Adventures in Japanese

Japanese Language High School Text

4th Edition

Textbook, Volume 1

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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, your conversational skills.
3. To deepen your understanding of the Japanese people and culture through the study of the language and the many aspects of Japanese culture.
4. To encourage a rediscovery of your own language and culture through the study of Japanese language and culture.
5. To encourage the growth of culturally sensitive, globally aware, responsible world citizens.

These general goals align with the Japanese language national standards and create a foundation upon which to build should you choose to sit for the AP® Japanese Language and Culture exam. More concretely, these are areas that you can look forward to learning as you progress through Volume 1 of this textbook series. We hope you will enjoy learning Japanese and discover the excitement of exploring a new culture.

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 objects, 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, describe your physical ailments, and much more!

Can-Do Statements
Each lesson starts with a set of Can-Do Statements and two to three Performance Tasks that set the goals and expectations for the lesson. At the end of the semester, you will have an oral proficiency interview with your teacher based on these tasks. At the end of each lesson, you will also find a Now I Can... self-assessment checklist to help you determine if you have mastered all of the learning goals for that lesson.
Vocabulary and Language in Context
Vocabulary was also selected carefully. Basic vocabulary and vocabulary essential to discussing the topics 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 Additional Vocabulary section gives you extra vocabulary which you may want to use.

After the additional vocabulary, you will find a short Language in Context section, which uses the vocabulary and sentence patterns of the lesson in short reading activities without romaji. These sentences are models of real-life communication you can 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 recycle previously-learned structures throughout the text to provide opportunities for you to review them. On completing this text, you will have the grammatical capability to:

1. Describe actions and objects 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 and extend, accept, and decline invitations to do things
5. Make requests and ask for and grant permission to do things
6. Express your wants and preferences

Finally, we avoid using complicated grammatical terminology and have kept our explanations simple. Each grammar explanation is followed by model sentences with audio available, and practice exercises to help you master the grammar point.

Writing
At the end of Volume 1, you will have learned to write and correctly use hiragana and katakana, two of the basic Japanese writing systems. Your text provides romanization (English spellings of Japanese words) through Lesson 4. In Lesson 4, dialogues, vocabulary, and grammar explanations will use romanization, but the grammar exercises will stop. Thereafter, it is assumed that you will be able to read hiragana. Romanization is provided for katakana up through Lesson 8.

Kanji
In addition to hiragana and katakana, you will also learn to write 60 kanji. You will begin learning to write kanji in Lesson 3, and will learn approximately six kanji every lesson thereafter. All 60 kanji that you are expected to learn will appear in dialogues and vocabulary sections throughout the book with hiragana readings above them. Once you have finished a lesson, it is assumed you will know how to read and write the lesson kanji, and readings will no longer appear. Starting in Lesson 6, kanji used in each lesson will appear in grammar exercises and activities.

There are also additional kanji, called Recognition Kanji, beyond the 60 taught in Volume 1; these kanji are meant only to be read at this point, and you will learn to write them in later levels.
Culture
Understanding culture is essential to learning a language. We have thus included many cultural explanations in the form of Culture Notes. Each of these Culture Notes also contains an activity to help deepen your understanding of Japanese culture and compare and contrast it to your own culture. Lessons in culture can also be drawn from many of the illustrations and photos. In addition, Language Notes will help you understand elements of the Japanese language that may be very different from your own language, such as counters and word order.

Every other chapter also includes a Japanese Culture Corner which gives you a chance to further compare your culture with Japanese culture. You are encouraged to find answers through research by using various resources available to you, including the Internet, reading materials, or people from Japan!

Project Corner
Japanese culture includes many crafts and games. This text introduces origami (how to make a balloon, a box, a crane), songs (The Elephant), the making of rice balls and mochi, games (karuta, gomokunarabe), tongue twisters, and a Japanese folk tale (Rolling Musubi). More Project Corners are available on the companion website at cheng-tsui.com/adventuresinjapanese

Review Questions and Text Chat
After every lesson, there is a list of common questions related to the topics covered. You will ask your partner these questions in Japanese and your partner will answer you without looking at the textbook. You and your partner will take turns asking and responding. You should pay attention to speed, intonation, and pronunciation as these factors matter in communicating successfully and will be assessed by your teacher. You may also practice or check your answers using the audio. If you need to review, page numbers are provided to help you find the relevant material.

There is also an AP®-style Text Chat review activity. You will respond to text messages from Japanese students based on prompts, modeling a real-life text chat exchange on topics related to the lesson.

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!"
Ken and Emi are U.S. high school students learning Japanese. In *Adventures in Japanese Volume 1*, you will study Japanese with them, as they practice speaking the language with each other and learn about Japanese culture.

**KEN** Ken Smith is one of the main characters in the *Adventures in Japanese* series. In Volume 1, Ken is just starting to learn Japanese as a freshman at a U.S. high school. Ken is half Japanese from his mother, who speaks the language well, though his father does not.

Ken is an avid sports fan and athlete. He excels at several sports and also plays the guitar. Ken is laid-back, but his kind and caring nature is obvious from his interactions with friends and family.

**EMI** Emi Taylor is the other main character of Volume 1. She and Ken meet on one of the first days of school as freshmen. Like Ken, Emi is a beginning student of Japanese. Her family is from the U.S., and she is the first in her family to learn a second language. Although Emi is not an athlete, she enjoys sports and loves to watch movies and read books.

As their freshman year progresses, Ken and Emi become good friends. They often have lunch together, celebrate birthdays, and attend other school activities with their friends—all as they practice Japanese.

**Meet the Rest of the Characters**
Throughout Volume 1, Ken and Emi will meet several people who help them learn Japanese.

**TANAKA-SENSEI** Ken and Emi’s Japanese teacher

**AKIKO** A Japanese student visiting America

**MR. ROBERTS & MR. JONES** The two owners of a local store who learned Japanese while living in Japan—students often practice speaking Japanese with them

**BEN** An older student that Ken knows from school—he is also learning Japanese, and works part-time at a local cafeteria

In *Adventures in Japanese Volume 2*, Ken and Emi will continue to learn about Japanese language and culture as they make many more friends including Mari, a Japanese exchange-student. In Volume 3, they will experience Japanese culture first-hand as they study abroad in Japan.
The following sections outline the ACTFL-World Readiness Standards for Learning Languages and other standards, and how activities in *Adventures in Japanese Volume 1* align with them. While this is not an exhaustive discussion, it will inform you, the teacher, about how standards may be met in Volume 1. A full Scope and Sequence, as well as supplemental materials including audio and other resources, is available on the companion website at cheng-tsui.com/adventuresinjapanese.

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

1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Students practice speaking with one another and the teacher on various topics, often in realistic Communicative Activities which require the exchange of authentic information, such as phone numbers, birthdays, or descriptions of people. Students are tested using review questions which require proficiency in asking and answering questions on a variety of topics, and engage in simulated written communication through Text Chat activities. Students ask for and give information, state preferences or opinions about food, clothing, prices, classes, gifts, family, times, etc.

1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. At this level, students listen regularly to audio exercises. They listen to and respond to questions from their teacher and classmates on a daily basis. They also gain reading skills through reading dialogues, e-mails from Japanese students, and authentic materials such as menus, weather maps, and posters.

1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Students have several opportunities at this level to do presentations. They include singing songs, such as *Zoo-san*, presenting short speeches as part of Culture Notes activities, and making longer presentations using multimedia in Extend Your Learning activities.

II. Cultures
Interact with cultural competence and understanding of Japan

2.1 Relating Cultural Practices to Perspectives. Learners use Japanese to investigate, explain, and reflect on the relationship between the practices and perspectives of Japanese culture. Culture 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* versus *ohayoo gozaimasu*. In addition, students learn many expressions and gestures commonly used by the Japanese, and show how 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 Relating Cultural Products to Perspectives. Learners use Japanese to investigate, explain, and reflect on the relationship between the products and perspectives of Japanese culture. As students use this volume, they will learn to prepare rice balls and mochi, fold origami, 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. Activities in the Culture Notes also encourage a deeper understanding of Japanese cultural practices and products.

III. Connections
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using Japanese to develop critical thinking and to solve problems creatively. Japanese Culture Corners at the end of every other lesson encourage students to research topics of Japanese Culture associated with a variety of fields including geography, sociology, and economics. Special “Connect” activities in each lesson also encourage students to use their knowledge of Japanese to answer questions involving other career-based disciplines. In addition, students learn about cooking (mochi and musubi), music (songs), art (origami), and math (numbers and computations).

3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through Japanese and its 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 Extend Your Learning corner, for which they must acquire information about a number of diverse topics.

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

4.1 Language Comparisons. Learners use Japanese to investigate, explain, and reflect on the nature of language through comparison of the Japanese language and their own. Language Notes teach students about differences between Japanese and their native language, and encourage them to make comparisons to their own language. For example, students will learn to differentiate between using ohayoo gozaimasu and ohayoo, and how they convey different levels of politeness not found in the English “Good morning.” Students learn that counting in Japanese means learning different counters (classifiers), depending on the physical nature of the objects being counted. 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 Cultural Comparisons. Learners use Japanese to investigate, explain, and reflect on the concept of culture through comparisons of Japanese culture and their own. Students receive a good dose of comparative culture by engaging in the Japanese Culture and Extend Your Learning projects that follow every other lesson. The Culture Notes and activities also provide information about Japanese culture while encouraging students students to compare it 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, and are encouraged to consider how each of these topics is perceived in their own culture. Other topics which offer ample points for comparison in the Culture Notes include lifestyles, holidays, foods, and sports.

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

5.1 School and Global Communities. Learners use Japanese both within and beyond the classroom to interact and collaborate in their community and the globalized world. 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. They may also use Japanese as they explain food preparation (mochi and musubi) or other activities (using chopsticks, origami, sumo, gomoku narabe) to their families.

5.2 Lifelong Learning. Learners set goals and reflect on their progress in using Japanese for enjoyment, enrichment, and advancement. In this volume, students engage in many activities that may lead to lifelong enjoyment and enrichment. They include games and crafts such as origami, making Japanese snacks, using chopsticks, paper sumo wrestling, gomoku narabe, and karuta. 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. Can-Do Statements and self-assessments also encourage students to set goals and reflect on their progress throughout their life.

Common Core State Standards
The Reading, Writing, Speaking and Listening, and Language skills acquired and practiced every day in the Japanese language classroom align with the Common Core Anchor Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Additional activities and questions with the Common Core icon encourage students to read texts closely; to write to explain, to persuade, and to convey experience; and to understand the purpose behind communication. Students will write narratives portraying the meaning of Japanese proverbs, draw comparisons about practices, products, and perspectives in U.S. and Japanese culture, and closely read Culture Notes for details and main ideas.

21st Century Skills
Adventures in Japanese encourages students to develop 21st Century Skills and achieve technology and media literacy through activities and research. These skills are emphasized in activities with the 21st Century Skills icon, and in special activities at the end of each Japanese Culture Corner. Students will research Japanese culture online, prepare multimedia presentations, and learn to critically view a variety of media.

We hope the preceding information has been helpful in providing you, the teacher, with ways in which Adventures in Japanese Volume 1 meets national language standards. The ultimate goal of the authors of this text, however, is one that supersedes meeting standards. It is our wish to nurture students who grow to love the language and culture of Japan and integrate it into their lives so they may eventually contribute to a more seamless relationship between our nations. We hope that with their appreciation for and understanding of language and culture, they will be better prepared to lead us into a more peaceful and harmonious world.
What’s New in the 4th Edition?

• New Full-color Design with Up-to-date Photos and Content
  – The new full-color design of Adventures in Japanese 4th Edition is easier to read and easier to navigate.
  – More photos bring Japanese culture to life.
  – Updated vocabulary reflects changes in technology and in Japanese society.

• More Practice
  – New grammar exercises have been added for each grammar point.
  – New authentic materials provide students with real-world reading practice.

• Improved Pacing
  – Now with 12 lessons instead of 16, pacing and instructional flow have been streamlined, making Adventures in Japanese easier to complete in one year.
  – New introductory lesson allows teachers to introduce hiragana, katakana, kanji, and pronunciation at whatever time best suits their class.

• Clear Expectations
  – Can Do statements and self-assessment checklists have been added to each lesson so objectives and expectations are clearly defined. Review Lessons are available for download on the companion website at cheng-tsui.com/adventuresinjapanese.

More Kanji
Additional instruction of over 60 kanji provides students with a stronger foundation for continued study and AP® exam preparation.

New Student Audio
New audio recordings for Vocabulary, Language in Context, Grammar models, review questions, audio activities, and Culture Notes are available for download from the companion website at cheng-tsui.com/adventuresinjapanese.

New Common Core Activities
Additional activities aligned with the Common Core State Standards (CCSS) for English and Language Arts are included throughout the textbook. Found with the Culture Notes, these activities encourage students to read critically and write narrative, informational, and persuasive responses.

21st Century Skills Activities
Students extend their learning about cultural topics by using technology to do research, create presentations, and improve their language skills and cultural competence. Students will also practice critical reading and writing skills aligned with the CCSS.

Connect activities
Students use Japanese to practice skills in other career-based disciplines, including math, statistics, science, and social studies.

Recycling
Recycling of key grammar structures and vocabulary is now clearly indicated.
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

Online Resources
cheng-tsui.com/adventuresinjapanese

- Audio
- Vocabulary Lists
- Vocabulary Flashcards
- Kana and Kanji Flashcards
- Activity Worksheets
In this lesson, you will learn more kanji for numbers and dates.

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Meaning</th>
<th>Readings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. 🥊</td>
<td>six</td>
<td>roku</td>
<td>six</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mu(t/k)</td>
<td>six (general things)</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
<td>6th day (of month)</td>
</tr>
<tr>
<td>8. 🦃</td>
<td>seven</td>
<td>shichi</td>
<td>seven</td>
</tr>
<tr>
<td></td>
<td></td>
<td>nana</td>
<td>seven (general things)</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
<td>7th day (of month)</td>
</tr>
<tr>
<td>9. 🎏</td>
<td>eight</td>
<td>hachi</td>
<td>eight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ya(t/k)</td>
<td>eight (general things)</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>*</td>
<td>8th day (of month)</td>
</tr>
<tr>
<td>10. 🌞</td>
<td>nine</td>
<td>kyuu</td>
<td>nine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kokono</td>
<td>nine (general things)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ku</td>
<td>September</td>
</tr>
<tr>
<td>11. 🌚</td>
<td>ten</td>
<td>jiuu</td>
<td>ten</td>
</tr>
<tr>
<td></td>
<td></td>
<td>too</td>
<td>ten (general objects)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*</td>
<td>10th day (of month)</td>
</tr>
<tr>
<td>12. 🌑</td>
<td>moon,</td>
<td>gatsu</td>
<td>January</td>
</tr>
<tr>
<td></td>
<td>month</td>
<td>getsu</td>
<td>Monday</td>
</tr>
</tbody>
</table>

* Indicates irregular readings of the kanji

WORKBOOK page 217

Recognition Kanji

ashita
明日
 tomorrow
What language does Ken’s mother speak? Does Ken speak the language at home?

Ken: お父さんとお母さんは日本語をはなしますか。

父: はなしません。

でも、母は日本語をよくはなします。

Ken: ベンさんはうちで日本語をはなしますか。

いいえ。
Sentence Patterns

**READ** Find these sentence patterns in the dialogue.

1. **Person** は \( \text{wa} \) **Place** で \( \text{de} \) **Language** を \( \text{o} \) はなします。  

2. **Sentence 1** でも、 **Sentence 2**  [Sentence 1. However, Sentence 2.]

Vocabulary

1. はなします [はなす]  
   *hanashimasu* [hanasu]  
   to speak, talk

2. にほんご  
   *nihongo*  
   Japanese

3. えいご  
   *eigo*  
   English

4. うち  
   *uchi*  
   house

5. ともだち  
   *tomodachi*  
   friend

6. ちゅうごくご  
   *chuugokugo*  
   Chinese language

7. かんこくご  
   *kankokugo*  
   Korean language

8. スペインご  
   *supeingo*  
   Spanish language

9. フランスご  
   *furansugo*  
   French language

10. アラビアご  
    *arabigo*  
    Arabic language

11. タイご  
    *taigo*  
    Thai language

12. なにご  
    *nanigo*  
    what language

13. (Place +) で  
    (Place +) \( \text{de} \)  
    at, in (a place)

14. よく  
    *yoku*  
    well, often

15. すこし  
    *sukoshi*  
    a little

16. ちょっと  
    *chotto*  
    a little; a tad  
    (More colloquial usage than すこし \( \text{sukoshi} \))
Additional Vocabulary

1. ドイツご  ドイツ語  doitsu go  German language
2. ポルトガルご  ポルトガル語  porotogaru go  Portuguese language
3. ラテンご  ラテン語  raten go  Latin language
4. ロシアご  ロシア語  roshia go  Russian language

ようしましょう  Language in Context

read/listen/speak  Read these sentences in Japanese. Say what languages you speak.

うちに  ちゅうごくごを はなします。
ここらは ともだちの みどりさんです。

ぶんぽう  Grammar

Particles

Direct Object Particle を
Object  +  を  (Object particle)

The particle を お immediately follows the direct object of a sentence.

1. 喜ばは  日ほんごを はなします。  My mother speaks Japanese.
    Haha wa nihongo o hanashimasu.

2. わたしは  ちゅうごくごを はなしません。  I do not speak Chinese.
    Watashi wa chungoku o hanashimasen.

3. すみません。  かみを ください。  Excuse me. Please give me some paper.
    Sumimasen. Kami o kudasai.
Location Particle で

Place + で + Action verb  at, in

de

The particle で de immediately follows the place word where the action of the sentence occurs.

1. わたしは うちで 日本語を はなします。
   Watashi wa uchi de nihongo o hanashimasu.
   I speak Japanese at home.

2. ぼくは がっこうで 英語を はなします。
   Boku wa gakkou de eigo o hanashimasu.
   I speak English at school.

READ/WRITE Write either the particle で or を in the ()

1. せんせいは にほんご (1) はなします。 わたしは うち (2) 英語 (3) はなします。
   せんせいは にほんご (1) はなします。 わたしは うち (2) 英語 (3) はなします。
   Obaasan wa nihongo (1) hanashimasu.  Watashi wa uchi (2) eigo (3) hanashimasu.

2. あねは スペイン語を すこし はなします。
   Ane wa supeingo o sukoshi hanashimasu.
   My older sister speaks a little Spanish.

3. よく みえます。
   Yoku miemasu.
   I can see well.

Adverbs

よく yoku  well, often
すこし suko  a little
ちょっと chotto a little; a tad (More colloquial usage than すこし suko.)

Adverbs describe verbs. In Japanese sentences, adverbs generally come somewhere after the topic of the sentence and before the verb. No particles follow adverbs.

1. おばあさんは 日本語を よく はなします。
   Obaasan wa nihongo o yoku hanashimasu.
   My grandmother speaks Japanese well.

2. あねは スペイン語を すこし はなします。
   Ane wa sukei go o sukoshi hanashimasu.
   My older sister speaks a little Spanish.

3. よく みえます。
   Yoku miemasu.
   I can see well.
READ Choose the correct adverb from the options in the ( ) based on the context.

1. せんせいは にほんごを （よく すこし） はなします。
2. わたしは にほんごを （よく ちょっと） はなします。
3. わたしは えいごを （よく すこし） はなします。

**Sentence Connector でも**

Sentence 1. でも、 Sentence 2. [ Sentence 1. However, Sentence 2. ]

でも demo which means “however” is only used at the beginning of sentences.

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, sore wa anatano 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.

READ Choose the correct conjunction from the options in the ()

1. わたしは にほんごを よく はなしません。（そして でも） 、 えいごを よく はなします。
2. ともだちは ちゅうごくじんです。（そして でも） 、 ちゅうごくごを よく はなします。
3. ゆみさんは 16さいです。（そして でも） 、 わたしも 16さいです。
**Answering Yes/No Questions Without です**

When a question ends with a verb, the answer should also be answered with the same verb. そうです Soo desu and そうでは ありません soo dewa arimasen are incorrect responses.

**Ex.** Verb question: 日ほんごを はなしますか。 Nihongo o hanashimasu ka. Do you speak Japanese?

**Affirmative answer:** はい、はなします。 Hai, hanashimasu. Yes, I do.

**Negative answer:** いいえ、はなしません。 Iie, hanashimasen. No, I don’t.

**Reading** Choose the correct response to each question from the options in the ( ).

1. 「にほんごを はなしますか。」
   「はい、(はなします そうです)。」

2. 「タイ tai ごを はなしますか。」
   「いいえ、(はなしません。 そうでは ありません。)」

**Culture Notes**

**Speaking Respectfully**

The masu form is a formal usage of verbs and is safe and respectful to use with any Japanese person. However, among close relatives or friends, plain forms are used instead of masu forms. Plain forms are not used with teachers, older non-family members, or strangers, as it would be considered rude. Correct usage of plain dictionary forms and polite masu forms is important, as it demonstrates politeness and respect.

Which form should you use to address each of the following people? Explain.

- Your best friend
- Your math teacher
- An older neighbor
- A parent
- A server in a restaurant

**Language Note**

**Verb Masu Form and the Dictionary Form**

In this text you see another verb form in [ ] after the masu form. This is called the dictionary form since it is the form used to look up verbs in the Japanese dictionary. The dictionary form is also called the imperfect affirmative plain form. Using plain forms does not change the meaning of the sentence, but its use is less formal.
Pair Work

A. SPEAK/LISTEN/WRITE  Ask your partner what language each of these people speak at home, school, or work (しごと shigoto). Your partner will answer appropriately, then also respond with another language the person speaks using でも demo. Write your answers in Japanese on a separate sheet of paper using a chart like the one below.

Ex. Question: 「～さんは うちで なにごを はなしますか。」
～san wa uchi de nanigo o hanashimasu ka.

Answer: 「～さんは (うちで) えいごを はなします。
～san wa (uchi de) eigo o hanashimasu.
でも、がっこうで 日本語を はなします。」
Demo, gakkoo de nihongo o hanashimasu.

| Name          | Languages Spoken         | Home          | School/Work
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sonja</td>
<td>German, studying in U.K.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cindy</td>
<td>U.S. studying in Saudi Arabia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Your friend’s father</td>
<td>Japanese, working in U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Your friend’s mother</td>
<td>Chinese, working in U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ivan</td>
<td>Russian, studying in Japan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading

B. READ/WRITE  Read the passage below and answer the questions. Write your answers in Japanese using complete sentences.

わたし はは うちで 日本語を はなします。でも、
ベンさんの かあさんは うちで フランス語を はなします。

UNDERSTAND
1. Does the author’s mother speak French?
2. What language does Ben’s mother speak at home?

APPLY
3. What languages do you speak at home?
4. What languages do you speak at school?
What do you eat?

かいわ Dialogue

READ/LISTEN What does Ken’s family eat every day? What do they drink?

おいしい、たいていパンを食べます。
ときどきごはんをする。

おいしい、おちゃは飲みません。でもジュースと牛にゅうをよく飲みます。

ぶんけい Sentence Patterns

READ Find these sentence patterns in the dialogue.

1. Person は adverb × food をたべます。
2. Person は adverb × drink を のみます。

Adverbs

まいにち every day mainichi
たいてい usually taitei
ときどき sometimes tokidoki
いつも always itsumo
よく often, well yoku
<table>
<thead>
<tr>
<th>Number</th>
<th>Japanese</th>
<th>Pinyin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>たべます [たべる]</td>
<td>tabemasu [taberu]</td>
<td>to eat</td>
</tr>
<tr>
<td>2.</td>
<td>のみます [のむ]</td>
<td>nomimasu [nomu]</td>
<td>to drink</td>
</tr>
<tr>
<td>3.</td>
<td>ごはん</td>
<td>gohan</td>
<td>cooked rice</td>
</tr>
<tr>
<td>4.</td>
<td>パン</td>
<td>pan</td>
<td>bread</td>
</tr>
<tr>
<td>5.</td>
<td>(お)みず</td>
<td>(o) mizu</td>
<td>water</td>
</tr>
<tr>
<td>6.</td>
<td>ジュース</td>
<td>juusu</td>
<td>juice</td>
</tr>
<tr>
<td>7.</td>
<td>ぎゅうにゅう, ミルク牛にゅう</td>
<td>gyunyu, miruku</td>
<td>(cow’s) milk</td>
</tr>
<tr>
<td>8.</td>
<td>コーラ</td>
<td>koora</td>
<td>cola</td>
</tr>
<tr>
<td>9.</td>
<td>おちゃ</td>
<td>ocha</td>
<td>tea</td>
</tr>
<tr>
<td>10.</td>
<td>コーヒー</td>
<td>kooohii</td>
<td>coffee</td>
</tr>
<tr>
<td>11.</td>
<td>まいにち</td>
<td>mainichi</td>
<td>every day</td>
</tr>
<tr>
<td>12.</td>
<td>ときどき</td>
<td>tokidoki</td>
<td>sometimes</td>
</tr>
<tr>
<td>13.</td>
<td>たいてい</td>
<td>taitei</td>
<td>usually</td>
</tr>
<tr>
<td>14.</td>
<td>いつも</td>
<td>itsumo</td>
<td>always</td>
</tr>
</tbody>
</table>
### Additional Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>トースト</td>
<td>toast</td>
</tr>
<tr>
<td>2.</td>
<td>シリアル</td>
<td>cereal</td>
</tr>
<tr>
<td>3.</td>
<td>ホットケーキ</td>
<td>pancakes</td>
</tr>
<tr>
<td>4.</td>
<td>たまご</td>
<td>egg</td>
</tr>
<tr>
<td>5.</td>
<td>ベーコン</td>
<td>bacon</td>
</tr>
<tr>
<td>6.</td>
<td>サラダ</td>
<td>salad</td>
</tr>
<tr>
<td>7.</td>
<td>くだもの</td>
<td>fruit (native Japanese term)</td>
</tr>
<tr>
<td>8.</td>
<td>フルーツ</td>
<td>fruit</td>
</tr>
<tr>
<td>9.</td>
<td>こうちゃ</td>
<td>black tea</td>
</tr>
<tr>
<td>10.</td>
<td>けっして + Neg.</td>
<td>never</td>
</tr>
</tbody>
</table>

### よみましょう Language in Context

- **READ/LISTEN/SPEAK:** Read these sentences in Japanese. Say what you eat everyday. Say one thing you drink sometimes.

1. いつも おちゃを のみます。 (I always drink tea.)
2. ときどき ごはんを 食べます。 (I sometimes eat rice.)
A

**Emphatic Particle は in Negative Sentences**

Object + は + Negative predicate

When a sentence ends in a negative predicate, the object particle を may be replaced by the particle は.

1. わたしは 日ほんごを はなします。でも、ちゅうごくごは はなしません。
   
   Watashi wa nihongo o hanashimasu. Demo, chungokugo wa hanashimasen.
   

2. わたしは まい日 コーヒーを のみます。でも、おちゃは のみません。
   
   Watashi wa mainichi koohii o nomimasu. Demo, ocha wa nomimasen.
   
   I drink coffee every day. But I do not drink tea.

---

**Culture Notes**

**What do Japanese eat for breakfast?**

Japanese traditionally have rice at all three meals. Recently, dietary habits have changed and more families, especially younger ones, have Western-style breakfasts. While cereals are becoming a more common sight, they are still not part of a typical Western breakfast in Japan.

---

**Sample**

What do you usually eat for breakfast? After researching online, create a chart comparing common breakfast foods in Japan, the United States, and another country of your choosing.
Pair Work

A. SPEAK/LISTEN/WRITE Ask your partner if he/she eats or drinks any of the vocabulary items from pages 125–126 every day. Write your partner’s answers in Japanese on a separate sheet of paper using a chart like the one below.

Your partner will respond using ときどき tokidoki “sometimes,” たいてい taiti “usually,” いつも itsumo “always,” or they will respond negatively.

<table>
<thead>
<tr>
<th>Food or Beverage</th>
<th>ときどき, たいてい, いつも</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rice</td>
<td></td>
</tr>
<tr>
<td>2. water</td>
<td></td>
</tr>
</tbody>
</table>

B. SPEAK/LISTEN/WRITE Find out what your partner’s family members often eat and drink at home.

<table>
<thead>
<tr>
<th>Family Member</th>
<th>Food</th>
<th>Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WORKBOOK page 21
What did you eat?

Dialogue

What did Ken eat this morning? What did he eat for lunch?

Ken: きのう 七時に ばんごはんを
食べた。

Emi: ばんごはんに なにを 食べましたか。

Ken: カレーライスを 食べました。

Emi: きょう あさごはんに
何を 食べましたか。

Ken: 何も 食べませんでした。 でも、
おひるごはんに ピザを 食べました。

Sentence Patterns

READ Find these sentence patterns in the dialogue.

Person は 一般時 X 食 に 食べました。

なし たべませんでした。

なしも たべませんでした。

Part 3 • What did you eat? 129
1. きのう
   kinoo
   yesterday

2. きょう
   kyoo
   today

3. あした
   ashita
   tomorrow

4. あさ
   asa
   morning

5. (お)ひる
   (o) hiru
   daytime

6. ばん
   ban
   evening, night

7. ゆる
   yoru
   night

8. ゆうがた
   yuugata
   late afternoon, early evening

9. あさごはん
   asagohan
   breakfast

10. (お)ひる (ごはん)
    (o)hiru(gohan)
    lunch

11. ばんごはん
    bangohan
    dinner, supper

12. なにも + Neg.
    nani mo + Neg.
    (not) anything, nothing
Additional Vocabulary

1. (お) べんとう (o)bentoo box lunch
2. おむすび / おにぎり omusubi / onigiri rice ball
3. ラーメン raamen Chinese noodles in hot soup
4. うどん udon thick white noodles
5. ピザ piza pizza
6. ホットドッグ hottodoggu hot dog
7. ハンバーガー hanbaagaa hamburger
8. ステーキ suteeki steak
9. さかな sakana fish
10. スパゲッティ supagetti spaghetti
11. (お)すし (o)sushi sushi
12. てんぷら tenpura tempura
13. カレーライス kareeraisu curry rice

ようみましょう Language in Context

Read these sentences in Japanese. Do you know what bento is? Unagi?

今日 ひるごはんに うなぎを 食べました。

たいてい べんとうを 食べます。
Time Words

General Time Words without Particles

There are two types of time words in Japanese: general time and specific time. General time words are not attached to a number, nor do they suggest any degree of specificity. Words such as きょう kyoo “today,” あさ asa “morning,” きのう kinoo “yesterday,” etc., are in this category. General time words do not take any particles unless they are the topic of a sentence.

1. わたしは きのう あさごはんを たべませんでした。
   Watashi wa kinoo asagohan o tabemasendeshita.
   I did not eat breakfast yesterday.

2. きのうの ばん 日ほんごを はなしました。
   Kinoo no ban nihongo o hanashimashita.
   I spoke Japanese last night.

Specific Time Particle に Specific time + に on, at

The second type of time words in Japanese are specific time words. General time words such as きょう kyoo “today,” いま ima “now,” まいにち mainichi “every day,” etc., are not followed by the particle に. Specific time words, such as 一じ ichiji “one o’clock,” 日よう日 nichiyoobi “Sunday,” 一月 ichigatsu “January” are followed by the particle に ni.

1. わたしは し じじに ばんごはんを たべました。
   Watashiwa shichiji ni bangohan o tabemashita.
   I ate dinner at 7 o’clock.

2. 日よう日に あさごはんを たべません。
   Nichiyooobi ni asagohan o tabemasen.
   I do not eat breakfast on Sunday.

READ Choose the correct particle from the options in the ( ). X means no particle is required.

1. あさ (に X) ジュースジュースを のみます。
2. どようび (に X) レストランresutoranで たべました。
3. まいにち (に X) にほんごを はなします。
4. きのう (に X) ハじ (に X) ばんごはんを たべました。
Part 3 • What did you eat?

B  Occasion/Meal Particle に

あさごはん／ひるごはん／ばんごはん＋に  for breakfast/lunch/dinner
Asagohan / hirugohan / bangohan + ni

The particle に ni in this situation indicates a specific occasion. NOTE: Particles such as に, で, から and others serve many functions in Japanese grammar. For example, this に ni is different from the specific time + に ni form from Grammar Note A in meaning and usage.

1. 「おひるごはんに なにを たべますか。」
   Ohirugohan ni nani o tabemasu ka.  "What are you going to eat for lunch?"
   「ピザを たべます。」
   Piza o tabemasu.  "I will eat pizza."

2. きのう ばんごはんに おすし を たべま した。
   Kinoo bangohan ni osushi o tabemashita.  I ate sushi for dinner yesterday.

C  Past Tense Verb Endings -ました and ませんでした

Verb-ました did, have done [completed and affirmative form of verb]
Verb-mashita

Verb-ませんでした did not, have not done [completed and negative form of verb]
Verb-masendeshita

1. 「あさごはんを たべましたか。」
   Asagohan o tabemashita ka.  "Did you eat breakfast?"
   「いいえ, たべませんでした。」
   Iie, tabemasendeshita.  "No, I did not eat."

2. ちちは きょう コーヒーを のみませんでした。
   Chichi wa kyoo kohii o nomimasendeshita.  My father did not drink coffee today.
READ Choose the correct verb endings from the options in the ( ) based on the information below.

Yesterday I didn’t eat lunch, but I ate dinner. Today I did not eat breakfast, but I will eat lunch.

1. わたしは きのう おひるごはんを （たべません たべませんでした）。 でも、 きのう ばんごはんを （たべます たべました）。 きょう あさごはんを （たべません たべませんでした）。 でも、 きょう おひるごはんを （たべます たべました）。

D Didn’t ~ Anything

なにも + **Negative predicate** (not) anything, nothing

Nanimo + Negative predicate.

なにも nanimo used with a negative predicate means “nothing” or “not anything.”

1. 「あさ なにを たべましたか。」
   *Asa nani o tabemashita ka.*
   “What did you eat in the morning?”
   
   「なにも たべませんでした。」
   *Nanimo tabemasendeshita.*
   “I did not eat anything.”

2. 「なにを のみますか。」
   *Nani o nomimasu ka.*
   “What will you drink?”
   
   「なにも のみません。」
   *Nanimo mo nomimasen.*
   “I won’t drink anything.”

READ/WRITE Answer the questions using なにも and the proper verb form.

1. きょう あさごはんに なにを のみましたか。

2. おひるごはんに たいてい なにを たべましたか。

3. ばんごはんに たいてい なにを のみますか。

134 Adventures in Japanese 1 • 4か Everyday Life
Lunch and Dinner in Japan

Lunch and dinner in Japan are extremely varied. They may be traditional, i.e., rice, miso soup, pickled vegetables and fish, or they may be a dish from any country in the world. Japanese meals have begun to take on a more Western appearance in recent years, with fewer vegetables and more beef and chicken. Likewise, “Western foods” as we know them (spaghetti, pizza, etc.) can also reflect a Japanese influence.

Many Chinese foods, like, ramen noodles, have become a popular part of Japanese lunch and dinner menus, although they too have been altered significantly to suit the tastes of the Japanese.

Using the Internet, look up a common Western food (like pizza, hamburgers, or spaghetti) and find out how their taste and appearance differ in Japan.

Use a graphic organizer like the one below to keep track of the similarities and differences. Make a digital presentation and share your findings with the class.

![Graphic Organizer]

**West**
- Tomato Sauce
- Meatballs

**Japan**
- Crab or Fish
- Green vegetables
- Clear sauce/broth

**Spaghetti**
- noodles
- Savory taste
- Sometimes spicy
Pair Work

A. SPEAK/LISTEN/WRITE Ask your partner what he/she ate yesterday and today. Write your answers in Japanese on a separate sheet of paper in a chart like the one below.

Ex. Question: 「きのう ばんごはんに なにを たべましたか。」
Kinoo bangohan ni nani o tabemashita ka.
「そして、なにを のみましたか。」
Soshite, nani o nomimashita ka.

Answer:
「〜と 〜を たべました。そして、〜を のみました。」
〜to           ~ o            tabemashita.           Soshite,         ~ o           nomimashita.

<table>
<thead>
<tr>
<th>Yesterday’s Dinner</th>
<th>Today’s Breakfast</th>
<th>Today’s Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading

B. UNDERSTAND

1. What meal is this menu for?
2. How much does ramen cost?
3. How much do soba noodles cost?

IDENTIFY

4. Which kanji do you think means “meal” based on the context?
5. Which menu item is the “grilled fish set meal”?

APPLY

6. Which menu item would you like to order? Explain your answer in English.

WORKBOOK page 23
What did you do at school?

**Dialogue**

*READ/LISTEN* Where does Emi usually eat lunch? Who does she eat with?

どこで おひるごはんを たべますか。

たいてい カフェテリアで たべます。

だれと たべますか。

とものだちと いっしょに たべます。

**Sentence Patterns**

*READ* Find these sentence patterns in the dialogue.

Person は general time × place で person と（いっしょに）thing を action verb。
### Vocabulary

<table>
<thead>
<tr>
<th>1. としょかん</th>
<th>2. カフェテリア/しょくどう</th>
<th>3. ばいてん</th>
<th>4.  Person + と (いっしょに)</th>
</tr>
</thead>
<tbody>
<tr>
<td>toshokan</td>
<td>kafeteria/shokudoo</td>
<td>baiten</td>
<td>Person + to (issho ni)</td>
</tr>
<tr>
<td>library</td>
<td>cafeteria</td>
<td>snack bar, kiosk</td>
<td>(together) with person</td>
</tr>
</tbody>
</table>

Found in most Japanese schools, *baiten* sell snacks as well as school supplies.

<table>
<thead>
<tr>
<th>5. しんぶん</th>
<th>6. ざっし</th>
<th>7. おんがく</th>
<th>8. よみます [よむ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>shinbun</td>
<td>zasshi</td>
<td>ongaku</td>
<td>yomimasu [yomu]</td>
</tr>
<tr>
<td>newspaper</td>
<td>magazine</td>
<td>music</td>
<td>to read</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kikimasu [kiku]</td>
<td>shimasu [suru]</td>
<td>benkyoo (o) shimasu [benkyoo (o) suru]</td>
</tr>
<tr>
<td>to listen, hear</td>
<td>to do</td>
<td>to study</td>
</tr>
</tbody>
</table>
Additional Vocabulary

1. CD (シーディ)  shiidi  CD

よみましょう Language in Context

**READ/LISTEN/WRITE** What did you read in the library?

としょかんで ほんを よみました。 ざっし しんぶん

ぶんぽう Grammar

**A “With” Particle と (いっしょに)**

**Person と (いっしょに) (together) with ~**

Person と (issho ni)

The particle と to follows a noun which names the person with whom an action is being done. Often いっしょに issho ni “together with” appears after と to.

1. 「だれと おひるごはんを たべますか。」
   *Dare to ohirugohan o tabemasu ka.*  With whom do you eat lunch?
   「ともだちと いっしょに たべます。」
   *Tomodachi to issho ni tabemasu.*  I eat with my friend.

2. ベンさんと いっしょに しゅくだいを しました。
   *Ben-san to issho ni shukudai o shimashita.*  I did my homework with Ben.
READ/WRITE Answer the questions using いっしょに and the suggestions provided in the ( )

1. たいてい だれと あさごはんを たべますか。 (はは)
2. だれと にほんごの しゅくだいを しましたか。 (ともだち)
3. だれと おんがくを ききましたか。 (ケン Kenさん)

B Nominal Verbs

Noun + (を) します verbs.

There are many verbs in this group. One such verb is べんきょう(を) します benkyoo (o) shimasu “to study.” べんきょう benkyoo itself is a noun and します shimasu is the verb “to do.” べんきょう(を) します benkyoo (o) shimasu literally means “to do studies.”

1. 「としょかんで べんきょう(を) しました。」
   Toshokan de benkyoo (o) shimasu.
   “I studied at the library.”
   「なにを べんきょうしましたか。」
   Nani o benkyoo shimashita ka.
   “What did you study?”

Most Japanese sentences do not contain two を o particles. When there is something to study, を o follows the main direct object and is eliminated after べんきょう benkyoo.

2. わたしは 日ほんごを べんきょうします。
   Watashi wa nihongo o benkyooshimasu.
   I study Japanese.

To avoid having two を o (two direct objects), use の no after what was originally the first direct object.

3. としょかんで 日ほんごの べんきょうを しました。
   Toshokan de nihongo no benkyoo o shimasu.
   I did (my) Japanese studies at the library.

Now compare:

a. 日ほんごを べんきょうします。
   Nihongo o benkyoo shimasu.
   I will study Japanese.

b. 日ほんごの べんきょうを します。
   Nihongo no benkyoo o shimasu.
   I will do my Japanese studies.
READ Choose the correct particle from the options in the ( ). X means no particle is required.

1. わたしは にほんご (を の X) べんきょうします。
2. まいにち にほんご (を の X) べんきょうを します。
3. きのう としょうかん で べんきょう (を の) しました。

ぶんかノート  Culture Notes

Typical Japanese High School
Student’s School Day

Schools in Japan usually start at 8:30 in the morning. Most Japanese students commute to school by bus, train, subway, bike, etc. Commuting by car is not common, especially as high school students are below the legal driving age in Japan. The vast majority of schools require students to wear uniforms (せいふく seifuku), and some schools may also have strict regulations regarding hair styles and length.

The curriculum is set by the federal government of Japan and students do not choose their own subjects. For example, English is a required foreign language and is taught beginning in the 7th grade. Recently, English is being introduced at even earlier grades.

Classes in Japan are usually as large as 40 students. Students in one homeroom often take all the same courses together. Because of this, all students in a given course are in the same grade. Mixed classes of students from different grade levels are not common. Even a one grade level difference can affect the relationships between students in a Japanese school, since younger students are expected to treat older students with respect. Upperclassmen are called せんぱい senpai and underclassmen are called こうはい koohai.

After school, students may attend different kinds of sports and cultural clubs of their own choice. In Japan, school athletics do not have seasons; students play one sport all year long. Because clubs often meet daily, it is very rare to be a member of more than one club. Students from all grade levels interact in these clubs, and therefore the relationship between せんぱい senpai and こうはい koohai is very important in them.

Online, research the different kinds of after-school clubs common in Japan. What club would you join if you lived in Japan? Write a paragraph explaining your reasons.
**Communicative Activities**

**Pair Work**

**A. SPEAK/LISTEN/WRITE** Ask where and with whom your partner does the following things on a daily basis. Write your partner’s answers in Japanese on a separate sheet of paper, using a chart like the one below.

Ex. Eating breakfast.

**Question 1:** 「どこで あさごはんを たべますか。」

*Doko de asagohan o tabemasuka.*

**Question 2:** 「だれと (いっしょに) あさごはんを たべますか。」

*Dare to (issho ni) asagohan o tabemasu ka.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where?</th>
<th>With whom?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eating lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Eating dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Studying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Doing homework</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Where?</th>
<th>With whom?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Talking to friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Listening to music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Reading books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Reading newspaper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 一人 (ひとり) で  alone

**Reading**

**B. READ/WRITE** Read the e-mail from a Japanese student below and answer the questions. Write your answers in Japanese using complete sentences.

*わたしたち きょうの あさごはんを 食べました。*

**UNDERSTAND**

1. What did the author do with his/her father this morning?
2. When did the author eat lunch today?

**APPLY**

3. What did you eat for breakfast this morning? Did you eat with anyone?
4. When and where do you usually eat lunch?

**Workbook** page 25
What did Ken do last night?

きのうのばんうちで何をしましたか。

テレビを見て、ともだちとでんわではなしました。でも、しゅくだいをしませんでした。

だめですねえ。

Sentence Patterns

READ Find these sentence patterns in the dialogue.

Person は general time で place の action verb で tool の

person と(いっしょに)

Part 5 • What did you do at home? 143
## Vocabulary

1. みます
   
   mimasu
   
   to watch, look, see

2. かきます
   
   kakimasu
   
   to write, draw

3. タイプ (を) します
   
   taipu (o) shimasu
   
   to type

4. テレビ
   
   terebi
   
   TV

5. レポート
   
   repooto
   
   report, paper

6. 手がみ
   
   tegami
   
   letter

7. ラジオ
   
   rajo
   
   radio

8. でんわ
   
   denwa
   
   telephone

9. パソコン
   
   pasokon
   
   personal computer

10. コンピューター
    
    konpyuuuttaa
    
    computer

11. ケータイ
    
    keetai
    
    cellular phone

12. スマートフォン/
    
    sumaatofon/sumaho
    
    smartphone

13. tool + で
    
    de
    
    by means of, with, on, in

14. DVD
    
    diibuiidii
    
    DVD
Additional Vocabulary

1. ニュース nyyusu news
2. アニメ anime cartoons
3. テレビゲーム terebi geemu video game
4. まんが manga comics
5. ビデオ video
6. メール(を)します meeru (o) shimasu to email; to text
7. インターネット intaanetto Internet
8. どうが dooga Internet video / motion picture

よみましょう Language in Context

READ/LISTEN/SPEAK Read these sentences in Japanese. Say something you did at home yesterday. Say something you do everyday.

きのう パソコンで どうがを みました。まいにち スマホで メールを します。
Means and Method Particle 

Means, Tool + で by, with, on, in (means, tool, vehicle)

で de follows a noun that is the means by which an action occurs, i.e., tool, utensil, vehicle, language.

1. と もだち と で んわ で よ く はなします。
Tomodachi to denwa de yoku hanashimasu.
I talk to my friend on the telephone a lot.

2. コ ン ピ ュ ー タ ー で えいご の レポー ト を タ イ プしまし た。
Konpyuuta de eigo no repooto o taipushimashita.
I typed my English paper by computer.

3. し け ん を えん ぴつ で か き ま す。
Shiken o enpitsu de kakimasu.
I will write the exam in pencil.

READ/WRITE  Answer the questions using で.

1. にほんご の しゅくだい を なん で かきますか。
2. ケータイ keetai で なに を しますか。
3. コンピューター konpyuuta de なに を しますか。
4. まいにち でんわ で ともだちと はなしますか。

Culture Notes

Cram School

In addition to school clubs, many Japanese students go to じゅく juku “cram school” after their regular classes. Attendance rates at cram schools are close to 60% in high school as students prepare for college entrance exams. Cram schools provide students with extra help in the academic subjects needed for their exams. Families provide students with many forms of moral support. For example, Japanese students are typically not expected to do chores around the home. When they’re not studying, most students enjoy watching TV, reading comics, playing video games at home, or staying later at school to participate in clubs.

Write a tweet in response to the statement
“… Japanese students are typically not expected to do chores around the home.”
**Pair Work**

A. **SPEAK/LISTEN**  Ask your partner what he/she did last night at home.

   きのうの ばん うちで なにを しましたか。

   *Kinoo no ban uchi de nani o shimashita ka.*

B. **SPEAK/LISTEN/WRITE**  Ask your partner whether he/she often does the following. Write はい or いいえ on a separate sheet of paper, using a chart like the one below.

   Ex. watch TV

   よく テレビを みますか。

   *Yoku terebi o mimasu ka.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Watch videos</td>
<td>4. Type on the computer</td>
</tr>
<tr>
<td>2. Listen to the radio</td>
<td>5. Read the newspaper</td>
</tr>
<tr>
<td>3. Text on the phone</td>
<td>6. Write letters</td>
</tr>
</tbody>
</table>

C. **SPEAK/LISTEN**  Ask your partner how he/she does the following.

   Ex. write papers

   なにで レポートを かきますか。

   *Nanide repooto o kakimasuka.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Type papers (reports)</td>
<td></td>
</tr>
<tr>
<td>2. Talk to friends from home</td>
<td></td>
</tr>
</tbody>
</table>

**Connect**

D. **SPEAK/LISTEN/WRITE**  Be a sociologist! With your partner, gather responses to the questions in Activity B from the students in your class. Predict what, if any, gender differences you expect to find. Then create a double bar graph displaying the number of male and female students who do each activity. Compare your predictions to your results. Were your predictions accurate? Explain.
Review Questions

Ask your partner these questions in Japanese. Your partner answers in Japanese. Check your answers using the audio.

**Home**  Review pages 117-118

1. Do you speak Japanese at home?
2. What language do you speak at home?

**Food**  Review pages 124, 129, 137, and 143

3. Does your family eat rice everyday?
4. What do you usually drink?
5. What did you eat for dinner yesterday?
6. Did you eat breakfast today?
7. Where do you usually eat lunch?
8. With whom do you eat lunch?

**Leisure**  Review pages 124, 137, and 143

9. Do you read the newspaper everyday?
10. Do you listen to music at the cafeteria?
11. What do you do at the library? [List at least two activities.]
12. Where do you talk with your friends?
13. Did you watch TV last night?
14. Do you talk to your friends on the phone everyday?

**School**  Review page 143

15. Do you type your English papers on the computer?
16. Did you do yesterday’s Japanese homework?
Text Chat
You will participate in a simulated exchange of text-chat messages. You should respond as fully and as appropriately as possible.

You will have a conversation with Mariko Yamamoto, a Japanese high school student, about a meal.

November 12, 1:29 PM
きのう ばんごはんに なにを たべましたか。
Describe specific examples.

November 12, 1:34 PM
どこで おひるごはんを たべますか。
Give more than one location.
Ask a question.

November 12, 1:55 PM
おちゃを のみます。
Ask a question.

Can Do!
Now I can . . .
- ask what languages someone speaks
- say where I do an activity
- discuss what I do every day
- discuss what I did in the past
- discuss food and meals
- describe doing an action with someone
Making Omusubi
おむすび Rice balls

Rice balls, a favorite food of the Japanese, are called omusubi or onigiri. They are delicious, portable, and fun to make! Rice balls are most often triangular in shape, though in Japan they may also be oblong shaped. The rice is often seasoned with salt or other flavorings. This not only adds flavor, but helps to preserve the rice. Inside the rice ball, you usually place pickled plums, flavored strips of kelp, or dried bonito flakes. Then “wrap” the rice ball with nori (seaweed) for extra flavoring and also to prevent the rice from sticking to other foods. The nori also prevents the rice from sticking to your hands as you eat the rice ball. Try this recipe and enjoy your omusubi! Take a photo of yourself and the omusubi and show it to your teacher, or bring your creation to class if your teacher asks!

Ingredients: 2 cups uncooked rice (glutinous rice or sushi rice)
Umeboshi (pickled plum)
Salt
Strips of nori (seasoned dry seaweed)

1. You will need a rice cooker and uncooked glutinous rice.
   Place 2 cups of rice in the inner pot of the rice cooker.
   If you don’t have a rice cooker, you may use a heavy 2-quart pot. Two cups of uncooked rice will make about 4 rice balls.

2. Briskly wash the rice in cold water. Rinse several times until water loses most of its cloudiness. Drain out water.

3. Pour cold water into the rice pot until the line marked “2” on the side of the pot.
   If you don’t have a rice cooker, follow the directions on the rice packaging.

5. After the button of the rice cooker “pops,” let stand for 5–10 minutes. Using a wet rice paddle, mix the rice. Cover and let stand a few minutes.

6. Sprinkle salt on your clean, moistened hands. Scoop about a 1/4 of the hot cooked rice on the palm of your hands. Place an umeboshi in the center of the rice. Be careful! The rice is hot!

7. Using both hands, form your rice ball into a triangular shape. Use your hands as a mold and gently apply pressure as you shape the rice ball.

8. Apply a wide strip of nori around the rice ball. Wrap the nori firmly around the rice ball.

9. Ready to eat — hot or cold!
Dialogue 4-1  page 117

エミ：おとうさんと おかあさんは にほんごを はなしますか。
ケン：ちちは にほんごを はなしません。 でも、はははにほんごをよくはなします。
エミ：ケンさんは うちで にほんごを はなすますか。
ケン：いいえ。

Emi: Otoosan to okaasan wa nihongo o hanashimasu ka.
Ken: Chichi wa nihongo o hanashimasen. Demo, haha wa nihongo o yoku hanashimasu.
Emi: Ken-san wa uchi de nihongo o hanashimasu ka.
Ken: Iie.

Dialogue 4-2  page 124

エミ：かぞくは まいにち ごはんを たべますか。
ケン：いいえ、たいてい パンを たべます。 ときどき ごはんを たべます。
エミ：おちゃを のみますか。
ケン：いいえ、おちゃは のみません。 でも、ジュースとぎゅうにゅうをよく のみます。

Emi: Kazoku wa mainichi gohan o tabemasu ka.
Ken: Iie, taitei pan o tabemasu. Tokidoki gohan o tabemasu.
Emi: Ocha o nomimasu ka.
Ken: Iie, ocha wa nomimasen. Demo, juusu to gyuunyu o yoku nomimasu.
Dialogue 4-3  page 129

ケン：きのう しちじに ばんごはんを たべました。
エミ：ばんごはんに なにを たべましたか。
ケン：カレーライスを たべました。
エミ：きょう あさごはんに なにを たべましたか。
ケン：なにも たべませんでした。

Ken: Kinoo shichiji ni bangohan o tabemashita.
Emi: Bangohan ni nani o tabemashita ka.
Ken: Kareeraisu o tabemashita.
Emi: Kyoo asagohan ni nani o tabemashita ka.
Ken: Nani mo tabemasendeshita.

Dialogue 4-4  page 137

ケン：どこで おひるごはんを たべますか。
エミ：たいてい カフェテリアで たべます。
ケン：だれと たべますか。
エミ：と もだち と いっしょ に たべます。

Ken: Doko de ohirugohan o tabemasu ka.
Emi: Taitei kafeteria de tabemasu.
Ken: Dare to tabemasu ka.
Emi: Tomodachi to issho ni tabemasu.

Dialogue 4-5  page 143

エミ：きのうの ばん うちで なにを しましたか。
ケン：テレビを みました。 そして、ときだちと でんわで はなしました。 でも、しゅくだいを しませんでした。
エミ：だめです ねえ。

Emi: Kinoo no ban uchi de nani o shimasita ka.
Ken: Terebi o mimashita. Soshite, tomodachi to denwa de hanashimashita. Demo, shukudai o shimasendeshita.
Emi: Dame desu nee.