(うんどうかい), is held at elementary schools.

As a class, plan a Cultural Festival for your school and hold it during one of your class periods or after school. In small groups, plan different club activities or events (such as calligraphy, or a musical performance). You may also want to work with other classes or invite other school clubs to participate.

School Trips修学旅行(しゅうがくりょこう)

School trips are a tradition at most Japanese junior high schools and high schools. The entire grade level travels together, and it is an important bonding experience among classmates. Most students take these trips in their junior year of high school. The trips are usually several days long, with popular destinations being historically and culturally rich cities in Japan, such as Nara and Kyoto. In recent years it has even become common to visit foreign countries. Parents are expected to fund the trips, regardless of whether the school is public or private.

E. Bullyingいじめ

Bullying among students in Japan is a critical social issue that has grown considerably over the years with more frequent, severe, and diverse types of bullying. In recent years, the number of reported cases has more than doubled. Bullying can range from isolation to verbal taunting or even physical harm. Cyber bullying(ネットいじめ) has also increased rapidly with the introduction of social media. Extreme cases of bullying resulting in suicides have elicited action by the Ministry of Education, Culture, Sports, Science and Technology and other educational organizations to better educate teachers and students about how to handle this problem.

Do you feel that bullying is a problem at your school? Write a short essay providing three suggestions to help stop bullying at your school and/or in Japan.
In this lesson, you will learn the kanji for family members, travel, and forms of writing.

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Meaning</th>
<th>Readings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>163.</td>
<td>漢</td>
<td>China (during the Han Dynasty)</td>
<td></td>
</tr>
<tr>
<td>164.</td>
<td>字</td>
<td>character, writing</td>
<td></td>
</tr>
<tr>
<td>165.</td>
<td>姉</td>
<td>older sister</td>
<td></td>
</tr>
<tr>
<td>166.</td>
<td>妹</td>
<td>younger sister</td>
<td></td>
</tr>
<tr>
<td>167.</td>
<td>兄</td>
<td>older brother</td>
<td></td>
</tr>
<tr>
<td>168.</td>
<td>弟</td>
<td>younger brother</td>
<td></td>
</tr>
<tr>
<td>169.</td>
<td>朝</td>
<td>morning</td>
<td></td>
</tr>
<tr>
<td>170.</td>
<td>昼</td>
<td>daytime</td>
<td></td>
</tr>
<tr>
<td>171.</td>
<td>文</td>
<td>writing, composition</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Kanji</th>
<th>Meaning</th>
<th>Readings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>172. 化</td>
<td>to take the form of</td>
<td>文化</td>
<td>culture</td>
</tr>
<tr>
<td>172. 化</td>
<td>to apply makeup</td>
<td>化粧する</td>
<td>が + ほ = 化</td>
</tr>
<tr>
<td>173. 花</td>
<td>flower</td>
<td>花屋</td>
<td>flower shop</td>
</tr>
<tr>
<td>173. 花</td>
<td>fireworks</td>
<td>文 - 化</td>
<td>化 + く = 花</td>
</tr>
<tr>
<td>174. 海</td>
<td>ocean, sea</td>
<td>青い海</td>
<td>blue ocean</td>
</tr>
<tr>
<td>174. 海</td>
<td>Hokkaido</td>
<td>北海道</td>
<td>北 + 毎 = 海</td>
</tr>
<tr>
<td>175. 旅</td>
<td>travel</td>
<td>海外旅行</td>
<td>foreign travel</td>
</tr>
<tr>
<td>175. 旅</td>
<td>travel</td>
<td>旅行</td>
<td>方 + く (x3) = 旅</td>
</tr>
<tr>
<td>176. 去</td>
<td>past</td>
<td>去年</td>
<td>last year</td>
</tr>
<tr>
<td>176. 去</td>
<td>去</td>
<td>行方</td>
<td>そ + ぬ = 去</td>
</tr>
</tbody>
</table>

* Indicates an irregular reading

### New Readings

| 23. 父 | father | フ | 祖父 | (own) grandfather |
| 24. 母 | mother | ボ | 祖母 | (own) grandmother |
| 26. 行 | to go | ギョウ | 行事 | event |
| 32. 子 | child | シ | 女子 | girl(s) |
| 33. 女 | female | ジョ | 女子校 | girls school |
| 36. 男 | male | ダン | 男子校 | boys school |
| 37. 先 | first | さき | お先に。 | Please go ahead. |
| 61. 私 | I | シ | 私立 | private |
| 121. 入 | to enter | ニュウ | 入学 | entering school |

### Recognition Kanji

家族 | family  
式 | ceremony  
留学 | study abroad
In this lesson you will learn how to use informal speech patterns to communicate with your friends and family. Review these words, phrases, and grammatical structures you already learned to help you talk about yourself, your family, and your likes and dislikes.

### 名詞 Nouns

| 1. ホストファミリー | host family |
| 2. 何歳？ | How old (are you)? |
| 3. 高校二年生 | high school junior |
| 4. 五十ぐらい | about 50 |
| 5. (ご)家族 | (someone’s) family |
| 6. 仕事 | job |
| 7. 医者 | doctor |
| 8. 去年 | last year |
| 9. どんなこと？ | What kind of things? |
| 10. やきゅう | baseball |
| 11. 何か | something |
| 12. こと | thing (intangible) |

### 動詞 Verbs

| 13. 書ける [G1 かきます/かく] | can write [potential form] |
| 14. 書くの [G1 かきます/かく] | writing [noun form] |
| 15. はたらいています [G1 はたらく] | is working |
| 16. 離婚しています [IR します/する] | is divorced |
| 17. ひくこと [G1 ひいて] | playing (a string instrument) [noun form] |
| 18. ある？ [G1 あります/あって] | is there? [informal form] |
| 19. 思っています [G1 おもいます/おもう] | is thinking |
| 20. してみたいですね [IR します/する] | want to try to do |
| 21. あったら [G1 あります/ある] | if there is [TARA form] |
| 22. 言って [G1 いいます/いう] | please say [informal form] |
### NA Adjectives

| 23. 上手 | skillful  |
| 24. 下手 | unskillful |
| 25. にが手 | be poor at |
| 26. とくい | be strong at |

### Adverbs

| 27. とくに | especially  |
| 28. まだ + Aff. | still |
| 29. だいたい | generally, roughly |
| 30. もう + Aff. | already |

### Expressions

| 31. はじめまして | How do you do?  |
| 32. どうぞよろしく | Nice to meet you. |
| 33. そう? | Is that so? [informal] |
| 34. どんなもんじゃないです | Far from it! [strong denial] |
| 35. そうですねえ... | Let me see... |
| 36. さあ... | Well... |

### LISTEN/WRITE

- Listen to the self-introduction and answer the following questions in Japanese on a separate sheet of paper.
  1. What is this person’s name?
  2. Where is his hometown?
  3. How many people are in his family?
  4. What is his hobby?
  5. If you had a chance to stay with his family, would you want to? Why or why not?

### SPEAK/LISTEN

- Share the following information with your partner:
  1. State your age and grade in one sentence.
  2. Tell what school you are going to (attending) now.
  3. Say what foods you can and cannot eat, using が (but).
はじめまして。ケンです。よろしくお願いします。
こちらこそ。よろしくね。

ケン君は、何歳？
十六歳です。高校二年です。

高校二年？
日本語が上手ね。
いいえ、とんでもないです。
まだ下手です。

漢字も書ける？
ええ。でも、五十ぐらいしか書けません。
漢字を書くのは苦手です。
漢字はむずかしいよね。
家族は何人？

五人です。

父と母と姉と妹とぼくです。

お父さんのお仕事は？

父は医者をしていて、

母は本屋で働いています。

でも、今離婚しています。

そうなんだ。兄弟は？

姉のジーナは、去年高校を卒業して、
今カリフォルニアの大学に
行っています。物理を専攻しています。
妹のミリーは中学一年生です。

そう？ケン君はどんなことが好き？
すごいね。
そこですねえ。。。ぼくはスポーツをすること
とギターを弾くことが
好きです。

日本で一番何を
したって思ってる？

さて、何かさりな
食べ物ある？

だいたい何でも
食べられますが、
にんじんが苦手です。

にんじん？分かった。
さあ、夕食を
食べましょう。

はい、
いただきます。

分かった。何か
あったら、
いつでも
言ってね。

そうですねえ。。。何でも
してみたいです。

分かった。何か
あったら、
いつでも
言ってね。

特に野球が
得意です。
単語 Vocabulary

1. ことわざを使う
   use a proverb

2. 祖父
   (own) grandfather

3. 祖母
   (own) grandmother

4. 叔父
   (own) uncle

5. 叔母
   (own) aunt

6. 幼稚園
   kindergarten

7. 物理
   physics

8. 化学
   chemistry

9. 日本文学
   Japanese literature

10. 日本の歴史
    Japanese history

11. 数学を専攻する
    [IR] to major in mathematics

12. 高校を卒業する
    [IR] to graduate from high school

13. こちらこそ。
    It is I, (not you.) [emphasis]

14. お先に。
    Excuse me for going/doing something before (you).
15. 失礼します。
Excuse me. /I must be going now.

16. 失礼しました。
I am sorry to have inconvenienced you.

17. 漢字に変える
[G2] to change (it) to kanji

18. 朝食メニュー
breakfast menu

19. 昼食時間
lunch time

20. 夕食
dinner

追加単語 Additional Vocabulary

1. ギリの～ step (father, sister, etc.)
2. 异母兄弟 half-sibling (different mothers)
3. 异父兄弟 half-sibling (different fathers)
4. 别居 separated
5. 再婚 remarried
6. 養子/養女 adopted son/daughter

Language Notes

A. 「ペラペラ」
This expression is used to describe that a person is fluent in a language that is not native to him/her.

「ジャンさんは日本語がペラペラです。」

B. ステップファミリー
Although there is no traditional Japanese term for “stepfamily,” or other such words, the term ステップファミリー, adopted from the English “stepfamily,” has recently been used in the media. The term ぎりの～, as in ぎりのお父さん or ぎりのお姉さん can also be used to describe members of a person’s stepfamily or his/her in-laws. While the typical nuclear family is still predominant within Japanese society, as the number of blended families increase, it is likely that adopted terms such as ステップファミリー will also be more commonly used.

Do you think blended families are more common or less common in your own country than in Japan? How do people in your culture usually refer to step-parents or step-siblings?
姉の明子は、水しか飲みません。

上田君は今年何でも習おうと思っています。

読みましょう  Language in Context

READ/LISTEN/SPEAK  Read these sentences in Japanese. Say what you plan to eat for your next meal and what you plan to drink with it.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>姉の明子は、水しか飲みません。</td>
<td>上田君は今年何でも習おうと思っています。</td>
</tr>
</tbody>
</table>

文法  Grammar

A  Noun Modifier の

姉のジーナ  Noun 1 の  Noun 2

The particle の normally separates a modifier from the noun it modifies, i.e., アメ リ カ の 車. の may also be used in situations where the first noun clarifies or helps to define the second noun. For example, 姉の道子 means “my younger sister Michiko.” 医者 の 山田先生 means “Yamada, who is a doctor.” It does not mean “Yamada’s doctor.” の is not used to refer to one’s own parents or grandparents.

1. 姉のケリーはまだ小学生です。
   My younger sister Kelly is still an elementary school student.

2. 兄の大輔は銀行に勤めています。
   My older brother Daisuke is employed at the bank.

READ/SPEAK  Fill in the (  ) with 友達, 弟, or 歯医者 as appropriate.

1. (  )の高志は、まだ五歳です。
2. こちらは、(  )のリーさんで、日本語がペラペラです。
3. 私の(  )の若山先生は、いつもやさしいです。
Describing Occupations with を

When one describes a person’s occupation, one may simply say, 今田さんは先生です。 However, many Japanese would also say, 今田さんは先生をしている。 This could be interpreted literally to mean, “Imada is doing the work of a teacher.”

1. 母は高校で先生をしています。
   My mother is a teacher at a high school.
2. 祖母は前フライトアテンダントでした。

“Nothing” Particle しか

1. 家族では父しか日本語を話しません。
   No one but my father speaks Japanese in my family.
2. 山本さんは野菜しか食べません。
   Ms. Yamamoto eats nothing but vegetables.
3. 兄は東京にしか行かませんでした。
   My older brother went nowhere but to Tokyo.
4. 田中さんとしか話したくないんです。
   I do not want to talk to anyone but Mr. Tanaka.

MODELS

1. 1課

Study Abroad

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READ/SPEAK  Choose the correct word in the ( ) to complete each sentence.
1. 漢字は百くらい (だけ / しか) 知っています。
2. 弟は学校で (だけ / しか) 勉強しません。
3. 学校まで車で十五分くらい (だけ / しか) かかりません。

“Anything” Particles でも and も

Interrogative Noun (+ へ, に, で, と, から, etc.) + でも + Affirmative predicate。

When でも is attached to an interrogative (question word) and is accompanied by an
affirmative ending, the particles を, が, and は are not used. Other particles へ, に, で, etc.
precede でも.

何でも食べる。 (I’ll eat anything.)
いつでもいい。 (Anytime is fine.)
どこでも勉強出来る。 (I can study anywhere.)

Interrogative Noun (+ へ, に, で, と, から, etc.) + も + Negative predicate。

When an interrogative (question word) is followed by も and is accompanied by a negative
predicate, only the particles listed above appear before も.

何も食べなかった。 (I didn’t eat anything.)
どこへも行かなかった。 (I didn’t go anywhere.)

1. 今日はまだ何も食べていません。
   (I have not eaten anything yet today.)
2. どこでもいいですよ。
   Anytime is fine.
3. 昨日はどこへも行きませんでした。
   (I didn’t go anywhere yesterday.)
4. 家からどこへでも電車で行けます。
   From our house (you) can go anywhere by train.

READ/SPEAK  Choose the correct word in the ( ) to match the sentences to the English meanings.
1. 何 (でも / も) 聞いて下さい。
   Please ask me anything.
2. いつ (でも / も) 電話して下さい。
   Please call me anytime.
3. どこから (でも / も) 電話して下さい。
   Please call me from anywhere.
4. だれ (でも / も) 私の日本語を分かってくれません。
   Nobody understands my Japanese.
Making Informal Suggestions

The Verb OO Form

"Let's" しよう

"Shall we ~?" しようか

-しよう is the informal plain equivalent of the -ましょう form. For Group 1 verbs, the final sound of the verb stem is changed to its corresponding お sound, then lengthened with う. Group 2 - OO verbs are formed by attaching よう to the verb stem. Do not use the verb ある in the OO form. Unlike the か question particle that is often dropped in informal speech, the か in the informal “Shall we ~” structure is not dropped.

<table>
<thead>
<tr>
<th>MASU form</th>
<th>Meaning</th>
<th>Dictionary form</th>
<th>OO form</th>
</tr>
</thead>
</table>
| Group 1
| 飲みます | to drink | 飲む | 飲もう |
| しにます | to die | しぬ | しのう |
| あそびます | to play | あそぶ | あそぼう |
| 買います | to buy | 買う | 買おう |
| 待ちます | to wait | 待つ | 待とう |
| 帰ります | to return | 帰る | 帰ろう |
| 書きます | to write | 書く | 書こう |
| およぎます | to swim | およぐ | およごう |
| 話します | to talk | 話す | 話そう |
| Group 2
| 見ます | to see, watch | 見る | 見よう |
| 食べます | to eat | 食べる | 食べよう |
| Group 3
| します | to do | する | しよう |
| 来ます | to come | 来る | 来よう |

1. たかじ 今、行こうか。
   まり: うん、いいよ。
   "Shall we go now?"
   "Yes, it’s o.k."
2. たかじ さあ、お昼を食べよう。
   まり: うん、行こう。
   "Well . . . let’s eat lunch."
   "Yes, let’s go."

READ/SPEAK Change the underlined verb to the informal speech style.
1. 土曜日に映画を見ましょうか。
2. 明日のクラスのパーティーに何を持って来ましょうか。
3. いつも日本語を話しましょう。
4. 日本語の映画を見てみましょう。
アクティビティー  Communicative Activities

ペアワーク

A. READ/SPEAK/LISTEN  Take turns interviewing your partner in the informal speech style about his/her family based on the information in the family tree below. Use the correct in-group/out-group family terms.

例 質問：お兄さんは何才？
答え：兄の一郎は２５才。

1. ご兄弟は、何人ですか。[Do not include yourself.]
2. ご家族の皆さんは、日本語が上手ですか。日本へ行ったことがありますか。[Use しか。]
3. お父さん/お母さんは、どんなお仕事をしていらっしゃいますか（polite equiv. of います）。
4. お兄さんは大学生ですか。どこで働いていますか。
5. お姉さんは大学生ですか。何年生ですか。大学で何を専攻していますか。
6. おじさんとおばさんは、どんな方ですか。（方 is a polite equiv. of 人）
7. おじいさんとおばあさんは、お元気ですか。[Use しか。]

B. READ/SPEAK/LISTEN  Take turns asking your partner for the correct Japanese expression used in the following situations.

1. 朝、先生に会った時、先生に何と言いますか。友達に何と言いますか。
2. 食べる時、何と言いますか。食べた後で、何と言いますか。
3. ほかの人より早く何かをする時、何と言いますか。
4. 部屋から出る時、部屋にいる人に何と言いますか。
C. READ/SPEAK/LISTEN  Ask your partner the questions below. Your partner should respond with one of the choices in the [ ] using ～しか。

例 質問：パンダは何を食べますか。 [竹 (bamboo) / バナナ / 魚]
答え：そうですねえ...竹しか食べません。

1. ライオンは何を食べますか。 [魚 / 肉 / たまご]
2. 赤ちゃんは何を飲みますか。 [コーラ / コーヒー / ミルク]
3. 大きい魚はどこで泳ぎますか。 [海 / トイレ / プール]

D. READ/SPEAK  Suggest doing the following activities with your partner in the informal speech style. He/she should respond appropriately.

例 休みます
質問：今、ちょっと休もうか。
はいの答：うん、休もう。
いいえの答：ううん、休まない。

1. ジュースを飲みます。
2. 明日、昼食を一緒に食べます。
3. 漢字の勉強をします。
4. 図書館へ行きます。
5. 土曜日に一緒に映画を見ます。
6. (your own)

E. READ/SPEAK/LISTEN/WRITE  Your friend is visiting and you want to make meal plans. Ask for his/her preferences about the type of foods, the locations, and the times for each meal. Record your plans in a chart like the one below on a separate piece of paper.

例 質問：朝食は(何料理を/どこで/何時ごろ)食べようか。
答え：If you have another preference:
そうねえ... (female)/そうだねえ... (male)
(~を/で/時ごろ)食べよう。
Or if you do not necessarily have a preference:
(何でも / どこでも / いつでも)いいよ。

<table>
<thead>
<tr>
<th>料理</th>
<th>場所</th>
<th>時間</th>
</tr>
</thead>
<tbody>
<tr>
<td>どんな料理を？</td>
<td>どこで？</td>
<td>何時ごろ？</td>
</tr>
<tr>
<td>今日の昼食</td>
<td></td>
<td></td>
</tr>
<tr>
<td>今日の夕食</td>
<td></td>
<td></td>
</tr>
<tr>
<td>明日の朝食</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Authentic Reading**

**F. READ/WRITE** Study the school schedule below and answer the following questions in Japanese on a separate sheet of paper.

![School Schedule]

**UNDERSTAND**
1. Are classes held on Saturday?
2. Do classes start at the same time every day?

**IDENTIFY**
3. What subject does the *kanji* 世 represent? What subject does the *kanji* 英会 represent?

**APPLY/COMPARE**
4. If you attended this school, which subject do you think would be most difficult for you? Why?

**WORKBOOK** page 5

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In this lesson you will learn how to talk about your school life in specific detail. Review these words, phrases, and grammatical structures you already learned to help you discuss your classes, school schedule, extra-curricular activities, and strengths and weaknesses in certain subjects.

### Nouns

| 1. 高校 | high school |
| 2. みどり | green, greenery |
| 3. せいふく | uniform |
| 4. きそく | rules |
| 5. 建物 | building |
| 6. 教室 | classroom |
| 7. テニス部 | tennis club |
| 8. 問題 | problem |

### Verbs

| 9. 着て [G2 ききます / きる] | to wear [above the waist or on the entire body] |
| 10. 着いて [G1 つきます / つく] | arrive |
| 11. 入る [G1 はいります / はいって] | to enter |
| 12. 始まる [G1 はじまります / はじまって] | (something) begins |
| 13. そうじす る [G3 します / して] | to clean |

### -い形 Adjectives

| 14. せまい | small, narrow |
| 15. 少ない | few |
| 16. 多い | many, plentiful |
| 17. きびしい | strict |
| 18. 楽しい | fun, enjoyable |
| 19. つまらない | boring, uninteresting |

### -な形 NA Adjectives

| 20. いろいろ | various |
副詞 Adverbs

21. ずっと by far

文法 Grammar

22. Noun 1 は Noun 2 ほど Negative Predicate  Noun 1 is not as ~ as Noun 2.
23. Noun 1 は Noun 2 より Affirmative Predicate  Noun 1 is more ~ than Noun 2.
24. Verb-たり、Verb-たりする  To do such things as ~ and ~
25. Verb-なければならない  must ~
26. Verb-てはいけない  must not ~

A. WRITE/SPEAK  On a separate sheet of paper, write a short dialogue about the school rules Mari and Ken are discussing in the pictures below. Mari asks about whether or not T-shirts, earrings, and caps are allowed. Ken responds using 〜てもいい or 〜てはいけない. Practice with your partner.

B. WRITE  On a separate sheet of paper, write a brief paragraph in Japanese comparing and contrasting the rules at your school and in Japan. Use at least three of these grammatical forms: ほど, より, 〜たり, いけない, 〜なければならない.
日本の高校

今、ぼくは東京の私立の男女共学の高校に留学している。戸田高校という学校だ。授業料はアメリカの高校ほど高くない。

この高校はアメリカの高校よりずっとせまい。木とか花とか緑も少ない。

この学校には制服があって、ぼくも制服を着て、学校へ通っている。自動車で学校へ通う生徒はいてなくて、ほとんど電車やバスなどで通っている。この学校の規則はきびしくて、女子生徒はパーマをかけたり、化粧をしたりしてはいけない。学校に着いて、建物の中に入る時、外の靴をぬいで、中の靴にはかえなくてはいけない。

日本の学校は四月に始まって、三月に終わる。三学期あって、入学式とか卒業式とか式が多い。学校の行事は体育祭とか文化祭とか修学旅行とか、いろいろある。この学校では高二の時に修学旅行で海外旅行をする。

授業が終わった時、生徒は教室とかトイレとかそうじしなければならない。放課後、部活をする生徒も多い。塾に通う生徒もある。ぼくは一学期にテニス部に入っていたけど、やって、二期から剣道をやっている。日本の文化が分かっておもしろい。

日本の学校にもいじめとかいろいろな問題があるけど、この先生も生徒も親切で、とても楽しい。
日本の高校

September 4   NEW!

今、ぼくは東京の私立の男女子共学の高校に留学している。戸田高校という学校だ。授業料はアメリカの高校ほど高くない。この高校はアメリカの高校よりずっとせまい。木とか花とか緑みどりも少ない。この学校には制服があって、ぼくも制服を着て、学校へ通かよっていっている。自動車で学校へ通かよう生徒はいなくて、ほとんど電車やバスなどで通っている。この学校の規則はきびしくて、女子生徒はパーマをかけたり、化粧しようをしたりしてはいけない。学校に着いて、建物の中に入ると、外の靴くつをぬいで、中の靴くつにはかかえない。日本の学校は四月に始はじまって、三月に終わる。三学期きあって、入学式とか卒業式とか式が多い。学校の行事は体育祭さいとか文化祭さいとか修しゅう学旅行とか、いろいろある。この学校では高二の時に修しゅう学旅行で海外旅行をする。授業が終わった時、生徒は教室とかトイレとかそうじしなければならない。放課後、部活動かつをする生徒も多い。塾じゅくに通かよう生徒もいる。ぼくは一学期きにテニス部に入っていったけど、やめて、二学期きから剣けん道をやっていいる。日本文化が分かっておもしろい。

日本の学校にもいじめとかいろいろな問題があるけど、ここのですぎさんも生徒も親しみで、とても楽たのしい。
1. 私立 / 公立 の学校
   private / public school

2. 男子校 / 女子校
   boys / girls school

3. (男女)共学 の学校
   coed school

4. 日本語 教育
   Japanese education

5. 高い授業料
   expensive tuition

6. バスで学校に通う
   [G1] to commute to school by bus

7. 学校行事
   school events

8. 部活をする
   to do a club activity

9. 日本に留学する
   [IR] to study abroad in Japan

10. パーマをかける
    [G2] to perm (one’s hair)

11. 化粧をする
    [IR] to apply makeup

12. くつをぬぐ
    [G1] to remove shoes
13. いじめの問題/ You should not treat someone harshly.

14. 日本とアメリカ の違点/the different point(s)/ aspect(s) of Japan and America

15. 三学期/ three semesters/

16. 卒業式/ graduation ceremony

17. 日本文化/ Japanese culture

18. 海外旅行/ foreign travel

19. テニスをやめる/ [G2] to quit tennis

20. 親切な医者/ a kind doctor

追加単語  Additional Vocabulary
1. テニスをやる/ play tennis [conversational]
2. カンニング/ cheating
3. 入学式/ school entrance ceremony
4. 体育祭/ sports festival
5. 文化祭/ cultural festival
6. 修学旅行/ school trip

ことわざ  Japanese Proverb
「好きこそ物の上手なれ」
This proverb suggests that if one is passionate about something, one will naturally become good at it because it is enjoyable for him/her. For example, a great pianist likely becomes good at the piano because he/she loves the piano and spends a lot of time playing it.
読みましょう Language in Context

READ/LISTEN/SPEAK  Read these sentences in Japanese. Tell a partner the name of a club or sports team you participate in and describe what you do as a member of that group.

部活としてJICSというクラブに入って、広島の英語ガイドをしています。

学校の中に入る時、くつをぬいで、スリッパにはきかえなければなりません。

文法 Grammar

A Noun Clarifier という

Noun 1 という Noun 2    Noun 2 called/ named Noun 1

Noun 1 identifies or clarifies Noun 2. Recall that 「Tree は日本語で何と言いますか。」 means “How do you say ‘tree’ in Japanese?” Noun 1 という Noun 2 is a modifying clause derived from Noun 2 は Noun 1 と言います。

1. 「トトロ」 という映画を見たことがありますか。
   Have you ever seen the movie called “Totoro”?

2. 何という学校に行っていますか。
   What school are you attending?

READ/WRITE/SPEAK  Fill in the ( ) with an appropriate word and rewrite the sentences on a separate sheet of paper.

1. ( ) という大学へ行きたいでいます。

2. ( ) というアプリを一番よく使っています。

3. 私は ( ) という高校に通っています。

42 アドベンチャー日本語3 • 1課 Study Abroad

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**Listing Nouns with とか**

Noun 1 とか Noun 2 (とか)  Noun 1 and Noun 2 (among others)

とか is similar in meaning and usage to や, and is used to name several nouns as samples of other similar nouns.

1. 化学 とか 物理 (とか) は 苦手 で す。
   I am poor at chemistry and physics (among other subjects).

2. 日本 とか 中国 (とか) に た って み て み た い で す。
   I want to try to go to Japan and China (among other places).

**READ/SPEAK** Complete the sentences by filling in the ( ) with the appropriate word.

1. 今年 ( ) とか ( ) とかのクラスを取っています。

2. 私は ( ) とか ( ) とか ( ) へ旅行したいです。

**Compound Verb はきかえる**

This compound verb consisting of the verb stem form of はきます “to wear” and the verb かえる “to change” means “to change (shoes).” Adding かえる or がえる to the main verb suggests that an action is being redone. Only attach かえる to certain verbs, such as:

- はきます “to wear (shoes, etc.)” + かえる → はきかえる to change (shoes, pants, etc.)
- 着ます “to wear (shirt, etc.)” + がえる → 着がえる to change (shirt, dress, etc.)
- 乗ります “to ride” + かえる → 乗りかえる to transfer (vehicles)
- 書きます “to write” + かえる → 書きかえる to rewrite
- 入れます “to put in” + かえる → 入れかえる to replace

1. 私は家へ帰ると、服を着がえます。
   When I return home, I change my clothes.

2. 東京駅で乗りかえて、上野へ行きました。
   I transferred at Tokyo Station and went to Ueno.

**READ/SPEAK** Complete the sentences with the appropriate verb in the correct form.

1. 体育の授業の前に、体育の服に( )なければならない。

2. 日本の学校では、生徒も先生も外のくつをぬいて、中のくつに( )なければならない。

3. 日本語のレポートに漢字を使わなかったから、もう一度( )なければならないかった。
## Modifying Sentences

Clauses are very common in Japanese, both in speaking and writing. As is the case with all modifiers in Japanese, clauses immediately precede the nouns they modify. Verb-ending clauses are formed by using the plain (dictionary, -NAI, -TA, -NAKATTA) forms.

### Verb + Noun

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>食べる</td>
<td>person who eats/will eat</td>
</tr>
<tr>
<td>食べない</td>
<td>person who does not/will not eat</td>
</tr>
<tr>
<td>食べた</td>
<td>person who ate</td>
</tr>
<tr>
<td>食べなかった</td>
<td>person who did not eat</td>
</tr>
<tr>
<td>食べたことがある</td>
<td>person who has eaten</td>
</tr>
<tr>
<td>食べたことがない</td>
<td>person who has never eaten</td>
</tr>
<tr>
<td>食べてもいい</td>
<td>person who may eat</td>
</tr>
<tr>
<td>食べてはいけない</td>
<td>person who may not/is not allowed to eat</td>
</tr>
<tr>
<td>食べなければいけない</td>
<td>person who has to eat</td>
</tr>
<tr>
<td>食べてみた</td>
<td>person who tried to eat</td>
</tr>
<tr>
<td>食べられる</td>
<td>person who can eat</td>
</tr>
<tr>
<td>食べられない</td>
<td>person who cannot eat</td>
</tr>
<tr>
<td>食べることが出来る</td>
<td>person who can eat</td>
</tr>
<tr>
<td>食べることが出来ない</td>
<td>person who cannot eat</td>
</tr>
<tr>
<td>食べてしまった</td>
<td>person who ate (something) completely</td>
</tr>
<tr>
<td>食べすぎる</td>
<td>person who eats too much</td>
</tr>
<tr>
<td>食べすぎた</td>
<td>person who ate too much</td>
</tr>
</tbody>
</table>

い adjective-ending modifiers also appear in the plain forms preceding the nouns they modify.

### Adjective + Noun

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>高い</td>
<td>expensive book</td>
</tr>
<tr>
<td>高くない</td>
<td>inexpensive book</td>
</tr>
<tr>
<td>高かった</td>
<td>book that was expensive</td>
</tr>
<tr>
<td>高くなかった</td>
<td>book that was not expensive</td>
</tr>
</tbody>
</table>

Elsewhere, な adjective-ending modifiers take な in the affirmative non-past form and plain forms (-NAI, -TA, -NAKATTA) before the noun being modified.

### Adjective + Noun

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>好きな</td>
<td>book I like</td>
</tr>
<tr>
<td>好きじゃない</td>
<td>book I do not like</td>
</tr>
<tr>
<td>好きではない</td>
<td>book I do not like</td>
</tr>
<tr>
<td>好きだった</td>
<td>book I liked</td>
</tr>
<tr>
<td>好きじゃなかった</td>
<td>book I did not like</td>
</tr>
<tr>
<td>好きではない</td>
<td>book I did not like</td>
</tr>
</tbody>
</table>
Clauses may modify any noun within a sentence. If the clause modifies the subject or topic, it generally appears at the beginning of a sentence. If it modifies the direct object, it may appear in the middle.

Some clauses include their own subjects. When there is a subject within a clause, it takes the particles が or の. It only takes は when it is the same as the subject of the main sentence. This distinguishes the subject of the clause from the subject or topic of the main sentence.

1. 試合が(或の)始まる時間は、四時です。
   The time the game will start is 4:00.
2. 高くなれないレストランを教えて下さい。
   Please tell me about a restaurant that is not expensive.
3. 野球が(或の)上手な人は、だれですか。
   Who is the person who is good at baseball?

READ/SPEAK Choose the correct particle and change the word in the [ ] to the plain form.

1. このクラスで日本語(は / が)一番 [上手です] 生徒は、マーク君です。
2. 山下君は、チームで一番足(は / の) [速いです] 選手です。
3. 漢字(は / が)よく [書けます] 生徒は、だれですか。

**Categorizing Nouns**

Noun 1 として Noun 2 . . . as ～; for ～;

The noun that precedes として represents a category to which the noun immediately following belongs. When one uses a として sentence, one comments about the second noun as a representative of a larger category (the first noun).

1. 私は外国語として日本語を取っています。
   I am taking Japanese as a foreign language.
2. 私達の学校では日本語の教科書として「アドベンチャー日本語」を使っています。
   We are using Adventures in Japanese as the Japanese language textbook at our school.

READ/WRITE/SPEAK Choose 人, 朝食, 動物, or 外国語 to complete the sentences below.

1. ( )として、日本語はとても難しいですが、おもしろいです。
2. 母は毎朝、( )としてトーストとサラダを食べています。
3. 祖父は( )としてえらかったと思います。
4. パンダは、中国の( )として有名です。
Specifying Times

Clause + 時 (に) When . . .

The word 時 used independently, means “time.” When it is used after a clause or phrase, it means “at the time when,” or “when.” The particle に is generally used after 時 when the speaker or writer wishes to specify the time. The following rules for clauses preceding 時 apply:

1) The subject of the 時 clause is followed by が if it is different from the main clause.

Ex: あなたが行く時、私も行きます。When you go, I will go too.

2) Plain (informal) forms precede 時 with the exception of the non-past forms of な adjectives, which take な, and nouns, which take の.

Verbs

<table>
<thead>
<tr>
<th>Action</th>
<th>Time Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>食べる</td>
<td>When (one) eats, will eat</td>
</tr>
<tr>
<td>食べない</td>
<td>When (one) does/will not eat</td>
</tr>
<tr>
<td>食べた</td>
<td>When (one) ate</td>
</tr>
<tr>
<td>食べなかった</td>
<td>When (one) did not eat</td>
</tr>
</tbody>
</table>

いAdjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Time Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>高い</td>
<td>When (it) is expensive</td>
</tr>
<tr>
<td>高くない</td>
<td>When (it) is not expensive</td>
</tr>
<tr>
<td>高かった</td>
<td>When (it) was expensive</td>
</tr>
<tr>
<td>高くなかった</td>
<td>When (it) was not expensive</td>
</tr>
</tbody>
</table>

なAdjectives

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Time Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>好きな</td>
<td>When (one) likes</td>
</tr>
<tr>
<td>好きじゃない</td>
<td>When (one) does not like</td>
</tr>
<tr>
<td>好きではない</td>
<td>When (one) does not like</td>
</tr>
<tr>
<td>好きだった</td>
<td>When (one) liked</td>
</tr>
<tr>
<td>好きじゃなかった</td>
<td>When (one) did not like</td>
</tr>
<tr>
<td>好きではなかった</td>
<td>When (one) did not like</td>
</tr>
</tbody>
</table>

Nouns

<table>
<thead>
<tr>
<th>Noun</th>
<th>Time Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>学生の</td>
<td>When (one) is a student</td>
</tr>
<tr>
<td>学生じゃない</td>
<td>When (one) is not a student</td>
</tr>
<tr>
<td>学生ではない</td>
<td>When (one) is not a student</td>
</tr>
<tr>
<td>学生だった</td>
<td>When (one) was a student</td>
</tr>
<tr>
<td>学生じゃなかった</td>
<td>When (one) was not a student</td>
</tr>
<tr>
<td>学生ではない</td>
<td>When (one) was not a student</td>
</tr>
</tbody>
</table>

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3) 時 is not used to express conditionals. -たら, -と, or -ば must be used instead.
Ex. When you go outside, you can see the mountains.
〇 外に行ったら、山が見えます。
〇 外に行けば、山が見えます。
〇 外に行くと、山が見えます。
× 外に行く時、山が見えます。

4) The use of past or non-past い adjectives, な adjectives, and nouns preceding 時 is flexible, although the non-past form is generally more common. If the tense of the main clause (sentence ending) is past, either the past or non-past forms may be used.

However, if the main clause is non-past, the 時 clause should also be in the non-past form. There is no difference in meaning between the following sentences:

Ex. When I was a child, I lived in Japan.
〇 子どもの時、日本に住んでいました。
〇 子どもだった時、日本に住んでいました。

5) When the 時 clause contains a verb, the use of the correct tense is crucial. If the verb in the 時 clause is an existence verb, either the past or non-past form may be used when the main clause ends in the past tense. If the main clause is non-past, the 時 clause should also be in the non-past form.

Ex. When I was in Japan, I met Ms. Yamada.
私は日本にいる/いた時、山田さんに会った。

When the verb in the 時 clause expresses an action, the sequence of the two actions must always be considered. Note the subtle differences in the sequencing of events in the following sentences depending on the tense of the verbs in the 時 clause:

1. ご飯を食べる時、手を洗う。 (I) wash my hands before (I) eat (my) meal.
2. ご飯を食べた時、手を洗う。 (I) wash my hands after I eat (my) meal.
3. ご飯を食べる時、手を洗った。 (I) washed my hands before (I) ate (my) meal.
4. ご飯を食べた時、手を洗った。 (I) washed my hands after (I) ate (my) meal.

For further clarification, compare the examples below:
〇 朝、起きる時、顔を洗う。 When (I) get up in the morning, I wash my face.
× 朝、起きる時、顔を洗う。
Example #2 is incorrect because it implies that one washes his/her face before getting up.
6) When the actions in the main clause and the 時 clause occur together, the past or non-past forms may be used if the main sentence ends in the past tense.

However, if the sentence ending is non-past, the 時 clause should also be in the non-past form, as in the first example below:

◯ 北海道へ行く時、飛行機で行く。
When (I) go to Hokkaido, (I) go by plane.

◯ 北海道へ行く時、飛行機で行った。
When (I) went to Hokkaido, (I) went by plane.

When (I) went to Hokkaido, (I) went by plane.

1. 日本レストランへ行った時に、おすしを食べました。
When (I) went to a Japanese restaurant, (I) ate sushi.

2. 中学一年生の時に、私は全然日本語を話せませんでした。
I could not speak Japanese at all when I was in the seventh grade.

3. その時、どうしましたか。
What did (you) do at that time?

4. ひまな時に、家へ来て下さい。
Please come to (my) house when (you) are free.

5. 私は小さい時に、よく映画を見に行きました。
When I was small, (I) often went to the movies with my father.

6. 家に帰った時、服を着えます。
(I) change clothes when (I) go home.

READ/SPEAK Choose the correct particle and change the word in the [ ] to the correct form.

1. [ひまです] 時に、一緒に食事をしましょう。
2. 祖母は、私は(は / が) [五歳でした] 時に、死にました。
3. うどんを [食べます] 時に、静かに食べなくてもいいですよ。
4. 日本があり[寒くありません] 時に、旅行したいです。
5. 日本に [行きました] 時に、おいしいおずしを食べました。
アクティビティー  Communicative Activities

ペアワーク

A. SPEAK/LISTEN  You and your partner are studying abroad in Japan. Interview your partner about his/her home school in the informal speech style with the questions below.

1. 公立ですか。私立ですか。授業料は一年間いくらですか。
2. 男女共学ですか。男子校ですか。女子校ですか。
3. 学校に木とか花とか緑が多いですか。
4. 生徒は学校へ何で通っていますか。
5. 学校の建て物に入る時、くつをはきかえなければなりませんか。
6. 学校の規則はさびしいですか。制服を着なければなりませんか。
7. 女子生徒はパーマをかけてもいいですか。化粧をしてもいいですか。
8. ほうが後、生徒はトイレとか、教室をそうじしなければなりませんか。

聞き取り

B. LISTEN/WRITE  Listen to this description of a school and answer the following questions in Japanese on a separate sheet of paper.

1. What is the speaker’s name?
2. What is the name of the school?
3. Is this school coed and private?
4. Does school start at 8:30?
5. If you had the opportunity to attend this school, would you? Why or why not?

ペアワーク

C. READ/SPEAK/LISTEN  Take turns asking your partner the following questions in the informal speech style. Use complete sentences and expand your conversation beyond yes/no answers.

1. 「富士山」という山を知っていませんか。
2. 「いえ」という漢字が書けますか。
3. 「親子どんぶり」という日本料理を食べたことがありますか。
4. 「桃太郎」という昔話を知っていますか。
5. 「石の上にも三年」ということわざを知っていますか。

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D. READ/WRITE  Change the English sentences below into Japanese using 〜かえます and write them on a separate sheet of paper.
1. Mr. Ueno transfers from the train to the subway to go to work every day.  
2. After school, (I) change my clothes and go to tennis club.  
3. (I) have to change (my) outside shoes to inside shoes.  
4. (I) replaced the ink (インク) in the printer (プリンター).  
5. Please rewrite this kanji.

E. READ/SPEAK/LISTEN  Interview your partner and identify a classmate who fits each of the following descriptions.

例  バレーボールが上手
質問：バレーボールが上手な人はだれ？  
答え：バレーボールが上手な人はケリーさんよ。

1. ピアノが弾けます  
2. 学校へバスで通っています  
3. 日本へ行ったことがあります  
4. 中国語が話せます  
5. 運転免許を持っています  
6. 今、アルバイトをしています

F. SPEAK/LISTEN/WRITE  Ask your partner what subjects he/she is taking this semester and which subjects he/she is strong in (とくいな科目) and poor at (下手な科目) in the informal speech style. Record his/her answers on a separate sheet of paper.
Visit cheng-tsui.com/adventuresinjapanese for a reference list of subjects.

例  質問：今学期、何の科目を取っていますか。  
答え：〜とか〜とか〜(とか)を取っています。

G. READ/SPEAK/LISTEN  Take turns asking your partner for the correct Japanese expression used in the following situations. Use the informal speech style.

例  朝、先生に会います
質問：朝、先生に会った時に、何と言う？  
答え：朝、先生に会った時に、「おはようございます」と言う。

1. 朝、友達に会います  
2. 初めて人に会います  
3. プレゼントをもらいました  
4. 日本人の日本語が早すぎて分かりません
**Authentic Reading**

**H. READ/SPEAK** Read the school homepage below and answer the following questions in Japanese.

---

**UNDERSTAND**
1. Is this school a coed, all-boys, or all-girls school?

2. What kind of citizens does this school want its students to become?

**IDENTIFY**
3. What does リーダーシップ mean in English?

4. What does グローバル mean in English?

**APPLY/PARAMPE**
5. Would you want to attend a school like this one? Why or why not?

---

WORKBOOK page 11
Lesson 1
Review

Text Chat チャット
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 Jota Tani, a Japanese high school student, for the first time.

9月16日 10:35 AM
ぼくは東京の花川高校という私立の男子校に通っています。どうぞよろしく。
Greet Jota and introduce yourself and your school.

9月16日 10:41 AM
どんな部活に出入っていますか。
Respond by giving one example and explain it using two descriptive words.

9月16日 10:57 AM
学校行事はたくさんありますか。
List three examples and state your favorite event and the reason.

Conversation ホストファミリー
LISTEN/SPEAK You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to respond. You should respond as fully and as appropriately as possible. You will have a conversation with Mrs. Ito, your Japanese host mother in Tokyo.

Discussion 日本の高校
SPEAK/LISTEN Discuss the similarities and differences between Japanese high schools and your own school in Japanese. Include details about the campus, school rules, classes, school events, and afterschool activities. Is your school coed? Is it private or public? What are the pros and cons of each? Which would you prefer to attend and why?
福沢論吉 1835 - 1901

論吉は教育者で、慶應義塾という日本で初めての学校を作った人として有名です。今その学校は慶應大学といって、男女共学の有名な私立大学です。低い身分の侍の家に生まれ、西洋の文化や文明に興味を持ちオランダ語や英語を学びました。日本政府からの使節としてアメリカやヨーロッパに行き、西洋の自由と平等の考えを知り、日本の西洋化に影響を与えました。日本の一万一円札に印刷されています。

READ/WRITE  Read the passage about Fukuzawa Yukichi and answer the following questions on a separate sheet of paper.

1. What famous school was founded by Fukuzawa Yukichi? What kind of school is it?
2. Was Fukuzawa born in the samurai class?
3. Fukuzawa learned the meaning of 自由 through his exposure to Western culture. Define 自由.
4. What Japanese currency bears Fukuzawa’s image?
5. According to the current exchange rate, what is the equivalent value of the currency bearing Fukuzawa’s image in dollars?

Can Do!
Now I can . . .

- communicate informally with my friends and family
- introduce myself and my family, including information about occupations and activities I like or dislike doing
- describe nouns using verb modifiers
Culture Project
プロジェクト

高校生活
High School Life

With a partner, select one (or more) aspect(s) of high school life in your country and compare it to a similar aspect in Japan. Present your findings in Japanese in a written report, an oral presentation, and a written reflection.

Objectives

• To research and report on high school life at one’s own school, and compare and contrast it to the life of a Japanese high school student.
• To apply previously learned language skills and use them communicatively in an authentic context.

DOWNLOAD a suggested list of topics and grading rubrics from cheng-tsui.com/adventuresinjapanese.

Student Check List

☐ Write 3-4 questions in Japanese that you would like to ask Japanese students about your topic. E-mail them to your teacher. Your teacher may assist you in finding sources, or e-pals at a school in Japan.

☐ Use at least two sources. One must be in Japanese; the other(s) can be in English.

☐ Draft a written report with your partner. Use the plain form and all previously learned kanji. Include any responses you may have received from the Japanese students. Include the name of the person who wrote each paragraph in (). You will be graded separately. Refer to the Composition Rubric for details.

☐ Make corrections to your draft based on your teacher’s feedback and turn in the revised composition.

☐ Prepare a 2-3 minute oral presentation with visuals. Refer to the Oral Presentation and Visual Rubrics for details.

☐ Turn in your visual presentation to your teacher before class starts.

☐ Prepare and submit a reflection on the project in Japanese the day after your presentation. Refer to the Reflection Rubric for details.

Extend Your Learning

CREATIVITY AND TECHNOLOGY LITERACY

As a class or in a group, combine the information from your research projects and create a 10-minute video explaining the different aspects between your high school and Japanese high schools. Ask your teacher for help sharing the video with a high school in Japan.

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Can Do!

In this lesson, you will learn to:

- talk about specific areas of your Japanese language studies and express your opinions about them
- describe actions done in a sequence
- write an informal letter or e-mail
- provide reasons and explain your actions
- ask for and give advice

Online Resources

cheng-tsui.com/adventuresinjapanese

- Audio
- Vocabulary Lists
- Vocabulary and Kanji Flashcards
- Study Guides
- Activity Worksheets
- Culture Project Rubrics
- Kanji Types and Radicals Charts
A. The History of Kanji

Until Japan made contact with China and adopted the Chinese system of writing (kanji), Japanese was a spoken language only. Although it is not certain exactly when kanji first arrived in Japan, it has been said that the Japanese did not truly begin reading or writing kanji until the fifth century.

The Japanese writing system was gradually adapted to better suit the Japanese language and changing society, giving rise to two phonetic systems together referred to as kana (hiragana and katakana).

• The first to develop was katakana, created by Buddhist priests as shorthand to learn written sutras. For example, あ was derived from 伊, which is read as あ in Chinese.

• Hiragana is a collection of simplified stylizations of kanji that have sounds similar to the Chinese readings (on-yomi). For example, あ is derived from 安. Its Chinese reading is アン.

Nowadays kanji is used for words that carry the primary meaning in a sentence: nouns, verbs, adjectives, and some adverbs. Hiragana is used for okurigana, particles, and other parts of words or sentences that do not convey the main message of the sentence. It is also used occasionally to create a literary or stylistic effect, or for young audiences who have not yet learned kanji. Katakana is almost always used for writing foreign loan words (except for Chinese loan words), certain onomatopoetic expressions, or in attention-grabbing messages, such as advertisements and warning signs.

B. Studying Kanji in Japanese Schools

By the time Japanese students complete high school, they must learn 2,136 kanji. This set of kanji, called joyo kanji, is established by the Ministry of Education, Culture, Sports, Science and Technology in Japan, and is occasionally updated. Elementary school students learn 1,006 of these characters, called kyoiku kanji, and the rest are taught in junior and senior high school. Certain kanji must be taught in each grade at elementary schools. In the first grade, 80 kanji are taught. In second grade, children learn 160 and in third grade onward, up to 200 are taught each year.

C. Kanji Classifiers

Most kanji can be classified by a 部首 (classifier or radical) that hints of the meaning of the kanji. 部首 may appear in any part of the kanji. Classifiers are categorized by its location within the kanji. For example, for the kanji 姉, the classifier is at the left and is called 女(おんな)ヘン. Classifiers found on the left are sub-categorized as へん. Other examples are さんずいへん (花) for water-related kanji, or ごんぺん (家) for words related to language, such as in 話す. Examples of classifiers that appear at the top are くさかむり (花) or うかむり (家). Those that wrap around the top and sides are called かまえ, such as in もんがまえ (聞). Visit cheng-tsui.com/adventuresinjapanese for details and more examples.
D. Writing Japanese Letters and E-mails

Japanese letters and e-mails should always be written in the formal 〜です/〜ます style. E-mails should be concise, and handwritten letters should be neat. Although the traditional letter generally follows a very strict, prescribed format, letters and e-mails vary according to the level of formality.

Write an e-mail to your Japanese teacher saying you are absent today and want to know what to study, what your homework is, and whether you have a kanji quiz this week. Properly address your teacher and include appropriate opening and closing remarks.

The body of the letter or e-mail is often introduced with an expression such as さて or ところで.

After the main message is relayed, the e-mail or letter is concluded with a short expression, such as で は 、お 元 気 で. If a request is being made in the body of the letter, it is appropriate to end with どうぞよろしくお ね が い します.

E-mail messages should open with the name of the recipient and an appropriate title. For example, 〜さん or the more formal 〜様 (さま).

*In a traditional letter, however, the recipient’s name appears at the end.

The first paragraph of an e-mail or less formal letter should open with a greeting such as こんにちは (never used in formal letters) and a seasonal reference, followed by an inquiry about the recipient’s health.

Finally, sign off with your first and last name (in that order), unless you are a native citizen of Japan. Do NOT use 〜さん after your own name.

E. Addressing Traditional Japanese Envelopes

Although in most cases, you may mail a letter from a foreign country to Japan, it is interesting to learn about how the Japanese address envelopes to recipients in Japan.

Write a traditional, formal letter to a pen pal in Japan. Mail it to Japan with the correct postage. Envelopes sent from abroad should be addressed in English (they are only addressed in Japanese within Japan).

Download an explanation of how to properly address an envelope in Japanese from cheng-tsui.com/adventuresinjapanese.
In this lesson, you will learn the kanji for knowledge, nature, and the four seasons.

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Meaning</th>
<th>Readings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>勉</td>
<td>to endeavor</td>
<td>べん</td>
<td>勉強 (勉強) = 勉 + 強 + 力</td>
</tr>
<tr>
<td>強</td>
<td>strong</td>
<td>キョウ</td>
<td>強風 (つよい風) = 強 + 風</td>
</tr>
<tr>
<td>春</td>
<td>spring</td>
<td>はる</td>
<td>春の花 (春の花) = 春 + 花</td>
</tr>
<tr>
<td>夏</td>
<td>summer</td>
<td>なつ</td>
<td>夏休み (夏休み) = 夏 + 休</td>
</tr>
<tr>
<td>秋</td>
<td>autumn, fall</td>
<td>あき</td>
<td>秋山 (秋山) = 秋 + 山</td>
</tr>
<tr>
<td>冬</td>
<td>winter</td>
<td>ふゆ</td>
<td>冬の雪 (冬の雪) = 冬 + 雪</td>
</tr>
<tr>
<td>林</td>
<td>small forest</td>
<td>はやし</td>
<td>林 (林) = 林 + 林</td>
</tr>
<tr>
<td>森</td>
<td>forest</td>
<td>もり</td>
<td>森 (森) = 森 + 森</td>
</tr>
<tr>
<td>始</td>
<td>to start, begin</td>
<td>はじ (食べる)</td>
<td>食べ始める (食べ始める) = 始 + 食</td>
</tr>
<tr>
<td>終</td>
<td>to end, finish</td>
<td>お (食べる)</td>
<td>食べ終わる (食べ終わる) = 終 + 食</td>
</tr>
</tbody>
</table>

WORKBOOK page 129
### Kanji

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Meaning</th>
<th>Readings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>音</td>
<td>sound</td>
<td>おと</td>
<td>風の音&lt;br&gt;音楽</td>
</tr>
<tr>
<td>楽</td>
<td>enjoyable, comfortable</td>
<td>らく</td>
<td>たのしい映画&lt;br&gt;楽な仕事&lt;br&gt;音楽</td>
</tr>
<tr>
<td>数</td>
<td>number</td>
<td>かず</td>
<td>漢字の数&lt;br&gt;数学&lt;br&gt;数字</td>
</tr>
<tr>
<td>習</td>
<td>to learn</td>
<td>ならう</td>
<td>習う&lt;br&gt;練習&lt;br&gt;復習</td>
</tr>
</tbody>
</table>

#### New Readings

| 43. 大 | big | タイ | 大変 | hard, difficult |
| 119. 画 | stroke(s) | カク | 何画？ | How many strokes? |
| 54. 見 | to see | ケン | 意見 | opinion |
| 142. 近 | near | キン | 最近 | recently |
| 86. 間 | interval | ま | 間違える | to make a mistake |

#### Recognition Kanji

- 授業 | class
- しつけん | exam
- 試験 | exam
- しゅくだい | homework
- 宿題 | homework
- じゅぎょう | class
- しつもん | question
- 質問 | question
- こた | answer
- 答え | answer
In this lesson you will learn how to express that an action is easy or difficult to do and when it begins or ends. Review these words, phrases, and grammatical structures you already learned to help you talk about your Japanese studies in this context.

### 名詞 Nouns

<table>
<thead>
<tr>
<th>#</th>
<th>Word</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>アプリ</td>
<td>app</td>
</tr>
<tr>
<td>2</td>
<td>言葉</td>
<td>word</td>
</tr>
<tr>
<td>3</td>
<td>何時間？</td>
<td>How many hours?</td>
</tr>
<tr>
<td>4</td>
<td>授業</td>
<td>class</td>
</tr>
<tr>
<td>5</td>
<td>五回</td>
<td>five times</td>
</tr>
<tr>
<td>6</td>
<td>読み方</td>
<td>how to read</td>
</tr>
<tr>
<td>7</td>
<td>いくつぐらい？</td>
<td>About how many?</td>
</tr>
<tr>
<td>8</td>
<td>字</td>
<td>letter, character, writing</td>
</tr>
</tbody>
</table>

### 動詞 Verbs

<table>
<thead>
<tr>
<th>#</th>
<th>Word</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>〜と読みます</td>
<td>to read as 〜</td>
</tr>
<tr>
<td>10</td>
<td>使って</td>
<td>to use</td>
</tr>
<tr>
<td>11</td>
<td>思う</td>
<td>to think</td>
</tr>
<tr>
<td>12</td>
<td>取り</td>
<td>to take</td>
</tr>
<tr>
<td>13</td>
<td>知ってる</td>
<td>to know</td>
</tr>
<tr>
<td>14</td>
<td>習った</td>
<td>learned</td>
</tr>
<tr>
<td>15</td>
<td>覚えていません</td>
<td>do not remember</td>
</tr>
<tr>
<td>16</td>
<td>書けません</td>
<td>cannot write</td>
</tr>
<tr>
<td>17</td>
<td>間違える</td>
<td>to make a mistake</td>
</tr>
</tbody>
</table>

### -い形容詞 Adjectives

<table>
<thead>
<tr>
<th>#</th>
<th>Word</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>むずかしい</td>
<td>difficult</td>
</tr>
<tr>
<td>19</td>
<td>多い</td>
<td>many</td>
</tr>
<tr>
<td>20</td>
<td>少ない</td>
<td>few</td>
</tr>
<tr>
<td>21</td>
<td>正しい</td>
<td>correct</td>
</tr>
</tbody>
</table>
**NA Adjectives**

| 22. 大変 | hard, very |
| 23. 一番 | the most, number 1 |
| 24. 変 | strange, weird |
| 25. きれい | pretty, clean |

**Adverbs**

| 26. あまり + Neg. | (not) very |
| 27. 上手に | well |
| 28. まだ + Affirm. | still |
| 29. ずっと | by far |

**Expressions**

| 30. とんでもないです。 | Not at all!, You’re welcome!, Don’t mention it. |

**Other**

| 31. N1 という N2 | N2 called N1 |
| 32. 〜しか + Neg. | nothing but 〜 |
| 33. それに | Moreover, Besides |
| 34. ある〜 | certain 〜 |

---

**A. LISTEN/WRITE**

Listen to the self-introduction and answer the following questions in Japanese on a separate sheet of paper.

1. When did Asuka start learning English?
2. Is Asuka good at speaking English?
3. How are Asuka’s grades in her English class?
4. What is Asuka good at doing in English? What is she not good (poor) at doing in English?
5. What advice would you give Asuka about improving in her English conversation class?

**B. SPEAK/LISTEN**

You are studying abroad at a school in Japan. Explain your kana and kanji proficiency to your Japanese teacher using だけ and しか. About how many kanji characters can you read and write? Compare your abilities in hiragana and katakana as well.
すみません、この漢字は何と読みますか。

どの漢字？
あ、これは「けいざい」って読むよ。

どういう意味ですか。

「けいざい」？
“Economy”っていう意味よ。

あ、economyですか。

それも勉強でしょう？

漢字のアプリで漢字をさがすのは、大変ですね。
ケンはいつ日本語を勉強し始めた？

三年前です。中学一年の時に日本語を取り始めました。

まだ日本語の初級のクラスですね。

そう？学校では、一週間に何時間ぐらい授業がある？

一週間に五回ですが、一回の授業は四十分だけです。

日本語は何が難しいって思う？

たくさんありますねが、漢字が一番難しいですね。
簡単な漢字は覚えやすいけど、複雑な漢字は覚えにくいです。
漢字は数が多いし、一つの漢字に読み方がたくさんあるし、大変です。

そうですね...二〇ぐらい習ったと思いますが、百五十ぐらいしか覚えていません。
それに、ある漢字は形が変で書きにくいです。

たとえば、僕は「家」と言う漢字をあまり上手に書けません。
それに、僕の書き順はめちゃくちゃです。

それに、ケンの字の方が私のよりずっときれいだと思うよ。

そうね。ケンは漢字、いくつぐらい知ってる？

私もコンピューターを使い始めから、正しい漢字がなかなか思い出せないし、いつも間違えてる。

いいえ、とんでもないです。
1. 文を読む
to read a sentence
2. 英和辞書 / 和英辞書
English-Japanese dictionary / Japanese-English dictionary
3. 英語に訳す
[G1] to translate to English
4. 意味
meaning
5. どういう意味ですか。
What does it mean?
6. 〜という意味です。
(It) means 〜.
7. めがねをさがす
[G1] to look for (someone’s) glasses
8. スマホで調べる
[G2] to check with a smartphone
9. きれいな発音
good pronunciation
10. 「なか」は訓読み
“naka” is the Japanese reading
11. 「ちゅう」は音読み
“chu” is the Chinese reading
12. 初級のクラス
beginner class
13. たとえば、
For example,

14. 簡単な質問
simple question

15. 複雑な問題
complicated problem

16. 漢字の数
number/amount of kanji

17. いろいろな形
various shapes

18. 正しい書き順
correct stroke order

19. めちゃくちゃな部屋
messy room

20. 最近やせた
lost weight recently

21. なかなか寝られない
somehow cannot sleep

22. 漢字を思い出せない
[G1] cannot recall kanji

Language Notes

A. すらすら
The onomatopoeic expression すらすら is used when a task, often related to language and communication, is done with ease, such as when one can read something smoothly. すらすら can also refer to fluency in speech.

「スペイン語の本をすらすら読めました。」
(He) was able to read the Spanish book with ease.

B. Kaiwa Strategy

Japanese people use several speech strategies in their conversations. あいづち, such as 「そう?」, 「本当?」, and 「へ〜え」, indicate that they are following a conversation. In addition, they often mirror parts of questions as confirmation before they respond.

Aさん: この漢字は「ひがし」と読むよ。
Bさん: ああ、「ひがし」と読みますか。そうですか。
午前5時に走り始めて、
まだ走り続けています。

桜の花はかわいいし、きれいだし、私の
大好きな花です。

Expressing "Beginning/Finishing/Continuing" Doing Something

Verb Stem + 始める begin / start to do
Verb Stem + 終わる finish doing
Verb Stem + 続ける continue doing, keep doing

Verb stems are attached to 始める, 終わる, and 続ける to express "beginning," "finishing," or "continuing" to do something. Existence verbs generally are not used with this pattern.

1. 私は三年前に日本語を取って始めました。
   I started taking Japanese three years ago.

2. ゆうべ十時にレポートを書き始めて、今朝五時ごろに書き終わりました。
   (I) started writing a report at 10:00 last night and finished around 5:00 this morning.

3. 漢字を書き続けていたら、手が痛くなった。
   As (I) kept writing kanji, (my) hand became sore.

READ/SPEAK Change the underlined verb to the correct form and choose the correct ending.

1. 姉は五歳の時に、ピアノを習う [始めた / 終わった / 続けて]。

2. 一時からずっとテニスを練習する [始めた / 終わって / 続けて] いる。

3. この3Dの映画を見る [始めた / 終わった / 続けて]ら、貸してください。
～ Is Easy / Difficult To Do

Verb Stem + やすいです is easy to do ～
Verb Stem + にくいです is hard / difficult to do ～

To express that an action is easy or difficult to do, use the verb stem + やすい or にくい.
All ～やすい and ～にくい forms are treated as adjectives. The original direct object of a sentence becomes the topic / subject in this construction. Thus, the particles も or が (not を) are used after the noun being described. Other particles do not change to も or が.

とうふをはして食べます。 I’ll eat tofu with chopsticks.
とうふははしで食べにくいです。 Tofu is hard to eat with chopsticks.

1. 先生の発音はとても聞きやすいです。
   The teacher’s pronunciation is easy to listen to (and understand).
2. この漢字はとても覚えにくいかったです。
   This kanji was very difficult to memorize.
3. この大学はあまり入りやすくないです。
   This college is not very easy to get into.
4. これは話しにくい問題です。
   This is a problem that is difficult to talk about.

READ/SPEAK Choose the correct particle in the ( ). Then change the underlined verb to the correct form and choose the correct ending.

1. この本 (は / を)やさしくて、とても読む[やすい / にくい]です。
2. 漢字辞書 (は / を)複雑で、とても使う[やすい / にくい]です。
3. ナビ(GPS)を使っても、このお寺はさがす[やす / にく]かったです。
4. うどん (は / を)おはしで食べます[やす / にく]くて、大変です。

Conjunction し

S1 し、S2。 S1, and what’s more S2. / Not only S1, but also S2, so . . .

The use of し emphasizes the speaker’s desire to indicate that more than one thing has occurred or is being described. し may appear more than once in this construction, and the particle も (also) is often used after new nouns in the series to provide reinforcement to the point that is being made. In this sentence structure, the conjunction し is generally used after the plain form. Occasionally, polite forms are used before し when speaking in formal situations. All statements within a し sentence must be consistent in tone, and should not be a mixture of positive and negative statements. The final remark may or may not be a summary of the earlier remarks.
1. 漢字は数も多いし、読み方も多い。
   There are many kanji; what’s more, they also have many readings.

2. 映画も見たし、テニスもしたし、パーティーにも行ったし、忙しかった。
   I saw a movie, played tennis, and what’s more, I went to a party, so I was busy.

3. このジャケットは楽だし、とても安かった。
   This jacket is comfortable; what’s more, it was very cheap.

4. ベンさんは宿題もしなかったし、教科書も持って来るのを忘れてしまった。
   Ben did not do his homework; what’s more, he forgot to bring his textbook, too.

READ/SPEAK  Complete the sentences with the past tense form of the words listed below. Use each word only once.

ある 難しい やさしい 痛い しんせつなたん

1. 去年の英語のクラスは( )し、宿題も多かった。
2. 今朝、私は熱が( )し、頭が( )し、学校を休みだ。
3. 小学校の先生は( )し、( )し、私は大好きだった。
4. スペイン語を勉強したけど、スペイン語は( )し、習いやすかった。

アクティビティ通信

A. READ/WRITE  Using the kanji below, create a chart like the example on a separate sheet of paper and fill it in with the appropriate information from a kanji dictionary.

<table>
<thead>
<tr>
<th>漢字</th>
<th>部首</th>
<th>部首の画</th>
<th>のこりの画</th>
<th>訓読み</th>
<th>音読み</th>
<th>意味</th>
</tr>
</thead>
<tbody>
<tr>
<td>例</td>
<td>酒</td>
<td>シ</td>
<td>3</td>
<td>7</td>
<td>さけ</td>
<td>シュ</td>
</tr>
<tr>
<td></td>
<td>rice wine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 茶</td>
<td>4. 飲</td>
<td>7. 恶</td>
<td>10. 飯</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 海</td>
<td>5. 住</td>
<td>8. 远</td>
<td>11. 切</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 星</td>
<td>6. 絵</td>
<td>9. 夜</td>
<td>12. 和</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ペアワーク

B. READ/SPEAK/LISTEN Ask a partner what time each activity below begins and ends, and how long it will continue.

例
質問1：ケイさんは、何曜日に本を読み始め、何曜日に読み終わりましたか。
答え1：ケイさんは、木曜日に本を読み始め、土曜日に読み終わりました。

質問2：ケイさんは、何曜日に本を読み続けましたか。
答え2：ケイさんは、三日(間)読み続けました。

Ex. ケイ

1. ジェイソン
2. まさ子

C. READ/SPEAK/LISTEN Using the cues below, ask a partner if the following things are easy or difficult to do. Compare both options in your answer.

例
質問：お母さんに、話しやすいですか。
答え：お母さんに、話しやすいけど、お父さんに、話しにくいです。

1. 漢字をおぼえること
2. はしで食べること
3. バイオリンをひくこと
4. 日本人と日本語を話すこと
5. 作文を書くこと
6. スポーツをすること

クラスワーク

D. READ/WRITE/SPEAK/LISTEN On a separate sheet of paper, create a chart like the one below and fill in the kanji that fit the criteria according to your own opinion. Then, interview your classmates and record their opinions, ranking the kanji according to their responses.

<table>
<thead>
<tr>
<th>私のいけん</th>
<th>漢字</th>
<th>1い</th>
<th>2い</th>
<th>3い</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 一番かんたんな漢字</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 一番ふくさつな漢字</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 一番おぼえやすい漢字</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 一番書きにくい漢字</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ペアワーク

E. READ/SPEAK/LISTEN  Ask your partner the questions below in the informal speech style. Your partner should respond using 〜し、〜し in his/her answers.

例 質問：なぜ女子生徒は林君が好きですか。
        答え：林君はかっこいいし、頭が高い人です。

1. なぜつかれているんですか。
2. なぜ漢字は難しいんですか。
3. なぜ最近やせてきましたか。
4. なぜケンさんはにんじんが好きじゃないんですか。

Authentic Reading

F. READ/SPEAK  Read the kanji dictionary entry and answer the following questions.

UNDERSTAND
1. What is the Chinese reading of this kanji?
2. At what grade level of Japanese schools is this kanji introduced?
3. What is the total number of strokes in this kanji?

IDENTIFY
4. What does the kanji 最 mean?
5. What does 最悪 mean?

APPLY
6. What information given in this dictionary is most helpful to you?
In this lesson you will learn how to explain a reason for something, describe a change of state, and express surprise or disappointment. Review these words, phrases, and grammatical structures you already learned to help you talk about your problems and give others advice.

### 名詞 Nouns

| 1. メール | e-mail |
| 2. 冬 | winter |
| 3. 山 | mountain |
| 4. 皆さん | everyone |
| 5. 自分 | oneself |
| 6. 音楽 | music |
| 7. 体育 | physical education |
| 8. 授業 | class |
| 9. ほか | other |
| 10. 問題 | problem |

### 動詞 Verbs

| 11. なって [G1 なります／なる] | become [TE form] |
| 12. 来ました [IR くる／きて] | came |
| 13. 雪がふりました [G1 ふる／ふって] | snowed |
| 14. 楽しんで [G1 たのしみます／たのしむ] | to enjoy |
| 15. 分からない [G1 わかる／わかって] | do not understand |
| 16. 作って [G1 つくります／つくる] | to make |
| 17. 聞いて下さい [G1 ききます／さく] | please listen |
| 18. 勉強している [IR べんきょうします／べんきょうする] | is studying |
| 19. 寝られない [G2 ねます／ねて] | cannot sleep |

### い形容詞 | Adjectives

| 20. 楽しい | is fun, enjoyable |
| 21. 多い | many |
### -な形容詞 NA Adjectives

| 22. 元気 | healthy, fine |
| 23. 親切 | kind, considerate |

### 副詞 Adverbs

| 24. もう | already |
| 25. とても | very |
| 26. よく | well |
| 27. ほとんど | mostly |

### 表現 Expressions

| 28. お元気ですか。 | How are you? |
| 29. お願ねがいます。 | (I) would like to ask you a favor. |
| 30. では、お元気で。 | Well, take care! |
| 31. どうぞよろしくお願ねがいます。 | (I) respectfully request a favor. |

### その他 Other

| 32. 〜て下さいます | to do (a person of higher status does a favor for me) |
| 33. 〜時 | when |
| 34. 〜から | (Reason) so… |

---

**A. WRITE/SPEAK**  On a separate sheet of paper, write a short dialogue about the kinds of things Ken’s mother does for him based on the picture. Practice it with your partner.

**B. WRITE**  Write a brief composition about an older person you respect who is kind and considerate. Provide details about the kind of person he/she is, describe two things this person does for you, and say what kinds of things you would like to do for him/her. Use 〜から, 〜時, and 〜て下さいます.
川口先生、
こんにちは。冬になって、ずい分寒くなってきました。二日前、山にはもう雪が降りました。おひさしぶりです。お元気ですか。ぼくは、おかげ様で元気で、日本の生活を楽しんでいます。ホストファミリーの皆さんには、とても親切で、ぼくをよく世話して下さいます。さて、日本の学校生活は楽しいですが、大変なことも多いです。普通のクラスは四十人も生徒がいるので、自分の意見を発表する時は、ほとんどありません。ぼくは日本語がよく分からないから、音楽とか体育の授業は楽ですが、ほかの授業はつらいです。試験を受ける時は、先生はぼくに特別な試験を作って下さいます。先生、ぼくの問題を聞いて下さい。まじめに勉強しているのに、日本語が分からないんです。夜もよく寝られないんです。相談する人もいないので、困っています。どうしたら、いいですか。アドバイスをお願いします。
では、お元気で。どうぞよろしくお願いします。

ケン・スミス

NOTE: This e-mail sample is appropriate for a high school student, such as Ken, who is writing to his former Japanese teacher. It is not a typical style of formal writing used by Japanese people.
**Reading Comprehension**

**A. READ/WRITE** Read the story on the previous page and answer the following True or False questions on a separate sheet of paper.

1. (T F) It’s cold because winter has arrived.
2. (T F) It’s been a while since Ken has seen snow.
3. (T F) Ken thinks life in Japan is difficult, but also fun.
4. (T F) Ken’s host family is kind and takes good care of him.
5. (T F) There are many opportunities to speak up in class even though there are many students in Ken’s class.
6. (T F) Ken’s favorite classes are Japanese and P.E.
7. (T F) Because Ken doesn’t completely understand Japanese, the teacher prepares a special exam for him.
8. (T F) Even though Japanese high school life is enjoyable, Ken faces many problems.
9. (T F) Ken has a tough time because he doesn’t work hard in his studies.
10. (T F) The teacher wants Ken’s advice.

**DOWNLOAD** True or False questions are also available in Japanese at cheng-tsui.com/adventuresinjapanese.

**B. READ/WRITE** In your own words, write a brief paragraph describing Ken’s problems at school. Based on the reading on the previous page, incorporate the following cues.

![Cues](image)

Write an e-mail response to Ken’s letter as his Japanese teacher. Include an appropriate greeting, advice on how to solve his problems at school, and an appropriate closing remark. Send the e-mail to your teacher and CC your classmates. Compare your e-mail with your classmates’. Did you provide similar suggestions? Who do you think gave the best advice?
2課B
先生にメール

単語 Vocabulary

1. ずい分大きい
   extremely big

2. お久しぶりです。
   I have not seen you for a long time.

3. おかげ様で元気です。
   Thanks to you, I am fine.

4. いい生活
   good lifestyle

5. 普通の高さ
   ordinary height

6. 世話して下さいます
   [IR] to take care of me (to a superior)

7. さて、問題を聞いて下さい。
   Now, please listen to my problem.

8. 意見を言う
   to give an opinion

9. プロジェクトを発表する
   [IR] to present a project

10. お金がほとんどない
    have almost no money

11. 辛い勉強
    difficult studies

12. 楽なソファー
    comfortable sofa

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13. 試験を受ける  [G2] to take an exam
14. 特別な人  special person
15. まじめな生徒  serious student
16. カウンセラーに相談する  [IR] to consult a counselor
17. 困っている  [G2] to be troubled
18. どうしたらいいですか。 What should I do?
19. ペットを飼っている  [G1] to be raising a pet, to have a pet
20. 夢を見る  [G2] to dream

追い加話語  Additional Vocabulary
1. 送信  send
2. 返信  reply
3. 転送  forward
4. 添付  attachment

ことわざ  Japanese Proverb
「ちりもつもれば山となる」
ちり means “dust” and つもれば means “if (it) amasses” or “if (it) accumulates.” This proverb can be translated as “Even dust amassed will make a mountain.” If you do something a little at a time, someday you will be able to achieve your lofty goal.
Language Note

Seasonal References in Correspondences

In most correspondence, Japanese people refer to the current seasonal condition. Seasonal references must be chosen carefully to truly reflect the time, place, and climatic situation from where you are writing your letter or e-mail. Some examples are:

### 春

1. 風も少しずつ暖かくなってきました。
2. 花も咲き始めてきました。
3. みどりが美しい季節ですね。

### 夏

1. 海に行きたい季節になりました。
2. 空の青が美しい毎日です。
3. 毎日暑い日が続いています。

### 秋

1. 朝夕が涼しくなりました。
2. 秋風が気持ちいい季節になりました。
3. 木々の葉も秋の色ですね。

### 冬

1. 寒くなってきました。
2. 朝起きるのがつらい季節です。
3. 日が短くなって、寒い日が続いています。
Language in Context

READ/LISTEN/SPEAK  Read the sentences in Japanese. Say what you want to become more skillful at doing and what you should do in order to become better at it.

一生懸命書いているのに、
上手にならないんです。

日本語が少し上手になってきましたが、
もっと大きい声で話した方がいいです。

A  “Because” Conjunction ので

Sentence 1 (informal ending) [Reason /Cause] ので、Sentence 2 [Result]。

ので is a mid-sentence conjunction which is often translated as “so,” “because,” or “since.” It is used to connect two simple clauses (sentences) when the first expresses a reason or cause for the second.

The plain form is used with verbs or い adjectives immediately preceding ので. Non-past affirmative nouns or な adjectives take な before ので.

Note: The sentence conjoiner から may also be translated as “so,” “because,” or “since.” から should be used instead of ので when the second portion of the sentence involves the speaker’s own guess, opinion, command, request, suggestion, invitation, or intent.

Ex. S2 expresses the speaker’s intent or personal opinion.

Because that movie looks interesting, I also want to go.
1. 明日、試験があるので、今晩、勉強しなければなりません。
   Since I will have an exam tomorrow, I have to study tonight.
2. Tシャツがセールで安かったので、三枚も買ってしまいました。
   Since T-shirts were on sale (at a cheap price), I bought (as many as) three.
3. ジーンズは楽なので、私はいつもジーンズをはっています。
   Since jeans are comfortable, I always wear them.
4. 図書館が静かだったので、よく勉強出来ました。
   Because the library was quiet, I was able to study well.

READ/SPEAK Change the word in the ( ) to the correct form and choose the correct conjunction in the [ ].
1. 姉は(まじめです) [から / ので]、毎日よく勉強します。
2. 漢字の数は (多いです) [から / ので]、覚えるのは大変です。
3. 今日の試験は(簡単でした) [から / ので]、すぐ終わりました。
4. 私の日本語はまだ(初級です) [から / ので]、文をすらすら読めません。
5. 今日は宿題が(ありません) [から / ので]、映画に行こう。

B “Although” Conjunction のに

Sentence 1 (informal ending) [contrary] のに、Sentence 2。

The mid-sentence conjunction のに is translated as “In spite of the fact that ...”. It is used to join two simple sentences and when one wishes to express an unexpected result (surprise, discontent, disappointment, regret, or disbelief). The first clause expresses the occurrence and the second main clause expresses the unexpected result. The first of the two clauses appears in the plain form, with the exception of the present noun and な adjective, which take な. Occasionally, the unexpected result is not stated in words, but is implied. In such cases, the sentence ends with のに.

Ex. 毎日、練習したのに。
   Although (I) really practiced hard every day . . . (something unexpected happened.)

Note: When the second clause is a request, suggestion, question, command or request for permission, けど or けれど, which means “although” should be used instead of のに.

Ex. この本はちょっと高いけど、買いますか。
   This book is a little expensive, but will you buy it?

Note: For a neutral “but” meaning, が should be used instead of けど or けれど. が is generally used in formal situations, while けど is used in informal situations.

Ex. 昨日、映画を見ましたが、あまりおもしろくなかったです。
   I watched a movie yesterday, but it was not very interesting.
1. 姉は小学校なのに、料理がとても上手です。
   Although my younger sister is an elementary school student, she is very skillful at cooking.
2. 僕はあの子好きなのに、あの子はほかの子好きなんですよ。
   Although I like her, she likes someone else.
3. 日本語を三年も勉強しているのに、まだ上手に話せません。
   Although I have been studying Japanese for three years, I still cannot speak it well.

READ/SPEAK  Change the word in the < > to its correct form and choose the correct word in the ( ).

1. 兄は二年も日本に<留学していました>(ので / のに)、ぺらぺらじゃないんです。
2. この部屋は<静かでした>(ので / のに)、よく勉強出来ました。
3. 日本語の発表は<明日です>(ので / のに)、まだ始めていません。
4. いい病院を<さがしました>(ので / のに)、ありませんでした。
5. このソファーは<楽です>(ので / のに)、大好きです。

〜んです, 〜のです
The 〜んです and 〜のです endings are frequently used in speaking. In statement form, it suggests that the speaker feels obligated to explain him /herself or his /her actions. In question form, it serves the purpose of inviting an explanation from the listener.
〜のです is used in formal situations and 〜んです is used in less formal situations after the plain form of a verb, adjective, or noun. だ changes to な before 〜んです and 〜のです.

1. この本は本当に高かったんです。
   This book was really expensive, you know.
2. あの人が好きなんですね。
   I like him /her.
3. 僕は秋子さんが好きだったんです。
   I liked Akiko.
4. これは本当に正しいのですか。
   Is this really correct?

READ/SPEAK  Change the word in the < > to its correct 〜んです form.

1. すみません、私の字は<めちゃくちゃです>。
2. あの友達の名前が<思い出せません>。
3. 去年の野球チームは<一番でした>よ。
4. 日本語を勉強し始めた時、漢字を覚えるのは楽しくて、全然<つらくありませんでした>が、今ちょっとつらいです。
D Verb-てきました/いきます

When the verbs きます and いきます are attached to -TE forms of verbs that describe a change of state, i.e., なる “to become,” こむ “to get crowded,” すく “to get less crowded, 太る “to gain weight,” やせる “to lose weight,” etc., they suggest a progressive change.

<table>
<thead>
<tr>
<th>Past</th>
<th>Point in Time</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>くる</td>
<td>いく</td>
<td>くる</td>
</tr>
</tbody>
</table>

くる suggests a change from a certain point in time to another point in time that may be perceived as the present. いく suggests a change from some point in time to some future time.

Note: In this construction, きます and いきます are not usually written in kanji.

1. 寒くなってきました。 It has become cold.
2. 暖かくなっていくでしょう。 It will probably become warm.
3. 道が込んできました。 The streets have become crowded.
4. 日本語が難しくなってきました。 Japanese language has become difficult.
5. 毎年、物が高くなっていきます。 Things become more expensive every year.

READ/SPEAK Choose the correct verb ending in the ( ).

1. お母さんは、最近太って (いきましました / きました)。
2. お腹がすいて (いきましました / きました)。何か食べましょう。
3. もうすぐ冬です。寒くなって (いくでしょう / くるでしょう)。
4. 毎日漢字を練習したので、上手になって (いきましました / きました)。

E 方がいい “It is better to...”

Verb (TA form) +方が (いいです) It is better to ～.

Verb (NAI form) +方が (いいです) It is better not to ～.

This construction is derived from the comparative sentence structure introduced in Volume 2. With the verb -TA preceding 方がいいです, however, this construction becomes a direct advice-giving construction. It literally means “It is good if you do/do not . . .”.

Compare: 行った方がいい。 It is better (for you or someone) to go.

行方がいい。 It is better to go.

行かない方がいい。 It is better not to go.

Using the -TA form makes the advice more direct and personal, whereas the dictionary form makes it more general. The -NAI form may be used as the negative form of either.

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1. 早く寝た方がいいですよ。
It's probably better if you go to bed early.
2. たばこはすわない方がいいと思います。
I think it's better not to smoke.
3. 寒いから、セーターを持って行った方がいいよ。
It's better for you to take a sweater because it is cold.

**アクティビティー**  Communicative Activities

**ペアワーク**

A. READ/WRITE  Match the sentences on the left with an appropriate ending on the right. Write the complete sentences on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Part A</th>
<th>Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 将来、日本に留学したいので、</td>
<td>a. 今日の試験はよく出来ました。</td>
</tr>
<tr>
<td>2. 日本の生活は大変なのに、</td>
<td>b. まだあまり寒くないんです。</td>
</tr>
<tr>
<td>3. ゆうべ一生けんめい勉強したのに、</td>
<td>c. まけてしまったよ。</td>
</tr>
<tr>
<td>4. ゆうべ一生けんめい勉強したので、</td>
<td>d. 感謝の言葉を言ったことがない。</td>
</tr>
<tr>
<td>5. 母がむかえに来るので</td>
<td>e. ここで待っていなければいけません。</td>
</tr>
<tr>
<td>6. 母は私をよく世話してくれるので、</td>
<td>f. 学校まで一時間もかかりますよ。</td>
</tr>
<tr>
<td>7. 太郎さんはまじめなので、</td>
<td>g. 今日の数学の試験はよく出来なかった。</td>
</tr>
<tr>
<td>8. 冬になったのに、</td>
<td>h. いつもよく勉強しています。</td>
</tr>
<tr>
<td>9. 私達の学校のバスケットのチームを</td>
<td>i. 楽しいことも多い。</td>
</tr>
<tr>
<td>おうえんしたのに、</td>
<td>j. 今、日本語を勉強しています。</td>
</tr>
<tr>
<td>10. 毎朝、道がずい分込んでいるので、</td>
<td></td>
</tr>
</tbody>
</table>

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B. SPEAK/LISTEN Ask your partner why he/she is not feeling well. Use the picture cues below.

例
Aさん: どうしたんですか。
Bさん: 病気なんです。
Aさん: 大丈夫ですか。
Bさん: ええ、大丈夫です。

C. READ/SPEAK/LISTEN Take turns asking your partner’s opinions on the following topics in the informal speech style.

例
質問: もうすぐ冬になりますよね。これから寒くなっていくと思いますか。
答え: そうですね。寒くなっていくと思います。

1. 日本語の勉強は難しくなってきていると思いますか。
2. ガソリンの値段は高くなってきたと思いませんか。
3. 大学の授業料は高くなっていくと思いますか。

クラスワーク

D. READ/WRITE/SPEAK/LISTEN Read the following problems and write your advice in Japanese on a separate sheet of paper. Then choose one case to present to your class in the informal speech style.

<table>
<thead>
<tr>
<th>問題１</th>
<th>問題２</th>
</tr>
</thead>
<tbody>
<tr>
<td>私は人の前で自分の意見を発表することが出来ません。ドキドキして話せないんです。どうしたらいいんですか。</td>
<td>私の友達は、運転免許を持っていませんが、車を時々運転しています。私は困っていますが、相談する人もいません。どうしたらいいんですか。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>問題３</th>
<th>問題４</th>
</tr>
</thead>
<tbody>
<tr>
<td>友達かいじめをしています。私は「やめて。」と言われました。やめません。私はとてもつらいんです。この友達は私の特別な友達ですから、いじめをしないでほしいです。どうしたらいいんですか。</td>
<td>試験や宿題がたくさんあって、全部出来ません。スポーツをしているので、時間がありません。明日、日本語の試験を受けるはずですが、勉強していません。どうしたらいいんですか。</td>
</tr>
</tbody>
</table>
聞き取り

E. LISTEN/WRITE  Listen to the self-introduction and answer the following questions in Japanese on a separate sheet of paper.

1. Where in Japan is Hideki from?
2. Who are the members of his host family?
3. What is Hideki doing to take care of the dogs at his host family’s home?
4. What is Hideki’s problem?
5. What kind of homestay experience was Hideki expecting to have?
6. Do you think he is enjoying his homestay? Why or why not?
7. Who do you think Hideki should consult about his problem?
8. If you were Hideki, would you do a homestay again? Why or why not?

Authentic Reading

F. READ/SPEAK  Read Ken’s hand-written thank you letter (お礼状) and answer the following questions in Japanese in the informal speech style.

UNDERSTAND
1. In what season did Ken write this letter?
2. Who did Ken write this letter to?
3. What was the topic of Ken’s presentation at his Japanese school?
4. What did Ken’s Japanese teacher say about his Japanese skills after his presentation?

IDENTIFY
5. What class is 社会?
6. On what day did Ken write this letter?

APPLY
7. To whom and for what reason would you write a Japanese thank you letter?

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Lesson 2 Review

DOWNLOAD the Oral Pro-Achievement Interview (OPI) Checklist for this lesson from cheng-tsui.com/adventuresinjapanese.

Text Chat チャット
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 Satoshi Hamada, a Japanese high school student, about foreign language studies.

9月27日 11:45 AM
ぼくは英語を習っていますが、なかなか上手になれません。

Respond and ask a question.

9月27日 11:57 AM
日本語の勉強も難しいですか。

Respond and provide one example.

9月27日 12:01 PM
なぜ日本語を取っているんですか。

Respond and give your reason.

Conversation 学校の友達
♫LISTEN/SPEAK You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to respond. You should respond as fully and as appropriately as possible. You will have a conversation with Kana Ueda, your Japanese friend from school.

Discussion 外国語
SPEAK/LISTEN Discuss the similarities and differences between learning the Japanese language and another foreign language (Spanish, French, German, etc.). Describe two aspects that are similar, and two that are different. Which would you prefer to learn and why? What are some aspects of the Japanese language that are unique, if any, from other foreign languages? List as many examples as you can and explain your reasoning.
Historical Figure Reading

中浜（ジョン）万次郎 1827 – 1898

万次郎は高知の貧乏な漁師の家に生まれました。9歳の時にお父さんが亡くなり、働き始めました。14歳の時に、仲間と海に出て、台風にあいました。人のいない島で143日生活した後、アメリカの鯨の船に助けられました。船長は万次郎を自分の子供にしてマサチューセッツ州の家に連れて帰りました。学校に行き、英語や数学や航海術などを習い、船の仕事をしました。22歳の時に、日本に帰りたくなった万次郎はゴールドラッシュのサンフランシスコへ行き、金を取りました。そして、23歳の時に、ハワイの二人の仲間と一緒に日本に帰りました。26歳の時に、ペリーの黒船が東京近くの海に来ました。万次郎は侍になり、徳川とペリーの間の通訳をしました。そして、日本は国を開きました。万次郎はアメリカで見たり習ったりしたことを日本人に教えました。その一つが英語のアルファベットでした。

READ/WRITE Answer the following questions based on the reading above in Japanese on a separate sheet of paper.

1. Why did Manjiro have to work as a fisherman when he was a child?
2. Who rescued Manjiro and his friends on the desert island?
3. What did Manjiro study at the school in America?
4. How did he make money to return to Japan?
5. What did Manjiro introduce to Japan when he returned?

Can Do!

Now I can . . .

- talk about specific areas of my Japanese language studies and express my opinions about them
- describe actions done in a sequence
- write an informal letter or e-mail
- provide reasons and explain my actions
- ask for and give advice
Japanese E-mail

Write an e-mail in Japanese to your former Japanese teacher, pen pal, or someone who can read Japanese (do not write to a classmate). Express your appreciation for something he/she did for you, or for a present you received recently. Remember to follow the Japanese letter writing format.

Objectives

- To write a thank you letter in Japanese via e-mail.
- To apply previously learned language skills and use them communicatively in an authentic context.

Student Check List

- Write a 400 – 500 character e-mail in standard Japanese format.
- The e-mail should be well organized, cohesive, and include appropriate transitions.
- Include an appropriate opening, seasonal greeting, and closing.
- Use the formal Japanese writing style.
- Use all previously learned kanji and include as many vocabulary and grammar points from this lesson as possible.
- CC your Japanese teacher.

Extend Your Learning

CREATIVITY AND COLLABORATION

With a partner, choose a period of Japanese history and create two characters who may have lived at that time. Write a short series of letters in Japanese exchanged between your characters over the course of a year. Use the appropriate format, greetings, and expressions based on the relationship between the characters. Present the letters to your class as a story.