

アドベンチャー  
日本語 2

ADVENTURES IN JAPANESE 2  
TEACHER'S HANDBOOK

SAMPLE

**HIROMI PETERSON & NAOMI HIRANO-OMIZO**

**Illustrated by Michael Muronaka & Emiko Kaylor**



**CHENG & TSUI COMPANY**

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Third Edition

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13 12 11 10 09 08      1 2 3 4 5 6 7 8 9 10

First Edition 1998  
Second Edition 2004

Published by  
Cheng & Tsui Company  
25 West Street  
Boston, MA 02111-1213 USA  
Fax (617) 426-3669  
[www.cheng-tsui.com](http://www.cheng-tsui.com)  
“Bringing Asia to the World”™

*Adventures in Japanese* Volume 2 Teacher’s Handbook, Third Edition  
ISBN 978-0-88727-576-0

The *Adventures in Japanese* series includes textbooks, workbooks, teacher’s handbooks, audio CDs, software, and hiragana/katakana workbooks. Please visit [www.cheng-tsui.com](http://www.cheng-tsui.com) for more information.

Binding is suitable for heavy classroom use per NASTA book manufacturing standards (MSST).

Printed in the United States of America

ADVENTURES IN JAPANESE 2

TEACHER'S HANDBOOK

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# INTRODUCTION

Dear Japanese language teacher,

The purpose of this teacher's handbook is to assist you in your teaching. Because we realize that teachers will need more than just the series components—the textbook, workbook, audio CDs and CD-ROMs provided for students—we have compiled this handbook for you to use as a guide to teaching with these materials. Please use these offerings as samples and adapt them freely to suit your needs and the needs of your students.

Sample forms, such as the "Student Information Form," may help you understand your students' background and assist them when they need special help. The "Class Participation & Japanese Usage Grade Form" may be used to evaluate your students' in-class work. Asking students to evaluate their own class participation in Japanese makes students aware of the importance of speaking Japanese in class. There are samples of two types of oral exam evaluation forms for this purpose: the "Review Question Test" and the "Oral Pro-Achievement Interview." Sample quizzes, sample review question tests, and sample written exams will give you some idea of how to prepare such tests.

The overhead material consists of illustrations of vocabulary words and is useful for vocabulary-building activities and quizzes in the classroom. Please photocopy these pages on transparencies and add color as you see fit.

You will also find the answers to the review questions, scripts for the listening exercise worksheets, answers for the listening exercise worksheets recorded on the audio CDs, and answers to workbook exercises.

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

I hope you will enjoy teaching with these materials. Have a successful career!

Hiromi Peterson  
2007

## **Suggestions for Meeting Japanese National Standards and Advanced Placement Expectations:**

The following sections outline the national standards in Japanese and how activities in *Adventures in Japanese 2* respond to them. While this is not an exhaustive discussion, it will inform you, the teacher, about how standards may be met in Volume 2.

### **I. Communication: Communicate in Japanese.**

**1.1 Interpersonal Communication.** *Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.* Students will speak consistently in class for every lesson as they practice with the vocabulary and grammar activities in the text in pairs or in small groups. These exercises elicit information, feelings, emotions and opinions about matters ranging from school rules to eating at restaurants, to illnesses, special celebrations, working part-time, and sports. During oral assessments, they will demonstrate their abilities to speak with proficiency using tasks provided at the start of each lesson or responding to a series of questions from their classmates or teacher. While using Volume II, students also communicate interpersonally through writing, as they learn to write a New Year's card to send to a Japanese friend or relative and a Mother's Day card which eventually may be presented to the student's mother, grandmother or another "mother" who may appreciate a note of gratitude in Japanese. They may interview native speakers or communicate through e-mail to obtain information about matters relating to schools, food and cooking, or any topic that is listed in the Japanese Culture Corner section of alternative lessons.

**1.2 Interpretive Communication.** *Students understand and interpret written and spoken language on a variety of topics.* Students engage in activities that regularly require them to actively listen and read, comprehend, then demonstrate their understanding. For example, their daily class interactions with classmates and teacher which are based on pair activities or group activities require strong listening skills. Students who are required to complete the exercises for each lesson on the audio CDs and CD-Roms gain excellent practice in listening comprehension. Students also regularly practice their reading as they read dialogues and narratives. Students are given an opportunity to read a traditional Japanese folk tale, *Nezumi no Yomeiri*, in this volume. Students may be asked to read simple and authentic sources of information from the internet to answer questions from the Culture Corner section of each odd-numbered lesson.

**1.3 Presentational Communication.** *Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.* Short recitations and presentations are a regular part of class activities. Lessons 11 and 12 provide students with an opportunity to present a traditional Japanese folktale to an audience. In the course of the year, students will also have opportunities to engage in projects, such as a cooking project, which will require them to present a cooking demonstration in Japanese.

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

**2.1** *Students demonstrate an understanding of the relationship between the practices and perspectives of Japanese culture.* Students are given ample opportunities to investigate, think about, and discuss common Japanese practices and perspectives through the Culture Corner sections of the lessons. In several lessons, students are introduced to dialogues in the informal style of speech so they may recognize how a difference in speech style reflects relationships between speakers in Japan. The numerous lessons on food, eating, presentation and methods of preparation encourage students to think about these practices and their connection to the Japanese lifestyle. In the lessons on schools, driving, and the basketball game, students learn through the culture notes about the emphasis Japanese place on promptness and following rules. They learn to deduce why these values are important to the Japanese. Students may also engage in traditional Japanese activities such as *rajiō taisō*, *hanafuda*, *fukuwarai*, storytelling and *nengajō* making which help them better understand traditional practices and why they continue to survive in contemporary Japan.

**2.2** *Students demonstrate an understanding of the relationship between the products and the perspectives of Japanese culture.* Volume II provides ample opportunities for students to learn about the daily life of Japanese. Ken ventures out into communities that immerse him in culturally authentic experiences. For example, Ken learns about a variety of Japanese foods and how they are presented, prepared and eaten. Recipes are provided so students may actually prepare many of the foods. A special "fun" corner in this volume allows students to fold *origami* pieces and design and create New Year cards so they can appreciate the precise art of crafting in the Japanese culture.

## **III. Connections: Connect with other disciplines and acquire information.**

**3.1** *Students reinforce and further their knowledge of other disciplines through the Japanese language.* In Volume II, students are able to further their understanding of other disciplines, mainly social studies (sociology, geography, economics, etc.), home economics, drama, art, music, and physical education. The Culture Corner touches on many aspects of social studies as it allows students to investigate many probing questions about Japanese society, geography and economics in English and Japanese from various sources. Lesson 1 offers a thorough look at the map of Japan and a detailed lesson on calisthenics done to music. The opportunity to connect to P. E. reappears in the lesson on the basketball game. Numerous cooking opportunities in several lessons offer strong connections with home economics, and the many craft opportunities connect to art. Several songs with Japanese lyrics give the musically talented an opportunity to boast their strengths while drama enthusiasts will enjoy the chance to share their talents in the skit *Nezumi no Yomeiri*.

**3.2** *Students acquire information and recognize the distinctive viewpoints that are only available through Japanese language and culture.* In this volume, students are introduced to the system of speech styles which differentiate speakers' relationships to their listeners. Through the lesson on restaurants and shopping, students are also given their first taste of *keigo*, as honorific and humble forms appear in interactions between waiter/shop clerk and customer. Some of the probing questions in the Culture Corner also reveal to students similar and contrasting viewpoints and values of the Japanese.

Volume II also introduces sprinklings of proverbs that reveal much about the thinking of Japanese.

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

**4.1** *Students demonstrate understanding of the nature of language through comparison of the Japanese language and their own.* In almost all of their encounters in a Japanese language class, students are exposed to comparisons and contrasts between Japanese and their own language. For example, they learn that verbs in English and Japanese do not translate equally. In Japanese, the word *yaku* carries the multiple meanings of "bake, grill, roast, fry, burn, toast, char," while the English verb "to wear" translates differently depending on where or how one wears clothing or accessories. As mentioned earlier, they are introduced to informal and formal speech styles, and honorific speech. Perhaps the best example of a unique Japanese linguistic feature that students must demonstrate an understanding of, appears at the end of the text in the form of verbs of giving. This is one of the best illustrations of how language reflects the perspectives of culture.

**4.2** *Students demonstrate understanding of the concept of culture through comparisons of Japanese culture and their own.* In this volume, students have increased opportunities to compare aspects of Japanese culture with their own. The numerous cultural notes on topics such as school practices, driving, restaurant etiquette and food preparation, shopping, transportation and holiday celebrations offer rich cultural comparisons to students. For example, students read about department stores in Japan and learn about the diversity of customer services offered and the extreme politeness and service-orientedness of the employees at Japanese department stores. How and why are there such differences in such practices in Japan and America? Such questions arise naturally, but are re-emphasized in the questions posed in the Culture Corner.

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

**5.1** *Students use Japanese both within and beyond the school setting.* In this volume, students are able to share aspects of language and culture in multiple ways. They are able to share their language skills by sending out New Year's greetings to friends or relatives, or participate in New Year's card contests. In a similar way, they share their more advanced language skills through their Mother's Day messages on cards they have designed. Students may share their speaking skills by performing the skit *Nezumi no Yomeiri* to peer or younger audiences at school or in the community. Students also enjoy sharing their culinary and language skills as they prepare foods such as *oyako donburi* and *sukiyaki* for their families.

**5.2** *Students show evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment.* Using lessons they have studied in Volume II, students are able to take with them cultural and linguistic lessons into their later lives. For example, students will likely engage in activities such as the *hanafuda* card game or *origami* folding well into their adult lives. Should students travel to Japan, knowledge they have gained about Japanese foods, restaurants, shopping, geography and transportation will contribute to a much more enjoyable and enriching experience. One of the greatest moments of satisfaction for a foreign language student is to be unexpectedly stopped one day and asked

for directions by a speaker of the foreign language the student is studying. In Volume II, students are equipped with this skill, and hopefully will gain confidence to assist foreign visitors at home in this way, even years after leaving the classroom. Finally, students completing this volume will likely feel comfortable preparing Japanese foods for themselves, friends and family after their own cooking experiences with Japanese foods in their classes.

We hope that the preceding information has provided you, the teacher, with suggestions on how *Adventures in Japanese, Volume II* may help your students meet national language standards and better prepare them for Advanced Placement exams.

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

SAMPLE

# STUDENT INFORMATION FORM (SAMPLE)

Japanese 2 Class time: \_\_\_\_\_

## STUDENT INFORMATION

Name: \_\_\_\_\_  
Last First Middle

Mailing address: \_\_\_\_\_

Phone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Grade: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_ Dean/Counselor: \_\_\_\_\_

Siblings at the same school (Names & grades): \_\_\_\_\_

### Japanese Language Background

1. What school did you attend last year? \_\_\_\_\_

2. Have you ever taken any Japanese language course(s) previously? Circle: Yes or No

If you answered "yes," at what school did you take this course(s)? \_\_\_\_\_

For how many years (months, weeks, etc.)? \_\_\_\_\_

Which textbook did you use for that course? \_\_\_\_\_

What grade did you receive in that course? \_\_\_\_\_

3. Do you speak Japanese at home? Circle: Yes or No

Does anyone in your home speak Japanese? Circle: Yes or No

4. Have you ever been to Japan? Circle: Yes or No

If "yes," why were you there (e.g., lived there with family, went on vacation, etc.)  
and how long did you stay?

5. Your first language is: \_\_\_\_\_ Other languages that you use are: \_\_\_\_\_

6. Why did you decide to take this Japanese course?

7. Things you would *like* to do in this class.

8. Things you *wouldn't* like to do in this class.

9. List ways in which knowing Japanese would be useful to you.

10. Is there anything that I, as your teacher, should know about you that might affect your performance in this course?

SAMPLE

## CLASS PARTICIPATION AND LANGUAGE USAGE GRADE

Class Participation Points	Japanese Language Usage Points
11 A I always volunteer for tasks and enthusiastically participate in pair/group work. 10 A-	11 A I always speak to my partner (and other classmates) in Japanese. I always try to speak in Japanese to the <i>sensei</i> in and out of class. 10 A-
9 B+ I regularly volunteer for tasks and regularly participate in pair/group work. 8 B 7 B-	9 B+ I always try to speak in Japanese to the <i>sensei</i> in and out of class, but only sometimes use Japanese to my partner. 8 B 7 B-
6 C+ I sometimes volunteer for tasks. During pair/group work, I sometimes start discussing topics other than the task at hand. 5 C 4 C-	6 C+ Sometimes I use Japanese to my <i>sensei</i> and partner. 5 C 4 C-
3 D+ I don't often participate in pair/group work (get sleepy, often go to the bathroom, locker, etc.) 2 D 1 D-	3 D+ I almost always speak in English. 2 D 1 D-

### PARTICIPATION SELF-EVALUATION:

1. I participated orally in these ways (be specific about tasks you volunteered for, contributed to class, etc.)
  
2. Given what I've written above, I believe I deserve a \_\_\_\_\_ in Class Participation for this period.
  
3. I made efforts to speak to my *sensei* or partner in Japanese in these ways (e. g., saying "*Shitsumon ga arimasu,*" "*-- wa Nihongo de nan to iimasu ka?*," etc.)
  
4. Given what I've written above, I believe I deserve a \_\_\_\_\_ in Japanese Language Usage for this period.
  
5. My goal for next term is: (Be specific.)

アドベンチャー日本語2

Review Question Test



なまえ： \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10	Total



アドベンチャー日本語2

Review Question Test



なまえ： \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10	Total

なまえ : \_\_\_\_\_  
 クラス : \_\_\_\_\_

	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
<u>Communication:</u> Was the interviewer understood? Appropriate response? Effective communication despite minor errors? Ideas conveyed?	40 always communicates well	39 38 37 36	35 communicates well on most occasions	34 33 32	31 sometimes communicates well	30 29 28	27 seldom communicates well	26 25 24	23 cannot communicate well in most situations	22 21 20	
<u>Accuracy:</u> Grammatical correctness Complexity and variety of grammatical structures	20 accurate	19 18	17 few errors	16	15 some errors	14	13 frequent errors	12	11 unintelligible	10	
<u>Fluency/Speed:</u> Flow vs. hesitation	10 fluent	9	8 fluent, but occasionally hesitates		7 sometimes hesitates		6 often hesitates		5 extremely hesitant, no flow		
<u>Vocabulary (variety, accuracy):</u> Adequate vs. inadequate	20 abundant, varied, accurate	19 18	17 good variety, mostly accurate	16	15 fair usage	14	13 limited usage	12	11 inadequate usage	10	
<u>Pronunciation/Intonation:</u> Good to bad	10 excellent	9	8 good		7 fair		6 poor		5 unintelligible		
Total	94	90	85	80	75	70	65	60	57	54	50

Comments:

## TESTS (SAMPLE)

These tests are samples. Please modify them to meet your own class goals and needs.

### QUIZZES

There are two quizzes per lesson. You may use one or both. For large classes, you may give different quizzes to every other student to minimize cheating. Two versions are also handy when students make up quizzes, as they can be given Quiz ② if the test of the class has already taken Quiz ①, and vice versa.

### REVIEW QUESTION EXAMS

After every two lessons, there is a list of about 30 commonly asked questions related to the topics covered. Students should practice these questions with a partner. It is a good lesson review. While practicing, the student who asks the questions may look at the text, but his/her partner should listen to the questions and answer in Japanese without looking at the text. Students should take turns asking and answering questions. Speed, intonation and pronunciation are also important.

Before exam day, assign partners and decide on the order in which students will take the exam.

On exam day, set two students' desks facing each other near the teacher's desk. Put a barrier between the two students' desks to prevent students from looking at each others' question sheets. The teacher prepares four different tests. [Use the enclosed tests A, B, C and D.] The teacher also prepares evaluation sheets for each student. [Use the enclosed evaluation sheet, p. 5] First, the teacher gives one of the question sheets to one student. The student earns a maximum of three points for accuracy, speed, pronunciation, and intonation. If the student does not understand the question, he/she should request (in Japanese) that it be repeated. When the question was not asked properly, the teacher should repeat the question for the student who will be answering the question. After five questions are asked by one student, switch roles.

### LESSON EXAMS

After every two lessons, there are the written exams. The written exams are designed to total 70 points. The remaining 30 points are earned through OPI (see below) exams.

## ORAL PRO-ACHIEVEMENT INTERVIEW EXAMS

At the end of each semester, an Oral Pro-Achievement Interview (OPI) is recommended. It tests the student's communication skills. Without this kind of exam, you may produce a student who may not be able to communicate in Japanese, but will receive a good grade purely on his/her ability to do well on written exams. Use all the tasks from each lesson and all the review questions. Prepare an OPI evaluation sheet for each student. [Use the enclosed OPI evaluation sheet, p. 6.] It is a good idea to record the interview with a tape recorder so that you can go back to check the student's work. The OPI may be conducted with two students at a time, or with a student and a teacher. It is easier and less time-consuming for the teacher to conduct the OPI in pairs, especially in larger classes. All the tasks are designed to be used as pairwork.

Prior to the OPI, explain the evaluation process and the evaluation criteria to your students. Encourage the students to speak often and interact as they would in a natural conversation. Encourage students to take risks. Mistakes do not count as heavily against them as miscommunication.

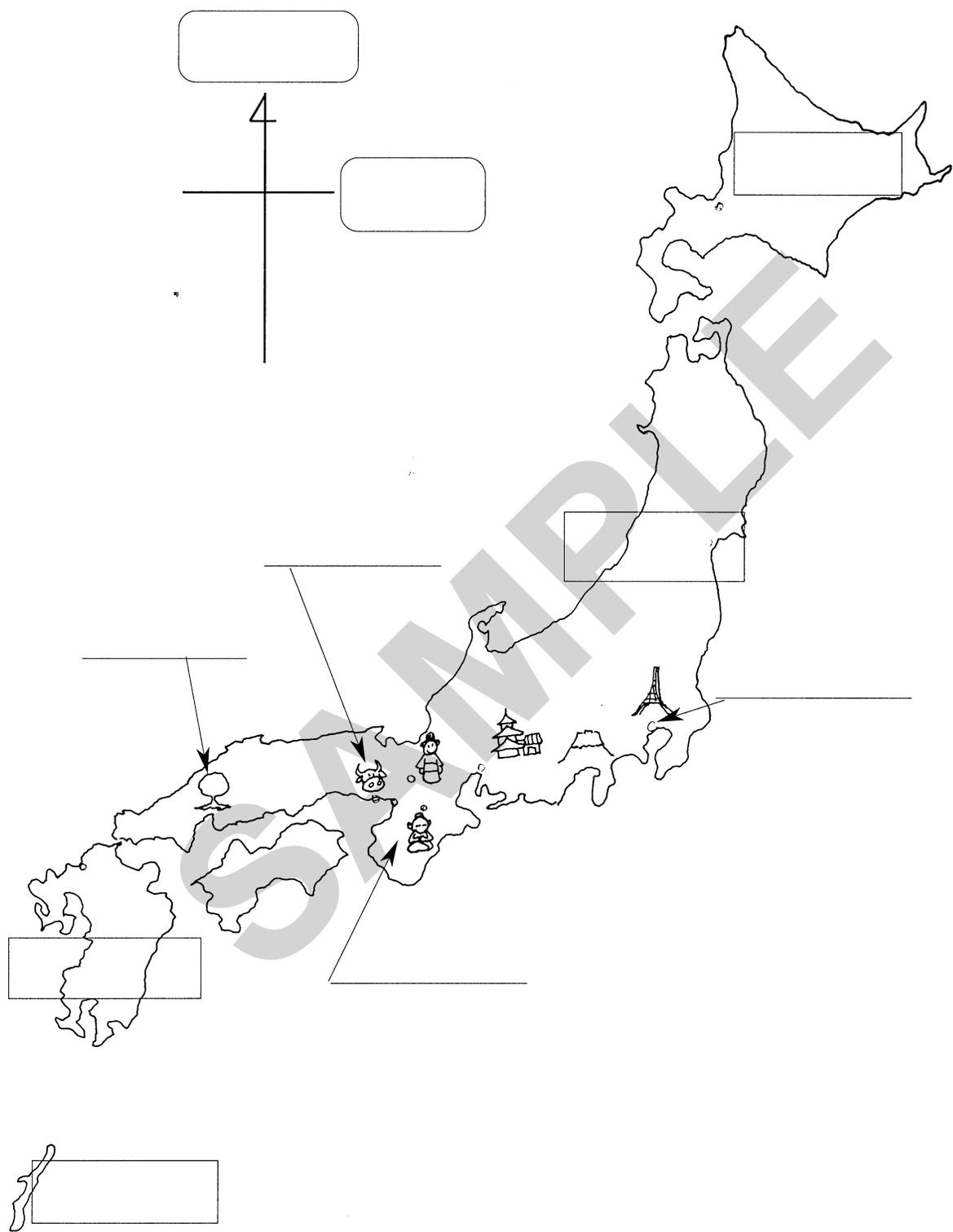
In assessing a student's communication skills, it is easier for the evaluator to decide on a letter grade before evaluating the students in each of the areas of communication, accuracy, fluency, vocabulary, and pronunciation. The rough guideline is as follows: An "A" student will do more than you expected. A "B" student will do most of the things you expected. A "C" student will sometimes hesitate and will not fully meet your expectations. "D" students often hesitate and cannot communicate most of the time. If there are multiple teachers teaching the same level, teachers may decide to interview students in each other's classes, so that an interview inquiring about a student's personal life will be more realistic. This also assures that expectations of teachers teaching at the same level are roughly equal.

## SEMESTER EXAMS

The semester exam assesses reading ability and grammar and word usage. These sample semester exams are Scantron exams.

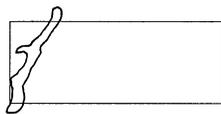
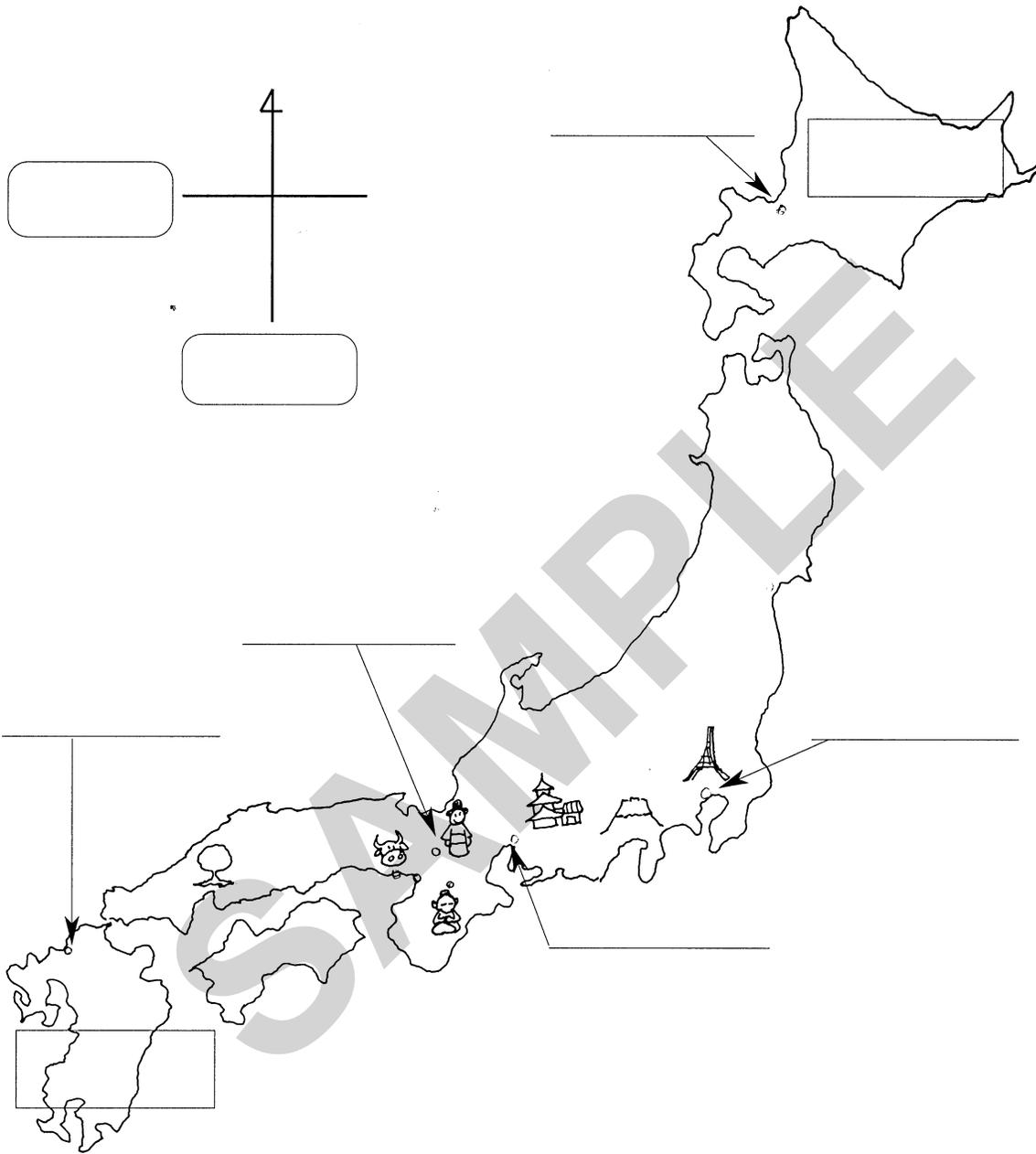


III. どこですか。  Island name \_\_\_\_\_ City name  Direction





III. どこですか。  Island name    \_\_\_\_\_ City name     Direction

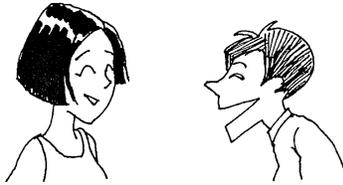






Test

A



Ask your partner these questions in Japanese.

1. Where were you born?
  2. Do you know my address and telephone number?
  3. Is there a park near your house?
  4. What is by the door?
  5. What do you want to do this weekend?
- 

Test

B



Ask your partner these questions in Japanese.

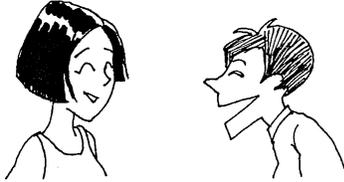
1. Are you working a part-time job now?
2. What is inside your room?
3. Do you want to live in a college dormitory?
4. Do you like to swim?
5. Have you eaten lunch already?

L.1 & L.2

REVIEW QUESTION EXAM

Test

C



Ask your partner these questions in Japanese.

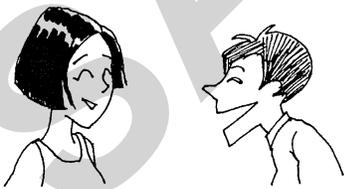
1. Where are you living now?
  2. What is in front of your house?
  3. Do you like to play with babies?
  4. What part (=where) of Japan do you want to visit (=go)?
  5. Where is Hokkaido? Do you know?
- 

L.1 & L.2

REVIEW QUESTION EXAM

Test

D



Ask your partner these questions in Japanese.

1. What kind of person do you want to marry?
2. Who is sitting by you?
3. Are you still a freshman?
4. When do you want to travel to Japan?
5. Do you like to study the Japanese language?

I. Listening. (1 X 10 = 10)

A. Listen to your teacher as he/she describes one of the pictures below. Choose the most appropriate picture for each description.

1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( )



A.



B.



C.



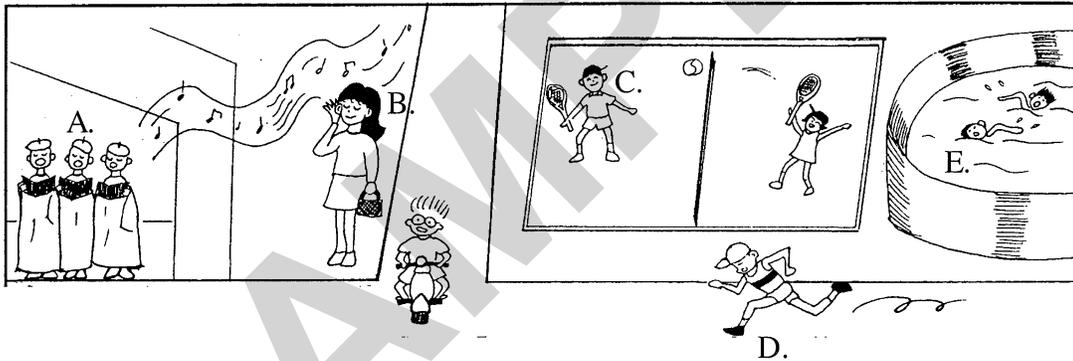
D.



E.

B. Listen to your teacher describe the people below. Identify the person which matches each description.

1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( )



II. In the parentheses, write *kanji* for the underlined *hiragana*. (1 X 10 = 10)

1. わたしは ことし、にほんへ いきます。 2. めと くち  
 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )
3. どよう日に たくさんの ひとが パティーに きました。  
 ( ) ( ) ( ) ( )

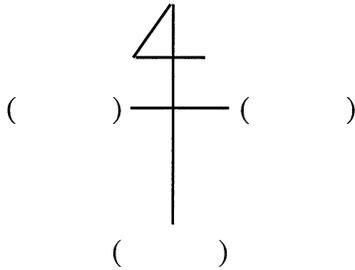
III. Circle T for true and F for false. (1 X 5 = 5)

- ( T F ) Recently, more high school boys than girls in Japan hold part-time jobs.
- ( T F ) Last names and/or titles are usually used in Japan.
- ( T F ) Swimming in Japan has its origins as a martial art.
- ( T F ) The 42nd year of a man's life is believed to be a dangerous year.
- ( T F ) The 39th year of a woman's life is believed to be a dangerous year.

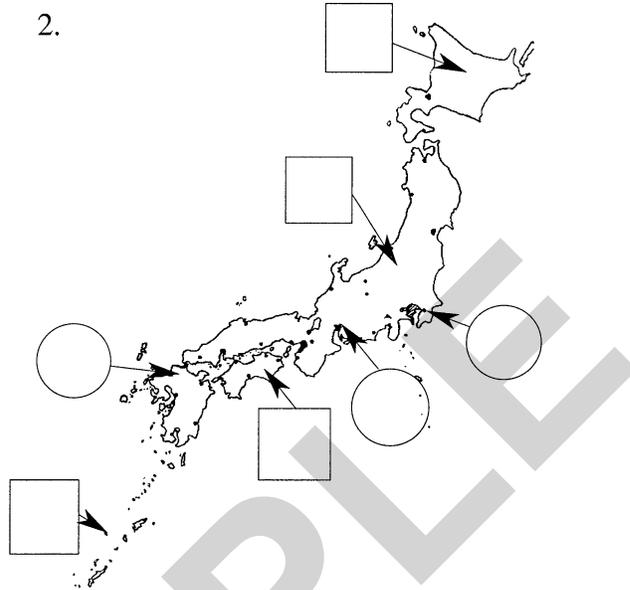
IV. Fill in the blanks on the map below. (1 X 11 = 11)

1. Write direction words in the ( ).
2. Choose the letter from the choices given below to identify the names of the islands and the cities.  
Put island names in the □ and city names in the ○.

1. ( )



2.



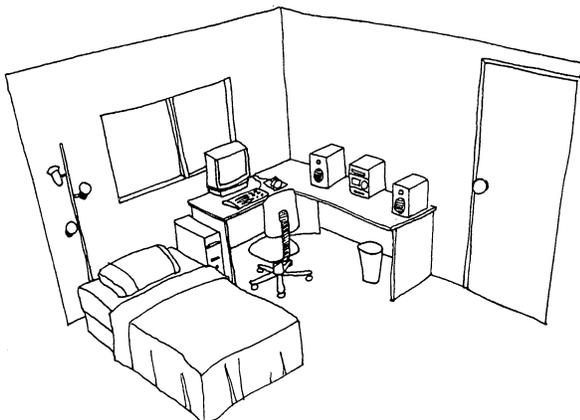
Choices for islands: □

A. おきなわ B. ほんしゅう C. ほっかいどう D. きゅうしゅう E. しこく

Choices for cities: ○

a. さっぽろ b. せんだい c. とうきょう d. なごや e. きょうと  
f. なら g. おおさか h. なは i. ひろしま j. ふくおか k. こうべ

V. Read the descriptions of this room given at the right. Based on the picture below, write T for true and F for false in the ( ). (1 X 4 = 4)



1. (T F) コンピューターは までのそばに あります。
2. (T F) ごみばこは つくえのうえに あります。
3. (T F) マウスは キーボードのひだりに あります。
4. (T F) スピーカーの うしろにステレオが あります。

VI. Look at the picture below. Read the following statements. Draw in the appropriate item in the correct location according to each of the statements. (1 X 5 = 5)

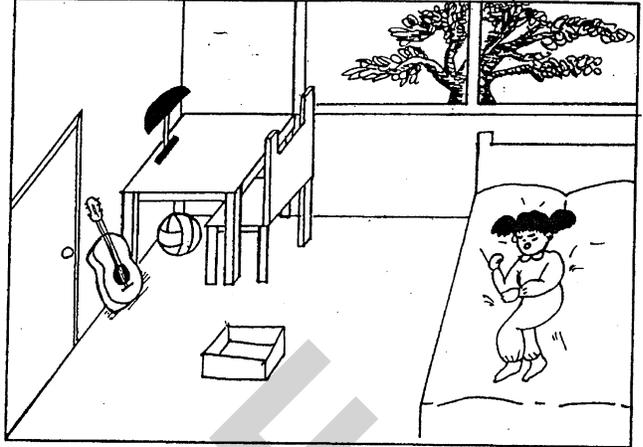
1. つくえの うえに えんぴつが  
あります。

2. まどの ひだりに ぼうしが  
あります。

3. おんなのこの みぎに ねこが  
います。

4. はこの なかに お金が あります。

5. いすの うしろに バットが  
あります。



VII. Using the context and English cues, fill in the blanks with the most appropriate choices given below. Change the answers to their correct TE form. You may use a choice more than once. (1 X 8 = 8)

Choices: です, たかい, いい, おきます, たべます, かえります, します

いちろうさんは ちょっと せが \_\_\_\_\_ (tall)、やせて います。

中学三年生 \_\_\_\_\_、十四さいです。バスケットが 大好き \_\_\_\_\_、とても

上手です。あたまが \_\_\_\_\_、せいせきは いつも いいです。

いちろうさんは きょう 七時に \_\_\_\_\_ (got up)、七時十五分に

あさごはんを 食べました。あさごはんを \_\_\_\_\_、七時半ごろ

学校へ 行きました。学校は 三時半に おわりました。うちへ

\_\_\_\_\_ (returned)、テレビを 見ました。それから 八時ごろ

しゅくだいを \_\_\_\_\_、十一時ごろ ねました。

VIII. Using the English sentences as cues, change the verbs to the appropriate forms. (1 X 7 = 7)

1. のみます → \_\_\_\_\_ I want to drink.
2. はしります → \_\_\_\_\_ I do not want to run.
3. ききます → \_\_\_\_\_ I am listening.
4. およぎます → \_\_\_\_\_ は たのしいです。Swimming is fun.
5. きます → がっこうへ \_\_\_\_\_ が すきです。I like to come to school.
6. よみます → しゅみは \_\_\_\_\_ です。My hobby is reading.
7. します → テニスを \_\_\_\_\_ が すきです。I like to play tennis.

IX. Circle the correct answer. (1 X 5 = 5)

1. 「フランスごを (してて いますか, しりますか)。」  
「いいえ、(してて いません, しりません)。」
2. 「おねえさんは いま (けっこんしますか, けっこんして いますか)。」  
「はい、一さいの あかちゃんが (います, もって います)。」
3. 「おひるごはんを たべましたか。」  
「はい、(もう, まだ) たべました。」

X. Complete the sentences below by using the verb cues from the box below. Change the verbs into the correct form so they appropriately describe each of the person's current actions as shown in the pictures below. (1 X 5 = 5)

1. 姉は <sup>あね</sup> 旅行の <sup>りょこう</sup> 会社 <sup>かいしゃ</sup> に \_\_\_\_\_。
2. 兄は <sup>あに</sup> 手に <sup>て</sup> 日本 <sup>ほん</sup> の <sup>ほん</sup> 本を \_\_\_\_\_。
3. 父は <sup>ちち</sup> パン屋 <sup>や</sup> で \_\_\_\_\_。
4. 弟は <sup>おとうと</sup> 学校 <sup>がっこう</sup> へ \_\_\_\_\_。
5. おじさんは <sup>どうきょう</sup> 東京 <sup>とうきょう</sup> に \_\_\_\_\_。

Choices: <sup>つと</sup> 勤めます, <sup>も</sup> 持ちます, <sup>はたら</sup> 働きます, <sup>い</sup> 行きます, <sup>す</sup> 住みます

1.



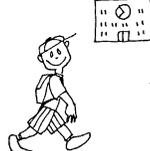
2.



3.



4.



5.

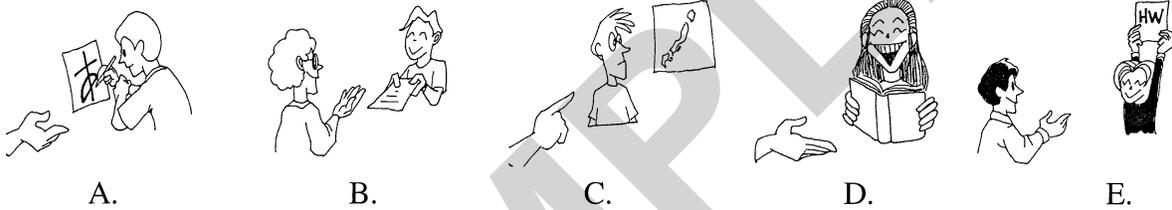


L.1 & 2 しけん

I. Listening. (1 X 10 = 10)

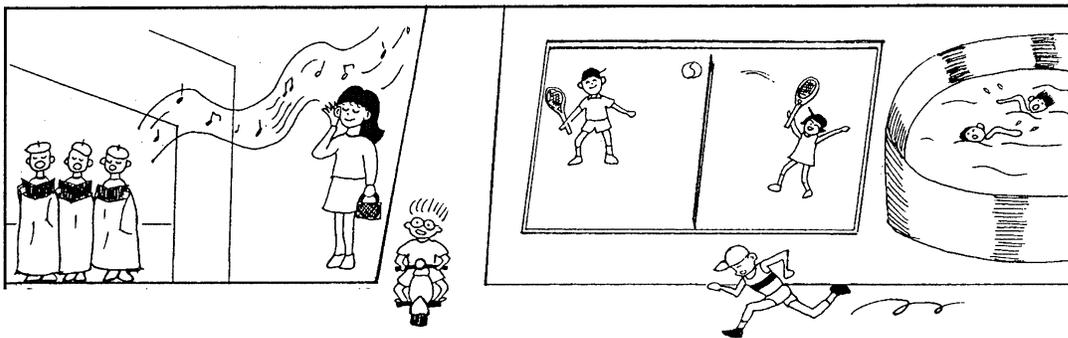
A. Listen to your teacher as he/she describes one of the pictures below. Choose the most appropriate picture for each description.

1. 読んで 下さい。
2. 見せて 下さい。
3. 見て 下さい。
4. 出して 下さい。
5. 書いて 下さい。



B. Listen to your teacher describe the people below. Identify the person being described.

1. ゆかさんは 泳いで います。
2. 一郎くんは テニスを して います。
3. ゆうこさんは 歌を 聞いて います。
4. だいすけくんは 走って います。
5. あいさんは 歌を 歌って います。











# ANSWERS TO REVIEW QUESTIONS

質問しよう！ 答えよう！

## 1 課と 2 課

1. どこで 生まれましたか。
2. 今 どこに 住んで いますか。
3. お父さんは 銀行に 勤めて いますか。
4. どんな 人と 結婚したいですか。
5. 今 アルバイトを して いますか。
6. 今 手に 何を 持って いますか。
7. 私の 住所と 電話番号を 知って いますか。
8. 自己紹介を して ください。
9. そばに だれが 座って いますか。
10. 家の 近くに 公園が ありますか。
11. 右手で 書きますか。 左手で 書きますか。
12. ドアの ところに 何が ありますか。
13. 家の 前に 何が ありますか。
14. 部屋の 中に 何が ありますか。
15. ご両親 (お父さんと お母さん) は どの 銀行に 行きますか。
16. 大学の りょうに 住みたいですか。
17. この 週末に 何を したいですか。
18. 泳ぐことが 好きですか。
19. まだ 中学三年生ですか。
20. もう お昼 (ご飯) を 食べましたか。
21. 赤ちゃんと 遊ぶのが 好きですか。

22. 日本で ホームステイを したいですか。
23. いつ 日本へ 旅行りょこうしたいですか。
24. 日本の どこへ 行きたいですか。
25. 北海道ほっかいどうは どこですか。 知しって いますか。
26. 仙台せんだいは どこですか。 知しって いますか。
27. 広島ひろしまは どこですか。 知しって いますか。
28. 東京とうきょうは どこですか。 知しって いますか。
29. 沖縄おきなわは どこですか。 知しって いますか。
30. 日本語を 勉強べんきょうすることが 好すきですか。

### 3課と4課

1. 質問しつもんしても いいですか。
2. 学校がっこうの 規則きそくは きびしいですか。
3. 制服せいふくを 着きるのが 好すきですか。
4. 学校がっこうへ どんな 服ふくを 着きて 行いきますか。
5. いつも ネックレスを して いますか。
6. 生徒せいとは 日本語の 教室きょうしつで ぼうしを かぶっても いいですか。
7. 生徒せいとは 日本語の 教室きょうしつで ガムを かんでも いいですか。
8. 図書館としょかんに 本かを 借かりに 行いきたいんですが、何なにが いらいますか。
9. 図書館としょかんで 食たべても いいですか。
10. たばこを すいますか。
11. 時々ときどき ごみを すてますか。
12. ところで、もう パスポートを 持もって いますか。
13. アメリカ人じんは 何なん才さいで 車くるまを 運うん転てんしても いいですか。
14. もう 運うん転てん免めん許きょを 持もって いますか。
15. だれから 運うん転てんを 習ならいたいですか。 / だれから 運うん転てんを 習ならいましたか。

16. ご両親 (or お父さんと お母さん) の 運転は 安全ですか。
17. ご両親 (or お父さんと お母さん) は たいてい 黄色の 信号で 行きますか。
18. ご両親 (or お父さんと お母さん) は 速く 運転しますか。
19. (Your city)に たくさん 交通事故が ありますか。
20. いつも シートベルトを しますか。
21. 家族は どんな 車を 持って いますか。
22. ところで 何が 怖いですか。
23. だれと けんかを しますか。
24. かぎを いくつ 持って いますか。
25. ご両親 (or お父さんと お母さん) は 何を 心配して いますか。
26. 今朝、何時に 家を出ましたか。そして、何時に 学校に 着きましたか。
27. 部屋の 窓から 何が 見えますか。
28. お父さん (or お母さん) は たいてい 朝 何時に 家を出ますか (or 出かけますか)。
29. 試験が 明日でも かまいませんか。
30. 試験が とても おずかしくても かまいませんか。

## 5課と6課

1. まちがえても いいですか。 or まちがえても かまいませんか。
2. 日本レストランで たいてい 何を 注文しますか。
3. (Restaurant name)で 予約を しなれば なりませんか or いけませんか。
4. レストランで 何パーセント チップを 置かなければ なりませんか or いけませんか。
5. 日本でも チップを 置かなければ なりませんか or いけませんか。

# ANSWER KEYS FOR WORKBOOK

## アドベンチャー日本語2

### 1課-1

#### Page 1

I. 1. Joyce 2. Tokyo 3. Disneyland 4. Kyoto 5. Hamburger 6. 8/15 Sat 7. Her Family

II. (Give your own answers. Here are examples.)

1. たなか まりです。
2. 15さいです。
3. こうこう 一ねんせいです。

#### Page 2

4. ホノルルです。
  5. じゅうしょは 1234 7th Street で、でんわばんごうは 876-5432 です。
  6. あねが ひとり います。こうこう三ねんせいです。
  7. サーフィンです。
  8. ゴキブリです。
  9. スノーボードが したいです。
- III. A. 1. ハ 2. 二十一 3. 七十七 4. 三十四 5. 二十七 6. 七十七  
7. 二十四 8. 四十五 9. ハ 10. 九
- B. 1. 三月、五月、七月、八月、九月、十二月  
2. 三十、四十、六十、七十、八十  
3. 三十五、四十、五十五、六十  
4. 二十八、四十二、五十六  
5. 火、水、金

### 1課-2

#### Page 3

I. (compass) North: C South: D East: A West: B

(map, in order from top to bottom blank) G, F, I, E, H

II. 1. B 2. B 3. A 4. B 5. A 6. A 7. B 8. B 9. B

Page 4

III. (people, going in a U shape from left to right) I, A, K, B, J, D, C, E

IV. City Name: きょうと The city location from the map: E

1 課-3

Page 7

I. (Your own choice)

II. Things I want to do today: (Examples)

1. テレビが みたいです。
2. テニスが したいです。
3. すしが たべたいです。

Things I do not want to do today: (Examples)

1. しゅくだいは したくないです。
2. はしりたくないです。
3. えいごの ほんを よみたくないです。

Page 8

A. 1. a. 月曜日 b. 木曜日 c. 金曜日 d. 日曜日 e. 火曜日 f. 水曜日

2. a. 土 b. 水 c. 日 d. 金 e. 木 f. 火 g. 月

B. 1. (Examples) 二〇〇六、八、三十、水

2. 水 3. 金 4. 木

1 課-4

Page 9

I. A. 1. おきて 2. あるいて 3. いった 4. たべて 5. おわって  
6. かえって 7. して

B. (7:00) (about 7:40) (before 4:00) (8:00) (about 11:00)

Page 10

II. 1. 高くて、で、で

2. かわいくて、で、で

3. で、で、よくて

# SCRIPTS FOR LISTENING EXERCISES

アドベンチャー日本語2

Lesson 1 Listening Exercises: スクリプト

*You may not understand all the Japanese on the CD,  
but use the context to help you comprehend as much as you can!*

I. Listen to the tape and match the expressions you hear with the appropriate pictures below.

1. 雨あめですね。
2. いい お天気てんきですねえ。
3. お元気げんきですか。
4. はい、元気げんきです。
5. いいえ、具合ぐあいが 悪わるいです。
6. ねむいです。
7. 疲つかれて います。
8. すみません、もう 一度ど 願ねがいします。
9. ちょっと 待まって 下ください。
10. すみません、遅おそくなりました。
11. 宿題しゅくだいを 忘わすれました。
12. 宿題しゅくだいを なくしました。
13. お手洗てあらいへ 行いっても いいですか。
14. お水みずを 飲のんでも いいですか。
15. 鉛筆えんぴつを 貸かして 下ください。
16. 書かいて 下ください。
17. 読よんで 下ください。
18. 見みて 下ください。
19. 聞きいて 下ください。
20. 見みせて 下ください。

21. 座すわって 下ください。  
 22. 立たって 下ください。  
 23. 出だして 下ください。  
 24. 静しずかに して 下ください。  
 25. 電でん氣きを けして 下ください。

II. Listen to the following dialogue and complete the sentences by choosing the most appropriate answer from the choices given.

- ケン：はじめまして、ケンです。どうぞ よろしく。お名な前まえは。  
 ゆり：ゆりです。はじめまして。どうぞ よろしく。  
 ケン：ゆりさんは、日本の どこから 来きましたか。  
 ゆり：名な古こ屋やです。  
 ケン：名な古こ屋やは どこに ありますか。  
 ゆり：名な古こ屋やは 本ほん州しゅうに あって、東とう京きょうの 西にしに あります。  
 ケン：ああ そう。ゆりさんは いつ アメリカに 来きましたか。  
 ゆり：七しち月がつ十とお日かに 来きました。  
 ケン：そう。兄きょうだい弟だいが いますか。  
 ゆり：ええ、兄あにが 一ひとり人ひとりと 妹いもうとが 二ふたり人ふたり います。  
 ケン：アメリカで 何なにを したいですか。  
 ゆり：そうですね、英えい語ごが 習ならいたいです。ケンくん 教おしえて 下ください。  
 ケン：はい、はい、じゃあ、今いま 映えい画がを 見みに 行いきましようか。  
 いい 英えい語ごの 勉べん強きょうですよ。  
 ゆり：はい、いいですね、行いきましよう。

Lesson 2 Listening Exercises: スクリプト

You may not understand all the Japanese on the CD,  
but use the context to help you comprehend as much as you can!

I. Look at the picture below. Identify each person according to the descriptions you hear. Write the correct letter in the ( ).

- A. 1. <sup>やま だ</sup>山田さんは <sup>とも だち</sup>友達の <sup>あい だ</sup>間に <sup>た</sup>立って <sup>うた</sup>いて、<sup>うた</sup>歌を <sup>うた</sup>歌って <sup>い</sup>ます。
2. <sup>た なか</sup>田中さんは <sup>やま だ</sup>山田さんの <sup>み ぎ</sup>右に <sup>うた</sup>いて、<sup>うた</sup>歌を <sup>うた</sup>歌って <sup>い</sup>ます。
3. <sup>やま もと</sup>山本さんは <sup>うた</sup>歌を <sup>き</sup>聞いて <sup>い</sup>ます。歌は <sup>うた</sup>上手 <sup>じょう ず</sup>ですねえ。
4. <sup>なかもと</sup>中本さんは <sup>え</sup>絵を <sup>か</sup>いて <sup>い</sup>ます。
5. <sup>きもと</sup>木本さんも <sup>うた</sup>歌を <sup>うた</sup>歌って <sup>い</sup>て、<sup>やま だ</sup>山田さんの <sup>ひだり</sup>左に <sup>い</sup>ます。
- B. 6. <sup>たか た</sup>高田さんは <sup>て</sup>ニスを <sup>し</sup>て <sup>い</sup>ます。ボールが <sup>たか た</sup>高田さんの <sup>ほう</sup>方に <sup>き</sup>来て <sup>い</sup>ます。
7. <sup>うえ だ</sup>上田さんも <sup>て</sup>ニスを <sup>し</sup>て <sup>い</sup>て、コート <sup>の</sup> <sup>み ぎ</sup>右に <sup>い</sup>ます。
8. <sup>たしろ</sup>田代さんは <sup>プ</sup>ールで <sup>およ</sup>泳いで <sup>い</sup>ます。右に <sup>み ぎ</sup>泳いで <sup>い</sup>ます。
9. <sup>まち だ</sup>町田さんも <sup>およ</sup>泳いで <sup>い</sup>ます。町田さんは <sup>まち だ</sup>田代さんの <sup>たしろ</sup>前に <sup>まへ</sup>いて、<sup>ひだり</sup>左に <sup>およ</sup>泳いで <sup>い</sup>ます。
10. <sup>かわもと</sup>川本さんは <sup>い</sup>っしょうけんめい <sup>はし</sup>走って <sup>い</sup>ます。
- C. 11. <sup>みずぐち</sup>水口さんは <sup>べん ち</sup>ベンチに <sup>すわ</sup>って、<sup>おむす び</sup>おむすびを <sup>た</sup>食べて <sup>い</sup>ます。
12. <sup>けんいち くん</sup>けんいちくんは <sup>ひだり</sup>左手に <sup>くるま</sup>車を <sup>も</sup>持って <sup>い</sup>て、<sup>すなば</sup>すなばで <sup>あそ</sup>んで <sup>い</sup>ます。
13. <sup>いま い</sup>今井さんは <sup>べん ち</sup>ベンチの <sup>そば</sup>そばで <sup>しず</sup>静かに <sup>ほん</sup>本を <sup>よ</sup>読んで <sup>い</sup>ます。
14. <sup>たろう くん</sup>たろうくんは <sup>すなば</sup>すなばの <sup>ひだり</sup>左に <sup>すわ</sup>って、<sup>あそ</sup>んで <sup>い</sup>ます。
15. <sup>おやま</sup>大山さんは <sup>みずぐち</sup>水口さんの <sup>とな</sup>りに <sup>すわ</sup>って、<sup>ソーダ</sup>ソーダを <sup>の</sup>飲んで <sup>い</sup>ます。

II. Look at the map below and match the correct locations with of each of the following places.

今 <sup>いま</sup> ぼくは <sup>いえ</sup> 家に <sup>います</sup> います。ぼくの <sup>いえ</sup> 家は <sup>きっさてん</sup> 喫茶店と <sup>びょういん</sup> 病院の <sup>あいだ</sup> 間に  
 あります。家の <sup>いへ</sup> 右に <sup>みぎ</sup> 喫茶店が <sup>あつて</sup> あって、左に <sup>ひだり</sup> 病院が <sup>あつて</sup> あります。  
 この <sup>びょういん</sup> 病院は <sup>あま</sup> あまり <sup>おほ</sup> 大きくないです。家の <sup>まへ</sup> 前には <sup>こ</sup> 小さい  
<sup>こうえん</sup> 公園が <sup>あつて</sup> あって、ぼくは <sup>まへ</sup> 前 <sup>よく</sup> よく <sup>あそ</sup> びました。公園の  
 となりには <sup>ぎんこう</sup> 銀行と <sup>さつ</sup> 寮が <sup>あつて</sup> あります。銀行は <sup>きっさてん</sup> 喫茶店の <sup>まへ</sup> 前に  
 あって、寮は <sup>りょう</sup> 病院の <sup>まへ</sup> 前に <sup>あつて</sup> あります。寮は <sup>りょう</sup> ちょっと <sup>おほ</sup> 大きいです。

III. Listen to the self-introductions by two people and mark T for true statements and F for false statements.

Yukio: はじめまして。ぼくは <sup>やまだ</sup> 山田ゆきおです。ぼくは <sup>おおさか</sup> 大阪に <sup>す</sup> 住んで  
 います。今、<sup>いま</sup> 中学2年で、<sup>ちゅうがく</sup> 14才です。ぼくは <sup>さ</sup> カナダで  
 生まれましたが、<sup>3</sup> 才の <sup>とき</sup> 時に <sup>にほん</sup> 日本に <sup>かえ</sup> 帰りました。父は <sup>ちち</sup> 銀行に  
<sup>つと</sup> 勤めて <sup>いて</sup> いて、<sup>カナダ</sup> カナダに <sup>じゅうねん</sup> 十年 <sup>すんで</sup> 住んで <sup>いま</sup> いました。母は  
 カナダ人です。父は <sup>ちち</sup> 母に <sup>カナダ</sup> カナダで <sup>あ</sup> 会って、<sup>カナダ</sup> カナダで  
<sup>けっこん</sup> 結婚しました。母は、<sup>にほんご</sup> 日本語が <sup>まだ</sup> まだ <sup>へた</sup> 下手で、<sup>いま</sup> 今 <sup>おおさか</sup> 大阪の <sup>だいがく</sup> 大学で、  
 日本語を <sup>なら</sup> 習って <sup>います</sup> います。姉が <sup>ひとり</sup> 一人 <sup>います</sup> います。姉は <sup>いま</sup> 今、  
<sup>だいがくせい</sup> 大学生で、<sup>こうべ</sup> 神戸の <sup>だいがく</sup> 大学へ <sup>いって</sup> 行って <sup>います</sup> います。姉は <sup>だいがく</sup> 大学の <sup>さつ</sup> 寮に  
<sup>す</sup> 住んで <sup>いて</sup> いて、<sup>ときどき</sup> 時々 <sup>しゅうまつ</sup> 週末 <sup>おおさか</sup> 大阪に <sup>かえ</sup> 帰って <sup>き</sup> 来ます。ぼくは  
<sup>いえ</sup> 家で <sup>たい</sup> たい <sup>にほんご</sup> 日本語を <sup>はな</sup> 話しますが、母とは <sup>えいご</sup> 英語で <sup>はな</sup> 話します。

Aiko: こんにちは。私は <sup>わたし</sup> 田中あいこです。東京に <sup>す</sup> 住んで <sup>います</sup> います。  
 十七才で、<sup>こうこう</sup> 高校2年生です。趣味は、<sup>しゅみ</sup> 映画を <sup>み</sup> 見ることと、<sup>おんがく</sup> 音楽を  
<sup>き</sup> 聞くことです。スポーツは <sup>あま</sup> あまり <sup>す</sup> 好きではありません。夏休みに、  
<sup>いえ</sup> 家の <sup>ちか</sup> 近くの <sup>や</sup> パン屋で <sup>アルバイト</sup> アルバイトを <sup>して</sup> して <sup>いました</sup> いました。朝  
<sup>じ</sup> 八時から <sup>よじ</sup> 四時までの <sup>しごと</sup> 仕事でした。パン屋の <sup>なか</sup> 中は <sup>あま</sup> あまり  
<sup>ひろ</sup> 広くありませんが、とても <sup>きれい</sup> きれいです。そして、この <sup>や</sup> パン屋の

パンは とても おいしくて、<sup>やす</sup>安いです。パン屋の <sup>や</sup>前に <sup>ちゅうがっこう</sup>中学校が  
あって、<sup>みぎ</sup>右に <sup>びょういん</sup>病院が <sup>あ</sup>って、<sup>ひだり</sup>左に <sup>ぎんこう</sup>銀行が <sup>あ</sup>りますから、<sup>ひる</sup>お昼は  
とても <sup>いそが</sup>忙しかったです。私は <sup>わたし</sup>毎日 <sup>まいにち</sup>とても <sup>つか</sup>つかれて <sup>いま</sup>いました。  
<sup>とく</sup>特に、<sup>いた</sup>あしが <sup>いた</sup>痛かったです。

## アドベンチャー日本語2

### Lesson 3 Listening Exercises: スクリプト

*You may not understand all the Japanese on the CD,  
but use the context to help you comprehend as much as you can!*

I. Lisa and Ken are talking about the rules at their respective schools. Mark T for true and F for false for the following statements.

ケン：リサさん、きれいな <sup>ピアス</sup>ピアスをして <sup>いま</sup>いますね。

リサ：どうも <sup>あ</sup>りがとう。先週 <sup>せんしゅう</sup>の <sup>たんじょうび</sup>たんじょう日に <sup>もら</sup>ったんです。

ケン：リサさんの <sup>がっこう</sup>学校は、<sup>ピアス</sup>ピアスをして <sup>い</sup>行っても <sup>いい</sup>いんですか。

リサ：あまり <sup>おお</sup>大きい <sup>たか</sup>のや、<sup>たか</sup>高いのは <sup>だめ</sup>ですが、これは <sup>だいじょうぶ</sup>大丈夫です。

ケン：いいね。ぼく <sup>たち</sup>達の <sup>がっこう</sup>学校は <sup>きそく</sup>きそくが <sup>と</sup>とても <sup>きび</sup>きびしくて、<sup>ピアス</sup>ピアスも  
<sup>ゆびわ</sup>ゆびわも <sup>して</sup>は <sup>い</sup>いけないんです。ほかの <sup>アクセサリ</sup>アクセサリーも  
<sup>みんな</sup>みんな <sup>だめ</sup>だめ。

リサ：じゃ、<sup>パーマ</sup>パーマも <sup>か</sup>けては <sup>い</sup>いけないんですか。

ケン：ええ、<sup>そ</sup>うです。それから、<sup>オートバイ</sup>オートバイや <sup>じてんしゃ</sup>自転車 <sup>がっこう</sup>で <sup>が</sup>学校へ  
<sup>い</sup>行っても <sup>い</sup>いけないんですよ。たくさん <sup>かね</sup>お金を <sup>も</sup>持って <sup>い</sup>行っても  
<sup>い</sup>いけないし、<sup>がっこう</sup>学校の <sup>かえ</sup>帰りに <sup>どこ</sup>どこかへ <sup>い</sup>行っても  
<sup>い</sup>いけないんですよ。

リサ：<sup>そ</sup>うですか。きびしい <sup>す</sup>ですねえ。

ケン：でも、<sup>ときどき</sup>時々 <sup>ともだち</sup>友達と <sup>がっこう</sup>学校の <sup>かえ</sup>帰りに <sup>どこ</sup>どこかに <sup>あそ</sup>遊びに <sup>い</sup>行ったり  
<sup>して</sup> <sup>いま</sup>います。リサさんの <sup>がっこう</sup>学校では、<sup>ひる</sup>お昼を <sup>どこ</sup>どこで

食べるんですか。

リサ：カフェテリアや 教室の 外です。教室の 中で 食べては  
いけないんですよ。

ケン：そうですか。ぼく達は 先生も 生徒も みんな いっしょに、  
教室の 中で 食べるんですよ。

II. Draw a picture of the person who is being described. Color your picture, too.

田中さんは とても かわいい 女の子です。田中さんの 今日の  
ファッションです。田中さんは 白い ぼうしを かぶって います。  
そして、めがねを かけて います。小さい ピアスと 大きい  
イヤリングを して います。そして、緑の ちょっと 短くて、小さい  
ティーシャツを 着て います。黒い ネックレスを して います。  
そして 黒い ズボンを はいて います。ズボンは 下が 広いです。  
それから、高い 茶色の サンドルを はいて います。右の 手に 一つ  
指輪を して います。

III. Listen to the following conversation and complete the sentences by choosing the correct answer.

ケン：まりさん、週末は 何を しましたか。

まり：今日、試験が あるから、図書館へ 勉強を しに 行きました。

ケン君は？プールへ 泳ぎに 行きませんでしたか。

ケン：ええ、行きませんでした。ぼくも 今日 試験が あるから、家で  
勉強だけ して いました。とても つまらなかったです。

まり：じゃあ、次の 週末は いっしょに 映画館へ 映画を 見に  
行きませんか。

ケン：いいですね。何を 見に 行きましょうか。

まり：そうですね、スタートレックは どうですか。

# OVERHEADS

**The following pages may be reproduced to create overhead projector transparencies. You may color them for a more attractive effect.**

## VOCABULARY VISUALS

The vocabulary visuals for each unit may be used to introduce and review vocabulary via the overhead projector. It is essential that students learn the vocabulary well. It is recommended that students verbalize each item from the visuals without the text and continue practicing on their own (in pairs and chorally) at a fast pace. Use the visuals as opportunities to discuss cultural differences.

The vocabulary pictures may also be used for other vocabulary practice activities or for flash cards.

## VISUALS FOR DRILLS

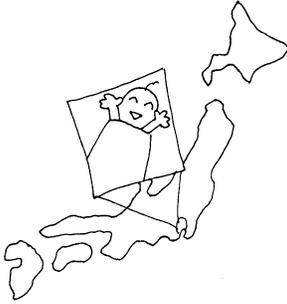
Sentence pattern drills may be practiced using these overheads. Teachers are encouraged to devise their own ways to use these overheads for each pattern practice.

## KANJI VISUALS

The *kanji* visuals for each unit may be used to introduce and review *kanji* using the overhead projector. It is essential that students learn the *kanji* well. It is recommended that students practice on their own (in pairs and chorally) at a fast pace.

アドベンチャー日本語2：2課-1-単語

1)



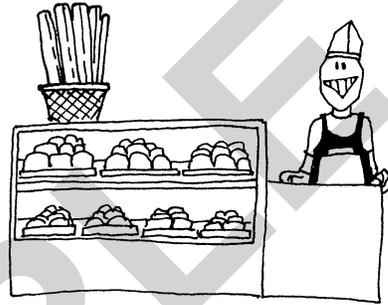
2)



3)



4)



5)



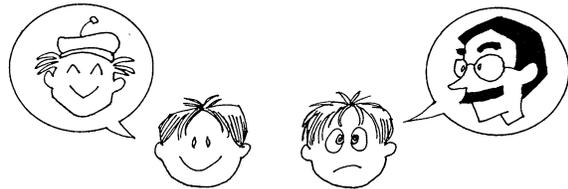
6)



7)



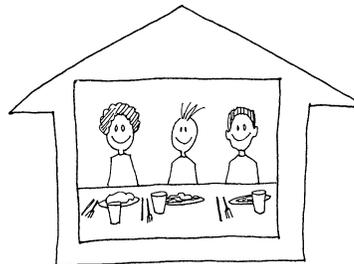
8)



9)



10)

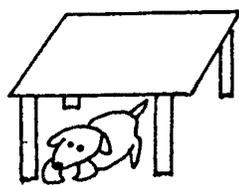




アドベンチャー日本語2：2課-2-単語



1)



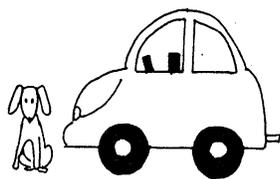
2)



3)



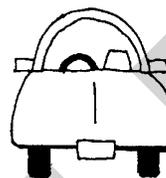
4)



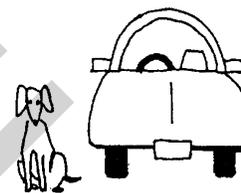
5)



6)



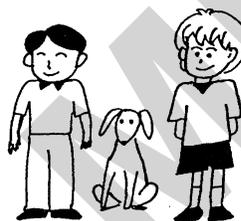
7)



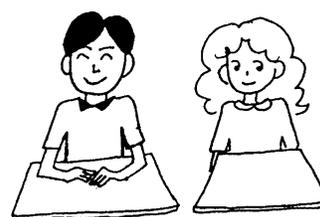
8)



9)



10)



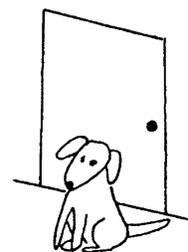
11)



12)



13)



14)

# TRANSLATION OF LESSON DIALOGUES AND READINGS

## LESSON 1 : はじめまして "How Do You Do?"

<Ken meets Mari, a Japanese student, at school for the first time.>

- Ken: How do you do. I am Ken. Glad to meet you. What is your name?  
Mari: I'm Mari. How do you do? Glad to meet you. You're very good at Japanese, aren't you?  
Ken: No, I'm poor at it. I only understand a little, so please speak slowly.  
Mari: Okay, I understand.  
Ken: Mari, where in Japan did you come from?  
Mari: I came from Tokyo.  
Ken: When did you come?  
Mari: I came on August 20th.  
Ken: Really? How many sisters and brothers do you have?  
Mari: I have two. (I have an) older brother and an older sister.  
Ken: Mari, what grade are you in?  
Mari: I am a sophomore.  
Ken: What sorts of things do you like?  
Mari: I like sports and music and such things.  
Ken: Really? What sorts of things do you want to do here?  
Mari: I want to make a lot of friends. And I want to learn English.

## LESSON 2 : じこしょうかい "Self-introduction"

<Mari introduces herself in the classroom.>

I will introduce myself. I am Mari Hayashi. I am 16 years old and I am a high school sophomore. My hobby is sports, and I especially like baseball. I was born in Tokyo. My family lives in Tokyo. My father is employed at a bank, and my mother is working at a department store. My older sister is already married and has a baby. The baby is still a year old. My older sister is not working now. My older brother is a college senior and is living in a dormitory. He works part-time at a bookstore every day.

Do you all know Mr. Smith? I am now having a homestay at the Smith's home. I will briefly talk about the Smiths. The house is very spacious and pretty. The family has two cars. There is a nice bed and a desk in my room. There is a white cat and she's always sleeping by the door. In front of the house, there is a park. And, there is a pool at the park, so I swim at the pool every day. I love to swim.

I'm glad to meet you.

## LESSON 3 : 学校のきそく "School Rules"

<At school>

- Mari: Ken, May I ask you some questions about rules at this school?  
Ken: Yes, please do.

Mari: Ken, is it all right to wear T-shirts at school?  
 Ken: Yes, it is.  
 Mari: Is it all right to wear shorts?  
 Ken: Yes, it's all right. But the shorts may not be too short.  
 Mari: That male student has pierced earrings, (but) is it all right?  
 Ken: Yes, it's all right. But only small ones are okay.  
 Mari: American school rules are really liberal, aren't they? By the way, where is the library?  
 Ken: The library is that white building over there. Can you see it?  
 Mari: Oh, yes, yes. I can see it. I want to go borrow a book, but what do I need?  
 Ken: You need an I.D. And the library's rules are very strict, so please be careful. You absolutely must not talk inside the library.  
 Mari: Thank you.  
 Ken: Let's meet by the gate at 1 o'clock. Let's go to eat lunch.  
 Mari: Yes, that's good. But is 1:30 all right?  
 Ken: Yes, 1:30 is fine. See you later!

#### LESSON 4 : うんてん "Driving"

<At the school gate>

Mari: Ken, is it all right for you to drive already?  
 Ken: Yes, I got my driver's license last month.  
 Mari: Please show it to me. Wow, it's terrific!  
 Ken: Well, please get in the car. Let's go to eat lunch.  
 Mari: Is it all right? I'm a little scared!  
 Ken: Please don't worry. Please wear your seat belt. Well, let's go.

<On the street>

Mari: Careful! (Dangerous!) The traffic light was yellow, you know. You shouldn't go!  
 Ken: It's okay!  
 Mari: Ken, please don't turn the corner (so) quickly!  
 Ken: I'm sorry.  
 Mari: Is that an ambulance?  
 Ken: That's right. There are police cars and policemen there, aren't there? It must be an accident.  
 Mari: Please be careful. Please don't speed so much.  
 Ken: Well, we've arrived at the restaurant!  
 Mari: Ken, please don't stop (so) suddenly!  
 Ken: I'm sorry. Please get out quickly.

#### LESSON 5 : レストラン "Restaurant"

<At the restaurant.>

Mari: Oh, let's go to that table.  
 Ken: Just a minute. Mari, we can't do that. We have to wait here.  
 Waitress: Welcome. How many (in your party)?

Ken: Two of us. We haven't made reservations...  
Waitress: It is all right! Please come this way. Here's your menu. <After a while> Your order?  
Mari: I'll have *nigirizushi*.  
Ken: I'm hungry, so I'll have *niku udon* and *oyako domburi*.  
Waitress: Anything else?  
Ken: That's all.

<The waitress brings the food and they start eating.>

Ken: Let's start. Do I have to eat the *udon* with chopsticks?  
Mari: No, it's all right not to eat with chopsticks. Ken, how about some *sushi*? It's delicious!  
Ken: No, thank you. I don't like fish.  
<After the meal.> I'm done. That was delicious, wasn't it? I'm full. I'll treat today!  
Mari: Thank you. Then, I'll leave the tip. About how much should I leave?  
Ken: It's generally about 15 percent.  
<He calls a waitress.> Excuse me, check, please.  
Waitress: Thank you. Please (pay) at the register over there.  
Ken: Oh, Mari, I forgot my wallet. I'm sorry, please lend me some money. I'll return it tomorrow . . .  
Mari: Okay, okay.

## LESSON 6 : びょうき "Illness"

<The telephone rings at the Smith's residence.>

Mari: Hello, is this the Smith residence?  
Ken's mother: Yes, it is.  
Mari: I'm Mari, (but) is Ken home?  
Ken's mother: Well, Ken is resting (sleeping) because he is sick.  
Mari: He has been absent for as long as a week already, (but) is he all right?  
Ken's mother: Oh, Ken is here (came), so please wait a second.

<Ken comes to the phone.>

Ken: Hello, Mari, it's me.  
Mari: What happened? Are you ill?  
Ken: I caught a cold. Last week, I had a fever of 39 degrees and I couldn't sleep at night. My stomach also (felt) funny, and I couldn't eat very much. I had to take medication three times a day every day. Tomorrow, there's supposed to be a Japanese exam, but I don't plan to go to school.  
Mari: I'm very sorry.  
Ken: My head hurts so much that I can't memorize the *kanji* nor the vocabulary.  
Mari: You don't have to worry about it very much. It can't be helped. Please get a lot of rest. Take care.