

Further Adventures in Japanese

**An Advanced Course, Suitable for AP*
Preparation**

FIELD TEST EDITION

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This sample includes:

Table of Contents, Preface, Excerpts from:
Kanji List
Unit 1: People, Daily Life, and Hobbies

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FURTHER ADVENTURES IN JAPANESE TEXT

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TO THE STUDENT AND THE TEACHER

Welcome to *Further Adventures in Japanese*! When discussions of an Advanced Placement Japanese Language and Culture exam began, we received many inquiries from current *Adventures in Japanese* text users if another text addressing advanced placement needs would be produced. We felt the responsibility to respond to these requests and began work on a text that would be firmly based on the Japanese National Standards and on the ACTFL Proficiency and Performance guidelines. In this text, we expect students of Japanese to further sharpen their communicative skills in listening, reading, writing and speaking. We want students to be able to function successfully in daily interactions at an advanced level and in culturally appropriate ways.

The goals of this field test version of our AP textbook are multifold. First, we would like to produce, at the end, a student who is skilled at communicating in Japanese at a multi-paragraph level. The student should be able to listen and comprehend, read, write (by typing) and speak at a paragraph level, and be able to connect these paragraphs into a more cohesive whole when it is required. Second, we want to prepare students to successfully take the Advanced Placement Japanese exam. We began writing this text by developing a list of required AP *kanji* and a list of commonly used *kanji* compound words. We then combined the 21 themes designated by the College Board as AP topics into seven lessons and created sample practice exams for each lesson. The students are introduced to the lessons, then practice new and review material, and take exams in the AP format so that they will be able to approach the actual AP exams with confidence. Our ultimate goal, however, is to develop students who not only gain skill in communicating in Japanese, but can think deeply and critically about cultural values and attitudes; in this way, they can better manage the challenges of becoming responsible, compassionate and thoughtful stewards of a more sustainable global community. By preparing for the exams using this text, we are hopeful that students will be able to reach our loftiest goals with support from their teachers.

In the following paragraphs, we discuss some of the features of this volume.

Kanji

The total amount of *kanji* on the recommended AP list is 410. The total amount of *kanji* found in AIJ Volumes 1-4 and in this text is 461 characters. In AIJ Volume 1, students learn 17 new *kanji*; in AIJ Volume 2, they learn 98; in AIJ Volume 3, they learn 121; and in AIJ Volume 4, they learn 121. In this text, students learn an additional 121 new *kanji*. Cumulatively, by the end of Volume 1, students have learned 17 new *kanji*; upon completion of Volume 2, they know 121; at the end of Volume 3, they have 219; and on completing Volume 4, they know 340 *kanji*. After finishing this volume, students will have learned a total of 461 *kanji*. The AIJ texts introduce 51 *kanji* beyond those on the AP *kanji* list. We have compiled a list of commonly used *kanji* compounds with all of the *kanji* required for the AP exam. We

have also prepared electronic *kanji* flashcards, available online at <http://www.cheng-tsui.com/downloads>, so students may study the *kanji* at their own pace.

Topics

According to the College Board, the AP Japanese exam will test Japanese language and culture using 21 selected topics. This text provides practice on all 21 topics. In order that all of the topics can reasonably be covered in a year, however, we have combined two to four related topics and consolidated them into seven lessons. The instructor may select any lesson, or part of a lesson, and may present them in any sequence, according to the needs of his or her class. The lessons and the topics are:

Lesson 1: Self, Family and Friends, Daily Life, Leisure, Hobbies and Sports

Lesson 2: Home and Community, Cities, Towns and Villages, Nature and Environment

Lesson 3: School and Education, Clothing, Communication and Media, Technology

Lesson 4: Work and Career, Rites of Life, Festivals and Annual Events

Lesson 5: Transportation, Weather and Climate

Lesson 6: Food, Shopping, Body and Health

Lesson 7: Travel, Japan and the World

Tasks

Each lesson begins with two or three tasks, which indicate the objectives of the lesson. The tasks may be used for conversation practice and/or an OPI (Oral Proficiency Interview) exam at the end of the term.

Culture

Cultural information broadens students' perspective of the language and promotes a deeper cultural understanding of Japan in the context of the cultures of the world. Cultural topics are provided to serve as a jumping-off point for students to conduct extended research and further enrich their independent learning.

New *kanji*

Each lesson introduces 17 to 19 new *kanji*, additional readings for previously learned *kanji*, and some *kanji* to be learned for recognition. Students are not required to write *kanji* by hand for the AP exam. They must be able to type *kanji* with accuracy and speed. In authentic situations, however, there are still times when writing *kanji* by hand is necessary, so we do recommend that students practice learning to write as many *kanji* as possible.

New vocabulary

Approximately 60 new vocabulary items are introduced in each lesson. These vocabulary items allow students to communicate at a more advanced level in all of the topics they study.

Grammar

The grammar taught in volumes 1-4 of *Adventures in Japanese* provides ample means for students to communicate successfully in most situations. While a few new grammatical forms are introduced in this volume, students are provided with more opportunities to practice grammar learned at earlier levels. This practice allows them to communicate with greater accuracy, ease and fluency. The concise treatment of grammar in this text also provides comparisons among similar grammatical forms and more practice so that students can make distinctions in usage among these similar forms.

Activities

Activities in each lesson enable students to practice their reading, speaking and writing skills, aiming at a paragraph level at minimum. The contents are related to the topics in the lesson. At the end of each section, there are also pre- or post-activities for the listening and reading AP sample tests. At the end of each lesson, you will find a set of sample tests designed in the AP exam format. Each set of sample tests includes one listening test with five multiple choice questions, one reading test with five multiple choice questions, a Text Chat test, a comparison/contrast test, a cultural posting test, a conversation test, a return telephone call test, a school announcement test, a story narration test and a cultural perspective presentation test. Of these, three tests (marked in the text with a CD graphic) are accompanied by audio files available for download from <http://www.cheng-tsui.com/downloads>. For more sample tests, please refer to *Strive for a 5: AP Japanese Practice Tests*. We urge teachers to carefully follow the instructions, including the time requirements, to provide an authentic test-taking situation for students.

Scripts and Answers

For your reference, you will find the scripts for the listening section, the conversation section (speaking) and the return telephone call section (speaking) following all of the lessons. They are also recorded on the audio files available online. So that you can check your own answers after completing the exercises, you will also find the correct answers to the multiple choice listening and reading questions at the end of the text.

Rubrics and Recommendations

The College Board provides rubrics for the assessment of each section of the AP exam. Students and teachers should be aware of the standards by which students are evaluated for each portion of the exam and the relative weights of each section of the exam. Finally, you will find a brief section which provides students and teachers with advice and recommendations on how to approach each test, based on our pilot testing of our own materials in our classrooms. We noted common errors and patterns of errors made by our students as they took the sample exams and share with you some of suggestions we have made to our students to improve their responses. We believe however, that individual teachers who use this text will find that this list

of recommendations are just a start, and we welcome teachers' additional feedback to expand or revise this section.

Audio Recordings

Three audio files per lesson are available for download at <http://www.cheng-tsui.com/downloads>. They are the files for the listening, conversation, and return telephone call sections of the sample tests. For the listening section, students should take notes while listening, then answer the multiple choice questions. For the conversation and return telephone call sections, we suggest that student record their speaking within 20 seconds as they listen to the questions. Also available to download are the AP *kanji* flashcards for students to use as *kanji* practice on their own time.

Finally, we close by requesting comments, suggestions and feedback from all users of this textbook. This particular version is our first attempt at responding to a need for AP Japanese exam preparation. It is ultimately an attempt to raise the bar of the proficiency of all students of Japanese as well as an attempt to broaden the minds and hearts of its student users. Since it is still a field test version, we will be happy to hear from you through the publisher about your ideas on how this text can be improved. Please contact us with any comments or suggestions at editor@cheng-tsui.com. Thank you for choosing this textbook.

がんばりましょう！



After studying this book, you are expected to be able to read, type, and know the meaning of the following *kanji*.

【タスク 1 : AP *Kanji*】

Master 410 AP *kanji*. You should be able to read and know the meanings of the *kanji* compounds for each AP *kanji*, and be able to type the *kanji* compounds properly.

SAMPLE

【タスク 2 : AIJ Extra *Kanji*】

Master 51 extra *kanji* which are covered in the AIJ 1~4 textbooks, but not in the AP *kanji* list. (The total *kanji* you will master at the end of this textbook will be 461!)

Abbreviations used in the list:

AP # = The number of the AP *kanji*

漢字 = AP *Kanji*

(The bolded *kanji* are introduced in the AIJ 5.)

AIJ-L. = AIJ Level and Lesson which the *kanji* was introduced

AIJ # = The number of the AIJ *kanji*

訓読み = *Kun* (Japanese) reading

音読み = *On* (Chinese) reading

(The order of the AP *kanji* listed is by あいうえお order of the *On* readings.)

意味 = Meanings of the *kanji*

熟語 = Compound *kanji* words with the *kanji*

X = no reading

AP#	漢字	AIJ-L	AIJ#	訓読み	音読み	意味	熟語
1	悪	IV-1	230	わる(い)	あく	bad	悪い〔わるい〕 is bad 悪人〔あくにん〕 a bad person
2	安	II-9	76	やす(い)	あん	cheap, peaceful	安い本〔やすいほん〕 a cheap book 安物〔やすもの〕 cheap things 大安売り〔おおやすうり〕 big bargain sale 安田〔やすだ〕 さん Yasuda-san 安心〔あんしん〕 する be relieved 安全〔あんぜん〕 safe 安藤〔あんどう〕 さん Ando-san
3	暗	V-6	433	くら(い)	あん	dark	暗い〔くらい〕 is dark 暗室〔あんしつ〕 dark room 明暗〔めいあん〕 light and dark
4	以	IV-4	267	X	い	to the ~ of	以上〔いじょう〕 more than ~ 以下〔いか〕 less than ~ 以前〔いぜん〕 before ~ 以後〔いご〕 after ~ 以内〔いない〕 within ~ 以外〔いがい〕 except ~ 以来〔いらい〕 since ~
5	意	IV-6	287	X	い	meaning, mind	意味〔いみ〕 meaning 意見〔いけん〕 opinion 意外〔いがい〕 unexpected; surprising
6	医	IV-2	239	X	い	medical	医者〔いしゃ〕 doctor 医学〔いがく〕 medical study 医学部〔いがくぶ〕 medical department
7	育	IV-2	244	そだ(つ/ てる)	いく	to raise (a child or pet)	育つ〔そだつ〕 someone grows 育てる〔そだてる〕 raise (someone) 体育〔たいいく〕 physical education 教育〔きょういく〕 education
8	一	I-13	1	ひと	いち	one	一つ〔ひとつ〕 one [general counter] 一人〔ひとり〕 one person 一日〔ついたち〕 first day of the month 一日〔いちにち〕 one day 一月〔いちがつ〕 January 一万〔いちまん〕 ten thousand



People, Daily Life & Hobbies



At the end of this lesson, you are expected to be able to handle the following tasks.

【AP-1 課 タスク 1 : 私と家族と友達】

A Japanese magazine reporter interviews you for an article. You are a well known personality. The reporter wants to find out some personal information about you.

1. Personal information: age, birthdate, childhood, personal characteristics, hobbies, etc.
2. Family information: family members, relationships, their influence on you, things you appreciate about them.
3. Information about your best friend(s): how you became friends, things you appreciate about your friend(s).

【AP-1 課 タスク 2 : 日常生活^{じょう}生活】

Discuss the following topics with your partner.

1. Most valued time of your day.
2. Things you have learned from the simulation of being a handicapped person.

【AP-1 課 タスク 3 : リクリエーションと趣味とスポーツ】

Discuss your interest. What are you passionate about now? When and how did you start it? Who recommended you to start it? Did you accomplish anything and/or receive any award for it? What have you gained? What challenges have you experienced in relation to this interest? What is your goals do you still want to accomplish?



☆ Special reading

[Kanji in text font]

1. 初 first

はじ(め)

初めまして。Nice to meet you.

初めて the first time

はつ

初詣^{もうで}〔はつもうで〕 the first visit of
the year to the shrine

ショ

最初〔さいしょ〕 the first time

初日〔しょにち〕 first or opening day

2. 単 single

タン

単語〔たんど〕 vocabulary

簡単^{かん}〔かんたん〕 simple単位^い〔たんい〕 credit(s)

3. 試 to try

シ

試合〔しあい〕 sports game

試食〔ししょく〕 taste and try
samples

試着室〔しちゃくしつ〕

fitting room

試験^{けん}〔しけん〕 exam

4. 験 testing

ケン

試験〔しけん〕 exam

体験〔たいけん〕 personal

experience

経験^{けい}〔けいけん〕 experience実験^{じつ}〔じっけん〕 experiment

《Activity A》

1. しんゆう＜親友＞ N best friend

何でも話せる親友がほしい。 I want a best friend to whom I can talk about anything.

2. ゆうじょう＜友情＞ N friendship

友情の大切さを感じる。 I feel the importance of friendship.

3. なかま＜仲間＞ N group of friends

週末仲間という時が、最高に楽しい。 When I am with a group of my friends, it is the most enjoyable.

4. ふどうさん＜不動産＞ N real estate

父は不動産関係の仕事をしている。 My father is working at a real estate related job.

5. ぶどう＜武道＞ N martial arts

柔道や剣道は伝統的な日本の武道だ。 Judo and kendo, etc. are traditional Japanese martial arts.

6. れいぎただし＜礼儀正しい＞ A polite; well mannered; courteous

武道をしている人はとても礼儀正しい。 The people who are doing martial arts are very polite.

7. (～と/に)にて＜似て＞いる／います V2 to resemble (～); look like (～)

私は母によく似ていると言われる。 I have been told that I look like my mother a lot.

8. ぐちをいう＜愚痴を言う＞／言います V1 to grumble

友達は私が愚痴を言っても、いつも聞いてくれる。 Even though I grumble, my friend always listens to me.

9. めいわく＜迷惑＞ Na trouble; bother; imposition

(～に)めいわく＜迷惑＞をかける／かけます V2 to trouble ～; to impose (on) ～

(～の)めいわく＜迷惑＞になる／なります V1 to be an imposition (on) ～

人に迷惑をかけてはいけない。 We should not trouble other people.

10. たいがく＜退学＞する／します V3 to drop out of school

たいがく＜退学＞させられる V3 to be made to drop out of school [passive causative form] → 文法E

友達が麻薬を持っていたて退学させられた。 My friend was made to drop out of school because he possessed drugs.

11. にゅういん＜入院＞(を)する／します V3 to be hospitalized

一郎君はけがをして今入院している。 Ichiro got injured and is in the hospital now.

《Activity B》

12. しっかりしている／しっかりしています V2 to be reliable

姉はしっかりしていて、妹の世話をよくしてくれる。 An older sister is reliable and she takes care of her younger sister well.

13. (～に)しゅうちゅう＜集中＞(を)する／します V3 to concentrate (on ～); to focus (on ～)

「ボールに集中しろ。」 "Concentrate on the ball."

しゅうちゅうりょく＜集中力＞ N ability to concentrate

このゴルファーは集中力がすごい。 This golfer has a tremendous ability to concentrate.

14. きょうそう＜競争＞(を)する／します V3 to compete

私は人と競争することが嫌いだ。 I don't like to compete with others.

きょうそうがはげしい＜競争が激しい＞ A competitive (event)

有名大学に入るのは競争がとても激しい。 It's very competitive to get into a famous university.

《Activity C》 No new vocabulary

《Activity D》

15. きぼう＜希望＞ N hope; wish

両親にどんな希望がある？ Do you have any hopes for your parents?

16. はげます＜励ます＞／励まします V1 to encourage

両親はいつもよくがんばるように私を励ましてくれる。 My parents always encourage me to do my best.

* Previously learned.

A. "do ~ (as a favor)"

→ AIJ 2 L.15*

Giver は Receiver (equal) に

Verb (TE form) あげます。

Giver は Receiver (inferior) に

Verb (TE form) やります。

Giver は Receiver (me) に/を

Verb (TE form) くれます。

Receiver は Giver に

Verb (TE form) もらいます。

1. 私は友達にシャツを買ってあげました。 I bought a shirt for my friend (as a favor).
 2. 私は妹に本を読んでやりました。 I read a book to my younger sister (as a favor).
 3. 父は私を迎えに来てくれました。 My father came to pick me up (as a favor).
 4. 私は姉に宿題を手伝ってもらいました。 I had my older sister help me with my homework (as a favor).

Complete the following sentences using TE + giving/receiving verb.

1. 両親は私の授業料を _____。
 2. 両親は私がほしい物を _____。
 3. 友達は私の問題を _____。
 4. 祖母が夕食を _____。
 5. 私は両親に何も _____。
 6. 私は友達の宿題を _____。
 7. 私は弟におもちゃを _____。
 8. 私は兄に車を _____。

B. Verb 1 (TE form) 、～

"do V1, and do ~"

→ AIJ 1 L.14*

Verb 1 (stem form) + ながら、～

"While doing V1, does ~." → AIJ 3 L.6*

Used when one subject performs two actions concurrently.

Verb 1 (informal form) + 間に、～

"While doing V1, does ~." → AIJ 3 L.6*

Used when one or two subject(s) exist and/or perform(s) two actions.

Verb 1 (dictionary form) + 前に、～

"Before doing V1, does ~" → AIJ 3 L.6*

Verb 1 (TA form) + 後で、～

"After doing V1, does ~" → AIJ 3 L.6*

Verb (TE form) + から、～

"After doing V, does ~" → AIJ 3 L.4*

- | | |
|-----------------------------------|--|
| 1. うちへ帰って、服を着替えた。 | I returned home and changed my clothes. |
| 2. 運転をしながら、ラジオを聞く。 | I listen to a radio while driving. |
| 3. 日本に <u>いる間に</u> 、いろいろな所へ旅行したい。 | I want to travel to various places while I am in Japan. |
| 4. 母が朝食を作っている間に、父は本を読んでいた。 | While my mother was cooking breakfast, my father was reading a newspaper. |
| 5. ゆうべ寝る前に、お風呂に入った。 | I took a bath before I went to bed last night. |
| 6. 明日友達と映画を見た後で、友達のうちへ行くつもりだ。 | After seeing a movie with my friend tomorrow, I plan to go to my friend's house. |
| 7. 昼食を食べてから、映画を見に行こう。 | Let's go to watch a movie after eating lunch. |

These are some activities you and/or your family members do in daily life. Write sentences using all of the choices in the ().

1. (- て、シャワーをあびる、朝食を食べる)
_____。
2. (- ながら、おどる、歌う)
_____。
3. (- 後で、宿題をする、アイスクリームを食べる)
_____。
4. (- 前に、寝る、歯をみがく)
_____。
5. (- 間に、父、母、掃除する、車を洗う)
_____。

C. Verb passive form

→ AIJ 4 L.2*

Group 1 verbs:	のむ → のまれる	is drunk
Group 2 verbs:	たべる → たべられる	is eaten
Irregular verbs:	くる → こられる	come
	する → される	is done

1. 教科書がぬすまれた。 My textbook was stolen.
2. お弁当は犬に食べられた。 My box lunch was eaten by my dog.
3. 兄はどろぼうに自動車をぬすまれた。 My older brother had his car stolen by a thief.
4. 母は父に死なれて、生活は大変だったそうだ。

I understand that after my father died, my mother was left alone and life was difficult (for her).

Fill in the () with correct particles and the blanks with correct passive forms.

1. 彼は私をさそった。= 私 () 彼に () _____。
2. 彼は私をふった。= 私 () 彼に () _____。
3. 祖母は私を育てた。= 私 () 祖母に () _____。
4. 祖母は私を甘やかした。^{あま} = 私 () 祖母に () _____。
5. 母は私に勉強しなさいと言った。
= 私 () 母に () 勉強しなさいと _____。
6. 両親はいつも私と姉を比べた。^{くら}
= 私 () 姉 () いつも両親 () _____。
7. 友達は私をなぐさめた。= 私 () 友達に () _____。

D. Verb causative form

→ AIJ 4 L.4*

Group 1 verbs: いう → いわせる make/let someone say

Group 2 verbs: たべる → たべさせる make/let someone eat

Irregular verbs: くる → こさせる make/let someone come

する → させる make/let someone do

1. 先生は生徒に漢字を書かせる。 The teacher makes his/her students write *kanji*.
2. 両親は私を日本旅行に行かせてくれた。 My parents let me go on a trip to Japan.
3. 母は私にピアノを練習させる。 My mother makes me practice the piano.
4. 「お待たせしました。」 "I'm sorry for making you wait."

Complete the sentences using the causative form of the verb in the ().

1. 先生は私達に日本語を _____。(話す)
2. 両親は毎晩私に皿を _____。(洗う)
3. 体育の先生は生徒をよく _____。(泳ぐ)
4. コーチは週末も私達を _____。(練習する)
5. 疲れているので、もっと _____下さい。(寝る)
6. 両親は授業料が高くても、大学に _____くれる。(行く)

E. Verb causative passive form [Recognition only]

Group 1 verbs: いう → いわせられる be forced to say

Group 2 verbs: たべる → たべさせられる be forced to eat

Irregular verbs: くる → こさせられる be forced to come

する → させられる be forced to do

1. 友達は学校を^{たい}退学させられた。 My friend was forced to drop out of school.

2. これは考えさせられる問題です。 This is a problem that I am made to think about.

Translate to English.

1. 私達は毎日一時間もコーチに走らされた。 _____

2. 授業の後、先生に教室を^{そうじ}掃除させられた。 _____

3. 友達に長い間駅の前で待たされた。 _____

F. ～んです, ～のです → AIJ 3 L.3*

The ～んです and ～のです endings are frequently used in speaking. When it appears in a statement form, it suggests that the speaker feels obligated to explain him/herself or his/her actions. When it appears in a 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. The copula だ changes to な before ～んです and ～のです.

1. 友達が^ま麻薬を使っているんですよ。 My friend is using drugs.

2. この本は本当に高かったんですよ。 This book was really expensive, you know.

3. 明日が試験なんですよ。 Tomorrow is the exam day.

4. あの子が好きなんだ。 I like that person.

5. 僕はあの子が好きだったんだ。 I liked that girl.

6. 本当にいいんですか。 Is it really o.k.?

7. なぜ分からないんですか。 Why don't you understand it?

Rewrite the underlined endings using ～んです.

1. 母は教師でした。 → _____。

2. 兄はスキーが上手です。 → _____。

3. 祖父が亡くなりました。 → _____。

4. 祖母が私を世話をしてくれました。 → _____。

5. 友達は麻薬も使い出しました。 → _____。
6. 僕は友達のおかげで立ち直る事が出来ました。 → _____。
7. 友達になったきっかけは何でしたか。 → _____。
8. 仲間がたくさんいます。 → _____。
9. 賞をもらいました。 → _____。

G. Verb potential form

→ AIJ 2 L.10*

Group 1 verbs: はなす → はなせる can speak

Group 2 verbs: たべる → たべられる can eat

Irregular verbs: くる → こられる can come

する → できる can do

1. 父は中国語が話せますが、私は話せん。 My father can speak Chinese, but I cannot.

2. 母はさしみが食べられません。 My mother cannot eat raw fish.

3. 「この土曜日に家へ来られますか。」 "Can you come to my house this Saturday?"

「はい、もちろん行けますよ。」 "Yes, of course I can."

4. 七時に予約出来ました。 I was able to make a reservation for 7 o'clock.

Complete the sentences using the potential form of a verb in the ().

1. 私は何も上手に _____。(しない)
2. 熱があつて今日学校へ _____。(行かない)
3. 誰にもほかの人の _____ ことがある。(役に立つ)
4. 祖母は足が悪くて _____。(歩かない)
5. 妹は病気でもっと生きたくても _____。(生きない)
6. 明日のパーティーにケーキを _____。(持って来ない)

H. 「起きなさい。」 "Wake up!"

→ AIJ 4 L.3*

This informal command forms are used by superiors to persons of lesser status (parent to child; boss to subordinate, etc.).

Superior males use the command forms and the negative command form ("Don't do ~."). These forms are also used in public signs, i.e., とまれ (for "Stop.") or およぐな ("Don't swim.").

The -なさい (command) and negative form, -ないで are polite commands which are used by superiors such as parents or teachers to their inferiors (= people of younger age and of lower rank). It may also be used in written instructions, i.e., instructions on a test.

	Dic. Form	Command	Neg. Command	Polite Command	Polite Neg. Command
Group 1 Verbs	話す	話せ Speak! - e	話すな Don't talk! Dic. form + な	話しなさい Speak. Stem form + なさい	話さないで Don't talk. NAI form + で
Group 2 Verbs	食べる	食べろ Eat! Stem form + ろ	食べるな Don't eat! Dic. form + な	食べなさい Eat. Stem form + なさい	食べないで Don't eat! NAI form + で
Irregular Verb	する	しろ Do it! Dic. form + ろ	するな Don't do it! Dic. form + な	しなさい Do it. Stem form + なさい	しないで Don't do it. NAI form + で
Irregular Verb	来〔く〕る	来〔こ〕い Come! Dic. form + ろ	来〔く〕るな Don't come! Dic. form + な	来〔き〕なさい Come. Stem form + なさい	来〔こ〕ないで Don't come. NAI form + で

1. 父はいつももっと勉強しろと言う。

My father always tells me to study harder.

2. 私が運転する時、両親はいつもスピードを出すなと言う。

When I drive the car, my parents always tell me not to speed.

3. 私が外へ出かける時、母はいつも「気をつけなさい」と言う。

When I go out, my mother always tells me, "be careful."

Fill in the blanks with an appropriate verb in the command form.

1. 母は私が遅くまで寝ていると、「_____」と言う。

2. 父は私が遅く家に帰ると、「_____」と言う。

3. 母は私が遅くまで起きていると、「_____」と言う。

4. 父は私の成績が悪いと、「_____」と言う。

5. 母は私が夕食を食べないで、ケータイで友達と話していると、

「_____」と言う。

6. 父は私が宿題をしないでテレビを見ていると、「_____」と言う。



A. ビンゴゲーム : クラスワーク

This is a variation of Bingo. In order to win, students must circulate throughout the classroom and find persons who fit the descriptions in as many boxes as possible. Have the student who fits the description sign your card. No name must appear twice anywhere on the card. Complete the card as quickly as possible. Your teacher will give you a time limit. The winner is the student who has the most completed Bingo lines (horizontal, vertical or diagonal.)

性格〔せいかく〕 が明るいと思う？ _____	絵を描〔か〕くの が得意〔とくい〕？ _____	スポーツが上手？ _____	人の役〔やく〕に 立つ部活をして いる？ _____	趣味はアニメ？ _____
将来の夢は俳優 〔はいゆう〕にな ること？ _____	一人っ子？ _____	韓国系〔かんこく けい〕？ _____	親が不動産〔ふ どうさん〕の仕 事をしている？ _____	おばあさんと一 緒に住んでいる？ _____
礼儀〔れいぎ〕正 しい？ _____	今、親に迷惑 〔めいわく〕をか けている？ _____	 おまけ (ボーナス)	お姉さんがいる？ _____	親と顔が似〔に〕 ている？ _____
入院したことが ある？ _____	今つき合ってい る人がいる？ _____	自然の中で遊ぶ のが好き？ _____	親友がいる？ _____	退学〔たいがく〕 させられた人を 知っている？ _____
けっして愚痴 〔ぐち〕を言わな い？ _____	音楽の才能〔さい のう〕がある？ _____	賞をもらったこ とがある？ _____	武道〔ぶどう〕を 習っている？ _____	仲間〔なかま〕が たくさんいる？ _____

B. 自分の事：ペアワーク

Check all the words that accurately describe you. Work with your partner.

1. どんな^{かく}性格をしている？

__おとなしい __にぎやか __明る^{くら}い __暗^{くら}い __まじめ __しっかりしている

__よくばり __うそつき __なまけ者 __わがまま __ぜいたく __幸福 __不幸

__道^{とく}徳^{のう}的 __才^{のう}能^{のう}が多い __自^じ信^ぎがある __正^じ直^ぎ __誠^{せい}実^{じつ} __謙^{けん}虚^{きょ} __努^ど力^{りき}家

__協^{かん}力^ぎ的 __完^{かん}全^{ぜん}主^{しゅ}義^ぎ者 __寛^{かん}大 __集^{しゅう}中^{ちゅう}力^{りき}がある __競^{きょう}争^{しやう}することが好き

その他：

2. 何が得意？

__野球 __水泳 __ダンス __歌 __ピアノ __数学 __科学 __料理 __車の運転
その他：

3. 趣味は何？

走ること 食べること 寝ること テレビを見ること 音楽を聞くこと
 おしゃべりすること 読書 泳ぐこと コンピューターゲームをすること
 その他：

4. 将来の夢は何？

__医者になること __日本で仕事すること __有名になること __賞をもらうこと
その他：
その^た他：

C. 自己紹介：一人ワーク→クラスワーク

Write your self-introduction. Discuss your personality, hobbies, skills, passion, and your dreams. Do not write your grade and age. Then your teacher will collect the papers and he/she will read them. Guess who the teacher is describing.

私の名前：

自己紹介：

D. 家族のこと：ペアワーク

Check all the responses that accurately answer the questions. Work with your partner.

1. 家族にいる人は？

__父__母__兄__姉__弟__妹__祖父__祖母__犬__猫

その他：__

2. 親に感謝していることは何？

__食べさせてくれる__授業料^{じゅ}を払ってくれる__信じてくれる

__はげましてくれる__しかってくれる__問題を聞いてくれる

__ほしい物を買ってくれる__お小遣^{づか}いをくれる__その他^た：__

3. 親に希望^{きぼう}がある？

__うるさく言わないでほしい__その他^た：__

E. 友人のこと：ペアワーク

Check all the words that describe your friend. Work with your partner.

1. 好きな友達 (or 親友) はどんな人？

__成績^{のう}がいい__音楽の才能^{のう}がある__運動の才能^{のう}がある__本音が言える

__親に甘やか^{あま}されている__性格^{かく}が似^にている__謙虚^{けんきょ}__にぎやか__おとなしい

その他^た：__

2. 親友 (or 友人) になったきっかけは何だった？

3. 仲間^{なか}がたくさんいる？仲間^{なか}でどんなことをする？

4. 友人や仲間^{なか}の良さは何？

__私^{わたし}を心配^{しんぱい}してくれる__落ち込^こんでいる時なぐさめてくれる__一緒にいてくれる

__一緒に楽しい時間^すを過ごせる__悩み^{なや}を聞いてくれる

__映画やパーティーに誘^{さそ}ってくれる__その他^た：__

F. 「自分と家族と友人」会話：3、4人ワーク

Discuss the following 3 topics with your group. Express your opinions and feelings.

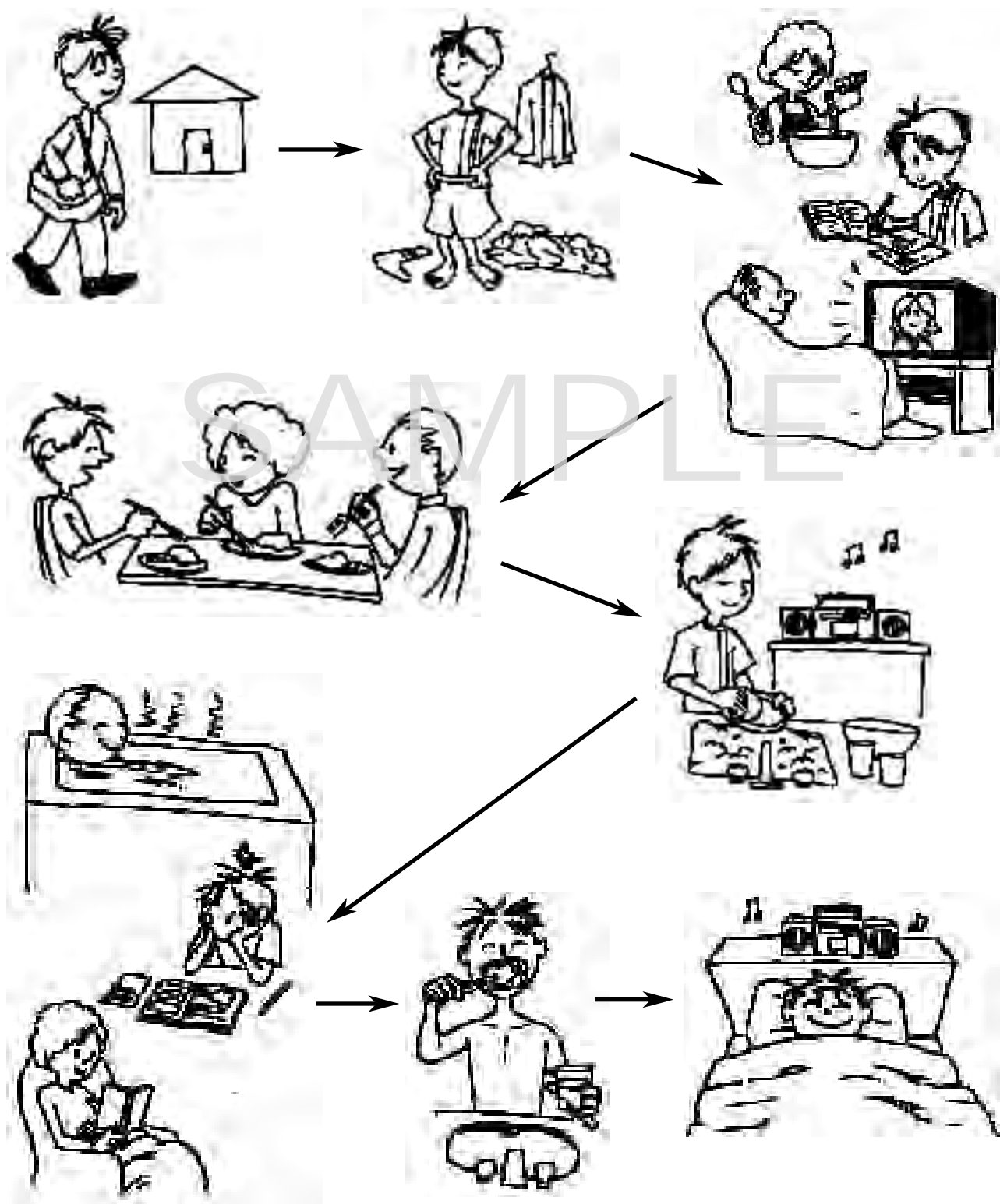
1. Something you are passionate about (情熱^{じょうねつ}をかけてやっていること)

2. What you appreciate about your family (家族に感謝^{かんしゃ}していること)

3. Virtue of friendship (友情^{じゆう}の大切さ)

G. お話：ペアワーク

Narrate Ken's day with your partner. Use a variety of patterns ～て(から), ～間に, Stem + ながら, TA + 後で, Dic. + 前に. Include as many details as you can.



H. 会話「障害者〔しょうがいしゃ〕になったら、どんな感じかな?」：ペアワーク

1. 目をつぶって見よう。目が不自由な人の気持ちを分かって。

Put on a blindfold (目かくし). Your partner will give you directions in Japanese. Walk around the classroom. Find your seat and sit down. Remove the blindfold. Share your experiences and your feelings to the class in Japanese.

(目をつぶって。= "Close your eyes." どいて。= "Move.")

2. 耳をふさいでみよう。手話で話してみよう。耳が不自由な人の気持ちを分かって。

Wear earplugs. Discuss each of the following topics with your partner. Try to read your partner's lips, use sign language and communicate by writing or any means of communication other than listening. (ふさぐ "to plug up")

Topic 1: 放課後^{ほうか}にすることを決める。

Topic 2: 週末に行く所を決める。

Topic 3: 今、一番興味^{きょうみ}を持っていることについて話し合う。

Remove the earplugs. Share your experiences and your feelings to the class in Japanese.

3. 車いすを体験してみよう。足が不自由な人の気持ちを分かって。

Sit in a wheelchair and try to maneuver around the classroom. Share your experience and feelings with your class in Japanese.

I. 会話「週末はどうだった?」：グループワーク→クラスワーク

Discuss your weekend with your classmates. Share at least one interesting true thing that happened to you. Listen to your classmates. Vote for the funniest story, the most surprising story, and the most unbelievable story. Tell the class your choices and the reasons.

J. 会話「趣味について」：グループワーク→クラスワーク

Discuss the following questions with your partner. Share the interesting findings with your class.

1. 今一番情熱^{じょうねつ}をかけてしていることは何?

2. いつ始めた?

3. 始めたきっかけは? 誰かすすめてくれた人がいる?

4. 何か賞をもらったことがある?

5. 一番の思い出は何?

6. 一番大変だったことは何?

7. 一番影響を与えた人は誰？
えいきょう あた

8. これからの目標は何？

K. 「俳優〔はいゆう〕インタビュー」 Pre-listening activity：グループワーク

Discuss a famous or infamous person's childhood and his or her occupation as an adult. (e.g., President Lincoln, Hitler). Discuss how his/her childhood influenced him/her in his/her later life. Discuss your opinions and feelings.

L. 会話「一リットルの涙〔なみだ〕」

Pre-reading activity：グループワーク→クラスワーク

Discuss the following topics with your group.

1. The title of a television drama is "一リットルの涙〔なみだ〕." Guess from the title what the content of the drama might be.
2. Share about a time when you became ill or injured. Share what happened and how you felt.

M. 会話「一リットルの涙〔なみだ〕」

Post-reading activity：グループワーク→クラスワーク

1. List three things you learned about Aya. State your opinions and feelings.
2. Discuss your observations with your group.
3. Share your group's observations for two minutes with your class.
4. Write your group's observations in 20 minutes using 300 - 400 words.



< 1 課 - 1 ・ 聞く >

聞く : Movie Star Interview



(Narrator) Now you will listen once to an interview.



SAMPLE

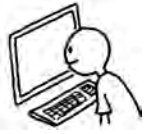


< 1 課 - 1 ・ 聞く (質問) >

聞く: Movie Star Interview

(Narrator) Now answer the questions for this selection.

1. What kind of family did he have?
 - (A) His mother was a movie star.
 - (B) His father worked at the post office.
 - (C) He had no siblings.
 - (D) He didn't have his grandparents.
2. What happened to his family?
 - (A) His mother died in a car accident.
 - (B) His parents separated.
 - (C) His parents divorced.
 - (D) His father remarried.
3. Who helped him the most when he was going through his drug rehabilitation?
 - (A) his mother
 - (B) his grandmother
 - (C) his father
 - (D) his friends
4. What was the major reason for his recovery from drug abuse?
 - (A) religion
 - (B) friendship
 - (C) drug rehabilitation program
 - (D) career
5. Who recommended him for an acting job?
 - (A) himself
 - (B) his father
 - (C) his friend's father
 - (D) his teacher



< 1 課 - 2 ・ 読む >

読む：Movie Review

最近見た「一リットルの涙^{なみだ}」というテレビドラマについて紹介します。このドラマは本当にあったお話で、普通の明るくにぎやかな家族^{とつ}に突然ひとつの出来事が起こりました。長女の亜也^{あや}さんは15歳の時、難病にかかって、医者から治らないと宣言^{せんげん}されました。体がだんだん不自由になって、25歳で亡くなりました。彼女は日常生活^{じょう}でごく当たり前と思うことがだんだん出来なくなり、苦しみました。少しずつ歩けなくなって、車いすを使うようになりました。そして、話せなくなっていました。書くことも難しくなりました。でも、頭^{せいじょう}は正常です。亜也^{あや}さんが歩けなくなっていった時に、自分がまだ歩けることを嬉しく思いました。亜也^{あや}さんが学校へ行けなくなった時に、私はまだ学校へ行けるんだと喜びました。亜也^{あや}さんが友達に「親切^{なや}にしてくれてありがとう」と言ったり、いつも彼女の気持ちや悩みを聞いてくれる男友達に「いつもそばで話を聞いてくれてありがとう」と言ったりするたびに、私自身は誰にも感謝^{しん}してないなあって反省させられました。そして、亜也^{あや}さんのために何でもしてあげる家族の愛から、家族の有り難さを感じました。亜也^{あや}さんが「自分は人のために役に立つことをしたいと思っていたけど、何にも出来ないよ。」とお母さんにぐちを言った時、お母さんは亜也^{あや}さんに日記を書くことを勧めました。亜也^{あや}さんの書いた日記は多くの人を励^{はげ}ましました。だれでも人の役に立てるんですね。「生きる」ということがどういうことか考えさせられ、今を大事に生きようと思いました。

このドラマは2005年に親が子供に見せたいテレビ番組^{い えら}の一位に選ばれました。亜也^{あや}さんの言葉に、多くの人達が励^{はげ}まされたからだと思います。彼女の言葉の一つです。「胸^{むね}に手をあててみる。ドキドキ、ドキドキ、音がする。心臓^{ぞう}が動いている。嬉しい。私は生きている。」

皆さんもぜひこのドラマを見て下さい。



< 1 課 - 2 ・ 読む (質問) >

読む: Movie Review

(Narrator) Now answer the questions for this selection.

1. How old was Aya when she became ill?
 - (A) 5
 - (B) 10
 - (C) 15
 - (D) 25
2. Even though Aya gradually could not do what she normally did, what thing could she still do?
 - (A) walk
 - (B) talk
 - (C) think
 - (D) write
3. What made Aya write her journal?
 - (A) She enjoyed writing.
 - (B) Her mother advised her to.
 - (C) Her friend encouraged her.
 - (D) Her teacher advised her to.
4. How did Aya's life change the writer's life?
 - (A) The writer decided to make more friends.
 - (B) The writer decided to write a journal.
 - (C) The writer decided to write thank-you cards to her family and friends.
 - (D) The writer decided to live every moment fully.
5. Who in particular wanted to show this drama to children?
 - (A) parents
 - (B) teachers
 - (C) students
 - (D) Department of Education



< 1 課 - 3a・書く >

書く Text Chat : Daily Life

30 点
90 秒 X 6

You will participate in a simulated exchange of text-chat messages. Each time it is your turn to write, you will have 90 seconds. You should respond as fully and as appropriately as possible.

You will have a conversation with Mrs. Kondo, who was your host mother in Japan last summer.

1. Respond. (90 seconds)

おひさしぶりですね。そちらの生活はどうですか。

2. Respond. (90 seconds)

ちゃんと食事していますか。皿^{さら}洗いとか食事の片付け^{かたづけ}を手伝^{つだ}っていますか。

3. Respond. (90 seconds)

ちゃんと部屋^{そうじ}を掃除したり、洗濯^{たく}をしたりしていますか。

4. Describe a specific occasion. (90 seconds)

何か運動していますか。

5. Justify your opinion. (90 seconds)

今、趣味と勉強とどっちの方が大事だと思いますか。

6. Ask a specific question. (90 seconds)

では、元気でね。こちらの皆について何か聞きたいことがありますか。



< 1 課 - 3b ・ 書く >

15 点
20 分

Compare and Contrast: Japanese Pop Culture & American Pop Culture

You are writing an article for the student newspaper of your sister school in Japan. Write an article in which you compare and contrast Japanese pop culture such as *anime*, *manga* and J-pop songs, and American pop culture. Choose one example. Based on your personal experience, describe at least THREE similarities and differences between Japanese pop culture and American pop culture. Also state your preference and give reasons for it.

Your article should be 300 to 400 characters or longer. Use the *desu/masu* or *da* (plain) style, but use one style consistently. Also, use kanji wherever *kanji* from the AP Japanese *kanji* list is appropriate. You have 20 minutes to write.

【自分の作文のアウトラインを書こう！】

Introduction:

One example:

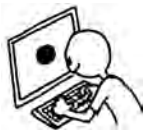
Three similarities and/or differences:

1.

2.

3.

Your preference and reasons:



< 1 課 - 3c ・ 書く >

15 点
20 分

Cultural Topic Posting: Japanese Martial Arts

You are responding to a posting in a Web forum for high school students of Japanese. The posting asks about Japanese martial arts. Select ONE example from among the Japanese martial arts, such as judo, kendo, aikido, karate, sumo, etc. Describe in detail at least THREE characteristics of that Japanese martial art. Also, express your opinion or feelings about the martial art.

Your posting should be 300 to 400 characters or longer. Use the *desu/masu* or *da* (plain) style, but use one style consistently. Also, use kanji wherever *kanji* from the AP Japanese *kanji* list is appropriate. You have 20 minutes to write.

【自分の作文のアウトラインを書こう！】

Introduction:

One example:

Three characteristics:

1. _____

2. _____

3. _____

Your opinion and feelings:



< 1 課 - 4a ・ 話す >

話す Conversation : Daily Life

15 点
20 秒 X 4

You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

You will have a conversation with Taro, your Japanese friend, about your daily life.

(Taro)



(20 seconds)

(Taro)

(20 seconds)

(Taro)

(20 seconds)

(Taro)

(20 seconds)



< 1 課 - 4b・話す >

15 点
20 秒 X 4

話す Return Telephone Call: Concert

You will participate in a simulated telephone conversation with someone you are calling back after receiving a message. First, you will listen to the voice message. Then the telephone call will begin. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

(Narrator) Listen to the voice message.

(Female speaker)



(Narrator) Now the telephone call will begin. After the phone is answered, begin with a greeting and then explain why you are calling.

(Female speaker) [Telephone] [Rings twice and picks up]

(20 seconds)

(Female speaker)

(20 seconds)

(Female speaker)

(20 seconds)

(Female speaker)

(20 seconds)



< 1 課 - 4c ・ 話す >

10 点
1 分+1 分

School Announcement: Excursion

Directions: Imagine that you are making an announcement in Japanese to an assembly of Japanese students visiting your school. First, you will see some notes in English about what to include in your announcement. You will have 1 minute to prepare your announcement while you look at the notes. Then you will have 1 minute to record your announcement. Your announcement should have an opening remark, details according to the notes, and a closing remark. Deliver your announcement using complete sentences in *desu/masu* style.

Camping:

Friday April 20, 8:30 a.m. - 3:30 p.m.

Meet at the bus stop by the school gate at 8:30 a.m.

Attire: shorts, shirt, swim suit, towel

Things to bring: snacks, drinks, game prizes, camera, sunscreen

In case of rain, it will be canceled.

RSVP to Mari by Wednesday at 3:00 p.m.

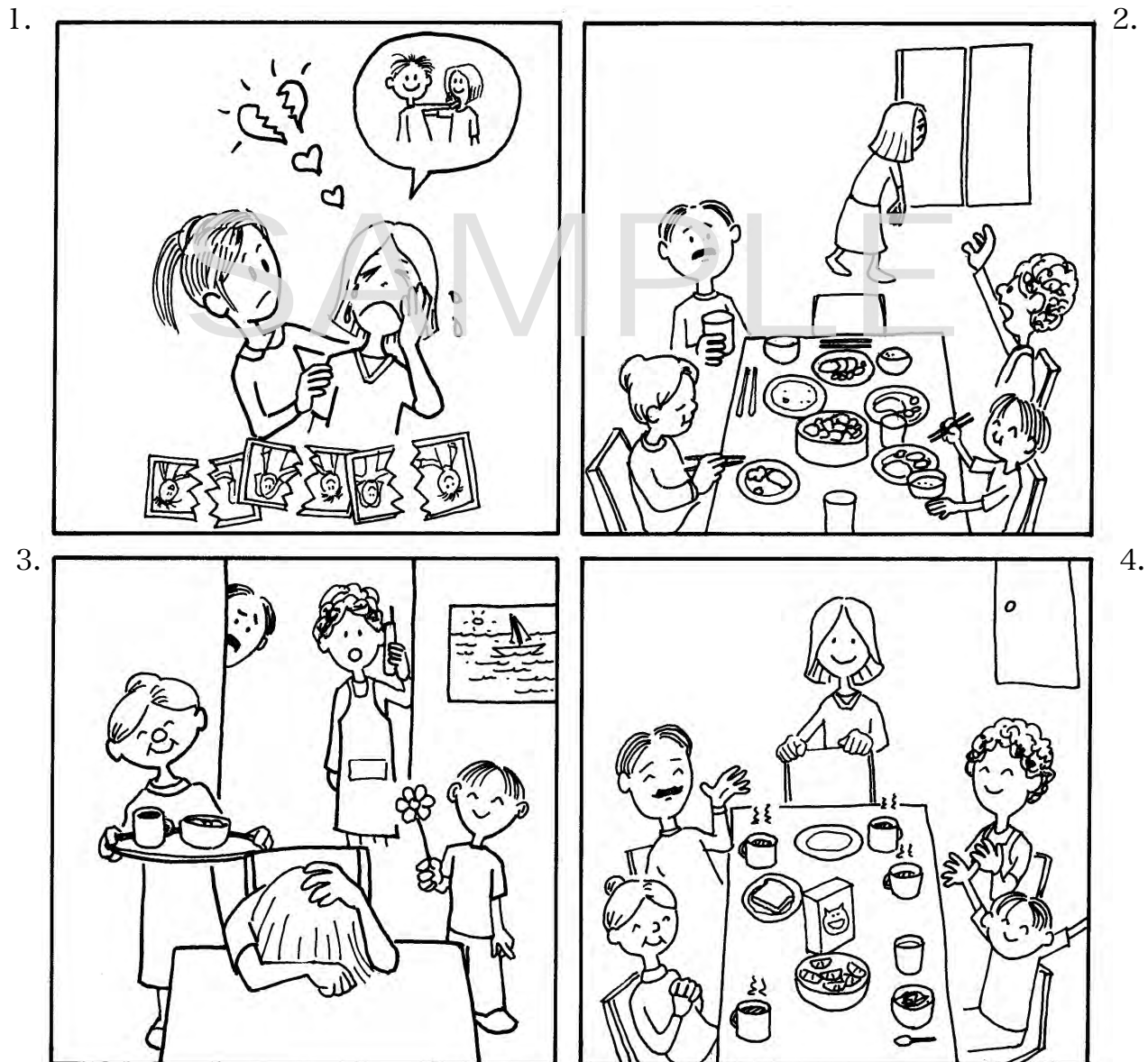


< 1 課 - 4d・話す >

10 点
4 分+2 分

話す Story Narration:

Directions: Imagine that you are making an oral presentation to your Japanese class. In your presentation, you will narrate a story. First, you will see pictures depicting the story. You will have 4 minutes to prepare your narration while you look at the pictures. Then you will have 2 minutes to record your narration. Narrate your story using complete sentences in *desu/masu* style.





< 1 課 - 4e ・ 話す >

10 点
4 分 + 2 分

Cultural Perspective Presentation: Japanese Toilets and Bath

Directions: Imagine you are making an oral presentation to your Japanese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as full as possible.

Present your own view or perspective on Japanese toilets and baths. Discuss at least FIVE aspects or examples of Japanese toilets and baths.

Begin with an appropriate introduction, give details about your example, explain your own view or perspective, and end with a concluding remark.

【Let's take notes!】

1. Begin with an appropriate introduction.

2. Discuss five aspects/examples of the topic.

1.)

2.)

3.)

4.)

5.)

3. Explain your view or perspective.

4. End with a concluding remark.
