

アドベンチャー日本語  
**Adventures in Japanese**

Japanese Language High School Textbook  
4th Edition

Teacher's Guide to Go, Volume 1

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# Adventures in japanese 1

アドベンチャー日本語

## Teacher's Guide to Go

4TH EDITION

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Junko Ady & Jan Asato



CHENG & TSUI COMPANY

Boston

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# Teacher's Guide to Go

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|--|--|--|--|
| <b>Introduction</b>  |  |  |  |
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| <b>1か こんにちは Hello!</b>   |  |  |  |
| In this lesson you will learn to: introduce yourself; recognize the Japanese sound system; greet others at different times of the day; start and end class using Japanese; count to 100 and give phone numbers; express agreement and disagreement; talk about weather   | Basic Sentences: A is B.; Omitting Subjects or Topics; Question Particle か; Location Pronouns; Answering Yes/No Questions; Sentence-Ending Exclamation Particle ねえ | “I” ( <i>watashi</i> , <i>watakushi</i> , <i>boku</i> ); Good morning (formal and informal); hello, hi; good-bye; sensei; <i>san</i> ; “yes”; <i>kore</i> , sore, are; Classroom expressions; Numbers 1-10; “Excuse me, one more time please”; “Excuse me, slowly please”; “Please wait”; “Thank you”; “You are welcome”; Numbers 11-100; “Yes”, “No”, “Yes, it is”; Weather expressions | How to Bow; Family Names and Given Names; <i>Meishi</i> ; Formal Speech and Informal Speech; Polite Words; Greetings; Set Expressions and Greetings; Using Polite Expressions; Japanese Good Luck and Bad Luck Numbers; Discussing the Weather; Where is Japan?  |
| <b>2か にほんごの きょうしつ Japanese Classroom</b>   |  |  |  |
| In this lesson you will learn to: recognize and respond to classroom expressions in the affirmative and negative; identify and indicate the location of classroom objects belonging to you or your classmates; ask how to say something in Japanese; make requests; ask someone when their birthday is; tell someone the time and the date; read and write <i>hiragana</i> | Negative Verb Ending -ません; Possessive particle の; This/That—Pre-nominatives; Requests with Counters: ください; Giving Locations of Objects                             | Classroom Japanese; Classroom expressions; Classroom objects; <i>kono/sono/ano</i> + noun (this~/ that~/ that ~ over there); <i>anata</i> , <i>watashi-no</i> , <i>anata-no</i> (you, mine, yours); Counter for flat objects; counter for round or unclassified objects; Months; Days of the month; Days of the week; Hours  | Expectations in the Japanese Classroom; More Expectations in the Japanese Classroom; Japanese Word Order; Speaking to People of Higher Status; Japanese School Supplies; Japanese’s Evolving Word Order; Handing Over Objects in Japan; Counting from 1 to 10 on your Hand the Japanese Way; Japanese Counters; Let’s sing the Happy Birthday song in Japanese; Japanese Holidays and Festivals; Japanese Proverb 「みっかぼうず」; <i>Kanji</i> (Chinese characters) for Days of the Week; Writing Dates in Japanese; Origami-Balloon |

|  <b>Can-do Statements</b>   | <b>Grammar</b>   | <b>Vocabulary</b>   | <b>Culture and Language Notes</b>   | <b>Lesson Kanji</b>                           |
|--|--|---|---|---|
| <b>3か かぞく Family</b>   |  |   |   |   |
| In this lesson you will learn to: say your age, name of school, grade; introduce your family members (number of people, age, grade, job, nationality); ask about someone else's family (name, age, job); introduce a friend (name, age, grade, school) | Possessive and Descriptive Particle の; Noun Connector Particle と; Abbreviated Questions; Sentence Connector そして; Basic Negative Sentence: A is not B.; Inclusive Particle も; Basic Past Tense Sentences: A was B   | My family; Counters; “Is that so?”, “Is that true?”, “Really?”; Someone else's family; School (describing grades and students); Countries and nationalities; Jobs | “In-group” versus “Out-group”; Japanese <i>Aizuchi</i> ; Addressing Family Members in Japanese; The Structure of the Japanese School System; あなた <i>anata</i> ≠ You; Japanese Nationality versus Ethnicity; Describing Occupations; Family      | 一, 二, 三, 四, 五, 日;<br>For recognition only: 名前 |
| <b>4か まいにち Everyday Life</b>   |  |   |   |   |
| In this lesson you will learn to: ask what languages someone speaks; say where you do an activity; discuss what you do everyday; discuss what you did in the past; discuss food and meals; describe doing an action with someone                       | Direct Object Particle を; Location Particle で; Adverbs; Sentence Connector でも; Answering Yes/No Questions Without です; Emphatic Particle は in Negative Sentences; General Time Words Without Particles; Specific Time Particle に; Occasion/Meal Particle に; Past Tense Verb Endings ました and ませんでした; Didn't ~ Anything; “With” Particle と(いっしょに); Nominal Verbs; Means and Method Particle で | Languages; Food and drink; Times of the day; Breakfast, lunch, dinner; School (cafeteria, library, etc.); Action verbs; Technology and entertainment              | Speaking Respectfully; Verb <i>Masu</i> Form and the Dictionary Form; What do Japanese eat for breakfast?; Lunch and Dinner in Japan; Typical Japanese High School Student's School Day; Cram School; Making <i>Omusubi</i>                     | 六, 七, 八, 九, 十, 月;<br>For recognition only: 明日 |
| <b>5か しゅみ Hobbies</b>  |  |   |   |   |
| In this lesson you will learn to: share your hobbies; communicate your likes and dislikes (food, sports, colors); communicate your strengths and weaknesses; express the degree of your likes, dislikes, strengths and weaknesses                      | な adjectives; Basic Sentence Structure: A Likes B.; Question Word どんな; Contrasting Conjunction が; Emphatic Adverbs   | Hobbies; Likes and dislikes; More foods and beverages; Abilities and sports; Colors   | Sports in Japan; Seasonal Food and Drinks in Japan; Sukiyaki Song; Modesty in Japanese Culture; Karaoke; そんなことはありません; Colors in Japanese Culture; The Japanese Flag; A Japanese Proverb 「十にんといろ」; The Many Meanings of あお; Education and School | 火, 水, 木, 金, 土, 本;<br>For recognition only: 曜  |

|  <b>Can-do Statements</b>   | <b>Grammar</b>  | <b>Vocabulary</b>  | <b>Culture and Language Notes</b>  | <b>Lesson Kanji</b>                               |
|--|---|--|--|---|
| <b>6か とくちょう Characteristics</b>  |   |  |  |   |
| In this lesson you will learn to: identify body parts in Japanese; describe physical characteristics of yourself and others; describe your own personality and those of others   | Describing Physical Characteristics; い Adjective Conjugation; Expressions using body part words; Colors; Sentence Connector <i>それとも</i> ; Sentence Ending Particles; Adjective Conjugation Review   | Body parts; Height, heart, voice; Quality, appearance; Color adjectives; Describing physical appearance (affirmative and negative, i-adj.); Describing appearance/state (affirmative and negative form)                  | Expressions with the Body; Singular/Plural Nouns; Changing Styles and Conceptions of Beauty in Japan; <i>はながたかい</i> ; <i>スマート</i> and “smart”; “Grey Hair” and “White Hair” in Japan; Why are <i>すもうとり</i> so heavy?; <i>Kawaii</i> Culture in Japan; <i>ぞうさん</i> Elephants  | 口, 目, 耳, 手, 父, 母;<br>For recognition only: 上手, 下手 |
| <b>7か 土曜日 Saturday</b>   |   |  |  |   |
| In this lesson you will learn to: tell someone the time in hours and minutes; describe your daily schedule; tell how you commute to and from school; invite someone to do an activity; suggest doing a certain activity; negotiate day and/or time of an activity; accept/decline an invitation; give details of a trip you have taken | Suggestion Verb Ending <i>-ましょう</i> ; Invitation Verb Ending <i>-ませんか</i> ; Direction Verbs; Directional Particles <i>へ/に</i> ; Event Directional Particle <i>に</i> ; Sentence Connector <i>それから</i> ; Transportation Mode Particle <i>で</i> ; Subject Particle <i>が</i> ; Nominal Verbs; Alternate Translations of <i>します</i> ; <i>どこへも</i> - Anywhere/nowhere; “From” and “To” Prepositions <i>から</i> and <i>まで</i> | Minutes; Other expressions of time; Direction Verbs; Transportation; Weekend activities/destinations; Traveling  | Punctuality in Japan; 24-Hour time versus 12-hour time; Commuting in Japan; Use of <i>いきます</i> and <i>きます</i> ; What is a <i>しんかんせん</i> ?; Japanese cars drive on the left side of the road; Japanese Taxis; Japanese Weekends; Popular travel destinations in Japan; New Year’s and <i>Oshoogatsu</i>   | 分, 行, 来, 車, 山, 川;<br>For recognition only: 時      |
| <b>8か 学校 School</b>  |   |  |  |   |
| In this lesson you will learn to: ask where certain objects or people are; describe where certain objects or people are; describe your school; describe your house; describe your room   | Existence Verbs; Using <i>です</i> in Place of Existence Verbs; Verbs of Existence and Subject Particle <i>が</i> ; Polite Suggestions Verb <i>-ましょうか</i> ; Emphasizing Counters; Emphasizing Subjects   | “there is” / “there are” (verbs of existence); Pets; Male, female, child, people; Measure words; Buildings, places in a school; Describing aspects (affirmative and negative forms); House and bedroom descriptors/parts | Japanese Classrooms; Japanese Conversational Strategy; 男 and 女; <i>ぶしゅ</i> (Radicals) in Kanji; <i>トイレ</i> versus ( <i>お</i> ) <i>て</i> <i>あらい</i> ; <i>かれ</i> and <i>かのじよ</i> ; Four Seasons in Japan; School Uniforms; A Japanese Proverb 「かえるのこはかえる」; Japanese Animal Sounds; A Japanese Proverb 「ねこにこばん」; A Japanese Proverb 「さるも木からおちる」; <i>かるた</i> | 人, 子, 女, 好, 田, 男;<br>For recognition only: 私      |



|  <b>Can-do Statements</b>   | <b>Grammar</b>   | <b>Vocabulary</b>  | <b>Culture and Language Notes</b>   | <b>Lesson Kanji</b>   |
|--|--|--|---|---|
| <b>9か</b> <b>かもく School Subjects</b>   |  |  |   |   |
| <p>In this lesson you will learn to: share information about your classes; describe your classes and teachers; communicate reasons why you are happy or sad; name what tangible objects you want; communicate about what activities you do after school</p>  | <p>Using <b>あります</b> as “to have”; Causation Sentence Connector <b>から</b>; Review: <b>い</b> Adjective Conjugation; Verb <b>ほしい</b> “To Want” Something; Adjectives of Quantity <b>おおい</b> and <b>すくない</b>; Listing Nouns with <b>や</b></p>                                   | <p>School subjects; Adjectives to describe classes; Expressing happiness, disappointment; Time—Next/Last/This/Every Week/ Year; After-school activities</p>  | <p>The Homeroom Teacher in Japanese Schools; Foreign Language Education in Japanese Schools; University Admissions in Japan; Sports in Japanese Schools; After-School Activities in Japan; Japanese Holidays</p>                                      | <p>先, 生, 今, 毎, 年, 休;<br/>For recognition only: 生徒, 来 (らい)</p> |
| <b>10か</b> <b>おげんきですか How are you?</b>   |  |  |   |   |
| <p>In this lesson you will learn to: ask about a friend’s health; communicate that you are not well; recommend remedies to a friend; ask a friend what he/she wants to do; talk about activities you want to do and do not want to do; ask about a sports event; describe sports events and teams</p>                            | <p>Verb <b>たい</b> Form; <b>い</b> Adjectives Modifying Nouns; <b>な</b> Adjectives Modifying Nouns; Review of <b>な</b> Adjectives; Using Location Particle <b>で</b> with Existence Verbs</p>   | <p>Illness; Absence; Times of day; Winning, losing; Seasons; Next/this/last month; Before/after; Meeting/doing activities</p>  | <p>Japanese Medical Care; Polite Requests in Japanese; A Japanese Proverb 「ばかりにつけるくすりはない」; <b>じゃんけんぽん</b> Game; <b>すもう</b>; はる休み, なつ休み, and ふゆ休み in Japan; High School and College Sports in Japan; Origami Cranes</p>                                | <p>大, 小, 中, 早, 学, 校;<br/>For recognition only: 高校</p>         |
| <b>11か</b> <b>かimoto Shopping</b>  |  |  |   |   |
| <p>In this lesson you will learn to: make requests; ask for permission; suggest items to purchase; ask about prices in Japanese yen</p>  | <p>Verb TE Form; Group 1 Verbs; Group 2 Verbs; Group 3 or Irregular verbs; Verb TE form <b>ください</b>; Noun Connector <b>か</b>; TE Form Verbs in Permission Questions; Summary of Adjectives and Noun Modifiers; Adjectives and Pronouns; Summary of Pronouns</p>              | <p>“Please” + action, requests; Clothes, shoes; Stores; Prices, buying; Cheap, expensive, delicious, unappetizing, terrific, wonderful adjectives</p>  | <p>Service in Japanese Stores; What is a <b>きっさてん</b>?; <b>パンツ</b> or <b>ズボン</b>?; Japanese Currency; Persons featured on Japanese Currency; Compliments in Japan; Cost of Living in Japan</p>  | <p>白, 百, 千, 万, 円, 見;<br/>For recognition only: 犬, 太</p>       |
| <b>12か</b> <b>ランチタイム Lunch Time</b>  |  |  |   |   |
| <p>In this lesson you will learn to: order food at a fast food restaurant; use appropriate Japanese expressions when eating a meal; offer food and drinks or ask for more; communicate whether you have completed an activity or not; describe things using multiple adjectives; relate a sequence of events in one sentence</p> | <p><b>もう</b> and <b>まだ</b> Adverbs; Conjoining <b>な</b> Adjective-Ending Sentences; Totalizer <b>で</b>; Means Particle <b>で</b>; Conjoining <b>い</b> Adjective-Ending Sentences; Conjoining Verb-ending Sentences with the Verb TE Form; Summary of Conjoining Sentences</p> | <p>Hungry, thirsty; Expressions of time; Food and drink; Drink sizes; Eating utensils, plates, dishes, cups; “cupful”, “glassful”, “bowlful”, “spoonful” counters; Having a meal; Saying goodbye</p> | <p>Fast Food in Japan; Japanese Lunches; U.S. versus Japanese sizes; How to hold chopsticks (はし); Eating Japanese Noodles (はし); Eating Japanese Noodles; <b>いただきます</b> and <b>ごちそうさま</b>; <b>しょうゆ</b> and <b>みそ</b>; Cooking <b>おもち</b> Rice Cake</p> | <p>天, 牛, 良, 食, 言, 語;<br/>For recognition only: 何, 一杯</p>      |



# Correlation to the ACTFL World-Readiness Standards for Learning Languages

## GOAL ONE: COMMUNICATION

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

| <b>Standard 1.1</b><br><b>Interpersonal Communication</b>  | <b>Standard 1.2</b><br><b>Interpretive Communication</b>   | <b>Standard 1.3</b><br><b>Presentational Communication</b>   |
|--|--|--|
| Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.   | Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.   | Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.                  |
| <b>Textbook pages</b>  | <b>Textbook pages</b>  | <b>Textbook pages</b>  |
| 23, 25, 26, 30, 34, 40, 44, 46, 47, 54, 57, 63, 65, 68, 71, 73, 75, 77, 78, 79, 87, 94, 100, 101, 104, 108, 109, 110, 111, 123, 128, 136, 142, 147, 148, 149, 161, 168, 173, 174, 176, 178, 182, 183, 184, 185, 194, 200, 204, 208, 209, 215, 216, 217, 223, 226, 227, 233, 239, 245, 250, 252, 253, 262, 269, 275, 277, 278, 283, 284, 285, 293, 294, 297, 298, 304, 309, 310, 314, 315, 316, 317, 324, 329, 333, 336, 338, 339, 343, 344, 345, 357, 360, 362, 363, 370, 371, 374, 375, 376, 377, 385, 391, 395, 396, 398, 401, 405, 406, 407 | 20, 21, 22, 25, 28, 29, 30, 32, 34, 38, 39, 43, 44, 45, 52, 53, 56, 57, 61, 62, 67, 71, 75, 83, 85, 86, 90, 91, 92, 93, 95, 97, 98, 99, 101, 105, 108, 109, 117, 119, 120, 121, 122, 123, 124, 126, 127, 129, 131, 132, 133, 134, 136, 137, 139, 140, 141, 142, 143, 145, 146, 157, 160, 161, 162, 164, 165, 166, 169, 171, 172, 173, 175, 176, 177, 179, 181, 183, 189, 191, 192, 194, 195, 196, 198, 199, 201, 202, 203, 205, 206, 207, 208, 209, 210, 212, 213, 214, 221, 223, 224, 225, 228, 229, 230, 231, 232, 234, 236, 237, 240, 241, 243, 244, 246, 248, 249, 250, 251, 257, 259, 260, 261, 262, 263, 265, 266, 267, 270, 271, 273, 275, 276, 277, 279, 280, 281, 282, 289, 291, 292, 295, 296, 298, 299, 301, 302, 303, 305, 306, 308, 311, 312, 313, 315, 321, 323, 324, 327, 328, 330, 331, 332, 334, 336, 337, 340, 341, 342, 349, 352, 353, 354, 355, 356, 358, 360, 361, 346, 366, 367, 372, 373, 381, 383, 384, 386, 388, 389, 390, 391, 392, 394, 395, 396, 397, 398, 399, 401, 402, 403, 404 | 23, 26, 30, 45, 53, 57, 59, 60, 67, 72, 76, 87, 88, 94, 103, 104, 109, 112, 127, 135, 136, 141, 146, 147, 160, 173, 178, 182, 183, 186, 225, 244, 254, 275, 278, 282, 298, 304, 309, 318, 329, 333, 337, 362, 363, 374, 385, 405 |

## GOAL TWO: CULTURES

Interact with cultural competence and understanding

| Standard 2.1<br>Relating Cultural Practices to Perspectives  | Standard 2.2<br>Relating Cultural Products to Perspectives  |
|--|---|
| Learners use Japanese to investigate, explain, and reflect on the relationship between the practices and perspectives of Japanese culture. | Learners use Japanese to investigate, explain, and reflect on the relationship between the products and perspectives of Japanese culture.         |
| Textbook pages   | Textbook pages  |
| 22, 23, 25, 26, 30, 33, 43, 53, 57, 62, 67, 76, 87, 94, 99, 108, 112, 122, 141, 146, 173, 199, 225, 244, 293, 309, 314, 374, 400           | 62, 72, 80, 127, 135, 160, 167, 178, 182, 208, 215, 232, 238, 249, 254, 268, 278, 286, 304, 318, 332, 333, 357, 362, 370, 378, 385, 395, 405, 408 |

## GOAL THREE: CONNECTIONS

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

| Standard 3.1<br>Making Connections   | Standard 3.2<br>Acquiring Information and Diverse Perspectives  |
|--|---|
| Learners build, reinforce, and expand their knowledge of other disciplines while using Japanese to develop critical thinking and to solve problems creatively. | Learners access and evaluate information and diverse perspectives that are available through the Japanese language and culture. |
| Textbook pages   | Textbook pages  |
| 45, 48, 104, 147, 150, 183, 186, 204, 254, 318, 343, 346, 378, 408   | 58, 57, 72, 99, 103, 108, 112, 141, 167, 182, 186, 199, 215, 274, 293, 318  |

## GOAL FOUR: COMPARISONS

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

| Standard 4.1<br>Language Comparisons   | Standard 4.2<br>Cultural Comparisons  |
|--|---|
| Learners use Japanese to investigate, explain, and reflect on the nature of language through comparisons of Japanese and their own language. | Learners use Japanese to investigate, explain, and reflect on the concept of culture through comparisons of Japanese culture and their own culture. |
| Textbook pages   | Textbook pages  |
| 26, 39, 59, 63, 68, 76, 87, 193, 203, 282, 329, 374  | 26, 30, 39, 43, 53, 57, 67, 103, 108, 112, 127, 135, 186, 199, 238, 244, 254, 293, 297, 304, 309, 314, 318, 323, 337, 357, 385, 390, 400, 405       |

## GOAL FIVE: COMMUNITIES

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

| Standard 5.1<br>School and Global Communities   | Standard 5.2<br>Lifelong Learning  |
|---|--|
| Learners use Japanese both within and beyond the classroom to interact and collaborate in their community and the globalized world. | Learners set goals and reflect on their progress in using Japanese for enjoyment, enrichment, and advancement. |
| Textbook pages  | Textbook pages   |
| 112, 146, 178, 254, 278   | 80, 88, 150, 154, 160, 167, 178, 215, 218, 249, 254, 286, 309, 332, 333, 342, 346, 362, 408                    |

# How Adventures in Japanese Works

The primary focus of *Adventures in Japanese* is the student. All lessons and activities are written with the needs of the Japanese language student in mind. In Volume 1, we aim for our students to be able to communicate comfortably in all modes--interpretive, interpersonal, and presentational. We expect beginning students to successfully and enjoyably communicate about matters that are closest to themselves, their families, and their friends in their own familiar surroundings. Throughout, they are introduced to Japanese culture as a source of comparison and contrast to their native language and culture. In the process, we hope to cultivate students who will be responsible, global-minded participants of our society.

## Lesson Objectives

**CAN-DO STATEMENTS** Each lesson begins with a set of Can-Do Statements that preview what students will learn. It is essential that students and teachers take the time to understand the goals and expectations for the lesson. These goals are directly tied to the formative and summative assessments that students are expected to complete as they progress through the lesson. The lesson ends with a checklist of Now I Can... statements that provide students with benchmarks so they can measure their own progress throughout the year.

**PERFORMANCE EXPECTATIONS** The Lesson Organizers in the Teacher's Guide to Go include a set of Performance Expectations for each lesson. These can be used by teachers as summative oral assessments for the lesson.

## Hiragana/Katakana/Kanji

Early introduction of the three writing systems is encouraged. Students should immediately experience reading and writing in an authentic context with limited interference from romanized forms. *Hiragana* should be introduced as early as possible. Using the introductory lesson, teachers may choose to acquaint students with *hiragana* and *katakana* immediately after beginning Lesson 1. In the updated text, *romaji* is removed from *hiragana* words in grammar exercises and readings in Lesson 4, and from all *hiragana* words in Lesson 5. At this point, students should already feel

fairly at ease with reading *hiragana*, though they may not be able to write *hiragana* as freely. We suggest assigning the *Hiragana* section of the workbook throughout Lessons 1 and 2 as homework to achieve this goal.

**KATAKANA** will be accompanied by *romaji* through Lesson 8, and may be introduced at any point prior through the *Katakana* sections in the Introduction Lesson and the workbook.

**KANJI** is formally introduced in Lesson 3, although teachers may choose to introduce it earlier or later. Key *kanji* appears in vocabulary starting in Lesson 1 in order to expose students early, but it is not required to be mastered at that point. At the beginning stages, teachers are expected to carefully explain the formation of *kanji* and demonstrate the correct writing of *kanji* in class. The workbook provides space for practicing writing and exercises for reinforcing comprehension of different *kanji* readings. The workbook provides space for practicing writing and exercises for reinforcing comprehension of different *kanji* readings. We suggest teaching *kanji* at the beginning of each lesson so that they can be reinforced throughout the new lesson.

## Dialogues and Narratives

Dialogues or narratives that appear at the beginning of each sub-lesson provide a context for all of the new linguistic material in that lesson. In Volume 1, the conversation is mainly between Ken and Emi as they

learn about each other and their respective families. As the lessons progress, they engage in activities familiar to teenagers and express their thoughts and feelings about their encounters. The first dialogue of every lesson is done in *manga* style, complete with *kanji* and *furigana* in the conversation bubbles. This provides a visual context for the rest of the dialogues in the lesson. Until *romaji* is phased out in Lesson 5, all dialogues that appear in a lesson are shown at the end of that lesson in *kana* and in *romaji*.



## Vocabulary, Expressions, and Language in Context

The signature *Adventures in Japanese* illustrations that accompany each vocabulary item and expression heighten student interest and broaden opportunities for teachers to point out cultural nuances that the illustrations offer. Visual learners can use the images rather than the English translation as their primary method of learning vocabulary. The vocabulary has been selected carefully, based on high usage among high school students and their appropriateness to the context of each lesson. Expressions commonly used by Japanese, such as “*Ganbatte!*” and traditional expressions of greeting, continue to abound. We encourage the proper use of these expressions along with appropriate body language, modeled by the teacher and the illustrations.

Language in Context activities help students understand a special function of vocabulary usage or review familiar grammar with new vocabulary. Customizable slideshows of the vocabulary and illustrations are also available as part of the Teacher’s Guide to Go.



## Sentence Patterns and Grammar

As in previous editions, sentence patterns are introduced from simple to more complex. A simple activity encourages students to find the sentence patterns in the dialogue to understand how they are used in context. Although a few minor changes have been made to this new edition, the presentation of grammar remains basically the same. A quick “at a glance” summary of sentence structures for each sub-lesson appears immediately after each dialogue, and detailed grammatical explanations follow later with abundant examples from which students can study on their own. New to this edition are the grammar practice activities that follow each presentation. Teachers will present their own examples when introducing the new structures as well. Our grammatical explanations are again kept intentionally simple so that students will easily be able to understand them and use the new structures immediately.

**C Sentence Connector でも**  
 Sentence 1. **でも**, Sentence 2. [Sentence 1. However, Sentence 2.]  
*Demo*  
*でも demo* which means “however” is only used at the beginning of sentences.

**MODELS**

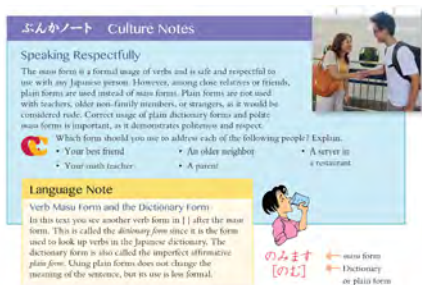
1. **これは** わたしのです。 **でも**, **それは** あなたのです。  
*Kore wa watashino desu. Demo, sono wa anata no desu.*  
 This is mine. However, that is yours.

2. **ははは** 日ほんごを **はな**します。 **でも**, **ちち**は **はな**しません。  
*Haha wa nihongo o hanashimasu. Demo, chichi wa hanashimasen.*  
 My mother speaks Japanese. However, my father does not speak it.

## Culture Notes

Culture is deeply entwined with language. *Adventures in Japanese* continues to pride itself on its rich array of cultural notes that connect to every dimension of Japanese life. With the new edition, however, students are not only introduced to many aspects of Japanese culture, but they are encouraged to be more thoughtful about the “whys” of culture, and compare and contrast them to their own. Following each Culture Note is an activity that checks for understanding while applying knowledge to tasks that use Common Core and ACTFL 21st Century Skills. They will have opportunities to explore, examine, think creatively and critically, and understand diverse cultural perspectives. Depending on skill levels, teachers may have students complete parts of these exercises in Japanese, or in English. They may also expand or shorten the activities based on the time available. Added color photos further enrich the

culture notes in the new edition. Language Notes often accompany the Culture Notes and point out some aspect of the Japanese language that is related to the information in the Culture Note. We are certain that Culture Notes will continue to be a favorite among students of *Adventures in Japanese!*



## Activities

New practice activities have been added throughout the student textbook. New grammar activities have been added after each grammar presentation. We've also increased the number of Communicative Activities. Communicative Activities engage students in real communication with their classmates and teachers using all of the new sentence structures in the lesson. Wherever possible, new and previous vocabulary use is also encouraged in these activities. Most activities are designed for pair work, though larger group activities and individual activities are also offered. Whereas grammar and workbook activities are primarily reading and writing centered, the Communicative Activities section of the textbook is mainly intended for interpersonal and interpretive oral and aural communication, with some Reading activities focusing on interpretive reading skills and interpersonal or presentational writing skills. Teachers are expected to assess students formatively as they monitor students practicing with these activities. Teachers are welcome to use the activities "as is" or modify them to better fit the needs of their students.

## Review

The review questions are now categorized by topic and appear in every lesson, but the questions have been grouped by lesson part to encourage student autonomy. Each group of questions includes a reference to the appropriate lesson content giving students the information they need to go back and study if they struggle with that section of the review. This section may be used as a self-test for students

or as a summative oral assessment after each lesson. Most of the questions are based on vocabulary, expressions, and sentence structures that appear in the lesson. Students are expected to prepare to ask and answer the questions with speed and accuracy with an assigned partner. Japanese equivalents of the questions are available on the audio that students can use to compare with their own questions. Following the Review Questions is the Now I Can... self-assessment checklist, which students should use to track their progress in achieving the goals set at the beginning of the term. Additionally, the special Text Chat section was created for students to practice interacting in simulated exchanges modeled on the text chat portion of the AP<sup>®</sup> Japanese Language and Culture Exam.

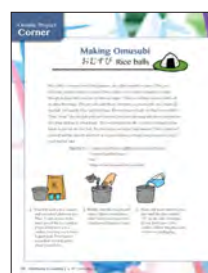
## Japanese Culture

In this re-designed section, students will engage in research, reflect on their own lives and compare and contrast aspects of culture and society. Completing these tasks will better equip them to function in diverse cultural and linguistic contexts as they learn to appreciate differences and universalities in cultural perspectives. Students may informally exchange their findings with their classmates in class or online, or choose to engage in the projects suggested in the Extend Your Learning corners that follow each Japanese Culture section. This corner promotes the practice of modern skills in media literacy, technology literacy, and information literacy.



## Project Corner

This enrichment corner allows students to experience Japanese culture through "hands-on" activities. Appearing in every other lesson in Volume 1, students will enjoy and appreciate bits of Japanese culture through several Japanese



products. For example, they will delight in folding origami, making and eating a delicious rice ball, or singing a favorite Japanese children's song, *Zoo-san!* These fun cultural products additionally reveal much about the perspectives of the Japanese, and classes should use these opportunities to discuss these products and their relationships to Japanese culture.



# まいにち Everyday Life

## Lesson 4 Organizer



### Can Do!

In this lesson you will learn to

- ask what languages someone speaks
- say where you do an activity
- discuss what you do every day
- discuss what you did in the past
- discuss food and meals
- describe doing an action with someone

### Performance Expectations

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

- You meet a student who has an international background. Ask what languages his/her family speaks and what they speak at home.
- In the morning, you meet a friend who doesn't look well. Greet your friend and ask how he/ she is and what he/she ate and drank last night.
- You meet a Japanese exchange student. Ask the student what the typical meals for breakfast, lunch, and dinner in Japan are. Describe typical meals in the U.S.

### Online Resources for Lesson 4

- Dialogue audio
- Pronunciation audio for vocabulary
- Language in Context audio
- Audio for grammar model sentences
- Answer audio to check Lesson 4 Review
- Workbook audio

<http://www.cheng-tsui.com/adventuresinjapanese>

- Vocabulary List
- Vocabulary Flashcards
- Kana and Kanji Flashcards
- Activity Worksheets



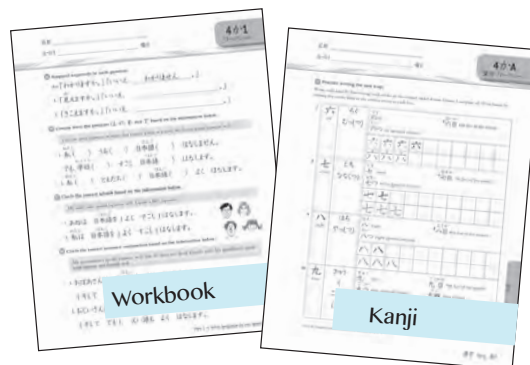
### Other Lesson Resources

#### Teacher

- Lesson Plan for 50-minute Class
- Audio Script
- Workbook Answer Keys
- Vocabulary PowerPoint Presentation
- Kanji PowerPoint Presentation
- Manga Dialogues (with and without text)
- Answers to Review Questions
- Vocabulary Quiz 4-1 and 4-2
- Vocabulary Quiz 4-3 to 4-5
- Kanji Quiz
- Lesson 4 Test

#### Student

Workbook pp. 19-30, 217-220



## Standards



### ACTFL World-Readiness Standards for Learning Languages

The following standards are covered in Lesson 4.

- |   |  |
|---|--|
| <b>1.1</b> Interpersonal Communication pp. 123, 128, 136, 142, 147, 148, 149  | <b>2.2</b> Relating Cultural Products to Perspectives pp. 127, 135 |
| <b>1.2</b> Interpretive Communication pp. 117, 119, 120, 121, 122, 123, 124, 126, 127, 129, 131, 132, 133, 134, 136, 137, 139, 140, 141, 142, 143, 145, 146 | <b>3.1</b> Making Connections pp. 147, 150                         |
| <b>1.3</b> Presentational Communication pp. 127, 135, 136, 141, 146, 147  | <b>3.2</b> Acquiring Information and Diverse Perspectives pp. 141  |
| <b>2.1</b> Relating Cultural Practices to Perspectives pp. 122, 141, 146  | <b>4.2</b> Cultural Comparisons pp. 127, 135                       |
|   | <b>5.1</b> School and Global Communities pp. 146                   |
|   | <b>5.2</b> Lifelong Learning pp. 150, 154                          |



### Common Core Activities

pp. 122, 146



### 21st Century Skills Activities

pp. 127, 135, 141

## Culture & Language Notes

### Culture Notes

- Speaking Respectfully, p. 122
- What do Japanese eat for breakfast?, p. 127
- Lunch and Dinner in Japan, p. 135
- Typical Japanese High School Student's Day (*Senpai, Koohai*)
- Cram School, p. 146

### Language Notes

Verb *Masu* Form and the Dictionary Form, p. 122

## Project Corner

Making *Omusubi* (Rice balls), pp. 150–151

## Vocabulary Topics

- Languages, pp. 118–119
- Food and drink, pp. 125–126, 130–131
- Times of the day, p. 130
- Breakfast, lunch, dinner, p. 130
- School (cafeteria, library, etc.), p. 138
- Action verbs, p. 138, p. 144
- Technology and entertainment, p. 138–139, 144–145



## Grammar Topics

- Direct Object Particle を, p. 119
- Location Particle で, p. 120
- Adverbs, p. 120
- Sentence Connector でも, p. 121
- Answering Yes/No Questions Without desu, p. 122
- Emphatic Particle は in Negative Sentences, p. 127
- General Time Words Without Particles, p. 132
- Specific Time Particle に, p. 132
- Occasion/Meal Particle に, p. 133
- Past Tense Verb Endings ました and ませんでした, p. 133
- Didn't ~ Anything, p. 134
- “With” Particle と(いっしょに), p. 139
- Nominal Verbs, p. 140
- Means and Method Particle で, p. 146

## Lesson Kanji

六, 七, 八, 九, 十, 月

For Recognition Only 明日

## Teaching Suggestions

### Differentiated Instruction

#### Advanced Level

Students write a “Culture Note” in Japanese about Western breakfasts, as if in an English textbook for Japanese students. Include one or two photos with captions in Japanese.

#### Heritage Learners

Students write a “Culture Note” in Japanese about “Westernized” Japanese lunches and dinners, as if in an English textbook for Japanese students. Include photos of typical “Westernized” Japanese meals with captions in Japanese.

## Assessment

### Formal Formative Assessments

Homework assignments  
Workbook pp. 19-28 and 217-220  
Research section  
Culture Project  
Lesson Quizzes after 4.2 and 4.5

### Informal Formative Assessments

Sentence Patterns pp. 118, 124, 129, 137, 143  
Language in Context pp. 119, 126, 131, 139, 145  
Grammar Practice Activities pp. 120-122, 127, 132-134, 140-141, 146  
Communicative Activities pp. 123, 128, 136, 142, 147

### Summative Assessments

Text Chat page 149  
Listening assignment, Workbook pp. 29-30  
Oral exam (from Performance Expectations)  
Lesson Quizzes after 4.2 and 4.5  
Lesson 4 Exam

# Lesson 4 Sample Pacing Guide

## and Lesson Plans for 50-minute class

| Day           | Lesson 4  |   |  |   | Homework Options  |
|---------------|---|---|--|---|---|
| <b>Part 1</b> |   |   |  |   |   |
| 1             | Discuss Lesson theme and Can-do statements. Activate background knowledge (5 min.)    | Introduce the Lesson Kanji (15 min.)                | Read and listen to the dialogue (20 min.)            | Find the sentence patterns in the dialogue (10 min.)                                      | Kanji flashcards <a href="http://cheng-tsui.com/adventuresinjapanese">cheng-tsui.com/adventuresinjapanese</a><br>Kanji Writing Practice, <i>Workbook</i> p. 217 -218  |
| 2             | Check <i>kanji</i> writing homework (5 min.)  | Review different readings of <i>kanji</i> (15 min.) | Vocabulary and Language in Context (20 min.)         | Identify <i>kanji</i> readings in Dialogue, Vocabulary, and Language in Context (10 min.) | Kanji Readings Practice, <i>Workbook</i> p. 219<br>Vocabulary flashcards <a href="http://cheng-tsui.com/adventuresinjapanese">cheng-tsui.com/adventuresinjapanese</a> |
| 3             | Check homework and sentence pattern drill (5 min.)                                    | Review lesson <i>kanji</i> and readings (5 min.)    | Grammar and grammar activities (40 min.)             |   | Culture Note, Language Note, and Common Core Activity, <i>Textbook</i> p. 122   |
| 4             | Check homework (5 min.)   | Review grammar (10 min.)                            | Review vocabulary (10 min.)                          | Communicative Activities (25 min.)  | <i>Workbook</i> pp. 19-20<br>Vocabulary flashcards <a href="http://cheng-tsui.com/adventuresinjapanese">cheng-tsui.com/adventuresinjapanese</a>                       |
| <b>Part 2</b> |   |   |  |   |   |
| 5             | Introduce Breakfast Culture note and 21 <sup>st</sup> Century Skill Activity (5 min.) | Read and listen to the Dialogue (20 min.)           | Find the sentence patterns in the Dialogue (10 min.) | Vocabulary and Language in Context (20 min.)  | Vocabulary flashcards <a href="http://cheng-tsui.com/adventuresinjapanese">cheng-tsui.com/adventuresinjapanese</a>  |
| 6             | Sentence pattern drill (5 min.)   | Review <i>kanji</i> in Dialogue (5 min.)            | Grammar and grammar activities (15 min.)             | Communicative Activities (25 min.)  | <i>Workbook</i> pp. 21-22   |

| Day           | Lesson 4  |   |   |  | Homework Options  |
|---------------|---|---|---|--|---|
| <b>Part 3</b> |   |   |   |  |   |
| 7             | Vocabulary Quiz (4-1 and 4-2) (10 min.)             | Read and listen to the Dialogue (15 min.)     | Find the sentence patterns in the Dialogue (5 min)  | Vocabulary and Language in Context (20 min.)                     | Study for Kanji Quiz<br>Vocabulary flashcards <a href="http://cheng-tsui.com/adventuresinjapanese">cheng-tsui.com/adventuresinjapanese</a>                          |
| 8             | Kanji Quiz (10 min.)                                | Review vocabulary (5 min.)                    | Grammar and grammar activities (20 min.)  | Communicative Activities (15 min.)                               | <i>Workbook</i> pp. 23-24<br>Vocabulary flashcards <a href="http://cheng-tsui.com/adventuresinjapanese">cheng-tsui.com/adventuresinjapanese</a>                     |
| <b>Part 4</b> |   |   |   |  |   |
| 9             | Check homework (5 min.)                             | Introduce Culture Note and Activity (10 min.) | Read and listen to the Dialogue (20 min.)<br>Find the sentence patterns in the Dialogue (5 min) | Vocabulary (10 min.)   | Culture Note Activity, <i>Textbook</i> p. 141<br>Vocabulary flashcards <a href="http://cheng-tsui.com/adventuresinjapanese">cheng-tsui.com/adventuresinjapanese</a> |
| 10            | Review Vocabulary and Language in Context (10 min.) | Grammar and grammar activities (20 min.)      | Communicative Activities (20 min.)  |  | <i>Workbook</i> pp. 25-26   |
| <b>Part 5</b> |   |   |   |  |   |
| 11            | Check homework (5 min.)                             | Read and listen to the Dialogue (20 min.)     | Find the sentence patterns in the Dialogue (5 min)  | Vocabulary and Language in Context (20 min.)                     | Vocabulary flashcards <a href="http://cheng-tsui.com/adventuresinjapanese">cheng-tsui.com/adventuresinjapanese</a>  |
| 12            | Vocabulary Quiz (4-3 to 4-5) (10 min.)              | Grammar and grammar activities (10 min.)      | Culture notes and Common Core Activity (5 min.)   | Communicative Activities (15 min.)<br>Connect Activity (10 min.) | <i>Workbook</i> pp. 27-28<br>Practice Review Questions, <i>Textbook</i> pp. 148-149   |

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| Day                   | Lesson 4  |   |  |   | Homework Options      |
|-----------------------|---|---|--|---|-----------------------|
| <b>Lesson Wrap-Up</b> |   |   |  |   |                       |
| 13                    | Check homework<br><b>(5 min.)</b>                   | Listening Exercises,<br><i>Workbook</i> pp. 29-30<br><b>(30 min.)</b> | Review Questions and Text Chat<br><b>(15 min.)</b> | Review Can-do Statements<br><b>(5 min.)</b> | Study for Lesson Test |
| 14                    | Answer any last-minute questions<br><b>(5 min.)</b> | Lesson Test<br><b>(45 min.)</b>                                       |  |   |                       |

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SAMPLE