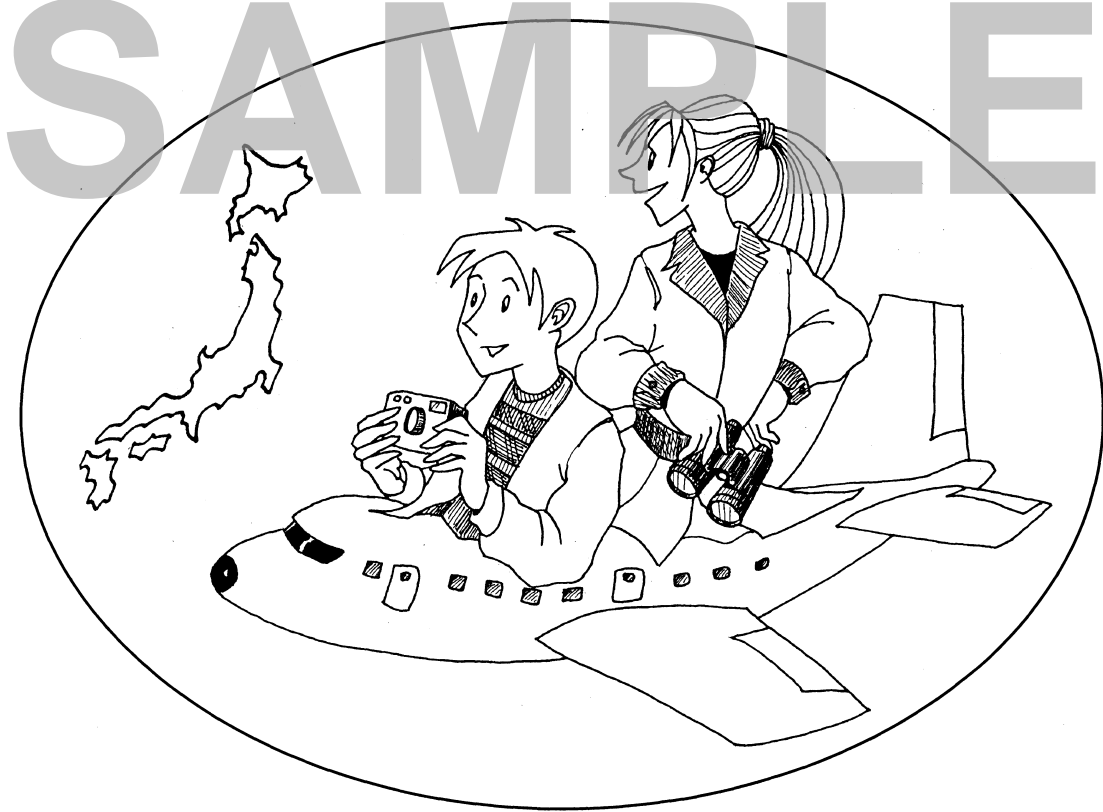


アドベンチャー
日本語 1

ADVENTURES IN JAPANESE 1

TEXTBOOK



HIROMI PETERSON & NAOMI HIRANO-OMIZO

Illustrated by Michael Muronaka & Emiko Kaylor

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Third Edition

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ADVENTURES IN JAPANESE 1 TEXT

CONTENTS

Foreword by Professor Seiichi Makino

To the Student

To the Teacher

Acknowledgments

Japanese Writing System / <i>Hiragana</i>	<i>Hiragana</i>	1
Lesson 1 はじめまして	How do you do?	5
Lesson 2 にほんごのきょうしつ	Japanese Classroom	33
Lesson 3 かぞく	Family	51
Lesson 4 まいにち	Every Day	73
Lesson 5 しゅみ	Hobbies	97
Lesson 6 とくちょう	Characteristics	115
Lesson 7 どうようび	Saturday	135
Lesson 8 ふくしゅう	Review	161
Japanese Writing System / <i>Katakana</i>	<i>Katakana</i>	165
Lesson 9 きのうち	Yesterday	171
Lesson 10 がっこう	School	183
Lesson 11 かもく	Subjects	205
Lesson 12 びょうき	Sickness	229
Lesson 13 かいもの	Shopping	249
Lesson 14 ランチタイム	Lunch Time	279
Lesson 15 たんじょうパーティー	Birthday Party	301
Lesson 16 ふくしゅう	Review	327
Japanese-English Word List		349
English-Japanese Word List		370
<i>Hiragana</i> Chart, <i>Katakana</i> Chart and Map of Japan		392

FOREWORD

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

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

TO THE STUDENT

What is an ideal Japanese language high school textbook? Is it one from which you can enjoy learning Japanese? Is it one which encourages you to communicate successfully in the language? Is it one which opens doors for you to experience Japan, its people and its culture?

As teachers of Japanese, we have tried to design a text from which you will have fun learning, and one which will encourage you to continue your study of Japanese, a truly exciting and dynamic language!

While keeping your interests foremost in our minds, we have also incorporated the overall goals of our Japanese language curriculum into the writing of our text. These goals are:

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, students' conversational skills.
3. to deepen students' 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 the students' own language and culture through the study of Japanese language and culture.
5. to encourage the growth of culturally sensitive, globally aware, responsible world citizens.

These general goals align well with the Japanese language national standards and also leads to a foundation upon which to build should you choose to eventually sit for A.P. exams in Japanese.

More concretely, these are areas which you can look forward to learning as you progress through Volume I of this textbook series.

Topics

Topics which appeal to students such as yourselves were selected. Situations which you are likely to encounter in your daily lives are used in this text. By the time you complete this text, you will have learned how to introduce yourself and others, identify and locate things, discuss your daily activities, describe things and people, talk about your family and your home, discuss school (subjects, grades, extra-curricular activities, friends and teachers), express your likes and dislikes as well as your strengths and weaknesses, speak about the highlights of your birthday, describe your physical ailments, and much more!

Tasks

Each lesson starts with two or three tasks which are the goals for the lesson. You are expected to converse in Japanese with another person in each of the situations. At the end of the semester, you will have an oral proficiency interview with your teacher based on these tasks.

Vocabulary

Vocabulary was also selected carefully. Basic vocabulary and vocabulary essential to discussing the topics listed above are taught. Many are vocabulary words which students in our previous classes have

found important to know and have enjoyed using. Traditional Japanese expressions, i.e., "*Doomo sumimasen*" as well as those less commonly found in traditional basic texts but frequently used in daily Japanese conversations, i.e., "*Ganbatte!*" abound in this text. The optional vocabulary corner gives you additional vocabulary which you may want to use.

Grammar

We have organized the introduction of grammatical structures so that you will be able to systematically build from the very basic to the more complex. We have also made an extra effort to use previously learned structures throughout the text to provide opportunities for you to review them. On completing this text, you will have the grammatical capability of: 1) describing actions and things affirmatively and negatively in the present, future and past tenses; 2) ask and respond appropriately to questions; 3) form simple compound sentences; 4) make suggestions; 5) extend, accept, and decline invitations to do things; 6) make requests; 7) ask for and grant permission to do things; 8) express your wants and preferences; 9) discuss your plans; 10) use the complicated Japanese system of verbs of giving and receiving at a basic level, and much more! Finally, we have tried to avoid using complicated grammatical terminology and have kept our explanations simple.

Writing

At the end of level one, you will have learned to write and correctly use *hiragana* and *katakana*, two of the basic Japanese syllabaries. Your text provides romanization (English spellings of Japanese words) until Lesson 4. Thereafter, it is assumed that you will be able to read *hiragana*. *Katakana* is introduced after Lesson 8. Romanization is provided for *katakana* up to Lesson 10. In addition to *hiragana* and *katakana*, you will learn to write a few *kanji* (Chinese characters)! You will be expected to write the characters 月 (month) and 日 (day) when writing dates. You will also learn other *kanji* (1 ~ 10 and days of the week).

Culture

Culture cannot be detached from the teaching of language. We have thus included many cultural explanations. Lessons in culture can also be drawn from many of the illustrations. Your teacher will surely also share a wealth of other cultural anecdotes to enhance your understanding of the Japanese people. The Japanese Culture Corner gives you a chance to compare your culture and Japanese culture. You are encouraged to find answers by checking in books, talking to friends, or using the Internet.

Fun Corner

Japanese culture includes many crafts and games. This text introduces *origami* (a balloon, a box, a crane), songs (The Elephant, Rain), the making of rice balls and *mochi*, games (*karuta*, gomokunarabe), tongue twisters, and a Japanese folk tale (Rolling *Musubi*). Have fun!

Review Questions

After every even-numbered lesson and lessons 7 and 15, there is a list of about 30 commonly asked questions related to the topics covered. Ask your partner these questions in Japanese and your partner should answer you without looking at the textbook. Take turns. Pay attention to speed, intonation and

pronunciation. This part is included in the review tape/CD for listening practice. You may practice answering using the tape/CD.

It is our hope that upon completing this volume, you will be able to communicate successfully at a very basic level, orally and in written form.

One piece of advice from your teachers: the key to success in the early years of foreign language study is frequent and regular exposure to the language. Take advantage of class time with your teacher, use your lab time effectively, 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, "*Ganbatte!*"

SAMPLE

TO THE TEACHER

In addition to the information provided in the "To the Student" section, we have included this section addressed to you to provide more background on the use of *Adventures in Japanese Volume 1* and its supporting materials and how they meet current national foreign language standards and A.P. expectations. In addition to using this textbook, it is highly recommended that you integrate accompanying ancillaries, such as lessons on the audio CDs and interactive CD-Roms, into your curriculum. By providing your students with the diverse learning experiences offered through these materials, your students will be able to meet many of the Japanese national standards and build a strong foundation in preparation for A.P. exams.

For additional ideas and activities, please consult the *Adventures in Japanese* website for teachers at <http://www.punahou.edu/aij>. Teachers are invited to submit their own supplementary activities to this website for sharing.

The following sections outline the national standards in Japanese and how activities in *Adventures in Japanese I* respond to them. While this is not an exhaustive discussion, it will inform you, the teacher, about how standards may be met in Volume 1.

I. Communication: Communicate in Japanese.

1.1 Interpersonal Communication. *Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.* Students constantly practice speaking with one another and the teacher on various basic topics, often in realistic communicative activities which require the exchange of authentic information, such as asking for phone numbers, finding out each others' birthdays or describing people. Students are tested using review questions which require a proficiency in asking and answering questions on a variety of topics. Students ask for and give information, state preferences or opinions about food, clothing, prices, classes, gifts, family, times, etc.

1.2 Interpretive Communication. *Students understand and interpret written and spoken language on a variety of topics.* At this level, students listen regularly to audio CD exercises, and learn to listen and read quickly with the game-like activities on the CD-Roms. They listen to and respond to questions from their teacher and classmates on a daily basis. They also gain reading skills through reading dialogues, folktales (*Omusubi Kororin*), lengthier readings like the one in Lesson 15 on birthdays, as well as reading for practical purposes, such as reading party invitations and menus.

1.3 Presentational Communication. *Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.* Students have several opportunities at this level to do presentations. They include singing songs, such as *Zoo-san* and *Ame Furi*, presenting skits such as *Omusubi Kororin*, or presenting short speeches or creating webpages (workbook 8-5) such as self-introductions.

II. Cultures: Gain Knowledge and Understanding of Japanese Culture.

2.1 *Students demonstrate an understanding of the relationship between the practices and perspectives of Japanese culture.* Cultural encounters abound in this volume. The cultural notes cover a variety of topics that demonstrate Japanese patterns of behavior as well as how they are reflected in the language. For example, students are introduced to the concept of *uchi/soto* by different family member terms and are taught about the differences between the use of *ohayoo* vs. *ohayoo gozaimasu*. In addition, students learn many expressions throughout the volume, gestures that are commonly used by Japanese and show how the language and non-verbal actions communicate politeness. Students also are exposed to many Japanese activities, such as *karuta*, *gomoku narabe*, *sumo* as well as songs and storytelling.

2.2 *Students demonstrate an understanding of the relationship between the products and the perspectives of Japanese culture.* As students use this volume, students will engage in preparing riceballs and *mochi*, fold *origami*, read and experience the folk tale *Omusubi Kororin*, practice using chopsticks, and play *jankenpon*, among other activities. Through these activities, students are expected to draw conclusions about the nature of these traditional arts and how they are representative of Japan.

III. Connections: Connect with Other Disciplines and Acquire Information.

3.1 *Students reinforce and further their knowledge of other disciplines through the Japanese language.* At the end of each lesson is a collection of cultural questions which the students are expected to research. Although they are called cultural questions, most are actually social studies questions, specifically having to do with geography, sociology, economics, etc. Although most resources will be in English, students are able to obtain some of the information in Japanese by talking to native speakers. In addition, students learn about cooking (*mochi* and *musubi*), music (songs), art (paper folding), and math (numbers and computations).

3.2 *Students acquire information and recognize the distinctive viewpoints that are only available through Japanese language and culture.* At this level, students learn to recognize distinctive Japanese practices, such as their sensitivity to weather, climate and seasons, the frequent use of *aizuchi*, unique eating practices, ways of counting on one's hands, standards of beauty, use of proverbs, etc. Students are also made aware of many of the cultural distinctions through the cultural question corner for which they must acquire information about a diverse number of topics.

IV. Comparisons: Develop Insight into the Nature of Language and Culture.

4.1 *Students demonstrate understanding of the nature of language through comparison of the Japanese language and their own.* In their daily encounters with the Japanese language in class, students will demonstrate an understanding of the difference in word order between Japanese and English. A cultural note is devoted to the word order difference as well. They will be introduced to differences in politeness in the Japanese language. For example, they will learn to differentiate between using *ohayoo gozaimasu* and *ohayoo*, and how both may be translated as "Good morning" in English. Students are introduced to the Japanese verb system of giving and receiving, a system which reveals

Japanese concepts of *uchi/soto* as well as social hierarchy. Students are introduced to the three different Japanese writing systems by the end of Volume 1. Finally, students are given numerous examples of loan words written in *katakana*, which students can compare to words from which they were derived in English and other languages.

4.2 Students demonstrate understanding of the concept of culture through comparisons of Japanese culture and their own. Students receive a good dose of comparative culture by engaging in the culture corner questions which follow even numbered lessons. The culture notes, too, provide a rich source of information that allows students to think about how Japanese culture compares with their own. For example, on the lessons about school, students learn about the different school calendar, the system of *senpai/koohai*, large class sizes, the role of homeroom, uniforms, and preparation for college entrance in Japan. Other topics which offer ample points for comparison in the culture notes are religion, lifestyle patterns, holidays, foods and sports.

V. Communities: Participate in Multilingual Communities at Home and Around the World.

5.1 Students use Japanese both within and beyond the school setting. At this level, students are able to share their learning and skills in Japanese through presentations of songs, skits and stories if teachers provide such opportunities outside of the classroom. Students may also be able to share about themselves at parent gatherings, such as Open Houses for parents, either through video or written work. They may also use Japanese as they explain food preparation (*mochi* and *musubi*) or other activities (*origami*, *sumo* game, *gomoku narabe*) to their families.

5.2 Students show evidence of becoming life-long learners by using Japanese for personal enjoyment and enrichment. In this volume, students engage in many activities that may lead to lifelong enjoyment and enrichment. They include games such as the *sumo* wrestling game, *gomoku narabe* and *karuta*. *Origami* is a popular craft that students will likely to continue to enjoy throughout their lives. Preparing foods and enjoying foods they have learned about are experiences that enhance and enrich the lives of students even after they leave the classroom. We also hope that after the lesson on chopsticks, students will be able to use chopsticks properly, a skill that will certainly serve them well later in their lives. Students' use of the internet to search for information about Japanese culture will also introduce avenues that they can employ to learn more about the language and culture of Japan.

We hope that the preceding information has been helpful in providing you, the teacher, with some ways in which *Adventures in Japanese, Volume I* can be employed to help your students meet national language standards and begin preparing for Advanced Placement exams.

The ultimate goal of the authors of this text, however, is one that far supersedes meeting national standards or succeeding at AP exams. It is our wish to nurture students who grow to love the language and culture of Japan and integrate some aspect of Japan into their lives so they may eventually contribute to a more seamless relationship between our nations. We hope that with their appreciation of the power of understanding many languages and cultures, they will be better prepared to lead us into the future to a more peaceful and harmonious world.

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Finally, we express our appreciation to our families for their unwavering support of our efforts in every aspect of the development of *Adventures in Japanese*.

Hiromi Peterson and Naomi Hirano-Omizo

SAMPLE



Until Japan came in contact with China, it had no writing system of its own. Japanese was a spoken language only. The Japanese adopted the Chinese writing system to express their spoken language in writing. The Chinese form of writing is called *kanji*, which literally means "Chinese characters." *Kanji* is now one of three systems the Japanese use to write their language. *Hiragana* and *katakana* are the two other systems. These are phonetic systems, whereas *kanji* is a system based on meaning rather than sound. However, both *hiragana* and *katakana* are derived from *kanji*. For example, to express the "ka" sound, the Japanese took the *kanji* 加 (also read "ka" in Chinese), and modified it to a more stylized form, か, which is the *hiragana* symbol "ka." *Katakana* also grew out of *kanji*, but it is a representation of a portion of a *kanji*. For example, for the same "ka" sound, カ was taken from the left portion of the *kanji* 加 and became the *katakana* alphabet カ.

The Japanese incorporated *kanji* into their language in several different ways. First of all, in most cases, the Chinese-assigned meaning of a *kanji* was not changed. That is, given a certain *kanji* (i.e., 山), both a Chinese-speaking person and a Japanese-speaking person will tell you that this character means "mountain." In addition to its meaning, the Japanese borrowed various Chinese sounds which the Chinese used to read *kanji*. Often, several sounds were borrowed for the same character, depending on when and where the sounds were borrowed. Chinese has many dialects and contact between Japan and China lasted hundreds of years, which resulted in many possible "borrowings." Any sound borrowed from the Chinese language is called the "on" reading of the *kanji*. Besides possibilities of having numerous "on" readings, most *kanji* also have at least one "kun" reading. The "kun" reading is the word which the Japanese used in their native language before their contact with China. For example, the "kun" reading of the *kanji* 山 is *yama*, which is the native Japanese word for "mountain." Its "on" readings are "san" or "zan," which are derived from the Chinese pronunciations of that character. "On" readings are now used in Japanese words as parts of *kanji* combinations which include the meaning of "mountain." For example, the word "kazan" contains the sound "zan," because the literal meaning of this word is "fire mountain" or "volcano." As a result, any one *kanji* in Japanese may have as many as six to seven readings!

Modern day Japanese sentences are composed of a combination of *kanji*, *hiragana* and *katakana*. Words which have strong semantic value, that is, nouns, verbs, adjectives and some adverbs, are written in *kanji*. Conjugated portions of verbs, adjectives or nouns (tenses, negations, etc.), particles, interjections, and most adverbs and other parts of sentences which do not convey the major message in the sentence are written in *hiragana*. *Katakana* is now used mainly to write words of foreign origin, or names of foreigners. It is also sometimes used as a device to call attention to certain words (i.e., in advertising, announcements, etc.). It is also sometimes used to write onomatopoeic expressions.

Presently, Japanese elementary school children learn about a thousand *kanji* characters besides *hiragana* and *katakana*. By the end of high school, students in Japan will have learned about 2,000 *kanji* characters. *Kanji* is continually changing. Some are simplified, new combinations are created, and others are dropped because of lack of usage. Although *kanji* may appear to be difficult and cumbersome, the Japanese find it a valuable part of their language.

ひらがな HIRAGANA

Hiragana are Japanese phonetic characters. There are 46 basic characters. *Hiragana* are written in square blocks. *Hiragana* strokes are not straight, but slightly curved. The reason is that *hiragana* were created by the Japanese during the Heian period (794 - 1192) from the cursive style of *kanji* (Chinese characters). It is important to follow the correct stroke order so you can write *hiragana* faster and in better form. Each stroke generally starts from left to right and/or from top to bottom. There are three ways to finish a stroke. A stroke may end as a blunt stop 一, a hook ㇿ, or a tail し. The way each stroke ends is obvious when *hiragana* is written with a brush, but it is not as obvious when written with a pen or a pencil. There are also several printing fonts, which may differ slightly in appearance.

	W	R	Y	M	H	N	T	S	K	
ん n	わ wa	ら ra	や ya	ま ma	は ha	な na	た ta	さ sa	か ka	あ a
		り ri		み mi	ひ hi	に ni	ち chi	し shi	き ki	い i
		る ru	ゆ yu	む mu	ふ fu	ぬ nu	つ tsu	す su	く ku	う u
		れ re		め me	へ he	ね ne	て te	せ se	け ke	え e
	を o	ろ ro	よ yo	も mo	ほ ho	の no	と to	そ so	こ ko	お o

← / a / line

← / i / line

← / u / line

← / e / line

← / o / line

(Particle)

P	B	J	G	R	M	H	N	T/C	S	K	
ぴゃ pya	びゃ bya	じゃ ja	ぎゃ gya	りゃ rya	みゃ mya	ひゃ hya	にゃ nya	ちゃ cha	しゃ sha	きゃ kya	YA
ぴゅ pyu	びゅ byu	じゅ ju	ぎゅ gyu	りゅ ryu	みゅ myu	ひゅ hyu	にゅ nyu	ちゅ chu	しゅ shu	きゅ kyu	YU
ぴょ pyo	びょ byo	じょ jo	ぎょ gyo	りょ ryo	みょ myo	ひょ hyo	にょ nyo	ちょ cho	しょ sho	きょ kyo	YO

【 Japanese Writing Format 】

Japanese was originally written vertically on a page starting from right to left. Many Japanese books are still printed in this way. Therefore the front cover of a Japanese book opens from the opposite side of a Western book. Recently, Japanese is sometimes written horizontally as is English and books written this way open the same as Western books.

1. Vertically : Start from the right-hand column and read down, then return to the top of the next column on the left.

2 ↓	1 ↓
ご	あ
ざ	り
い	が
ま	と
す	う

2. Horizontally: Read across from left to right, as in reading English.

1 →	あ	り	が	と	う
2 →	ご	ざ	い	ま	す

【 Japanese Punctuation 】

1. まる MARU 。 Period: It is used always at the end of a sentence.
2. てん TEN 、 Comma: Unlike English, there is no definite rule for using commas. Japanese people use commas where they normally pause in speaking.
3. かっこ KAKKO 「」 Quotation marks
4. There is no question mark in Japanese.
5. Each punctuation mark occupies its own block.

Position of punctuation.

1. Vertically

「
は
い
、
げ
ん
き
で
す
。
」

2. Horizontally

「	は	い	、	げ	ん	き	で	す	。	」
---	---	---	---	---	---	---	---	---	---	---

HIRAGANA STROKE ORDER

	W	R	Y	M	H	N	T	S	K		
ん 2 N	わ 1 2 3	ら 1 2	や 1 2 3	ま 1 2 3	は 1 2 3	な 1 2 3 4	た 1 2 3 4	さ 1 2 3	か 1 2 3	あ 1 2 3	A
		り 1 2		み 1 2	ひ 1 2	に 1 2 3	ち 1 2	し 1	き 1 2 3 4	い 1 2	I
		る 1 2	ゆ 1 2 3	む 1 2 3	ふ 1 2 3 4	ぬ 1 2	つ 1	す 1 2	く 1	う 1 2	U
		れ 1 2 3		め 1 2	へ 1	ね 1 2 3	て 1 2	せ 1 2 3	け 1 2 3	え 1 2	E
	を 1 2 3 O (Particle)	ろ 1 2	よ 1 2	も 1 2 3	ほ 1 2 3 4	の 1	と 1 2	そ 1 2	こ 1 2	お 1 2 3	O

1 か
IKKA



はじめまして
How do you do?



By the end of this lesson, you will be able to communicate the information below in the given situations.

【1-1 タスク 1】

You meet a Japanese exchange student for the first time. Greet and introduce yourself.

【1-1 タスク 2】

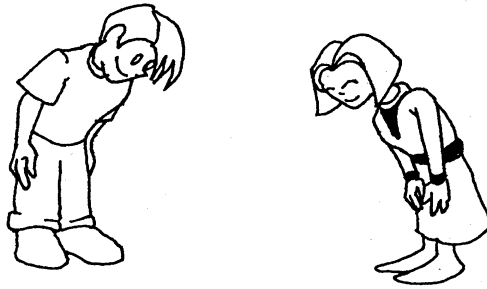
You see Mr. Tanaka, your Japanese teacher, on Monday. It is morning and it is hot. Address him, greet him properly and ask how he is.

【1-1 タスク 3】

You lead the customary opening greetings for your Japanese class. Jon is taking his time. Report that Ben is absent and Meagan is tardy.

1 かー 1 : SELF INTRODUCTION

【かいわ: Dialogue】



はじめまして。 How do you do?
 HAJIMEMASHITE.
 わたしは ジョンです。 I am Jon.
 WATASHI WA JON DESU.
 どうぞ よろしく。 Nice to meet you.
 DOOZO YOROSHIKU.

【たんご: Vocabulary】

- | | | |
|-------------|------------------|--|
| 1.はじめまして。 | HAJIMEMASHITE. | How do you do? |
| 2.わたし | WATASHI | I (used informally by anyone) |
| 3.ぼく | BOKU | I (used by males) |
| 4.は | WA | [particle marking the topic of the sentence] |
| 5.です | DESU | am, is, are |
| 6.どうぞ よろしく。 | DOOZO YOROSHIKU. | Nice to meet you. (DOOZO means "please."
YOROSHIKU means "Please do me a favor.") |

【*オプショナルたんご: Optional Vocabulary】

- | | | |
|---------|------------|------------------------------|
| 1.*わたくし | *WATAKUSHI | I (used formally by anyone) |
|---------|------------|------------------------------|



わたし

WATASHI

Used by anyone



ぼく

BOKU

Used by males



*わたくし

* WATAKUSHI

Used formally by anyone

【ぶんぽう: Grammar】

* optional

A. Noun 1 は Noun 2 です。 Noun 1 = Noun 2.

Noun 1 WA Noun 2 DESU. This pattern is used when one equates the first noun to the second.

1. わたしは やまもと です。

WATASHI WA YAMAMOTO DESU.

I am Yamamoto. (わたし WATASHI may be used by anyone.)

2. ぼくは ケン たなか です。

BOKU WA KEN TANAKA DESU.

I am Ken Tanaka. (ぼく BOKU is generally used by males only.)

3. * わたくしは スミス です。

WATAKUSHI WA SUMISU DESU.

I am Smith. (わたくし WATAKUSHI may be used by anyone in formal situations.)

【● ぶんかノート: Cultural Notes】

1. How to Bow

When Japanese people greet one another, it is common practice to bow. Japanese express the degree of respect they have for others by the depth of the bow and its frequency. Hugging and kissing, even among close family and friends, are not seen in Japan. When Japanese greet foreigners, they may shake hands. When the other person bows, one should also bow. Not acknowledging the other person is considered rude. When bowing, pay attention that your:

- eyes move downward with the bow. Do not attempt to make eye contact during a bow.
- feet are positioned together, facing forward.
- hands are placed relaxed but straight alongside your body if you are a male. Females lightly cross their hands at their fingertips in front of their body while bowing.
- body is not slouched or not turned away from the other person.

2. Male Speech and Female Speech

Japanese language has words used only by males and words used only by females.

わたし WATASHI is used by anyone, but ぼく BOKU is used only by males. If a female uses ぼく BOKU, she is considered "tomboyish."

3. Formal Speech and Informal Speech

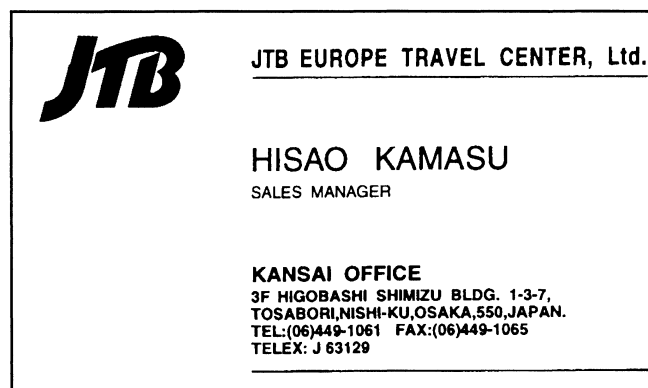
Certain words in the Japanese language are used in formal situations and others in informal situations. わたくし WATAKUSHI is used formally in business situations or in public speaking. わたし WATASHI and ぼく BOKU are used in less formal daily situations.

4. Family Names and Given Names

In Japanese, family names precede given names, which is the opposite from English. This is because in Japan and much of Asia, the family is considered more important than the individual. In Japan, students are called by their family names at school. When foreigners visit Japan, given names are used among close friends, and family names are used in formal situations.

5. Meishi

めいし MEISHI are business cards. Japanese business people exchange them when they introduce themselves. めいし MEISHI include all the information needed for future business reference, such as one's personal name, company name, position in the company, address, telephone number, fax number, e-mail address, etc. Japanese handle the めいし MEISHI with respect. It is handed over with two hands and given so it faces the other person directly. Upon receiving one, the receiver reads the information on it carefully, then puts it in a めいし いれ MEISHI-IRE, a special case made for holding めいし MEISHI. めいし MEISHI are never placed in back pockets or any other location which would show disrespect to the other person.



【 アクティビティー: Activities】

A. Class Work

Everyone introduces themselves with proper bows in class.

1 かー 2: JAPANESE PRONUNCIATION

A. Five Japanese Vowels

- /a/ あ is pronounced like *a* in father. "ah"
 /i/ い is pronounced like *i* in machine. "ee"
 /u/ う is pronounced like *ue* in Sue. "oo"
 /e/ え is pronounced like *e* in ledge. "eh"
 /o/ お is pronounced like *o* in obey. "oh"

B. 46 Basic Japanese Syllables

Begin from the top of the right-hand column and read down, then go to the top of the next column on the left.

ん	わ	ら	や	ま	は	な	た	さ	か	あ	← / a / line
n	wa	ra	ya	ma	ha	na	ta	sa	ka	a	
		り		み	ひ	に	ち	し	き	い	← / i / line
		ri		mi	hi	ni	chi	shi	ki	i	
		る	ゆ	む	ふ	ぬ	つ	す	く	う	← / u / line
		ru	yu	mu	fu	nu	tsu	su	ku	u	
		れ		め	へ	ね	て	せ	け	え	← / e / line
		re		me	he	ne	te	se	ke	e	
	を	ろ	よ	も	ほ	の	と	そ	こ	お	← / o / line
	o	ro	yo	mo	ho	no	to	so	ko	o	

(Particle)

C. Other Syllables

ぱ	ば	だ	ざ	が
pa	ba	da	za	ga
ぴ	び	ぢ	じ	ぎ
pi	bi	ji	ji	gi
ぷ	ぶ	づ	ず	ぐ
pu	bu	zu	zu	gu
ぺ	べ	で	ぜ	げ
pe	be	de	ze	ge
ぽ	ぼ	ど	ぞ	ご
po	bo	do	zo	go

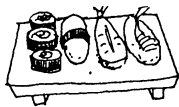
ぴゃ	びゃ	じゃ	ぎゃ	りゃ	みゃ	ひゃ	にゃ	ちゃ	しゃ	きゃ
pya	bya	ja	gya	rya	mya	hya	nya	cha	sha	kya
ぴゅ	びゅ	じゅ	ぎゅ	りゅ	みゅ	ひゅ	にゅ	ちゅ	しゅ	きゅ
pyu	byu	ju	gyu	ryu	myu	hyu	nyu	chu	shu	kyu
ぴょ	びょ	じょ	ぎょ	りょ	みょ	ひょ	にょ	ちょ	しょ	きょ
pyo	byo	jo	gyo	ryo	myo	hyo	nyo	cho	sho	kyo

D. Equal Stress on Each Syllable

Unlike English, emphasis on syllables tends to be uniform in Japanese. No one syllable should be accented more heavily than any of the other syllables in the word.

1. HI-RO-SHI-MA (Hiroshima)

ひろしま



2. O-KI-NA-WA (Okinawa)

おきなわ



3. O-SU-SHI (sushi)

おすし

4. SA-SHI-MI (raw fish)

さしみ

E. Long Vowels

If the same vowel appears twice in succession, it is pronounced as a prolonged sound. It is important to pronounce a long vowel carefully since a long vowel often changes a word's meaning.



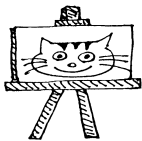
- 1a. IE [I-E] (house)

いえ



- 1b. IIE [I-I-E] (no)

いいえ



- 2a. E [E] (picture)

え



- 2b. EE [E-E] (yes)

ええ



- 3a. OJISAN [O-JI-SA-N] (uncle)

おじさん



- 3b. OJIIISAN [O-JI-I-SA-N] (grandfather)

おじいさん



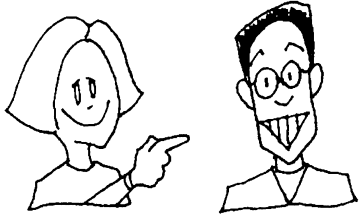
- 4a. OBASAN [O-BA-SA-N] (aunt)

おばさん



- 4b. OBAASAN [O-BA-A-SA-N] (grandmother)

おばあさん



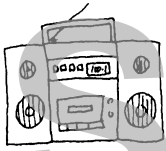
5a. SHUJIN [SHU-JI-N] (husband)
しゅじん



5b. SHUJIN [SHU-U-JI-N] (prisoner)
しゅうじん

F. /L/ and /R/ sounds

Japanese /ra/, /ri/, /ru/, /re/, /ro/ sounds are produced so that the initial "r" sounds somewhat like a combination of the English "l" and "r" sounds. Japanese people have difficulty distinguishing English "l" and "r" sounds.



1. RAJIO (radio)
ラジオ



2. REPOOTO (report)
レポート



3. RESUTORAN (restaurant)
レストラン

G. /N/ sound

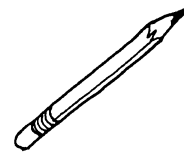
This is a nasal sound. It does not occur at the beginning of words, but is found within or at the end of words. It is pronounced by exhaling through the nose.



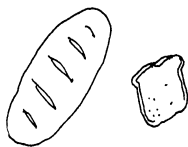
1. HON (book)
ほん



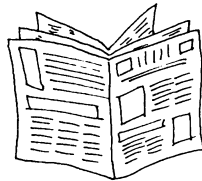
2. MIKAN (orange)
みかん



3. ENPITSU (pencil)
えんぴつ



4. PAN (bread)
パン



5. SHINBUN (newspaper)
しんぶん



6. ZUBON (trousers)
ずぼん

H. /TSU/ sound

This is pronounced like "-ts" at the end of the word "cats." It is then lengthened with the /U/ sound. The /TSU/ sound may appear at any position in a word.



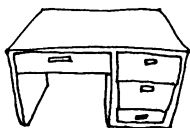
1. TSUKI (moon)
つき



2. MATSU (pine tree)
まつ



3. KUTSU (shoes)
くつ



4. TSUKUE (desk)
つくえ



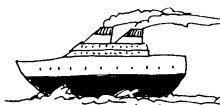
5. MATSURI (festival)
まつり



6. TSURI (fishing)
つり

I. /FU/ sound

The English "f" is pronounced by blowing through the upper teeth resting on the lower lip. When pronouncing the Japanese /f/, however, there is no contact between the lip and teeth as one blows out. The Japanese /f/ sounds like a breathy "wh" sound.



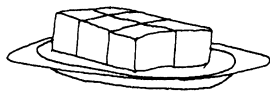
1. FUNE (ship)
ふね



2. FUJISAN (Mt. Fuji)
ふじさん



3. FUE (flute)
ふえ



4. TOOFU (tofu)
とうふ



5. NAIFU (knife)
ナイフ



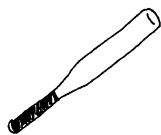
6. FUYU (winter)
ふゆ

J. Double Consonants /っ/

Double consonants such as "kk," "ss," "tt" or "pp" are pronounced with a slight pause between the first and second consonant sounds, as in "bad d boy" or "hard r rock" in English.



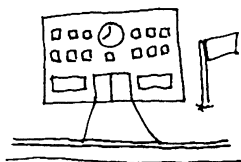
1. KOPPU (cup)
コップ



2. BATTO (bat)
バット



3. ZASSHI (magazines)
ざっし



4. GAKKOO (school)
がっこう



5. ISSHO (together)
いっしょ



6. IPPAI (full)
いっぱい

K. Devoiced Vowels

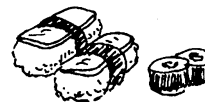
Japanese vowels are usually voiced, but when the vowel /i/ or /u/ occurs between two consonants, the vowel is often not pronounced. The final /u/ in *desu* and *masu* is not pronounced.



1. HITO (person)
ひと



2. KUSURI (medicine)
くすり



3. SUSHI (sushi)
すし



4. GAKUSEI DESU. (He is a student.)
がくせいです。



5. IKIMASU. (I will go.)
いきます。



6. OHAYOO GOZAIMASU. (Good morning.)
おはよう ございます。

L. Pitch

Pitch is important in Japanese pronunciation, as certain syllables in a word must be pronounced with a high or low pitch. The meaning of a word may differ depending on the pitch. See the examples below.



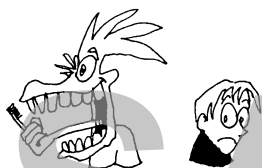
1a. HASHI (bridge)
はし 橋



1b. HASHI (chopsticks)
はし 箸



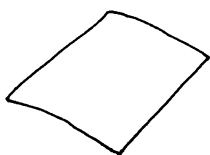
1c. HASHI (edge)
はし 端



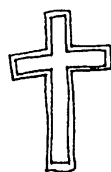
2a. HEN (weird)
へん 変



2b. HEN (area)
へん 辺



3a. KAMI (paper)
かみ 紙



3b. KAMI (God)
かみ 神



4a. AME (rain)
あめ 雨



4b. AME (candy)
あめ 飴



5a. IPPAI (one cupful)
いっぱい



5b. IPAI (full)
いっぱい

M. Intonation

Intonation is relatively flat in Japanese. For statements, the sentence ending is usually even.

Questions without かKA end in a rising intonation. (With a かKA, the intonation is not raised.)



1a. WAKARIMASU. (I understand.) ↓
わかります。



1b. WAKARIMASU? (Do you understand?) ↑
わかります？



2a. WATASHI. (Me.) ↓
わたし。



2b. WATASHI? (Me?) ↑
わたし？

【たんご: Vocabulary】



1. これ
KORE
this one

(Refers to something near the speaker.
Used only for things, not for people.)

【ぶんぽう: Grammar】

A. Noun 1 は Noun 2 です。 Noun 1 = Noun 2.

Noun 1 WA Noun 2 DESU. This pattern is used when one equates the first noun to the second.

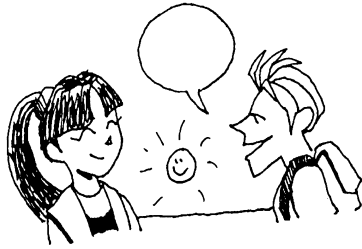
1. これは おです。 This is O.
KORE WA O DESU.

【アクティビティー: Activities】

A. ひらがな PAIR WORK - Connection Game

Cut out the *hiragana* flash cards あA, いI, うU, えE, おO. Find a partner and put your cards together with your partner's and shuffle the 10 cards. Lay the 10 cards face down on the desk. Take turns flipping a card and finding the matching card. You say, "Kore wa あ desu." , "Kore wa い desu." If the cards match, they are yours. If they don't match, it is your partner's turn.

【たんご: Vocabulary】



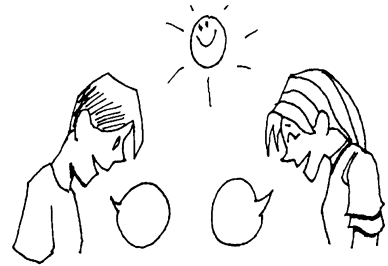
1. おはよう。
OHAYOO.

Good morning. (Informal)
Used among friends until late morning. It originally meant "it is early."



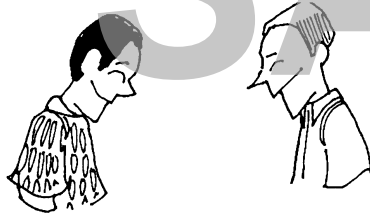
2. おはよう ございます。
OHAYOO GOZAIMASU.

Good morning. (Formal)
Used formally until late morning. GOZAIMASU adds politeness.

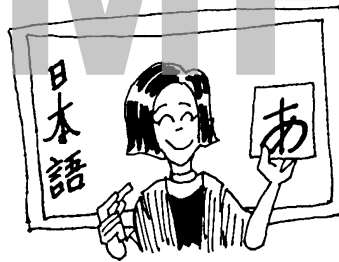


3. こんにちは。
KONNICHI WA.

Hello. Hi.
Used from late morning to pre-dusk hours. It originally meant "today is."

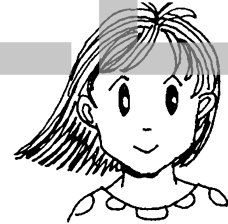


4. さようなら。
SAYOONARA.
Good-bye.



5. やまだせんせい
YAMADA-SENSEI

Mr./Mrs./Ms./Dr. Yamada
SENSEI is attached to names of teachers, doctors, and statesmen to show respect. SENSEI can be used alone when addressing a person or as a word which means "teacher" or "mentor."



6. まりさん
MARI-SAN
Mari.

-SAN is a suffix attached to names. It is not attached to one's own name or one's own family members' names. -SAN may be used for both males and females. It is attached to both given and family names.



7. はい。
HAI.
Yes.

HAI may be used in response to roll call. It indicates acknowledgement that one is present.

【*オプションalたんご: Optional Vocabulary】



1.*こんばんは。

*KONBAN WA.

Good evening.

Used from dusk through the night.
KONBAN means "tonight."



2.*じゃあね。

*JAA NE.

See you.

Informal expression used
among friends upon parting.
It originally meant "and then."



3.*ジョンくん

*JON-KUN

Jon. John.

-KUN is a suffix usually attached to
boys' names. It is used instead of
-SAN by superiors to refer to or address
persons of lower status.

【●ぶんかノート: Cultural Notes】

Polite Words

Japanese language has many words which show politeness. When you use them, you express your respect to the other person. For instance, in the morning you greet your friends with おはよう OHAYOO, but should greet your teacher with おはよう ございます OHAYOO GOZAIMASU. If you greet your teacher with おはよう OHAYOO, you show a lack of respect toward your teacher.

せんせい SENSEI itself is a word used to refer to teachers and doctors. By calling your teacher せんせい SENSEI, you show respect to your teacher. When using せんせい SENSEI with a teacher's name, せんせい SENSEI should follow, not precede the teacher's name, i. e., さいとう せんせい SAITO SENSEI.

Using ~さん -SAN after a person's first name or last name shows respect. You should never use さん SAN after your own name. When talking about your family members to outsiders, do not use さん SAN after your family members' names.

【アクティビティー: Activities】

A. Pair Work

You meet your teacher. Address and greet him/her:

1. in the morning.
2. in the afternoon.
3. at night.
4. upon leaving.

B. Pair Work

You meet your friend. Address and greet him/her:

1. in the morning.
2. in the afternoon.
3. at night.
4. upon leaving.

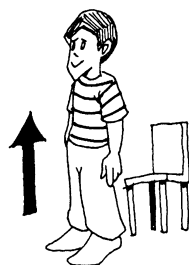
C. Class Work

You take attendance.

【たんご: Vocabulary】

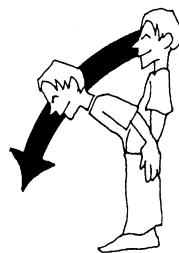


1. はじめましょう。
HAJIMEMASHOO.
Let's begin.



2. きりつ。
KIRITSU.
Stand.

Used at ceremonies or in formal situations.



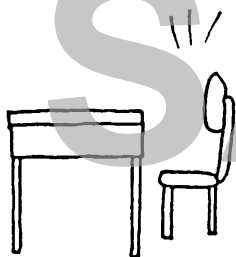
3. れい。
REI.
Bow.

Used at ceremonies or in formal situations.



4. ちゃくせき。
CHAKUSEKI.
Sit.

Used at ceremonies or in formal situations.



5. (お)やすみです。
(O)YASUMI DESU.
~ is absent.

The use of お O adds politeness.
お O is not used when referring to your own absence.



6. ちこくです。
CHIKOKU DESU.
~ is tardy.

Refers to persons being late to class, meetings, etc.



7. はやく。
HAYAKU.
Hurry!



8. おわりましょう。
OWARIMASHOO.
Let's finish.



?

9. なに／なん
NANI / NAN
what?

The choice of NANI or NAN depends on the initial sound of the following word.

10. か
KA
?

Sentence-ending particle indicating a question.

【*オプショナルたんご: Optional Vocabulary】



*すみません。 おそく になりました。

*SUMIMASEN. OSOKU NARIMASHITA.

I am sorry to be late. (lit. I am sorry. I have become late.)

【ぶんぽう: Grammar】

A. Obvious topics are omitted in Japanese.

Unlike English sentences which require a subject (i.e., he, she, they, it, we, I, etc.), in Japanese, subjects are frequently omitted, especially when the subject or topic is understood by both the listener and speaker. Such sentences are more natural in Japanese.

1. Teacher: 「ジョンさん。」 Jon.
JON-SAN.

Student: 「ちこくです。」 (He is) tardy.
CHIKOKU DESU.

B. Noun 1 は なんですか。 What is Noun 1?

Noun 1 WA NAN DESU KA.

In Japanese, the word order of a question sentence is the same as for statements, except that か KA is attached to the end of the sentence.

1. Teacher: 「これは なんですか。」 What is this?
KORE WA NAN DESU KA.

Student: 「おです。」 It is O.
O DESU.

【ぶんかノート: Cultural Notes】

How are the three types of Japanese characters—*kanji* (Chinese characters), *hiragana* and *katakana* — used?

<i>Kanji</i> (Chinese characters)	<i>Hiragana</i>	<i>Katakana</i>
加	か	カ — KA
安	あ	ア — A
世	せ	セ — SE

Kanji are characters derived from the Chinese writing system. These characters are distinguished by their meanings. *Kanji* is used mainly to write nouns and the main portion of verbs and adjectives. Every *kanji* has multiple readings. There are two types of *kana* writing systems: *hiragana* and *katakana*. Both writing systems are phonetic, that is, each *hiragana* and *katakana* symbol represents a sound, much like the English alphabet. Both *hiragana* and *katakana* were developed from *kanji*. *Hiragana* is a stylized form of *kanji*; *katakana* represents portions of *kanji* characters. *Hiragana* is used for writing verb and adjective endings (i.e., portions which conjugate), particles, most adverbs and other verbs or nouns which are not commonly written in *kanji*. *Katakana* is now mainly used to write foreign loan words. Onomatopoeic expressions are also sometimes written in *katakana*. *Katakana* may also be used as attention-getting devices in ads, fliers, etc.

【アクティビティー: Activities】

A. Class Work

One student leads the class. Everyone else follows his/her instructions.

1. This is the beginning of a morning Japanese class. Start the class with the traditional opening.
2. This is the beginning of an afternoon Japanese class. Start the class with the traditional opening.
3. This is the end of a Japanese class. Lead the closing. If a classmate does not stand quickly, tell that student to hurry.

B. Class Work

Take attendance and then report to the teacher who is absent and who is tardy.

C. ひらがな Pair Work

Cut out the *hiragana* flash cards and ask your partner what they are.

【たんご: Vocabulary】

1. Numbers

1 いち ICHI	2 に NI	3 さん SAN	4 し, よん, (よ-) SHI, YON, (YO-)	5 ご GO
6 ろく ROKU	7 しち, なな SHICHI, NANA	8 はち HACHI	9 く, きゅう KU, KYUU	10 じゅう JUU

2.



すみません。もう いちど おねがいします。

SUMIMASEN. MOO ICHIDO ONEGAISHIMASU.

Excuse me. One more time please. (Please repeat it.)

もう MOO means more, いちど ICHIDO means one time, おねがいします ONEGAISHIMASU is commonly used when one asks a favor of someone.

3.



すみません。ゆっくり おねがいします。

SUMIMASEN. YUKKURI ONEGAISHIMASU.

Excuse me. Slowly, please.

ゆっくり YUKKURI means slowly.

4.



ちょっと まって ください。

CHOTTO MATTE KUDASAI.

Please wait a minute.

5.



Thank you very much.

Depending upon the degree of politeness, parts of this expression may be omitted. Here are expressions of thanks listed from most formal to least formal.

どうも ありがとう ございます。

DOOMO ARIGATOO GOZAIMASU.

ありがとう ございます。

ARIGATOO GOZAIMASU.

どうも ありがとう。

DOOMO ARIGATOO.

ありがとう。

ARIGATOO.

どうも。

DOOMO.

6.



どういたしまして。

DOO ITASHIMASHITE.

You are welcome.

【* オプショナルたんご: Optional Vocabulary】

1.

* でんわばんごう

*DENWA BANGOO

telephone number

(きゅう・にい・なな・の・ろく・ごお・よん・ゼロ)

KYUU NII NANA NO ROKU GOO YON ZERO

When Japanese people read telephone numbers, they avoid similar sounds and short sounds. し SHI (four) and しち SHICHI (seven) sound alike. いち ICHI (one) and しち SHICHI (seven) sound alike. Thus, use よん YON for four, なな NANA for seven and きゅう KYUU for nine.

The "dash" is pronounced as の NO. Single character numbers are lengthened to distinguish each number more easily (i.e., に NI to にい NII, ご GO to ごお GOO).



【●ぶんかノート: Cultural Notes】

1. Japanese depend heavily on set expressions and greetings.

One of the most useful expressions in Japanese is すみません SUMIMASEN, because it carries so many meanings and can be used in a variety of situations. For example, it may be used to apologize for one's rude, inconsiderate, or thoughtless actions. It may also be used as a way to thank others for going through a lot of trouble to do something for you or give something to you. すみません SUMIMASEN may also be used to gain attention, much as English speakers use the expression, "Excuse me. (Are you there?) " or "Excuse me. (I hope you can help me.)"

2. Difference between もういちど MOO ICHIDO and もういちど おねがいします MOO ICHIDO ONEGAISHIMASU.

もういちど MOO ICHIDO means "one more time." It is rude to say もういちど MOO ICHIDO when making requests to teachers and superiors. Instead, say もういちど おねがいします MOO ICHIDO ONEGAISHIMASU when you would like superiors to repeat something for you.

【👤👧アクティビティー: Activities】

A. Class Work

Play a game of Bingo with the numbers 1 through 10. Fill in each block with any number you like from 1 through 10. One student randomly reads numbers from 1 through 10. The other students listen and circle the numbers read until they have a bingo. Say できました DEKIMASHITA ("I made it") when you have Bingo.

で	き	ま	し	た
		☆		

で	き	ま	し	た
		☆		

B. Class Work

Each student reads his/her own telephone number aloud and others write the numbers down. If you are not able to follow, ask your classmate to repeat his/her number. If the student speaks too quickly, ask the person to speak slowly. Thank the person for repeating his/her number and speaking. In return, the student should say, "You are welcome."

【たんご: Vocabulary】

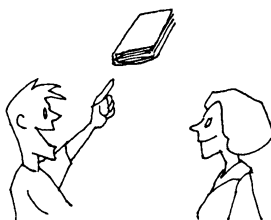
1. Numbers

11 じゅういち JUU-ICHI	
12 じゅうに JUU-NI	20 にじゅう NI-JUU
13 じゅうさん JUU-SAN	30 さんじゅう SAN-JUU
14 じゅうし, じゅうよん, (じゅうよー) JUU-SHI, JUU-YON, (JUU-YO~)	40 よんじゅう YON-JUU
15 じゅうご JUU-GO	50 ごじゅう GO-JUU
16 じゅうろく JUU-ROKU	60 ろくじゅう ROKU-JUU
17 じゅうしち, じゅうなな JUU-SHICHI, JUU-NANA	70 しちじゅう, ななじゅう SHICHI-JUU, NANA-JUU
18 じゅうはち JUU-HACHI	80 はちじゅう HACHI-JUU
19 じゅうく, じゅうきゅう JUU-KU, JUU-KYUU	90 きゅうじゅう KYUU-JUU
	100 ひゃく HYAKU



2. それ
SORE
that one

Refers to something
near the listener.



3. あれ
ARE
that one over there

Refers to something distant
from both speaker and listener.

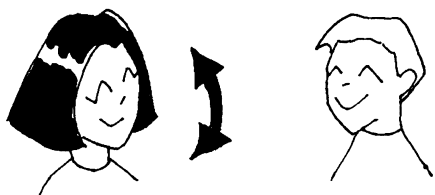


4. はい, ええ
HAI, EE
Yes

ええ EE is less formal
than はい HAI.



5. いいえ
IIE
No



6. はい、そうです。

HAI, SOO DESU.

Yes, it is.

Expression of agreement. Used as a response.



7. いいえ、そうではありません。

IIE, SOO DEWA ARIMASEN.

or いいえ、そうじゃありません。

IIE, SOO JA ARIMASEN.

Expression of disagreement. Used as a response.

【*オプショナルたんご: Optional Vocabulary】

1.*Page numbers

page 1	いっページ	ip-peeji
2	にページ	ni-peeji
3	さんページ	san-peeji
4	よんページ	yon-peeji
5	ごページ	go-peeji
6	ろっページ	rop-peeji
7	ななページ	nana-peeji
8	はっページ	hap-peeji
9	きゅうページ	kyuu-peeji
10	じ(ゆ)っページ	jup-peeji, jip-peeji
page 11	じゅういっページ	juu-ip-peeji
.		
.		
page 20	にじ(ゆ)っページ	ni-jup-peeji, ni-jip-peeji
.		
what page?	なんページ	nan-peeji?

【ぶんぽう: Grammar】

A. これ／それ／あれは ～です。

This / That / That one over there is ~.

KORE / SORE / ARE WA ~ DESU.

これ KORE refers to something near the speaker. それ SORE refers to something near the listener. あれ ARE refers to something distant from both speaker and listener. これ KORE, それ SORE, あれ ARE cannot be used for people except for people in pictures and photos.

1. Teacher: 「これは なんですか。」
KORE WA NAN DESU KA.

What is this?

Student: 「それは うです。」
SORE WA U DESU.

That is U.

2. Teacher: 「あれは なんですか。」
ARE WA NAN DESU KA.

What is that one over there?

Student: 「あれは かです。」
ARE WA KA DESU.

That is KA.

B. Noun 1 は Noun 2 ですか。

Is Noun 1 = Noun 2?

Noun 1 WA Noun 2 DESU KA.

When the sentence ending particle か KA is added to a statement, a question is formed.

1. 「これは おですか。」
KORE WA O DESU KA.

Is this O?

「はい、そうです。」
HAI, SOO DESU.

Yes, it is.

「いいえ、そうではありません。」
IIE, SOO DEWA ARIMASEN.

No, it is not.

【●ぶんかノート: Cultural Notes】

Japanese Good Luck and Bad Luck Numbers

In the Japanese culture, certain numbers are considered "bad luck" or "good luck," much like the number 13 is considered bad luck in Western culture. The "bad luck" numbers in Japanese are 4 (し SHI) and 9 (く KU). し SHI can also mean death, while く KU suggests suffering. Eight is considered good luck because of the mountain-like shape of the *kanji* character for eight (八).

Mountains are regarded with reverence in Japan. Also, the character 八 resembles a fan shape, which is considered lucky because it suggests spreading out, growing and increasing, as in mounting good fortune.

【👤👧アクティビティー: Activities】

A. Pair Work

Count from 1 to 100.

1 か

B. Class Work

Your teacher will write numbers from 1 to 100 at random on the board. Students will read them aloud.

C. Class Work

Let's play a Bingo game with the numbers 1 to 100. Fill in each block with any number you like from 10 to 100. One student randomly reads a number from 1 to 100. The other students circle the number being read until they have Bingo. Say できました DEKIMASHITA "I made it" when you have a Bingo.

で	き	ま	し	た
		☆		

で	き	ま	し	た
		☆		

D. Group Work - 3 Students

Form groups of 3. One student reads page numbers, while the other two race to see who can find the correct page more quickly. Keep track of points. Take turns so that each student will have a chance to be the page caller.

Name Points →

○ = Won X = Lost

E. ひらがな Pair Work

Spread a set of your *hiragana* flash cards on your desk, on your partner's desk and somewhere far from both of you. Ask each other what each card is. Use これKORE, それSORE, あれARE in both questions and answers.

1 かー 7: WEATHER EXPRESSIONS

【Expressions】



1. あついですねえ。

ATSUI DESU NEE.

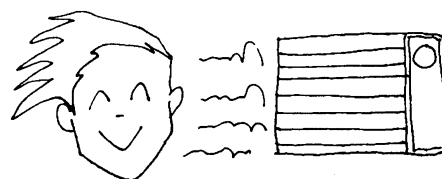
It's hot!



2. さむいですねえ。

SAMUI DESU NEE.

It's cold!



3. すずしいですねえ。

SUZUSHII DESU NEE.

It is cool (temperature)!

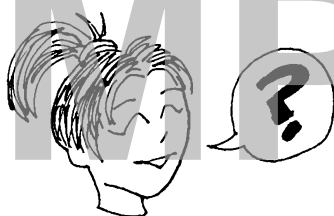


4. そうですねえ。

SOO DESU NEE.

Yes, it is!

Indicates strong agreement.



5. (お)げんきですか。

(O)GENKI DESU KA.

How are you? (lit. Are you fine?)

This expression is used only when one meets a person after not seeing him/her for several days or more.



6. はい、げんきです。

HAI, GENKI DESU.

Yes, I am fine.

Notice that the polite prefix "お O" is removed here, since the speaker is talking about himself.



7. むしあついですねえ。

MUSHIATSUI DESU NEE.

It's hot and humid!



8. いい(お)てんきですねえ。

II (O)TENKI DESU NEE.

The weather is nice!



9. あめですねえ。

AME DESU NEE.

It's raining (a lot)!

【*オプショナルたんご: Optional Vocabulary】



1.*いいえ、ぐあいが わるいです。

*IIE, GUAI GA WARUI DESU.

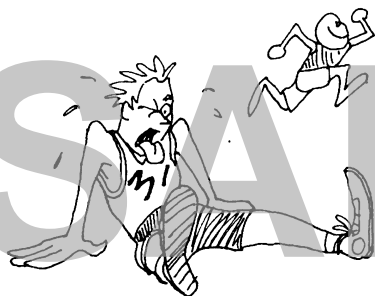
No, I feel sick.



2.*ねむいです。

*NEMUI DESU.

(I) am sleepy.



3.*つかれています。

*TSUKARETE IMASU.

(I) am tired.

【ぶんぽう : Grammar】

A. Sentence + ねえ。

NEE

The final particle ねえ NEE is used to express admiration, surprise, or exclamation.

1. あついですねえ。

It is hot!

ATSUI DESU NEE.

2. さむいですねえ。

It is cold!

SAMUI DESU NEE.

3. そうですねえ。

It is so!

SOO DESU NEE.

【ぶんかノート: Cultural Notes】

Why do Japanese people always discuss weather when they greet each other?

There are probably several explanations for this. First, Japanese do not like to get directly to the point when speaking with one another. Talking about the weather is a "safe" common ground from which to start a conversation. Another reason is the Japanese respect for nature. The native "religion" of Japan is *Shinto*, which among other things can be described as a form of nature worship. Japan has historically been very susceptible to the whims of nature, and the Japanese, especially in the past, felt a strong sense of awe and respect for natural phenomena. This "oneness" with nature is reflected even in everyday interactions such as greetings. Think of other ways in which nature plays a part in the Japanese lifestyle and culture.

【アクティビティー: Activities】

A. Pair Work

In the following scenarios, address the person involved, greet him/her properly, talk about the weather and ask how he/she is.

1. You enter the Japanese classroom in the morning. Your teacher is there. The room is very cold.
2. You meet your neighbor. It is morning and it is cool.
3. You meet your friend in the afternoon. It is a hot day.
4. You meet your Japanese friend Mari in the morning. It is cold.
5. You have not seen your teacher since the day before the weekend. Ask how he/she is.

JAPANESE CULTURE 1: WHERE IS JAPAN?

1. Where is Japan? Find Japan on the world map or on the globe.

2. What does Japan look like? Draw a simple map of Japan here.



3. What is the capital of Japan? Where is the capital of Japan? Mark the capital on the map you drew above.

4. How big is Japan compared to your state? Circle the correct answer.

Japan is (bigger than, about the same size as, smaller than) the state I live in now.

5. Which U.S. state is about the same size as Japan? Circle the correct answer.

(California, New Jersey, Florida)

6. What is the approximate population of Japan? What is the approximate population of the U.S.?
Circle the correct answer.

Japan (100 million, 200 million, 300 million, 400 million, 500 million)

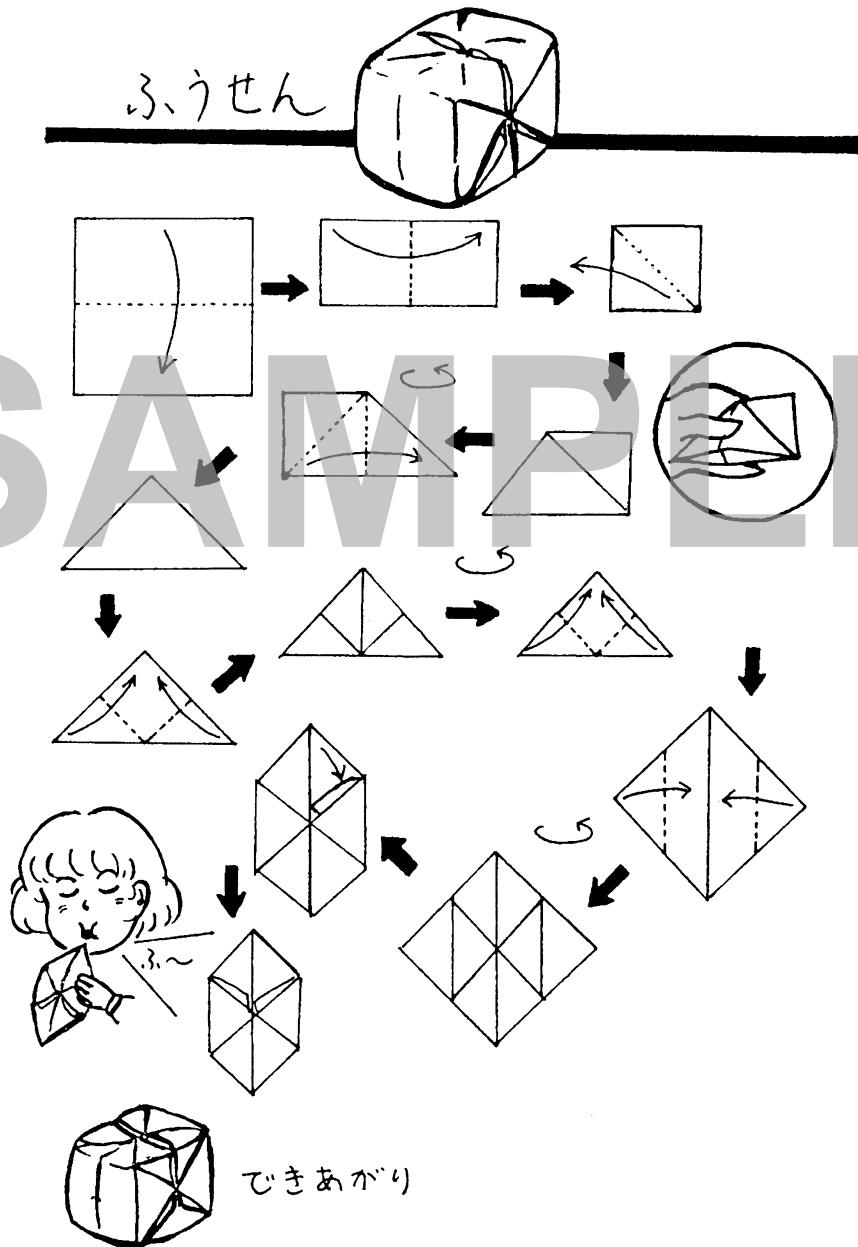
U.S. (100 million, 200 million, 300 million, 400 million, 500 million)

7. What natural disasters are common in Japan? Circle the correct answer.

(typhoons, earthquakes, tsunamis, volcanic eruptions, floods)

FUN CORNER 1: ORIGAMI-BALLOON

おりがみ ORIGAMI means "folding paper". おり ORI is from the verb おります ORIMASU which means "to fold." がみ GAMI is from the word かみ KAMI which means "paper." *Origami* is a Japanese traditional craft which both adults and children enjoy. Enjoy folding *origami* such as animals, flowers, furniture, toys, etc.!



【👤👤 アクティビティー: Activities】

1. Count in Japanese how many times you can bounce an *origami* balloon in the air.
2. Count in Japanese how many times you can bounce an *origami* balloon in the air with your partner.



By the end of this lesson, you will be able to communicate the information below in the given situations.

【1-2 タスク 1】

Ask your teacher to give you another worksheet. The teacher scolds you and tells you where it is. You thank him/her.

【1-2 タスク 2】

You lost (なくしました NAKUSHIMASHITA) your cap and bag. Go to the lost and found counter and tell the person in charge which one is yours.

【1-2 タスク 3】

You are sitting at the back of the Japanese classroom. The teacher points to some small characters on the board and asks you if you can see them and what they are. The teacher then speaks softly and asks if you can hear what he/she says.

【1-2 タスク 4】

You are getting help from a Japanese exchange student. You want to know the Japanese words for things around you. Point to things here and there and ask how to say them in Japanese. The Japanese student answers too quickly. Ask him/her to slow down and repeat the words. Then thank him/her for the help.