



Adventures in japANESE 3

アドベンチャー日本語

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-adequate considerations peculiar to high school students.

Adventures in Japanese has been prepared by highly experienced and knowledgeable high school teachers of Japanese, Hiromi Peterson, 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,

がんば
頑張って!

To the Student ix

Meet the Characters

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.



< 6? p 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.



林まりp
92J 2D9 2C:p
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.



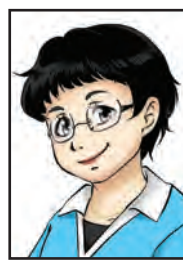
北山明美
<:E2J 2> 2<6> :p
Ken's host mother. She is 48 years old and works part-time as a cashier at a supermarket near her family's home in Tokyo.



北山カp
<:E2J 2> 49:<2Cp
Ken's host father (52) 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p
DE 2? p> :E p
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.



なおり・スミスp
? 2@> :p> :E p
Ken's mother (44), a Japanese woman, 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p
8: ? 2p> :E p
Ken's older sister is a college freshman majoring in physics in California.



ミリー・スミスp
> :==:6p> :E p
Ken's younger sister. She is a first-year middle-school student who lives with her mother in the U.S.



北山愛p
<:E2J 2> 2p:p
Ken's host sister is a first-year college student who lives at home with her family in Tokyo.



小川美波p
@ 8 2H 2p
> : ? 2> p
Ai's friend, another first-year college student, who invites Ken to go see a concert with them in Tokyo.



駅員 (女性)p
76> 2=6p
DE 2E:@ ? p
2EE 6? 5 2? p
A kind station attendant who helps Ken find his way when he is lost in a Tokyo train station.



駅員 (男性)p
> 2=6p
DE 2E:@ ? p
2EE 6? 5 2? p
A conductor who assists Ken in getting on the right train in Tokyo.



エミ・テイレールp
6> :E 2J =@ p
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

"ĩp_eVcaVod_Rjp4`^ ^ f_ZReĩLĩ" Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feeling, 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.

"ĩp_eVcacVeĩVp4`^ ^ f_ZReĩLĩ" 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.

"ĩpAcVdV_eReĩ_Rjp4`^ ^ f_ZReĩLĩ" 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

#ĩpCVjReĩ_Xp4 f jef cRjpAcRTeĩVd4e pAVodaVTeĩVĩ" 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.

Learn to Investigate, Explain, and Reflect 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

Build, Reinforce, and Expand Knowledge 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.

Access and Evaluate Information Learners access and evaluate information and diverse perspectives that are available through Japanese language and culture. In Culture Projects and Extend Your Learning activities, students venture out and research specific topics beyond what is presented in the textbook by using online and first-person resources. Culture Notes, Authentic Readings, Historical Figure Readings, Language in Context, and Language Notes help to expand students' appreciation of diverse perspectives.

IV. Comparisons


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


Investigate, Explain, and Reflect on the Nature of Language Learners use Japanese to investigate, explain, and reflect on the nature of language through comparison of the Japanese language and their own. Language Notes point out some of the unique features of the Japanese language, including onomatopoeic 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.

Investigate, Explain, and Reflect on the Concept of Culture 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.

To the Teacher **xiii**

Acknowledgments

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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.

Hiroimi Peterson, Naomi Hirano-Omizo, and Jan Asato

ふくしゅう
復習

AcV]Z^ Z_Rcj p=Vdd` _



Can Do!

: _pYZpVdd` _p` f p Z]p
cVgZ/h p` h p+

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

- Audio
- Vocabulary Lists
- Vocabulary Flashcards
- Kanji Flashcards
- Activity Worksheets
- Verb Conjugation Review Chart

漢字 Kanji

used in this lesson

In this lesson, you will review some key *kanji* from Volumes 1 and 2.

	?	Meaning	Readings	Examples	
133.	多	many	おお(い) タ	ひと おお 人が多い たぶん 多分	many people probably
99.	会	to meet	あ(う) カイ	がっこう あ 学校で会う かいしゃ 会社	to meet at school company
102.	家	house	いえ カ	おお いえ 大きい家 かぞく 家族	a big house family
100.	着	to wear to arrive	き(る) つく(く)	シャツを ^き 着る いえ つ 家に着く	to wear a shirt to arrive home
83.	元	origin	ゲン	げん き 元気	healthy
84.	気	spirit	キ	びょう き 病気	illness
59.	言	to say	い(う)	い ^{くだ} って下さい。	Please say (it).
72.	何	what	なに なん	なにじん 何人 なんがつ 何月	What nationality? What month?
71.	書	to write	か(く) ショ	か 書く きょう かしよ 教科書	to write textbook
118.	映	projection	エイ	えい が 映画	movie
119.	画	picture	ガ	まん が 漫画	manga

	?	Meaning	Readings	Examples	
25.	分	minute	わ(かる) ふん ぶん ぷん	わかりません。 二分 半分 六分	I do not understand. two minutes half six minutes
134.	少	few a little	すく(ない) すこ(し)	くるま 少くない すこ 少し	few cars a little
160.	思	to think	おも(う)	いいとおもう	I think (it's) good
127.	明	bright	あか(るい) あ(ける) *	あか 明るい あ 明けましておめでとう あした 明日	bright moon Happy New Year tomorrow
90.	飲	to drink	の(む)	みず の 水を飲む	to drink water
42.	休	to rest/ to be absent	やす(む)	やす 休む	to rest; to take the day off
88.	午	noon	ゴ	ご ぜんいち じ 午前一時	1: 00 a.m.
89.	後	behind later after	うし(ろ) あと(で) ゴ	くるま うし 車の後ろ あと 後で ご 午後二時	behind the car later 2: 00 p.m.
139.	物	thing (tangible)	もの ブツ	た もの 食べ物 どうぶつえん 動物園	food zoo

Recognition Kanji

ほんとう
本当
tvw

かんじ
漢字
kanji

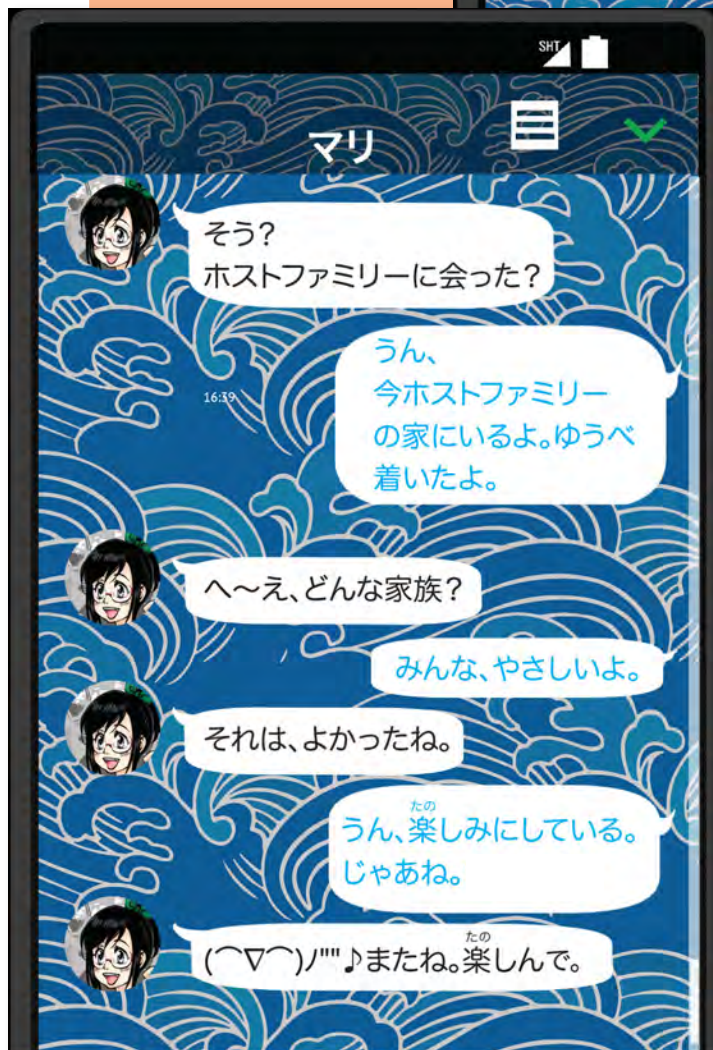
*Indicates an irregular reading



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

ふくしゅう
復習A
とうきょう
東京へようこそ

Authentic Reading



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.

単語 Vocabulary



めいし 名詞 Nouns

1. どこ?	Where?	4. ゆうべ	last night
2. ^{とうきょう} 東京	Tokyo	5. ^{ぞく} 家族	family
3. ホストファミリー	host family	6. みんな	everyone

どうし 動詞 Verbs

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

けいようし -い形容詞 I Adjectives

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

ひょうげん 表現 Expressions

13. よかったね。	How nice!	15. じゃあね。	Well then . . . (See you!)
14. ^{たの} 楽しみにしている。	(I'm) looking forward to (it).	16. またね。	See you later.

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

A

MODELS

Verbs

Formal Speech Style	Informal Speech Style	Meaning
飲みます	飲む	(I) will drink <i>dictionary form</i>
飲みません	飲まない	(I) do not/will not drink <i>NAI form</i>
飲みました	飲んだ	(I) drank <i>TA form</i>
飲みませんでした	飲まなかった	(I) did not drink <i>NAKATTA form</i>
飲んでください	飲んで	(please) drink <i>TE form</i>
飲みます	飲める	(I) can drink <i>potential form</i>
飲みましょう	*飲もう	let's drink <i>*OO form</i>
飲んでいます	飲んで(い)る	(he) is drinking
飲んでみましょう	*飲んでみよう	let's try to drink
飲まなければなりません	飲まなければならない or 飲まなければいけない	(I) have to drink; must drink

* Not yet introduced.

	Formal Speech Style	Informal Speech Style	Meaning
い Adjectives	おいしいです	おいしい	(it) is delicious
	おいしくないです or おいしくありません	おいしくない	(it) is not delicious
	おいしかったです	おいしかった	(it) was delicious
	おいしくなかったです or おいしくありませんでした	おいしくなかった	(it) was not delicious
な Adjectives	好きです	好き(だ)	(I) like (it)
	好きではありません or 好きじゃありません	好きではない or 好きじゃない	(I) do not like (it)
	好きでした	好きだった	(I) liked (it)
	好きではありませんでした or 好きじゃありませんでした	好きではなかった or 好きじゃなかった	(I) did not like (it)
Noun + Copula	今日です	今日(だ)	(it) is today
	今日ではありません or 今日じゃありません	今日ではない or 今日じゃない	(it) is not today
	今日でした	今日だった	(it) was today
	今日ではありませんでした or 今日じゃありませんでした	今日ではなかった or 今日じゃなかった	(it) was not today

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？ ☆ (○°▽°)o 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。

B Formal and Informal Speech Style Vocabulary

MODELS

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

* 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、少しつかれています。

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。

C Asking Questions in the Informal Speech Style

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

MODELS

	Formal Speech Style	Informal Speech Style	Meaning
Verbs	飲みますか。	飲む?(↗)	Do/Will (you) drink?
い Adjectives	おいしいですか。	おいしい?(↗)	Is it delicious?
な Adjectives	好きですか。	好き?(↗)	Do you like (it)?
Noun + Copula	今日ですか。	今日?(↗)	Is it today?

Compare the examples below:

1. A conversation between friends.

ゆき：テスト、いつ?↗ When is the test?

みか：テスト、明日よ。 The test is tomorrow.

2. A conversation between a student and a teacher.

生徒：テストは、いつですか。 When is the test?

先生：テストは、明日ですよ。 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 Formal and Informal Speech Style Nouns and Pronouns

	Formal Speech Style	Informal Speech Style	Meaning
Nouns	お名前	名前	name
	お仕事	仕事	job
	お昼ごはん	昼ごはん	lunch
Pronouns	こちら	これ, ここ, こっち	this one; here; here [informal form]
	そちら	それ, そこ, そっち	that one; there; there [informal form]
	あちら	あれ, あそこ, あっち	that one over there; over there; over there [informal form]
	どちら?	どれ? どこ? どっち?	Which one? Where? Which one (of two)?

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. な Adjectives and nouns in the non-past form take だ.

MODELS

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 / X) (が / 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。

F In-group and Out-group Family Terms

Formal Speech Style Out-group Family Terms	Informal Speech Style In-group Family Terms	Meaning
ご家族 ^{そく}	家族 ^{そく}	family
ご両親 ^{りょうしん}	両親 ^{りょうしん}	parents
お父さん / お母さん ^{とう かあ}	父 / 母 ^{ちち はは}	father / mother
おじいさん / おばあさん	祖父* / 祖母* ^{そふ そぼ}	grandfather / grandmother
おじさん / おばさん	おじ* / おば*	uncle / aunt
お兄さん / お姉さん ^{にい ねえ}	兄 / 姉 ^{あに あね}	older brother / older sister
おとうと 弟さん / いもうと 妹さん	おとうと いもうと 弟 / 妹	younger brother / younger sister

* 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。

G Formal and Informal Speech Style Vocabulary

	Formal Speech Style	Informal Speech Style	Meaning
Dependent Nouns	-様 -さん [less formal] かた 方	-くん [boys] -ちゃん [girls; young boys] 人	Mr., Mrs., Ms. person
Verbs	さしあげます - *いらっしゃいます	あげる いる	to give (someone) to exist, to be (animate)

* Not yet introduced.

READ/SPEAK Choose the correct term in the (). Practice the dialogue with a partner.

1. ケン：お客^{きやく}(さん / 様 / くん)、何を(さしあげましょう / あげましょう)か。
客^{きやく}：これをください。
2. <ケンの誕生日^{たん}パーティーで、まりの知らないケンの友達がいます。>
まり：あの(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、はして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
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んですよ。

<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^{はら}を払いますね。いくらぐらい置^おかなければ
なりませんか。

ケン：だ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^{かんじょう}を
ねがいします。

WORKBOOK page 1

Authentic Reading

ケン、どうしてる?

ああ、元気だよ。

マイク今ここにいるよ。ケンに「は〜い!」って言ってる。

えっ?マイク?何してる?

ずっと漢字ノート書いてたけど、すごくねむそう。

なるほど。ぼく今日、映画行ったよ。

えっ、映画?

うん、でも、日本語だったから、よく分からなかった。

ぜんぜん?

少しは分かったけど、少しずつ上手になるって思ってる。

じゃ、がんばって。

ありがとう。じゃ、また。



READ/WRITE 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



めいし 名詞 Nouns

1. 元気	fine, healthy	4. 今日	today
2. ここ	here	5. 映画	movie
3. 漢字ノート <small>かんじ</small>	kanji notebook	6. 日本語	Japanese language

どうし 動詞 Verbs

7. 言ってる	is saying	10. 分からなかった	didn't understand
8. してる	is doing	11. なる	to become
9. 書いてた	was writing	12. 思ってる	is thinking

けいようし -い形容詞 I Adjectives

13. ねむそう	looks sleepy
----------	--------------

ふくし 副詞 Adverbs

14. ずっと	throughout, by far, all the time	16. ぜんぜん (+ Neg.)	not at all
15. すごく	terribly, terrifically [adverbial form of すごい]	17. 少しずつ	a few, a little at a time

ひょうげん 表現 Expressions

18. どうしてる?	How are you (doing)?	21. なるほど。	Indeed! I see!
19. ああ	Oh!	22. うん	Yes [informal]
20. えっ?	Huh?	23. がんばって。	Good luck.

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.



文法 Grammar

A Omitting particles



MODELS

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



MODELS

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いました。
My friend said that (he/she) will go to that movie.
2. 日本で何をしたいって思ってる?
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^{むずか}しいけど、おもしろいと思います。

C Informal ~てる



MODELS

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^{みせ}お店で>

まり：ケンさん、こんにちは。二階^{かい}に来ましたから、寄^よってみました。

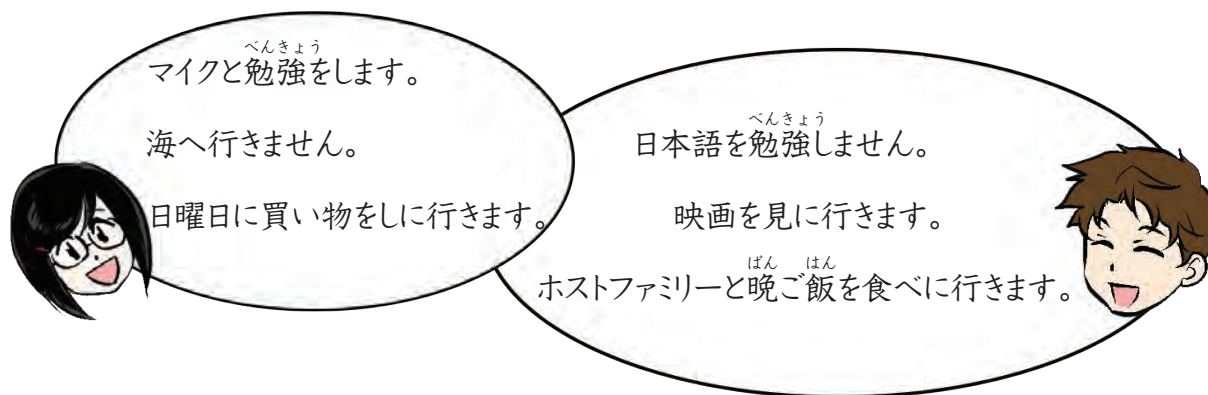
ケン：こんにちは。今日バスケ^{し あい}ットの試合がありますが、見に行きませんか。
大事な試合^{し あい}ですから、応援^{おうえん}に行きましょう。

まり：始^{はじ}まる時間や場所^ばは？

ケン：そうですね... 試合^{し あい}の時間は午後七時で、場所^ばは学校の^{たいいくかん}体育館です。
六時半^{むか}ごろに車^{くるま}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^{ころ}に家の外で待っていますね。
夜^{よる}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.



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 ^{べん} を食べています) | 4. 山川さん (本 ^{ほん} を読んでいます) |
| 2. 山口さん (自転車 ^{てん} に乗 ^の っています) | 5. 大川さん (車 ^{くるま} を運 ^{うん} 転 ^{てん} しています) |
| 3. 前田さん (作文 ^{ぶん} を書いています) | 6. 川口さん (走 ^{はし} っています) |

留学 Study Abroad

1課



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

- Audio
- Vocabulary Lists
- Vocabulary and Kanji Flashcards
- Study Guides
- Activity Worksheets
- Culture Project Rubrics

文化ノート Culture Notes

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)



^{がっこう しき}
^{にゅうがくしき}
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 ^{そつぎょうしき}
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. 後輩(こうはい, younger members) must show respect to 先輩(せんぱい, 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(ぶんかさい)

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.

漢字 Kanji used in this lesson

In this lesson, you will learn the *kanji* for family members, travel, and forms of writing.

	Kanji	Meaning	Readings	Examples	
163.		China (during the Han Dynasty)	カン	かんじ 漢字	Chinese character シ + 艹 + 口 + 二 + 人 = 漢
164.		character, writing	ジ	かんじ 漢字 きれいな字	Chinese character 宀 + 子 = 字 nice writing
165.		older sister	あね ねえ	あね ほん 姉の本 ねえ お姉さん	(own) older sister's book (someone's) older sister 女 + 市 = 姉
166.		younger sister	いもうと	いもうと なまえ 妹の名前 いもうと 妹さん	(own) younger sister's name (someone's) younger sister 女 + 二 + 木 = 妹
167.		older brother	あに にい	あに くるま 兄の車 にい お兄さん	(own) older brother's car (someone's) older brother 口 + 儿 = 兄
168.		younger brother	おとうと *	おとうと いぬ 弟の犬 おとうと 弟さん きょうだい 兄弟	(own) younger brother's dog (someone's) younger brother siblings ㄩ → 弟
169.		morning	あさ チョウ *	あさ はん 朝ご飯 ちょうしょく 朝食 け さ 今朝	breakfast breakfast this morning 十 + 日 → 日 + 十 + 月 → 月 = 朝
170.		daytime	ひる チュウ	ひる はん 昼ご飯 ちゅうしょく 昼食	lunch lunch 冂 + 日 = 昼
171.		writing, composition	ブン	さくぶん 作文 ぶんがく 文学	composition literature ㄣ + 文 = 文

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	Kanji	Meaning	Readings	Examples	
172.		to take the form of	カ ケ	ぶん か 文化 け しょう 化粧 する	culture to apply makeup
173.		flower	はな	はな や 花屋 はな び 花火	flower shop fireworks
174.		ocean, sea	うみ カイ	あお うみ 青い海 ほっかいどう 北海道	blue ocean Hokkaido
175.		travel	リョ	りょこう 旅行 かいがいりょこう 海外旅行	travel foreign travel
176.		past	キヨ	きょねん 去年	last year

* Indicates an irregular reading

New Readings

23. 父	father	フ	そ ぶ 祖父	(own) grandfather	36. 男	male	ダン	だん し こう 男子校	boys school
24. 母	mother	ボ	そ ぼ 祖母	(own) grandmother	37. 先	first	さき	お 先に。	Please go ahead. Excuse me for doing (it)/going ahead (of you).
26. 行	to go	ギョウ	ぎょう じ 行事	event	61. 私	I	シ	し り つ 私立	private
32. 子	child	シ	じょ し 女子	girl(s)	121. 入	to enter	ニュウ	にゅう がく 入学	entering school
33. 女	female	ジョ	じょ し こう 女子校	girls school					

Recognition Kanji

か ぞく 家族	family	し き 式	ceremony	りゅう がく 留学	study abroad
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1課A

復習 ♪ Let's Review

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.

めいし 名詞 Nouns

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

どうし 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. はたらいしています [G1 はたらきます/はたらく]	is working
16. 離婚 ^{りこん} しています [IR します/する]	is divorced
17. ひくこと [G1 ひきます/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 [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]

けいよう し
-な形容詞 NA Adjectives

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

ふく し
副詞 Adverbs

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

ひょうげん
表現 Expressions

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

聞き取り

A. 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?



B. 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).





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^{いしや}をしていて、

母は本屋で
^{はたら}働いています。

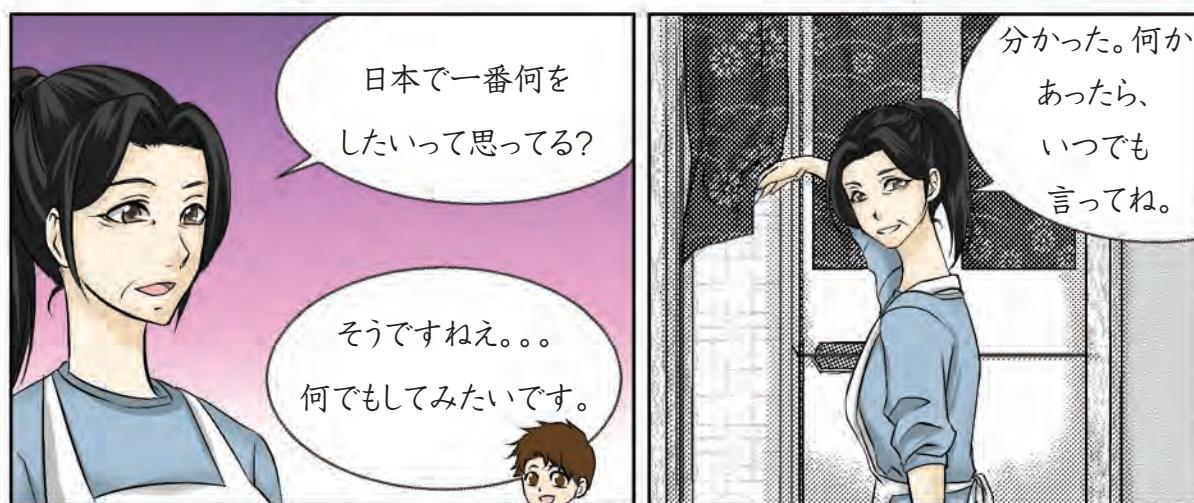
でも、今
^{りこん}離婚しています。



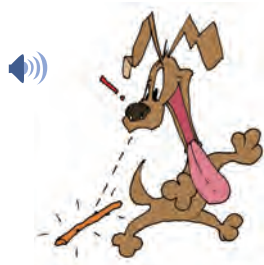
そうなんだ。兄弟は?

姉のジーナは、
去年高校^{そつぎょう}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^{せんこう}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^{くん}はどんな
ことが好き?



単語 Vocabulary



1. ^{つか}ことわざを使う
use a proverb



2. ^{そふ}祖父
(own) grandfather



3. ^{そぼ}祖母
(own) grandmother



4. ^{おじ}叔父
(own) uncle



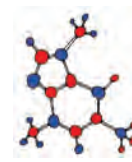
5. ^{おば}叔母
(own) aunt



6. ^{ようちえん}幼稚園
kindergarten



7. ^{ぶつり}物理
physics



8. ^{かがく}化学
chemistry



9. ^{ぶんがく}日本文学
Japanese literature



10. ^{れきし}日本の歴史
Japanese history



11. ^{すうがく}数学を専攻する
[IR] to major in mathematics



12. ^{そつぎょう}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. ^{さき}お先に。
Excuse me for going/doing something before (you).



15. ^{しつれい}失礼します。
Excuse me. /
I must be going now.



16. ^{しつれい}失礼しました。
I am sorry to have
inconvenienced you.



17. ^{かんじ}漢字^かに^か変える
[G2] to change (it) to kanji



18. ^{ちようしょく}朝食メニュー
breakfast menu



19. ^{ちゆうしょく}昼食^{じかん}時間
lunch time



20. ^{ゆうしょく}夕食
dinner

追加単語 Additional Vocabulary

- | | | | |
|------------------------|----------------------------------|---|----------------------|
| 1. ^{ぎりの} ぎりの～ | step (father, sister, etc.) | 4. ^{べっきょ} 別居 | separated |
| 2. ^{いぼ} 異母兄弟 | half-sibling (different mothers) | 5. ^{さいこん} 再婚 | remarried |
| 3. ^{いふ} 異父兄弟 | half-sibling (different fathers) | 6. ^{ようし} 養子 ^{ようじょ} 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}ぎりの～, as in ^{ぎりの}ぎりのお父さん or ^{ぎりの}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?

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.



姉の^{あき}明子は、水しか飲みません。



上田君^{くん}は今年何でも習^{なら}おうと思っています。

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, 妹の道子 means “my younger sister Michiko.” 医者^{いしゃ}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.

 MODELS

1. 妹^いのケリーはまだ小学生です。
My younger sister Kelly is still an elementary school student.
2. 兄^{すけ}の大輔^{つと}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^{はいしゃ} as appropriate.

1. ()の高志^しは、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。

B Describing Occupations with を

父は^{いしや}医者をしています。 **Occupation** をしている。

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ます。 This could be interpreted literally to mean, "Imada is doing the work of a teacher."

MODELS

- 母は高校で先生^{せんせい}をしています。
My mother is a teacher at a high school.
- 父は前カイザー病院^{いん いしや}で医者^{いしや}をしていました。
My father was formerly a doctor at Kaiser Hospital.



READ/SPEAK Restate the following sentences using the ～をしている pattern.

- 父はレストランのシェフです。
- 祖母^そは前フライトアテンダントでした。

C “Nothing” Particle しか

～しか + **Neg. Predicate.** **nothing/nobody/no one ～ but ～; only ～**

しか is a particle that means nothing but ～, nobody but ～, no one but ～, etc. and always occurs with negative predicates. しか replaces the particles を, か, は, replaces or follows ～ and に, and follows the particles で, と, から, まで, etc. しか must immediately follow the word which is receiving the “nothing but” emphasis. しか suggests a small number or exclusiveness, while だけ describes a situation in a neutral context.

Compare:

私^{わたし}だけ行きました。

Only I went.

私^{わたし}しか行きませんでした。

Nobody but I went.

MODELS

- 家族^{ぞく}では父^{ちち}しか日本語を話しません。
No one but my father speaks Japanese in my family.
- 山本^{やまもと}さんは野菜^{やさい}しか食べません。
Ms. Yamamoto eats nothing but vegetables.
- 兄^{あに}は東京^{とうきょう}にしか行きませんでした。
My older brother went nowhere but to Tokyo.
- 田中^{たなか}さん^{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.

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

- 漢字は百ぐらい (だけ / しか) 知っています。
- 弟は学校で (だけ / しか) 勉強^{べんきょう}しません。
- 学校まで車で十五分ぐらい (だけ / しか) かかりません。

D “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 ^{べんきょう} でも勉強出来る。 | (I) can study anywhere. |

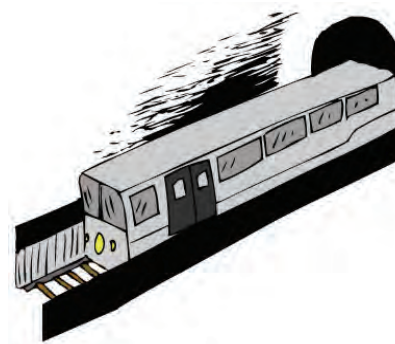
Interrogative Noun (+ へ, に, で, と, から, etc.) + も + Negative predicate.

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. |

MODELS

- 今日はまだ**何も**食べていません。
(I) have not eaten anything yet today.
- どこでも**いいですよ。
Anywhere is fine.
- 昨日は**どこへも**行きませんでした。
(I) didn't go anywhere yesterday.
- 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. |

E 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.

MODELS

	MASU form	Meaning	Dictionary form	OO form
Group 1	飲 <u>み</u> ます	to drink	飲 <u>む</u>	飲 <u>も</u> う
	しに <u>ま</u> す	to die	し <u>ぬ</u>	し <u>の</u> う
	あそ <u>び</u> ます	to play	あそ <u>ぶ</u>	あそ <u>ぼ</u> う
	買 <u>い</u> ます	to buy	買 <u>う</u>	買 <u>お</u> う
	待 <u>ち</u> ます	to wait	待 <u>つ</u>	待 <u>と</u> う
	帰 <u>り</u> ます	to return	帰 <u>る</u>	帰 <u>ろ</u> う
	書 <u>き</u> ます	to write	書 <u>く</u>	書 <u>こ</u> う
	およ <u>ぎ</u> ます	to swim	およ <u>ぐ</u>	およ <u>ご</u> う
	話 <u>し</u> ます	to talk	話 <u>す</u>	話 <u>そ</u> う
Group 2	見 <u>ま</u> す	to see, watch	見 <u>る</u>	見 <u>よ</u> う
	食 <u>べ</u> ます	to eat	食 <u>べる</u>	食 <u>べ</u> よう
Group 3	し <u>ま</u> す	to do	す <u>る</u>	し <u>よ</u> う
	来 <u>き</u> ます	to come	く <u>る</u>	こ <u>よ</u> う

1. たかし: 今、行こうか。

“Shall we go now?”

まり: うん、いいよ。

“Yes, it’s o.k.”

2. たかし: さあ、お昼を食べよう。

“Well . . . let’s eat lunch.”

まり: うん、行こう。

“Yes, let’s go.”

READ/SPEAK Change the underlined verb to the informal speech style.

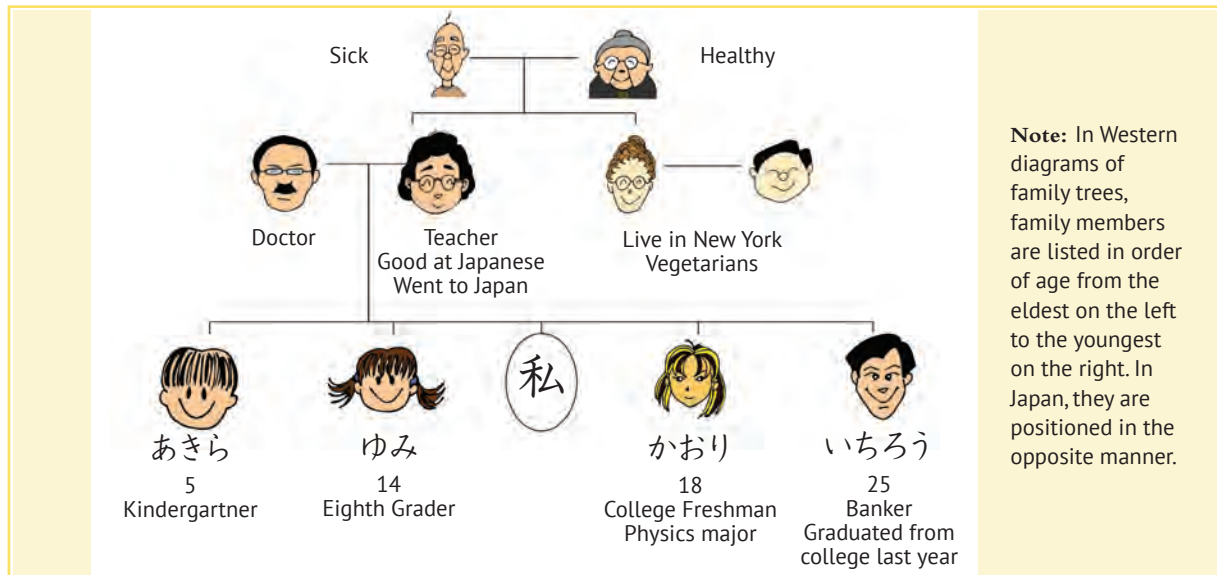
- 土曜日に映画を見ましょうか。
- 明日のクラスのパーティーに何を持って来ましょうか。
- いつも日本語を話しましょう。
- 日本語の映画を見てみましょう。

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。 [Use しか.] (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。

- ライオンは何を食べますか。[魚 / 肉 / たまご]
- 赤ちゃんは何を飲みますか。[コーラ / コーヒー / ミルク]
- 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。
 はいの答え：うん、休もう。
 いいえの答え：ううん、休まない。

- ジュースを飲みます。
- 明日、昼食と一緒に食べます。
- 漢字の勉強をします。
- 図書館へ行きます。
- 土曜日に一緒に映画を見ます。
- (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。

	料理 どんな料理を?	場所 どこで?	時間 何時ごろ?
今日の昼食			
今日の夕食			
明日の朝食			

Authentic Reading

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

1年D組 時間割										
	月	火・土	月	火	水	木	金	土	水・木・金	
1	9:00 9:50	8:55 9:45	体	生基	地理 日	古	地理 日	科人 物基	8:40 9:30	
2	10:00 10:50	9:55 10:45	漢	英表	科人 物基	体	世	現	9:40 10:30	
3	11:00 11:50	10:55 11:45	数 	家庭	数 	数 	漢	英会	10:40 11:30	
4	12:00 12:50	11:55 12:45	聖		数A	英表	コミ 	移動教室 数I・数A ◎105 ◎106 ◎104 生物基礎 104 日本史A 104 地理A 105 化学と人間 化学室 物理基礎 104	11:40 12:30	
昼休み										
5	13:35 14:25	13:30 14:20	コミ 	数 	音・美・書	情	数A		13:15 14:05	
6	14:35 15:25	14:30 15:20	情	古		現	保		14:15 15:05	
7	15:35 16:25		世	/		コミ 	生基		HR	15:15 16:05

UNDERSTAND

- Are classes held on Saturday?
- Do classes start at the same time every day?

IDENTIFY

- What subject does the *kanji* 世 represent? What subject does the *kanji* 英会 represent?

APPLY/COMPARE

- If you attended this school, which subject do you think would be most difficult for you? Why?



1 課 B

復習 ♪ Let's Review

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.

めいし 名詞 Nouns			
1. 高校	high school	5. 建物 ^{たて}	building
2. みどり	green, greenery	6. 教室	classroom
3. せいふく	uniform	7. テニス部	tennis club
4. きそく	rules	8. 問題 ^{もんだい}	problem

どうし 動詞 Verbs	
9. 着て [G2 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 ^{はじ} [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

けいようし -い形容詞 -I Adjectives			
14. せまい	small, narrow	17. きびしい	strict
15. 少ない	few	18. 楽しい ^{たの}	fun, enjoyable
16. 多い	many, plentiful	19. つまらない	boring, uninteresting

けいようし -な形容詞 -NA Adjectives	
20. いろいろ	various

ふくし
副詞 Adverbs

21. ずっと

by far

ぶんぽう
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 ~

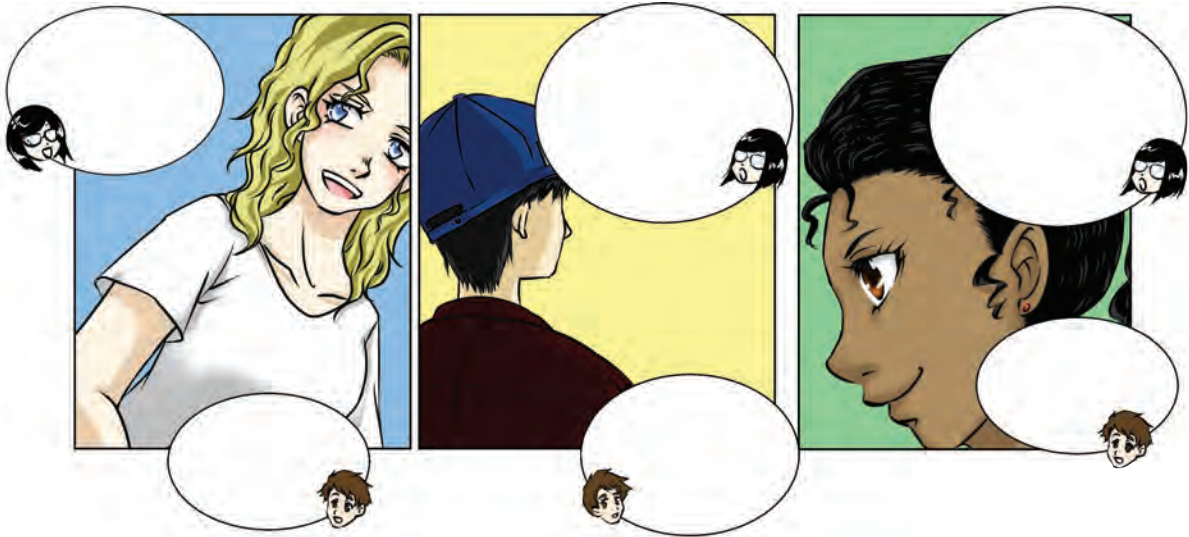
25. Verb-なければならない

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 ~でもいい 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.

🏠 ブログトップ

📄 記事一覧

🖼️ 画像一覧

次ページ>>

日本の高校

September 4 **NEW!**

今、ぼくは東京の私立の男女共^{きょう}学の高校に留学している。戸田高校という学校だ。授業^{じゅぎょう}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^{みどり}とか花とか緑も少ない。

この学校には制服^{せいふく}があって、ぼくも制服^{せいふく}を着て、学校^{かよ}へ通っている。自動車^{じどう車}で学校^{かよ}へ通う生徒はいなくて、ほとんど電車やバスなどで通^{かよ}っている。この学校の規則^{きそく}はきびしくて、女子生徒はパーマをかけたり、化粧^{しょう}をしたりしてはいけない。学校に着いて、建物^{たて}の中に入る時、外の靴^{くつ}をぬいで、中の靴^{くつ}にはきかえなくてはいけない。

日本の学校は四月^{はじ}に始^{はじ}まって、三月^おに終わる。三学期^きあって、入学式^{そつぎょう}とか卒業式^{そつぎょう}とか式が多い。学校の行事^{たいいくさい}は体育祭^{さい}とか文化祭^{しゅう}とか修学旅行^{しゅう}とか、いろいろある。この学校では高^き二の時に修学旅行^{しゅう}で海外旅行^{かいがい}をする。

授業^{じゅぎょう}が終^{おわ}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^{ほうか}、部活^{かっ}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^{けん}に入っていたけど、やめて、二学期^きから剣道^{けん}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^{もんだい}があるけど、この先生^{せんせい}も生徒^{しんせい}も親切^{しんせつ}で、とても楽^{たの}しい。

プロフィール

Ameba オフィシャルブロガー



ケン・スミス
プロフィール

性別: 男性

誕生日: 1月9日

自己紹介: ケン・スミス (16) USA

📖 読者になる

💬 アメンバーになる

✉️ メッセージを送る

📺 ビグでギフトを贈る

最新の記事

最近の事

日本、ライブします

好きな料理

家族の写真

テスト

友達

新しい学校

東京

始めまして~

一覧を見る

Reading Comprehension

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

1. (T F) Ken is now studying abroad in Kyoto.
2. (T F) Private schools in Japan are more expensive than in the U.S.
3. (T F) This school allows its students to have permed hair.
4. (T F) Shoes must be changed at this school.
5. (T F) There are few school ceremonies.
6. (T F) The high school seniors plan to go to the beach.
7. (T F) Ken plays tennis and does *kendo*.
8. (T F) Many students go to cram schools before school.
9. (T F) Ken thinks that Japanese culture is not interesting.
10. (T F) Bullying is not a problem.



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

B. READ/SPEAK Based on the reading on the previous page, which of these clubs is Ken currently a member of at his high school in Japan?

1.



2.



3.



4.



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

1. この学校の^{しゅう}学旅行は何年生の時にありますか。
2. この学校の生徒は^{じゅぎょう}授業の後、どんな事をしなければなりませんか。
3. ケンさんはこの学校が好きだと思いますか。なぜですか。



Write a blog post in Japanese about your school's campus, whether your school is public or private, coed, or an all-boys or all-girls school. Explain the school rules and say whether or not you think they are strict. Finally, list the things you like and dislike, and any problems your school is facing and propose a solution. E-mail it to your teacher.

1課B

日本の高校

単語 Vocabulary



1. ^{しりつ こうりつ}
私立 / 公立
の学校

private / public school



2. ^{だんしこう じょしこう}
男子校 /
女子校

boys / girls school



3. ^{だんじょ きょうがく}
(男女)共学
の学校

coed school



4. ^{にほんご きょういく}
日本語教育

Japanese education



5. ^{たか じゅぎょうりょう}
高い授業料

expensive tuition



6. バスで学校に
^{かよ}
通う

[G1] to commute
to school by bus



7. 学校 ^{ぎょうじ}
行事

school events



8. ^{ぶかつ}
部活をする

to do a club activity



9. 日本に ^{りゅうがく}
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. ^{けしょう}
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/
いじめてはいけない

[G2] bullying problem/
You should not
treat someone harshly.



14. 日本とアメリカ
の違う点

the different point(s)/
aspect(s) of Japan and
America



15. 三学期

three semesters/
third semester



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^{かつ}としてJICSというクラブに入って、
広島^{ひろしま}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。

MODELS

- 「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”?
- 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.

- () という大学へ行きたいです。
- () というアプリを一番よく使っています。
- 私は () という高校に^{かよ}通っています。

B 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.

MODELS

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)に行ってみたいです。
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。

C 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 かえます “to change” means “to change (shoes).” Adding かえます or がえます to the main verb suggests that an action is being redone. Only attach かえます to certain verbs, such as:

MODELS

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

1. 私は家へ帰ると、服を^{ふく}着がえます。
When I return home, I change my clothes.
2. 東京駅で^{とうきょうえき}乗^のりかえて、上野^のへ行きました。
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^{たいいく}の授業^{じゅぎょう}の前に、体育^{たいいく}の服^{ふく}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で、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()なければならなかった。

D 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

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

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

い Adjective + Noun

高い	}	+ 本	expensive book
高くない			inexpensive book
高かった			book that was expensive
高くなかった			book that was not expensive

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

な Adjective + Noun

好きな	}	+ 本	book I like
好きじゃない			book I do not like
好きではない			book I do not like
好きだった			book I liked
好きじゃなかった			book I did not like
好きではなかった			book I did not like

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.

MODELS

1. 試合^{しあい}が(or の)始^{はじ}まる時間は、四時です。

The time the game will start is 4:00.

2. 高くないレストランを教えてください。

Please tell me about a restaurant that is not expensive.

3. 野球^{やきゅう}が(or 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.

- このクラスで日本語(は / が)一番 [上手です] 生徒は、マーク君^{くん}です。
- 山下君^{くん}は、チームで一番足(は / の) [速いです] 選手^{せん}です。
- 漢字(は / が)よく [書けます] 生徒は、だれですか。

E 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).

MODELS

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.

- ()として、日本語はとても難^{むずか}しいですが、おもしろいです。
- 母は毎朝、()としてトーストとサラダを食べています。
- 祖父^そは()としてえらかったと思います。
- パンダは、中国の()として有^{ゆうめい}名です。

F

Specifying Times

Clause + 時^{とき}(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

食べる	}	+ 時(に)	When (one) eats, will eat
食べない			When (one) does/will not eat
食べた			When (one) ate
食べなかった			When (one) did not eat

い Adjectives

高い	}	+ 時(に)	When (it) is expensive
高くない			When (it) is not expensive
高かった			When (it) was expensive
高くなかった			When (it) was not expensive

な Adjectives

好きな	}	+ 時(に)	When (one) likes
好きじゃない			When (one) does not like
好きではない			When (one) does not like
好きだった			When (one) liked
好きじゃなかった			When (one) did not like
好きではなかった			When (one) did not like

Nouns

学生の	}	+ 時(に)	When (one) is a student
学生じゃない			When (one) is not a student
学生ではない			When (one) is not a student
学生だった			When (one) was a student
学生じゃなかった			When (one) was not a student
学生ではなかった			When (one) was not a student

- 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.

○ 外に行ったら、山が見えます。

○ 外に行けば、山が見えます。

○ 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.

○ 子どもの時、日本に住んでいました。

○ 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:

○ 朝、**起きた**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.



MODELS

- 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.
- 北海道へ行った時、飛行機で行った。
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、よく父と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、服を着がえます。
(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 / 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. 日本があまり [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、おいしいおすしを食べました。

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. 学校の規則はきびしいですか。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. ほか後、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すか。
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。



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 ^ひ けます | 4. 中国語が話 ^は せます |
| 2. 学校へバスで通 ^{かよ} っています | 5. 運転免許 ^{うんてんめんきょ} を持 ^も っています |
| 3. 日本へ行ったことがあります | 6. 今、アルバイトをしてい ^し 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。

質問：外国語として何を取っていますか。

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^{はじ}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.



のびやかに、
しなやかに、
世界へ。

一人ひとりが、のびやかな感性で、自分らしく、世界と向き合えるように。

今までの広島女学院の教育をさらに進化させ平和観、対話力、リーダーシップを養い、グローバルな視野を持つ、しなやかな女性を育てます。

平和について学ぶなかで、世界に触れ、考え、感じたことを、自分の言葉で伝えること。それが、広島女学院のSGH。

あなたの舞台は、広島、日本、そして世界。
ここでの学びは、輝く未来へつながっています。

<http://www.hjs.ed.jp/education/slogan>

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

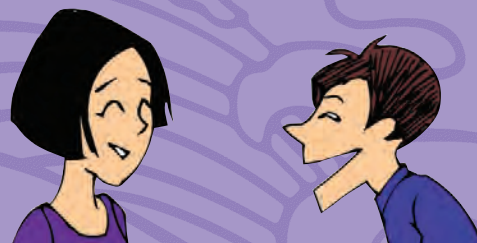
3. What does リーダーシップ mean in English?
4. What does グローバル mean in English?

APPLY/COMPARE

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

WORKBOOK page 11

Lesson 1 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 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?



Historical Figure Reading

ふくざわ ゆきち
福沢諭吉 1835 – 1901

諭吉は教育者で、慶応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。今その学校は慶応大学といって、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

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.

日本語の勉強 Study of the Japanese Language



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

- Audio
- Vocabulary Lists
- Vocabulary and Kanji Flashcards
- Study Guides
- Activity Worksheets
- Culture Project Rubrics
- Kanji Types and Radicals Charts

文化ノート Culture Notes

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*).

イ

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

あ

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 onomatopoeic expressions, or in attention-grabbing messages, such as advertisements and warning signs.



DOWNLOAD a list of common *kanji* types and radicals from cheng-tsui.com/adventuresinjapanese.

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*, 常用漢字, 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*, 教育漢字, 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 (^{ぶしゅ}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)へん. Classifiers found on the left are sub-categorized as へん. Other examples are さんずいへん in 海 for water-related *kanji*, or ごんべん for words related to language, such as in 話す. Examples of classifiers that appear at the top are くさかんむり(花) or うかんむり(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.

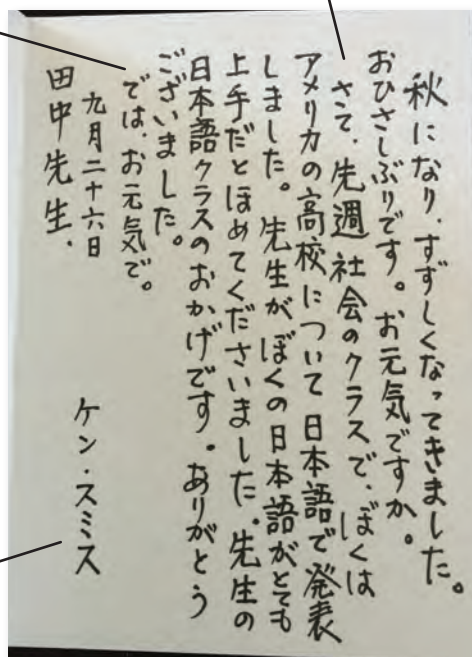


Write an e-mail to your Japanese teacher saying you are absent today and want to know what to study, what your homework is, and whether you have a *kanji* quiz this week. Properly address your teacher and include appropriate opening and closing remarks.

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。

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-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.

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.





漢字 Kanji

used in this lesson

In this lesson, you will learn the *kanji* for knowledge, nature, and the four seasons.

	Kanji	Meaning	Readings	Examples	
177.		to endeavor	ベン	勉強 (べんきょう) studies	 刀 → 冫 + 力 = 勉
178.		strong	つよ(い) キョウ	強い風 (つよ かぜ) 勉強 (べんきょう) studies	 弓 → 弓 + 虫 = 強
179.		spring	はる	春の花 (はる はな) spring flowers	三 + 人 + 日 = 春
180.		summer	なつ	夏休み (なつやすみ) summer vacation	一 + 自 + 足 → 夕 = 夏
181.		autumn, fall	あき	秋の山 (あき やま) 秋山さん (あきやま さん) Mr./Ms. Akiyama	禾 → 禾 + 火 = 秋
182.		winter	ふゆ	冬の雪 (ふゆ ゆき) winter snow	足 → 夕 + こ = 冬
183.		small forest	はやし ばやし	林さん (はやし さん) 小林さん (こばやし さん) Mr./Ms. Kobayashi	木 + 木 = 林
184.		forest	もり	森さん (もり さん) 青森 (あおもり) Aomori [city]	木 + 木 + 木 = 森
185.		to start, begin	はじ(める) はじ(まる)	食べ始める (た はじめる) 始まる時間 (はじ まる じかん) time to begin	女 → 女 + 止 + 冫 = 始
186.		to end, finish	お(わる)	食べ終わる (た おわる) to finish eating	糸 → 糸 + 冬 = 終

WORKBOOK page 129

Kanji	Meaning	Readings	Examples
187. 音	sound	おと オン	風 ^{かぜ} の音 ^{おと} sound of the wind 音楽 ^{おんがく} music  → 立 + 音 → 日 = 音
188. 楽	enjoyable, comfortable	たの(しい) らく ガク	楽しい映画 ^{たの がい} enjoyable movie 楽な仕事 ^{らく しごと} easy work 音楽 ^{おんがく} music  白 + 𠂔 + 𠂔 + 木 = 楽
189. 数	number	かず スウ	漢字の数 ^{かんじ かず} amount of kanji 数学 ^{すうがく} math 数字 ^{すうじ} number  𠂔 → 米 + 女 + 𠂔 𠂔 → 𠂔 → 又 = 数
190. 習	to learn	なら(う) シュウ	習う ^{なら} to learn 練習 ^{れんしゅう} practice 復習 ^{ふくしゅう} review  羽 + 白 = 習

New Readings

43. 大 big	タイ 大変 ^{たいへん}	hard, difficult	119. 画 stroke(s)	カク 何画? ^{なんかく}	How many strokes?
54. 見 to see	ケン 意見 ^{いけん}	opinion	142. 近 near	キン 最近 ^{さいきん}	recently
86. 間 interval	ま 間違える ^{まちが}	to make a mistake			

Recognition Kanji

じゅぎょう

授業

class

しけん

試験

exam

しゅくだい

宿題

homework

しつもん

質問

question

こた

答え

answer



2課A

ふくしゅう
復習 ♪
Let's Review

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.

めいし 名詞 Nouns			
1. アプリ	app	5. 五回	five times
2. 言葉	word	6. 読み方	how to read
3. 何時間?	How many hours?	7. いくつぐらい?	About how many?
4. 授業	class	8. 字	letter, character, writing

どうし 動詞 Verbs	
9. ～と読みます [G1 よむ／よんで]	to read as ～
10. 使って [G1 つかいます／つかう]	to use
11. 思う [G1 おもいます／おもって]	to think
12. 取り [G1 とります／とる／とって]	to take
13. 知ってる [G1 しります／しる + G2 います／いる]	to know
14. 習った [G1 ならいます／ならう]	learned
15. 覚えていません [G2 おぼえます／おぼえる]	do not remember
16. 書けません [G1 書きます／書く／書いて]	cannot write
17. 間違える [G2 まちがえます／まちがえる／まちがえて]	to make a mistake

けいようし -い形容詞 I Adjectives			
18. むずかしい	difficult	20. 少ない	few
19. 多い	many	21. 正しい	correct

けいよう し -な形容詞 NA Adjectives

22. 大変 ^{たいへん}	hard, very	24. 変 ^{へん}	strange, weird
23. 一番	the most, number 1	25. きれい	pretty, clean

ふくし 副詞 Adverbs

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

ひょうげん 表現 Expressions

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

た その他 Other

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

聞き取り

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

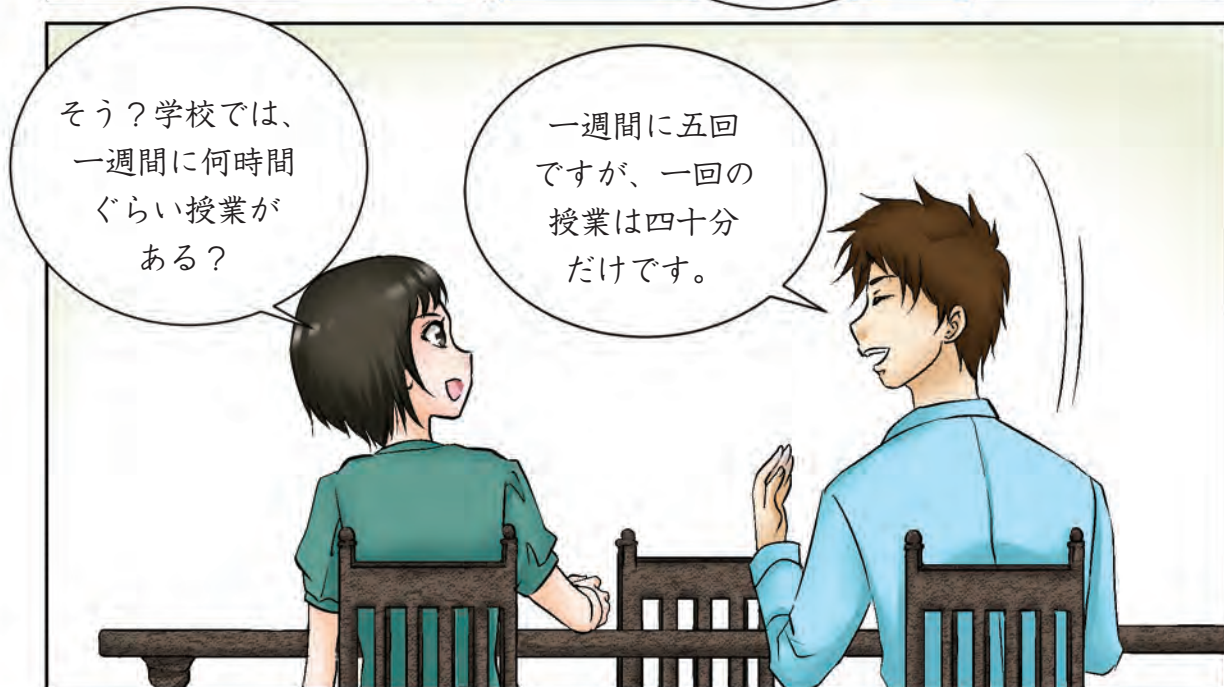
1. When did Asuka start learning English?
2. Is Asuka good at speaking English?
3. How are Asuka's grades in her English class?
4. What is Asuka good at doing in English? What is she not good (poor) at doing in English?
5. What advice would you give Asuka about improving in her English conversation class?

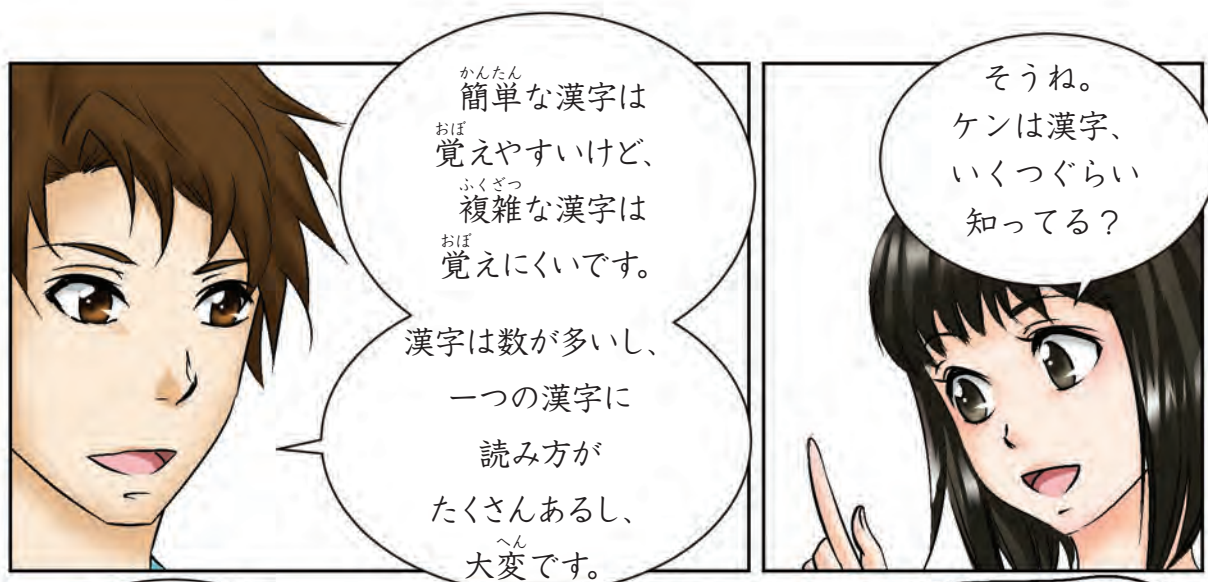
B. SPEAK/LISTEN You are studying abroad at a school in Japan. Explain your *kana* and *kanji* proficiency to your Japanese teacher using *だけ* and *しか*. About how many *kanji* characters can you read and write? Compare your abilities in *hiragana* and *katakana* as well.



2課A
 会話：漢字の勉強







単語 Vocabulary



おげんきですか。

1. 文^{ぶん}を^よ読む

to read a sentence



2. 英和辞書^{えいわじしょ} / 和英辞書^{わえいじしょ}

English-Japanese dictionary /
Japanese-English dictionary



3. 英語^{えいご}に^{やく}訳す

[G1] to translate
to English



4. 意味^{いみ}

meaning



5. どういう意味^{いみ}ですか。

What does it mean?



6. ～という意味^{いみ}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^{しら}

[G2] to check with a smartphone



9. きれいな発音^{はつおん}

good pronunciation



10. 「なか」は訓読み^{くんよ}

“naka” is the Japanese reading



11. 「ちゅう」は音読み^{おんよ}

“chuu” is the Chinese reading



12. 初級^{しょきゅう}のクラス

beginner class



13. **たとえば、**

For example,



14. **簡単な質問**

simple question



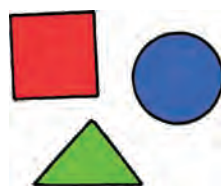
15. **複雑な問題**

complicated problem



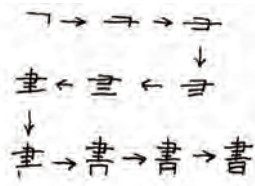
16. **漢字の数**

number/amount of kanji



17. **いろいろな形**

various shapes



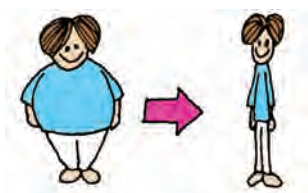
18. **正しい書き順**

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。

読みましょう Language in Context

READ/LISTEN/SPEAK Read these sentences in Japanese. Tell a partner whether you like or dislike running. Start with 走るのは . . . and give two reasons using ~し、~し.



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。

文法 Grammar

A Expressing “Beginning/Finishing/Continuing” Doing Something

Verb Stem + ^{はじ}始める begin /start to do

Verb Stem + ^お終わる finish doing

Verb Stem + ^{つづ}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.

MODELS

- 私は三年前に日本語を取り始めました。
I started taking Japanese three years ago.
- 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 writing around 5:00 this morning.
- 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.

- 姉は五歳の時に、ピアノを習う [始めた / 終わった / 続けた]。
- 一時からずっとテニスを練習する [始めて / 終わって / 続けて] いる。
- この3Dの映画を見る [始めた / 終わった / 続けた] ら、貸して下さい。

B ~ 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 い adjectives. The original direct object of a sentence becomes the topic /subject in this construction. Thus, the particles は or が (not を) are used after the noun being described. Other particles do not change to は or が.

とうふをはして食べます。

I'll eat tofu with chopsticks.

とうふははして食べにくいです。

Tofu is hard to eat with chopsticks.

MODELS

1. 先生の発音はとても聞き^{はつ}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^{おぼ}にくかったです。
This kanji was very difficult to memorize.
3. この大学はあまり入り^いやすくないです。
This college is not very easy to get into.
4. これは話し^{もんだい}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^{ふくざつ}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) おはして食べます[やす / にく]くて、大変^{へん}です。

C 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.

MODELS

- 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.
- 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.
- 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.
- 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 親切 簡単

- 去年の英語のクラスは()し、宿題も多かった。
- 今朝、私は熱が()し、頭が()し、学校を休んだ。
- 小学校の先生は()し、()し、私は大好きだった。
- 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。

アクティビティー Communicative Activities

一人で

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.

	漢字	部首	部首の画	のこりの画	訓読み	音読み	意味
例	酒	シ	3	7	さけ	シュ	rice wine

- | | | | |
|------|------|------|-------|
| 1. 茶 | 4. 飲 | 7. 悪 | 10. 飯 |
| 2. 海 | 5. 住 | 8. 遠 | 11. 切 |
| 3. 星 | 6. 絵 | 9. 夜 | 12. 和 |

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て、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て、土曜日に読み終わりました。
 質問2: ケイさんは、何日読み続けましたか。
 答え2: ケイさんは、三日(間)読み続けました。

Ex. ケイ



2. まさ子



1. ジェイソン



3. つよし



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** お母さんに話すこと
 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.

私のいけん	漢字	1い	2い	3い
1. 一番かんたんな漢字				
2. 一番ふくざつな漢字				
3. 一番おぼえやすい漢字				
4. 一番書きにくい漢字				

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

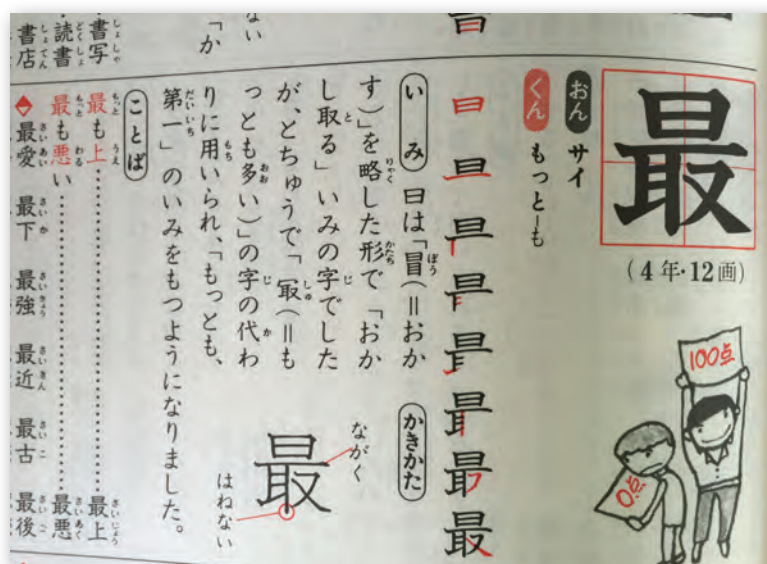
質問：なぜ女子生徒は林君が好きですか。

答え：林君はかっこいいし、頭がいい人です。

- なぜつかれているんですか。
- なぜ漢字は難しいんですか。
- なぜ最近やせてきましたか。
- 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

- What is the Chinese reading of this *kanji*?
- At what grade level of Japanese schools is this *kanji* introduced?
- What is the total number of strokes in this *kanji*?

IDENTIFY

- What does the *kanji* 最 mean?
- What does 最悪 mean?

APPLY

- What information given in this dictionary is most helpful to you?

WORKBOOK page 21



2課B 復習 ♪ Let's Review

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.

めいし 名詞 Nouns			
1. メール	e-mail	6. 音楽 ^{おんがく}	music
2. 冬 ^{ふゆ}	winter	7. 体育 ^{たいいく}	physical education
3. 山	mountain	8. 授業 ^{じゅぎょう}	class
4. 皆 ^{みな} さん	everyone	9. ほか	other
5. 自分	oneself	10. 問題 ^{もんだい}	problem

どうし 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 ^{たの} 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 ^{つく} 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／きく]	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 ^ね られない [G2 ねます／ねて]	cannot sleep

けいようし -い形容詞 I Adjectives			
20. 楽し ^{たの} い	is fun, enjoyable	21. 多い	many

けいよう し -な形容詞 NA Adjectives

22. 元気	healthy, fine	23. 親切 ^{しんせつ}	kind, considerate
--------	---------------	------------------------	-------------------

ふくし 副詞 Adverbs

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

ひょうげん 表現 Expressions

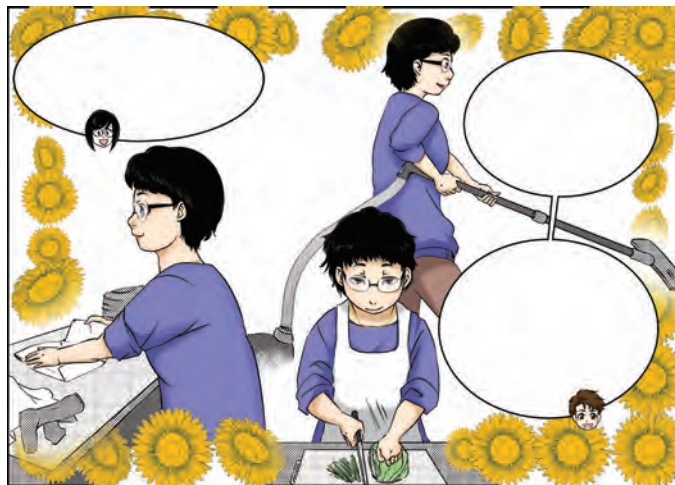
28. お元気ですか。	How are you?	30. では、お元気で。	Well, take care!
29. お願い ^{ねが} します。	(I) would like to ask you a favor.	31. どうぞよろしく お願い ^{ねが} します。	(I) respectfully request a favor.

た その他 Other

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

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.



読み：先生にメール

Send



To...

kawaguchi.a@japanmail.co.jp

From...

smith.ken01@mckinleyhigh.com

川口先生、

こんにちは。冬になって、ずい分寒^{さむ}くなってきました。二日前、山にはもう雪^ふが降りました。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^{かつ}を楽しんでいます。ホストファミリーの皆さんは、とても親切^{しんせつ}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^{へん}なことも多いです。普通^{ふつう}のクラスは四十人も生徒がいるので、自分の意見^いを发表^{はつぴょう}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^{おんがく}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^{しけん}を受ける時、先生はぼくに特別^{とくべつ}な試験を作^{つく}って下さいます。



ぼく
僕のホストファミリーの家です。



ぼく
僕の学校です。

先生、ぼくの問題^{もんだい}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^ねられないんです。相談^{そうだん}する人もいないので、困^{こま}っています。どうしたら、いいですか。アドバイス^{ねが}をお願いします。

では、お元気で。どうぞよろしくお願^{ねが}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.



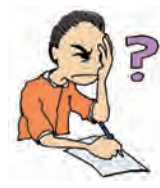
そうだん
相談する



つらい



こま
困っている



試験を受ける



どうしたら
いいんですか。



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. ずいぶん^{ぶんおお}大きい
extremely big



2. お久しぶり^{ひさ}です。
I have not seen you
for a long time.



3. おかげ^{さま}様で元^{げん}気^きです。
Thanks to you, I am fine.



4. いい^{せいかつ}生活
good lifestyle



5. 普通^{ふつう}の高^{たか}さ
ordinary height



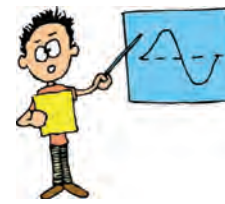
6. 世話^{せわ}して下^{くだ}さいます
[IR] to take care of me (to a superior)



7. さて、問題^{もんだい}を
聞^きいて下^{くだ}さい。
Now, please listen to
my problem.



8. 意見^{いけん}を言^いう
to give an opinion



9. プロジェクトを
発表^{はっぴょう}する
[IR] to present a project



10. お金^{かね}がほとんどない
have almost no money



11. 辛^{つら}い勉^{べん}強^{きやう}
difficult studies



12. 楽^{らく}なソファ
comfortable sofa



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

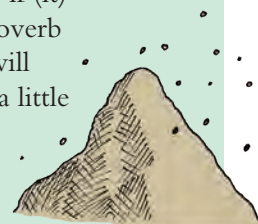
追加単語 Additional Vocabulary

- | | |
|-------|------------|
| 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

時候のあいさつ 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^{あたた}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^{きせつ}ですね。



夏

1. 海に行きたい季節^{きせつ}になりました。
2. 空^{そら}の青が美しい毎日です。
3. 毎日^{あつ}暑い日が続^{つづ}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^{きせつ}になりました。
3. 木々の葉も秋の色ですね。



冬

1. 寒^{さむ}くなってきました。
2. 朝起きるのがつらい季節^{きせつ}です。
3. 日^{みじか}が短くなって、寒^{さむ}い日が続^{つづ}いています。

読みましよう 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^{けんめい}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^{こえ}声で話した方がいいです。

文法 Grammar

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 joiner **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.

その映画はおもしろそうです**から**、私も行きたいです。

Because that movie looks interesting, I also want to go.

MODELS

1. 明日、試験がある^{ので}、今晚、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^{まい}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いています。
Since jeans are comfortable, I always wear them.
4. 図書館が静か^と^{かん}^{しず}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^{おぼ}^{へん}です。
3. 今日の試験は(簡単^{かんたん}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^{しょきゅう}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**, **けれど**, or **のに**. The sentence conjunction **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、あまりおもしろくありませんでした。

I watched a movie yesterday, but it was not very interesting.

MODELS

1. 妹は小学生 **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. 僕はあの子が好き **なのに**、あの子はほかの子が好きなんです。
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. このソファは<楽です> (ので / **のに**)、大好きです。

C ~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.

MODELS

- | | |
|------------------------------|---|
| 1. この本は本当に高かった んです よ。 | This book was really expensive, you know. |
| 2. あの人が好き なんです 。 | 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.

Verb-てくる

Verb-ていく

Past



Point in Time



Future

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*.

MODELS

- | | |
|--|--|
| 1. 寒 ^{さむ} な ^な って ^て き ^き まし ^{まし} た。 | It has become cold. |
| 2. 暖 ^{あた} か ^か く ^く な ^な って ^て い ^い く ^く で ^で し ^し ょう。 | It will probably become warm. |
| 3. 道 ^{みち} が ^が 込 ^こ み ^み ん ^ん で ^で き ^き まし ^{まし} た。 | The streets have become crowded. |
| 4. 日 ^に 本 ^{ぽん} 語 ^ご が ^が 難 ^{むずか} し ^し く ^く な ^な って ^て き ^き まし ^{まし} た。 | Japanese language has become difficult. |
| 5. 毎 ^{まい} 年 ^{ねん} 、物 ^{もの} が ^が 高 ^{たか} く ^く な ^な って ^て い ^い き ^き ま ^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^{さい}って (いきました / きました)。
2. お腹^{なか}がすいて (いきました / きました)。何か食べましょう。
3. もうすぐ冬です。寒^{さむ}く^くな^なって (いくでしょう / くるでしょう)。
4. 毎日漢字^{れん}を練習したので、上手にな^なって (いきました / 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^いった^{った}方^{かた}が^がい^いい。

It is better (for you or someone) to go.

行^いく^く方^{かた}が^がい^いい。

It is better to go.

行^いか^かない^{ない}方^{かた}が^がい^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.

MODELS

- | | |
|---------------------------|---|
| 1. 早く寝た方がいいでしょう。 | 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う。 | 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. |

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

- 生徒：僕は漢字を書くのが下手なんです。
先生：漢字の成績が悪いですねえ。毎日(書く / 書かない / 書いた)方がいいですよ。
- 体にいい食べ物を(食べる / 食べない)方がいい。
- 生徒：私は数学が苦手なんです。
先生：では、物理を専攻(する / しない / した)方がいいでしょう。

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.

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

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^{びょう}気なんです。

Aさん: 大^{じょう}丈^ぶ夫^ぶですか。

Bさん: ええ、大^{じょう}丈^ぶ夫^ぶです。



1.



2.



3.



4.



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^{さむ}くなっていくと思いますか。

答え: そうですね。寒^{さむ}くなっていくと思います。

1. 日本語の勉強^{むずか}は難しくなってきたと思いますか。
2. ガソリンの値段は高くなってきたと思いますか。
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.

<p>もんだい 問題 1</p> <p>私は人の前で自分の意見^いを发表^{はつぴょう}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。</p>	<p>もんだい 問題 2</p> <p>私の友達^{うんてん}は、運転^{うんてん}めんきょを持っています。私が、車を時々運転^{うんてん}しています。私は困^{こま}っていますが、相談^{そうだん}する人もいません。どうしたらいいんですか。</p>
<p>もんだい 問題 3</p> <p>友達がいじめをしています。私は「やめて。」と言いましたが、やめません。私はとてもつらいんです。この友達^{とくべつ}は私の特別な友達です。いじめをしないでほしいです。どうしたらいいんですか。</p>	<p>もんだい 問題 4</p> <p>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^うがないうんです。明日、日本語の試験^うを受けるはずですが、勉強^うしていません。どうしたらいいんですか。</p>

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^{れいじょう}) 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?

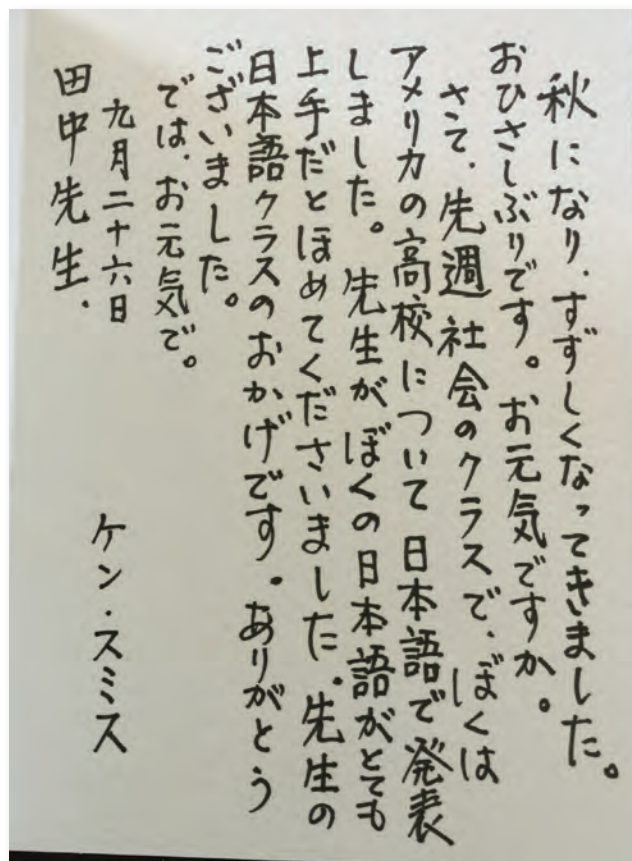
IDENTIFY

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

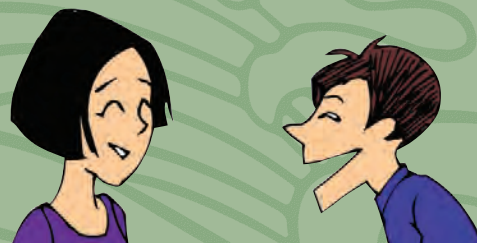
APPLY

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

WORKBOOK Page 27



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

日本語の勉強も難い^{むずか}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

なかはま まんじろう
中浜 (ジョン) 万次郎 1827 – 1898

まんじろう こうち びんぼう りょうし
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

日本語でメール 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.



DOWNLOAD the grading rubric for this project from cheng-tsui.com/adventuresinjapanese.

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.