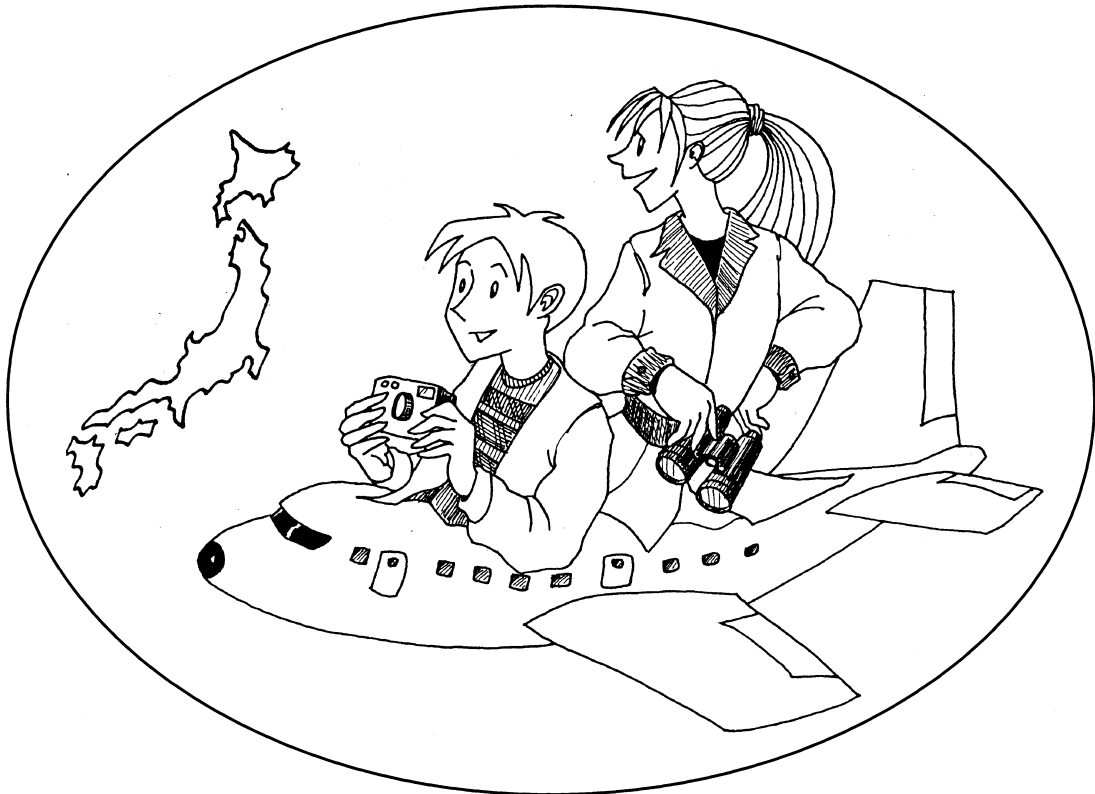


アドベンチャー  
日本語 2

ADVENTURES IN JAPANESE 2  
TEXTBOOK



HIROMI PETERSON & NAOMI HIRANO-OMIZO

Illustrated by Michael Muronaka & Emiko Kaylor



Cheng & Tsui Company

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Third Edition

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ADVENTURES IN JAPANESE 2

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# FOREWORD

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

*Adventures in Japanese* has been prepared by highly experienced and knowledgeable high school teachers of Japanese, Hiromi Peterson and Naomi Hirano-Omizo, who know exactly what is teachable/learnable and what is not for high school students. They know how to sustain the students' interest in the Japanese language and its culture by employing so many age-adequate, intriguing activities with a lot of fun illustrations. The grammar explanations and culture notes provide accurate and succinct pieces of information, and each communicative activity is well designed to assist the students in acquiring actual skills to use grammar and vocabulary in context. In short, *Adventures in Japanese* is an up-to-date high school Japanese textbook conceived and designed with a proficiency-based approach. Among many other things, it comes with a teacher's handbook which is intended to help a novice high school teacher of Japanese teach Japanese in a pedagogically correct manner from day one.

I am pleased that at long last we have a high school textbook that is both learnable and teachable, and very importantly, enjoyable. I endorse *Adventures in Japanese* wholeheartedly.

Seiichi Makino  
Professor of Japanese and Linguistics  
Department of East Asian Studies  
Princeton University

# TO THE STUDENT

Welcome to the second volume of *Adventures in Japanese!* We hope you enjoyed learning from the first volume of the series.

In Volume 1, you learned how to express your basic needs in Japanese. Your dialogues were centered around Ken and Emi. In Volume 2, dialogues continue to center on Ken. You will also be introduced to Mari, a student from Japan who shares many new cultural insights on her country. This provides many opportunities to compare Japanese and American customs. We hope your experience with Volume 2 will be as fulfilling and enjoyable as your encounter with Volume 1.

While your studies this year will take you a step further, our overall goals remain the same:

1. To create a strong foundation of the Japanese language through the development of the four language skills: speaking, listening, reading, and writing.
2. To strengthen, in particular, students' conversational skills.
3. To deepen students' understanding of the Japanese people and culture through the study of the language and the many aspects of the Japanese culture.
4. To encourage a rediscovery of the students' own language and culture through the study of Japanese language and culture.
5. To shape culturally sensitive, globally aware, responsible world citizens.

In addition, we note here that through these goals, this text addresses many of the National Standards for Japanese Learning, which revolve around the 5 C's: communication, cultures, connections, comparisons and communities. Through the content of the textbook lessons, homework assignments, classroom activities (individual, group, and presentational), lab activities, assessment exercises and projects, students have ample opportunities to communicate in various modes and gain knowledge and understanding of Japanese culture by demonstrating their understanding of the practices, products and perspectives of the Japanese. Certain activities in the text provide opportunities for students to connect with other disciplines, such as weather related activities, geography and measurement. Through the activities provided by the text and by the teacher in the classroom, students also frequently compare the nature of their own language and the Japanese language, as well as derive a better understanding of "culture" through comparison of their own culture and the culture of Japan. In several activities, students are able to communicate to others in the community using Japanese. They are provided with ample tools and practice to enjoy and enrich their personal lives through Japanese.

Let us examine more specifically how you will fulfill these goals in Volume 2.

## Topics

Topics for Volume 2 were again carefully selected and arranged so that you will be able to make maximum use of Japanese after completing the course. Many lessons present opportunities for Ken (and you) to go out into the community and use Japanese where you are likely to encounter the language, (e. g., at a Japanese restaurant, speaking with a Japanese student, at a part-time job, when giving directions). As in Volume 1, topics that are part of your daily school life are included, (e. g., illness, sports such as basketball, Japanese class: self-introduction, school rules, driving). Numerous lessons in Volume 2 now allow you to compare and contrast Japanese and American customs and ways

of thinking (e. g., school rules, driving, Japanese restaurant, working part-time, New Year's). One lesson, a simplified traditional Japanese folk tale (The Mouse Wedding), gives a good illustration of the values of the Japanese. You will also find that your lessons are arranged in such a way that you will often be studying a topic that is time-appropriate. (Some lessons that coincide with appropriate times of the year are New Year's, Basketball Game, and Mother's Day).

### **Tasks**

At the beginning of each lesson, you will find two tasks that you will be expected to successfully complete by the end of the lesson. We hope that this will give you a better idea of the objectives of each lesson. It also provides you with a guide for preparing for your end-of-the-lesson evaluation.

### **Dialogues**

At the beginning of each lesson, you will find a sample dialogue with illustrations. You will be expected to study the dialogue, then carry out the dialogue with a partner using the illustrations as cues.

Some of the dialogues in this volume are presented in both the formal and informal style. At this level, you are expected to learn the formal style only. The informal style and male/female speech forms will be introduced in Volume 3. However, it is provided in this text as it a more natural speaking style which you may also find interesting to study. The formal (sometimes referred to as polite) style is used in situations when one speaks with persons with whom one is not very familiar. The informal style is used when the speaker perceives his relationship with the listener(s) as being relatively close. The informal style is slightly different for male and female speakers. Further explanation will follow in Volume 3.

### **Vocabulary**

As in Volume 1, the vocabulary words and expressions presented in Volume 2 are those that students use frequently in selected situations. While vocabulary items are limited to 30 - 40 per lesson, students will find that they are extremely practical and more than sufficient to successfully communicate their thoughts. One of the features of this text that we expect to be helpful to you, the student, is the list of previous vocabulary, expressions and grammatical forms that reappear in the current lesson. You should always study these lists to refresh your memory.

### **Grammar**

The grammatical structures in this volume build upon those you have learned in Level One. We have tried to use short grammatical explanations that are clear and simple for you to understand. Verb conjugations are introduced in a systematic way, so that you will be able to progress smoothly from one form to the next. By the end of this volume, you should have the grammatical capability to describe an ongoing state or action, to grant or ask for permission, to prohibit actions, to express your intentions, to state your obligations, to express your ability or potential to do something, to give conditions, to compare things or actions, to express expectation or supposition, to describe the act of doing and receiving favors and much, much more!

### **Writing**

By the end of Volume 1, you were expected to have mastered both *hiragana* and *katakana*, as well as 17

basic *kanji*. In Volume 2, you will be introduced to eight new *kanji* per lesson on the average. By the end of Volume 2, you will have learned 122 *kanji*. The sequence of *kanji* introduction was planned carefully, so that you will first recognize basic *kanji* parts, then advance to more complicated ones. Another feature of this text that makes it easy and fun to learn from is the *kanji* section, which introduces each *kanji* and its origin, or its "story," through pictures. The *kanji* illustrations are also accompanied by English explanations.

*Kanji* may at first appear complicated, but you will soon begin to see a pattern in the combinations, and will no doubt eventually appreciate *kanji* as much as the Japanese. Learning *kanji* requires diligent and frequent practice. Only through constant practice will you be able to learn and remember *kanji*.

*Wakachigaki* (spacing between word units) is used in this volume to make reading easier. At more advanced levels, spacing is often not provided. Authentic reading materials also generally do not provide spacing. When you write Japanese at this level, you may choose to write Japanese with or without spacing between words.

## **Culture**

Culture is introduced directly through the lessons, e. g., comparisons of Japanese and American school rules, driving, restaurant etiquette, holidays, etc. The folk tale is a lesson on traditional Japanese values. Your teacher will surely also supplement the text with more cultural information or activities in class.

## **Japanese Culture Corner**

After every odd-numbered lesson, there is a list of questions relating to aspects of Japanese culture. Use whatever resources you have available to you -- friends, relatives, the internet, books, e-mail -- to discover more about Japan!

## **Fun Corner**

Japanese crafts and games are fun and fascinating! In the Fun Corner, you will have the opportunity to learn how to make *origami*, play games, cook, and even exercise to music! Have fun!

## **Review Questions**

After every even-numbered lesson, there is a list of about 30 commonly asked questions related to the topics covered in the lesson. Ask your partner these questions in Japanese, and your partner should answer you without looking at the textbook. Take turns asking and answering questions. Pay attention to speed, intonation, and pronunciation. This portion of the lesson is included in the review tape for listening practice. You may practice your answers using the tape.

Before you begin using this text, we recommend that you study its format and discover all of the supplementary information included. You will find that knowing the contents of this text will be helpful to you in your year's study of Japanese 2.

As we have stated in the previous volume, the key to success in the early years of foreign language study is frequent and regular exposure to the language. Take advantage of the class time you spend with your teacher, use your lab time effectively, and most important, keep up with your work. Learn your material well, don't hesitate to try it out, and most of all, enjoy yourself! **がんばりましょう!**

## Useful Expressions



1. いい(お)てんきですねえ。  
The weather is nice!



2. あめですねえ。  
It's raining (a lot)!



3. (お)げんきですか。

How are you? [lit., Are you fine?]  
This expression is used only when one meets a person after not seeing him/her for several days or more.

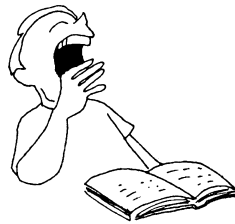


4. はい、げんきです。

Yes, I am fine.  
Notice that the polite prefix "お" is removed here, since the speaker is talking about himself.



5. ぐあいが わるいです。  
I feel sick.



6. ねむいです。  
(I) am sleepy.



7. つかれて います。  
(I) am tired.



8. すみません。もういちど おねがいします。

Excuse me. One more time please.  
もう means more, いちど means one time, おねがいします is commonly used when one asks a favor of someone.



9.



すみません。ゆっくり おねがいします。

Excuse me. Slowly, please.  
ゆっくり means "slowly; leisurely."

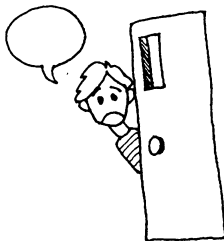
10.



ちょっと まって ください。

Please wait a minute.

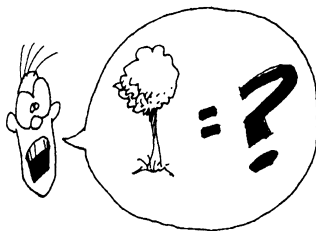
11.



すみません。おそく になりました。

I'm sorry to be late. [lit., I am sorry. I have become late.]

12.



Tree は にほんごで なんと いいますか。

How do you say "tree" in Japanese?  
にほんご means "Japanese language," で means "by means of," なん means "what," と is a particle used for quotations, いいます means "say" and か is a particle that marks questions.



13. わすれました。

I forgot.



14. なくしました。

I lost (it).



15. ええと... / あのう...

Let me see... Well...

When you need time to think, or to pause, these expressions may be used to "buy time."

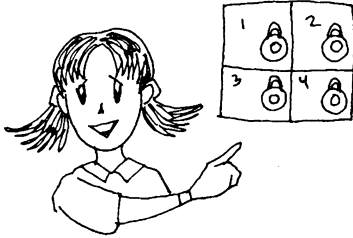
16.



おてあらい／(お) トイレへ 行っても  
いいですか。

May I go to the bathroom?

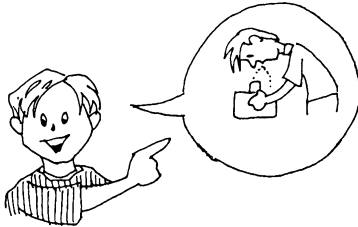
17.



ロッカーへ 行っても いいですか。

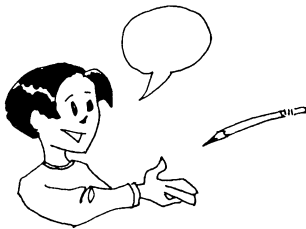
May I go to the locker?

18.



(お) みずを のんでも いいですか。  
May I get a drink of water? [lit. "May I drink water?"]

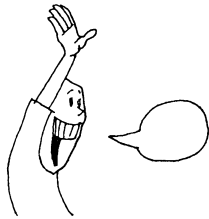
19.



えんぴつを かして ください。

Please lend me a pencil.

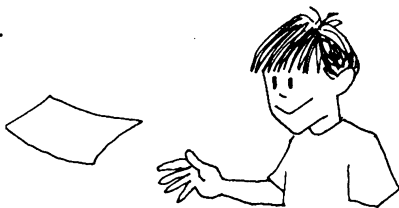
20.



すみません。しつもんが あります。

Excuse me, I have a question.

21.



(かみ) を ください。

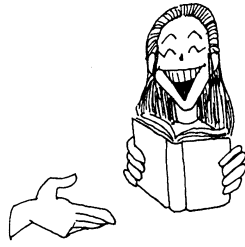
Please give me (some paper).

TEACHER'S DIRECTIONS



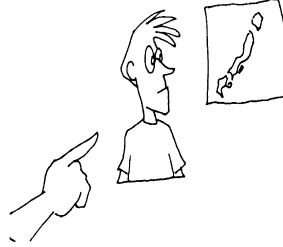
1. かいてください。

Please write.



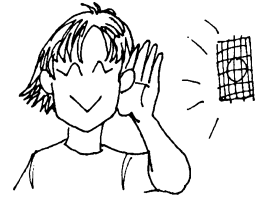
2. よんでください。

Please read.



3. みてください。

Please look.



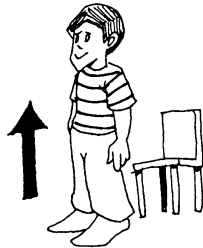
4. きいてください。

Please listen.



5. すわってください。

Please sit down.



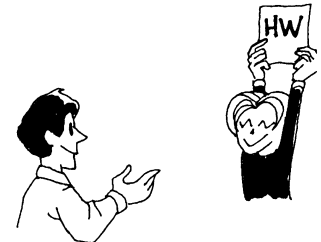
6. たってください。

Please stand up.



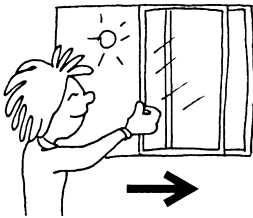
7. だしてください。

Please turn in  
(something).



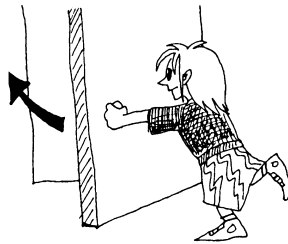
8. みせてください。

Please show me  
(something).



9. あけてください。

Please open it.



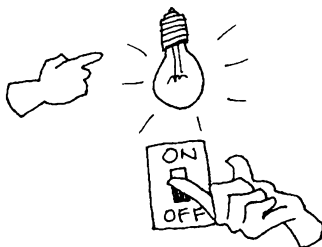
10. しめてください。

Please close it.



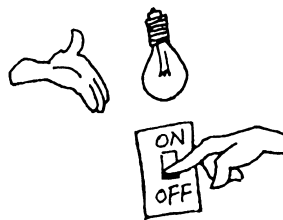
11. しずかにしてください。

Please be quiet.



12. でんきをつけてください。

Please turn on the light.



13. でんきをけしてください。

Please turn off the light.



14. よくできました。

Well done!



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

【 II -1 タスク 1】

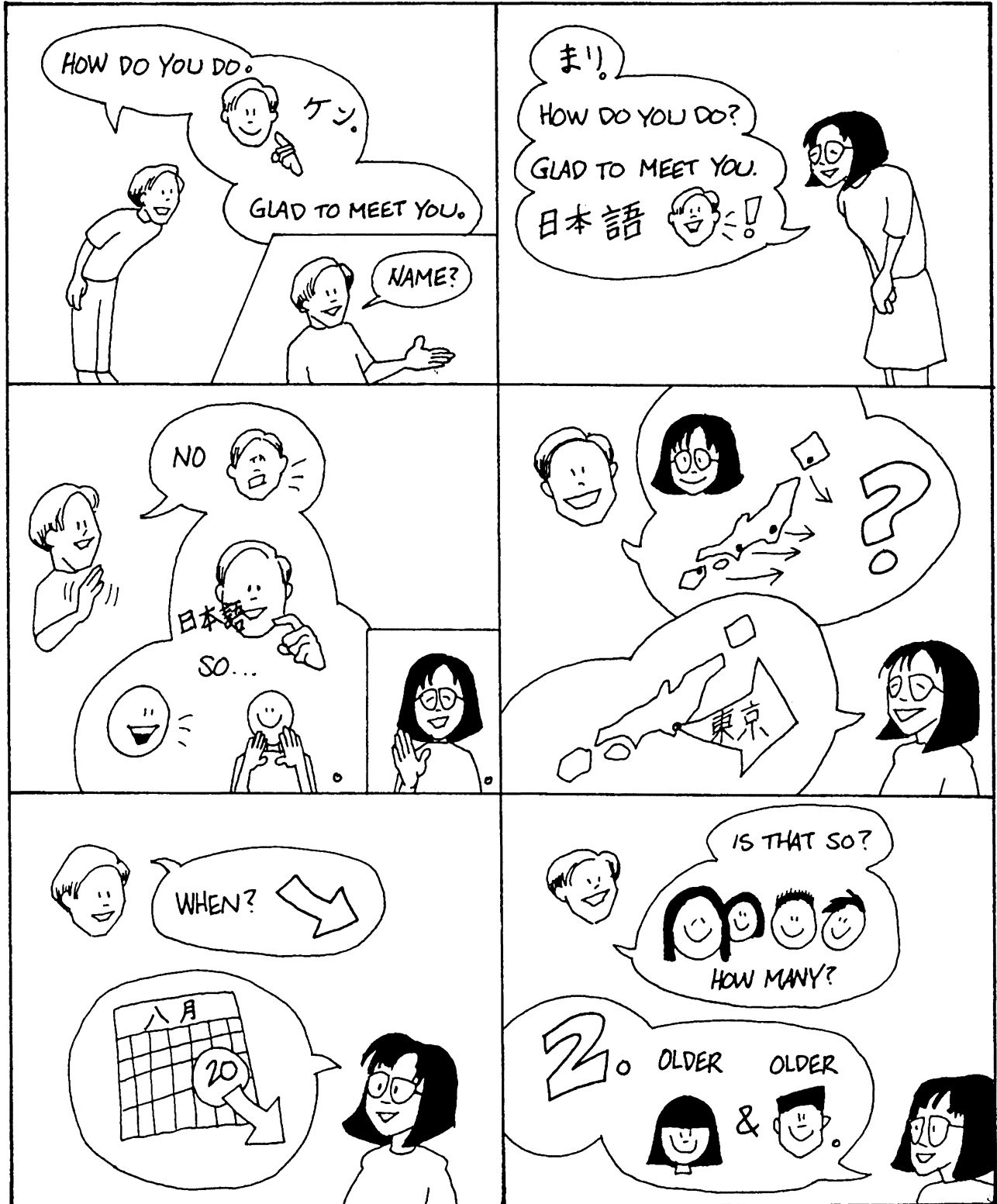
Interview your partner, then introduce your partner to your class. Find out, then share information about your partner's:

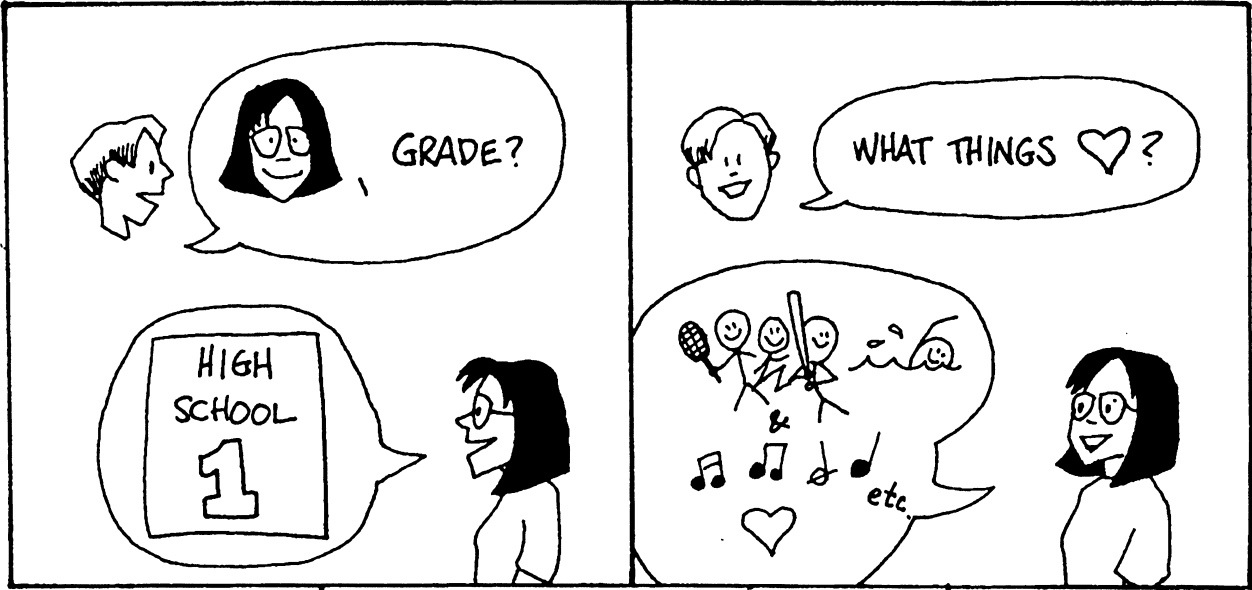
- (1) name.
- (2) age.
- (3) grade.
- (4) family.
  - a. siblings (names, ages, grades, etc.).
  - b. parents (jobs, etc.).
- (5) interests.

【 II -1 タスク 2】

You meet a new friend who just arrived from Japan. Briefly introduce yourself, then find out:

- (1) where your friend is from.
- (2) when your friend came to (your city).
- (3) whether your friend has brothers/sisters.
- (4) information about siblings (ages, grades, etc.)
- (5) what your friend likes/dislikes.
- (6) what sorts of things he/she would like to do during his/her stay.





【お話し】

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

ケン：はじめまして。ケンです。どうぞ よろしく。お名前は？

まり：まりです。はじめまして。どうぞ よろしく。日本語が  
上手ですねえ。

ケン：いいえ、下手です。日本語が 少し わかりますから、ゆっくり  
話して ください。

まり：はい、わかりました。

ケン：まりさんは 日本の どこから 来ましたか。

まり：東京から 来ました。

ケン：いつ 来ましたか。

まり：八月二十日に 来ました。

ケン：そうですか。兄弟は 何人 いますか。

まり：二人 います。姉と 兄です。

ケン：まりさんは 何年生ですか。

まり：高校一年生です。

ケン：どんな 事が 好きですか。

まり：スポーツや 音楽が 好きです。

ケン：そうですか。ここで どんな 事を したいですか。

まり：友達を たくさん 作りたいです。

**Let's review previous kanji!**

*Hiragana* is used for *KUN* (Japanese) readings and *katakana* for *ON* (Chinese) readings.

- |    |   |       |      |          |                              |
|----|---|-------|------|----------|------------------------------|
| 1. | 一 | one   | ひと   | 一つ〔ひとつ〕  | one (general object)         |
|    |   |       | イチ   | 一月〔いちがつ〕 | January                      |
|    |   |       | ☆    | 一日〔ついたち〕 | the first day of the month   |
| 2. | 二 | two   | ふた   | 二つ〔ふたつ〕  | two (general objects)        |
|    |   |       | ニ    | 二月〔にがつ〕  | February                     |
|    |   |       | ☆    | 二日〔ふつか〕  | the second day of the month  |
| 3. | 三 | three | みっ   | 三つ〔みっつ〕  | three (general objects)      |
|    |   |       |      | 三日〔みっか〕  | the third day of the month   |
|    |   |       | サン   | 三月〔さんがつ〕 | March                        |
| 4. | 四 | four  | よ(っ) | 四つ〔よっつ〕  | four (general objects)       |
|    |   |       |      | 四日〔よっか〕  | the fourth day of the month  |
|    |   |       | よん   | 四本〔よんほん〕 | four (long objects)          |
|    |   |       | シ    | 四月〔しがつ〕  | April                        |
| 5. | 五 | five  | いつ   | 五つ〔いつつ〕  | five (general objects)       |
|    |   |       |      | 五日〔いつか〕  | the fifth day of the month   |
|    |   |       | ゴ    | 五月〔ごがつ〕  | May                          |
| 6. | 六 | six   | むっ   | 六つ〔むっつ〕  | six (general objects)        |
|    |   |       | ☆    | 六日〔むいか〕  | the sixth day of the month   |
|    |   |       | ロク   | 六月〔ろくがつ〕 | June                         |
| 7. | 七 | seven | なな   | 七つ〔ななつ〕  | seven (general objects)      |
|    |   |       | なの   | 七日〔なのか〕  | the seventh day of the month |
|    |   |       | シチ   | 七月〔しちがつ〕 | July                         |
| 8. | 八 | eight | やっ   | 八つ〔やっつ〕  | eight (general objects)      |



		よう	八日〔ようか〕	the eighth day of the month
		ハチ	八月〔はちがつ〕	August
9.	九 nine	ここの	九つ〔ここのつ〕	nine (general objects)
			九日〔ここのか〕	the ninth of the month
		キュウ	九十〔きゅうじゅう〕	ninety
		ク	九月〔くがつ〕	September
10.	十 ten	とお	十日〔とおか〕	the 10th day of the month
		ジュウ	十月〔じゅうがつ〕	October
11.	月 moon	ガツ	一月〔いちがつ〕	January
		ゲツ	月曜日〔げつようび〕	Monday
12.	日 sun, day	ひ	その日〔ひ〕	that day
		び	月曜日〔げつようび〕	Monday
		か	十四日〔じゅうよっか〕	the 14th of the month
		ニチ	日曜日〔にちようび〕	Sunday
13.	火 fire	カ	火曜日〔かようび〕	Tuesday
14.	水 water	みず	お水〔みず〕	water
		スイ	水曜日〔すいようび〕	Wednesday
15.	木 tree	き	おおきい木〔き〕	a big tree
		モク	木曜日〔もくようび〕	Thursday
16.	金 gold	かね	お金〔かね〕	money
		キン	金曜日〔きんようび〕	Friday
17.	土 soil	ド	土曜日〔どようび〕	Saturday

*Let's review previous vocabulary!*

A. めいし Nouns

- |              |                                |            |                    |
|--------------|--------------------------------|------------|--------------------|
| 1. にほんご      | Japanese language              | 11. おんがく   | music              |
| 2. にほん       | Japan                          | 12. ここ     | here               |
| 3. 八月〔はちがつ〕  | August                         | 13. ともだち   | friend             |
| 4. 二十日〔はつか〕  | 20th                           | 14. えいご    | English            |
| 5. きょうだい     | siblings                       | 15. どこ     | where?             |
| 6. あね        | (own) older sister             | 16. いつ     | when?              |
| 7. あに        | (own) older brother            | 17. なんにん   | how many (people)? |
| 8. こうこう一ねんせい | first year high school student | 18. なんねんせい | what grade?        |
| 9. こと        | thing (intangible)             | 19. どんな    | what kind of?      |
| 10. スポーツ     | sports                         |            |                    |

B. どうし Verbs

- |                             |   |
|-----------------------------|---|
| 20. thing が わかります (G1 わかって) | to understand (thing)                   |
| 21. はなして (G1 はなします)         | to talk                                 |
| 22. きました (IR きて)            | came                                    |
| 23. います (G2 いて)             | to exist, to have (for animate objects) |
| 24. したいです (IR します/して)       | want to do                              |
| 25. つくりたいです (G2 つくります/つくって) | want to make                            |

C. -な けいようし NA Adjectives

- |          |            |        |         |
|----------|------------|--------|---------|
| 26. じょうず | skillful   | 28. すき | to like |
| 27. へた   | unskillful |        |         |

D. ふくし Adverbs

- |          |          |          |             |
|----------|----------|----------|-------------|
| 29. すこし  | a little | 31. たくさん | a lot, many |
| 30. ゆっくり | slowly   |          |             |

E. じょし Particles

- |                  |                 |              |               |
|------------------|-----------------|--------------|---------------|
| 32. から           | from            | 34. (time) に | on; in        |
| 33. (language) で | in (a language) | 35. A や B    | A and B, etc. |

F. Counters

36. 二人〔ふたり〕 two (persons)

G. Others

37. そして And


H. Expressions

38. はじめまして。 How do you do?  
 39. どうぞ よろしく。 Glad to meet you.  
 40. わかりました。 I understand. I get it.  
 41. おなまえは? What is your name?  
 42. そうですか。 Is that so?

I. ぶんぽう Grammar

43. Sentence 1 + から、 Sentence 2。 Sentence 1, so Sentence 2.  
 きょう にほんから きましたから、 えいごが よく わかりません。  
 I came from Japan today, so I do not understand English well.  
 44. Verb (TE form) + ください。 Please do ~ .  
 ゆっくり はなして ください。 Please speak slowly.  
 45. Verb (Stem form) + たい (ん) です。 I want to do ~ .  
 ともだちを つくりたいです。 I want to make friends.

1 課<sup>か</sup> - 1 : HOW DO YOU DO?

【 アクティビティー】

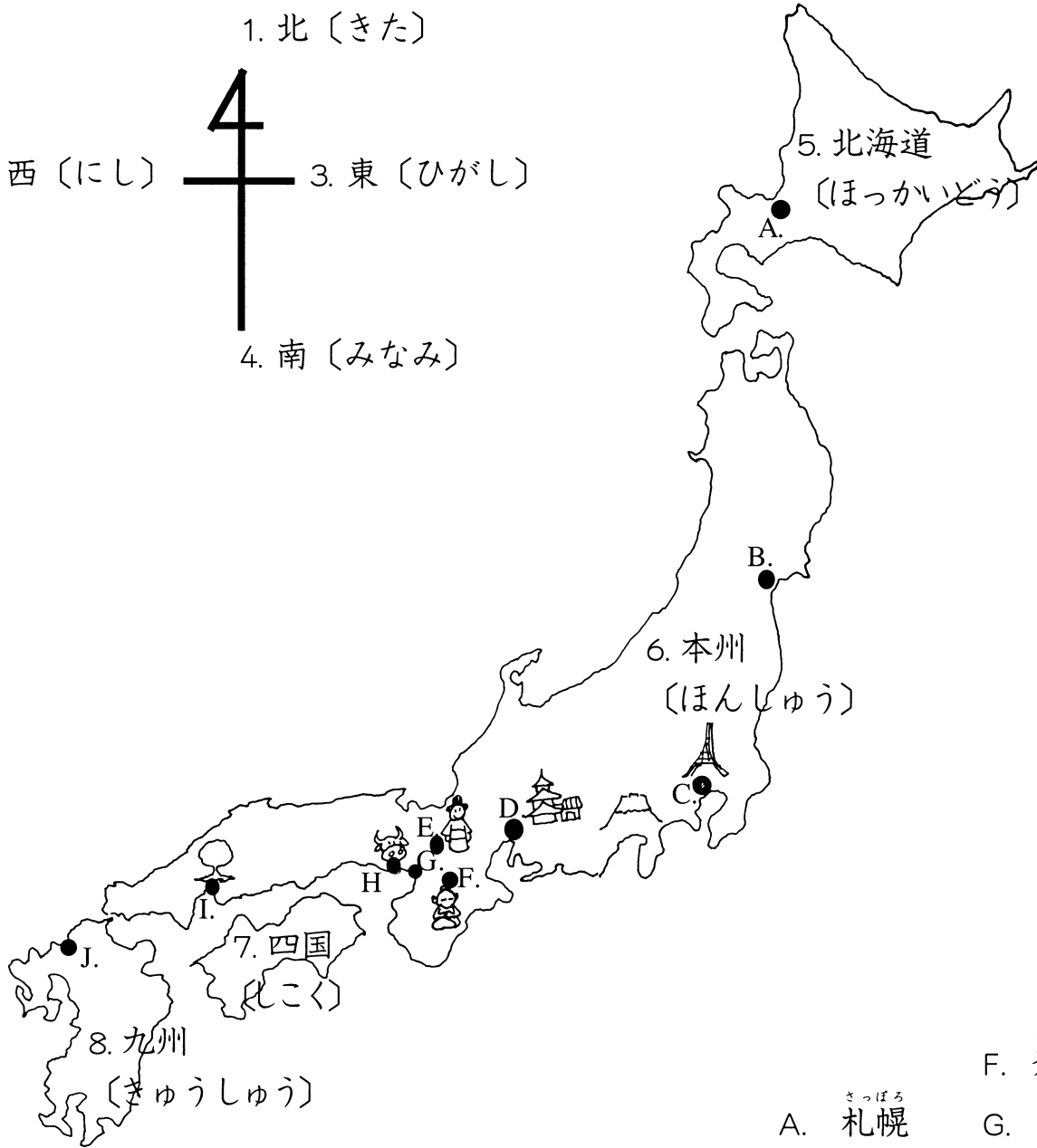
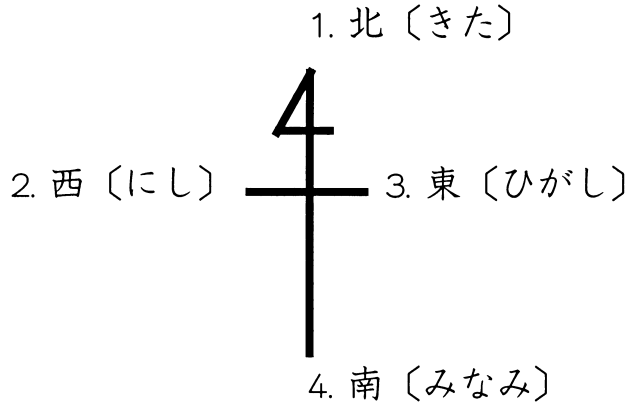
A. ペアワーク

Interview your partner in Japanese using the cues below. Take notes in Japanese. Introduce your partner to your class based on the information you received from him/her.

Introduce yourself.	
(お) なまえ?	
なんさい?	
なんねんせい?	
とくいな こと?	
にがてな こと?	
すきな たべもの?	
きれいな たべもの?	
たんじょう日?	
ことし どのな ことを したいですか。	


1 課 - 2: MAP OF JAPAN

【単語】



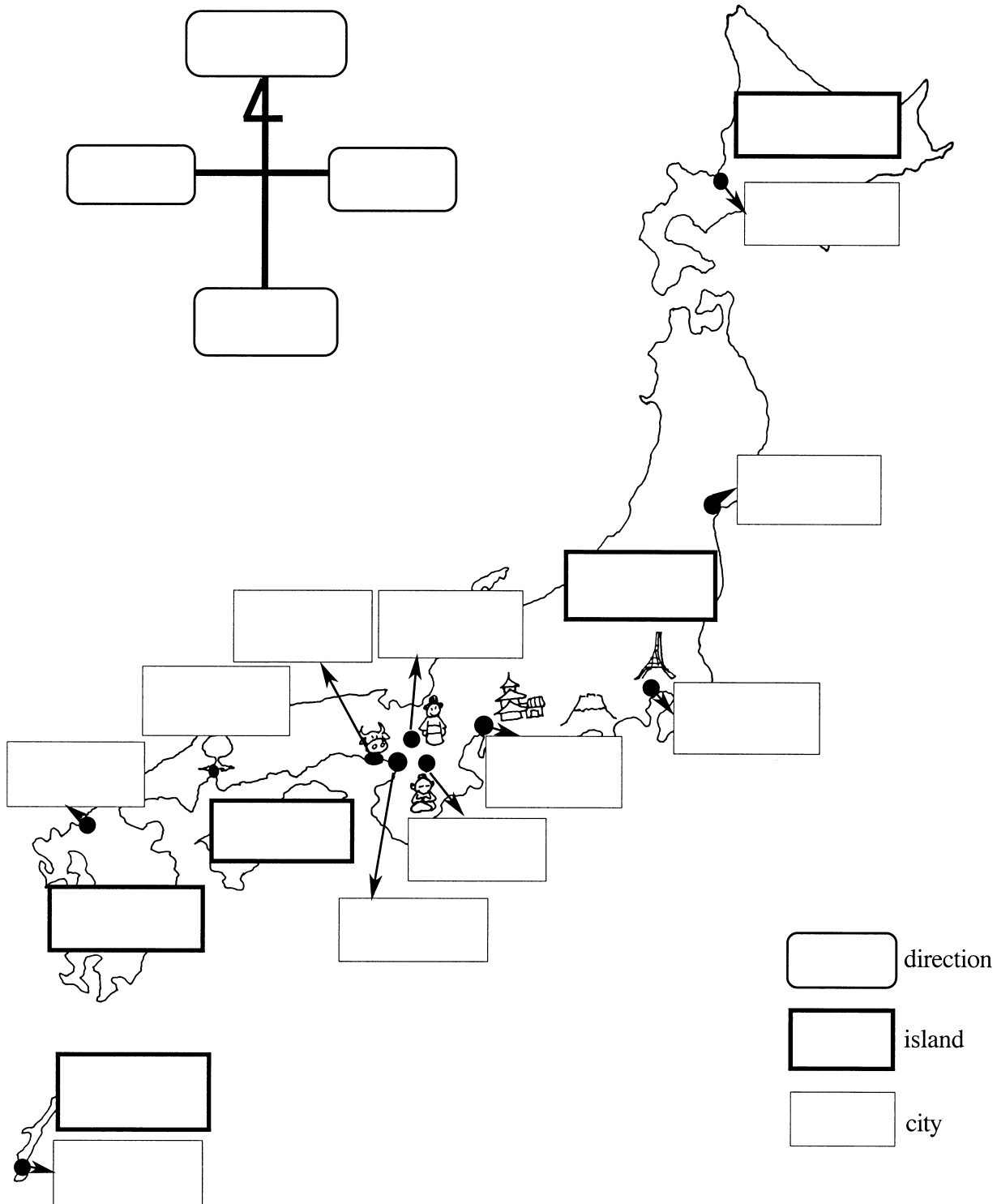
K 9. 沖縄 (おきなわ)

- |               |              |
|---------------|--------------|
| A. 札幌 (さっぽろ)  | F. 奈良 (なら)   |
| B. 仙台 (せんだい)  | G. 大阪 (おおさか) |
| C. 東京 (とうきょう) | H. 神戸 (こうべ)  |
| D. 名古屋 (なごや)  | I. 広島 (ひろしま) |
| E. 京都 (きょうと)  | J. 福岡 (ふくおか) |
|               | K. 那覇 (なは)   |

【 アクティビティー】

A. ペアワーク

Copy and cut out the cards on the bottom of the next page. Place the stack of cards upside down. Flip one card at a time and place it in the correct block on this map. You have one minute only. The winner is the person who has the most correct answers.



4

direction

island

city

B. グループワーク

List as many things (festivals, foods, tourist spots, etc.) you can think of that are associated with each of the places listed below.

1. 札幌〔さっぽろ〕	
2. 仙台〔せんだい〕	
3. 東京〔とうきょう〕	
4. 名古屋〔なごや〕	
5. 京都〔きょうと〕	
6. 奈良〔なら〕	
7. 大阪〔おおさか〕	
8. 神戸〔こうべ〕	
9. 広島〔ひろしま〕	
10. 福岡〔ふくおか〕	
11. 那覇〔なは〕	

C. クラスワーク

Find pictures in magazines of as many of the famous things you listed above and decorate the classroom bulletin board. Label them by city, or place them on a map of Japan.

-----  
Copy and cut these cards out along the lines for Exercise A.

東 〔ひがし〕	本州 〔ほんしゅう〕	仙台 〔せんだい〕	大阪 〔おおさか〕
西 〔にし〕	四国 〔しこく〕	東京 〔とうきょう〕	神戸 〔こうべ〕
南 〔みなみ〕	九州 〔きゅうしゅう〕	名古屋 〔なごや〕	広島 〔ひろしま〕
北 〔きた〕	沖縄 〔おきなわ〕	京都 〔きょうと〕	福岡 〔ふくおか〕
北海道 〔ほっかいどう〕	札幌 〔さっぽろ〕	奈良 〔なら〕	那覇 〔なは〕

# 1 課一 3: DO YOU WANT TO STUDY JAPANESE?

ぶんぼう  
**【文法】**

- \* A. Verb (Stem form) + たいです。 want to do ~  
たくないです。 do not want to do ~

The noun that English speakers consider the direct object of this sentence may take either を or が. This construction is used most commonly when the subject is first person, "I" or "We." It is also used to ask another person, usually a person of equal or lower status, if he or she would like to do something. It is not considered polite to use this to superiors, especially if one does not know the person well.

- クッキーを or が たくさん 食べたいです。 I want to eat lots of cookies.
- 日本へ 行きたいです。 I want to go to Japan.
- コーヒーは 飲みたくないです。 I do not want to drink coffee.

- \* B. Something + が + ほしいです。 want (something)  
Something + は + ほしくないです。 do not want (something)

The particle that follows the noun one wants is が. The particle は may be used in sentence ending with a negative. This construction is not commonly directed to superiors as a question, as it is considered impolite to be so direct.

\* Previously introduced.

- 車が ほしいです。 I want a car.
- 赤い ぼうしは ほしくないです。 I do not want a red hat.

## 【 アクティビティー】

A. **ペアワーク**

Ask your partner if he/she wants to do the following things this year.

Ex. 質問 : 「ことし バスケットが したいですか。」

答え : 「はい、したいです。」 or 「いいえ、したくないです。」

	しつもん	はい	いいえ
1.	ことし にほんへ <u>いきたい</u> ですか。		
2.	ことし よく <u>べんきょう</u> したいですか。		
3.	ことし <u>あたら</u> しい <u>ともだち</u> を <u>つくりたい</u> ですか。		



B. クラスワーク

The teacher prepares side A and side B for each pair of students. One student reads the beginning of the sentences in A1 (# 1 ~ 6). The partner listens and, using the B sheet, finds the phrase that best completes the sentence. Students switch sheets for A2 (# 7 ~ 12).

A1	B
1. あした フットボールの しあいが ありますから、	a. こんばん べんきょうします。
2. つかれていますから、	b. たべたいです。
3. あした しけんが ありますから、	c. かちたいです。
4. うたを うたいたいですから、	d. くすりを のみたいですか。
5. あしたは ははの たんじょう日ですから、	e. うちへ かえって、ねたいです。
6. きこの えいがは とても おもしろかったですから、	f. お水を のみたいですか。
A2	g. カラオケに いきましょう。
7. のどが かわきましたから、	h. プレゼントを あげたいです。
8. わたしの ショーツは とても ふるいですから、	i. しごとを したいです。
9. とても さむいですから、	j. また みたいです。
10. にほんへ いきたいですが、 お金が ありませんから、	k. あたらしいのが ほしいです。
11. おなかが ぺこぺこですから、	l. あたたかい ジャケットが ほしいです。
12. あたまが いたいですから、	

1 課一 4 : I GOT UP AT 6:30 AND CAME TO SCHOOL.

【文法】

\* A. This construction is used to conjoin two or more simple sentences into one. The tense of the entire sentence is determined by the tense of the final sentence. The particle と cannot be used to conjoin sentences.

Sentence 1 [ Verb (TE form) ]、 Sentence 2。 S1 and S2.

Sentence 1 [ - I Adjective ( -くて ) ]、 Sentence 2。 S1 and S2.

Sentence 1 [ Noun / NA Adjective ] + で、 Sentence 2。 S1 and S2.

1. 毎日 六時に 起きて、学校へ 行きます。 I get up at six o'clock and go to school.

2. 日本語の 授業は おもしろくて、楽しいです。

Japanese class is interesting and enjoyable.

3. あの 先生は やさしくて、いいです。 That teacher over there is kind and (she is) good.

4. 兄は 大学生で、今 サンフランシスコに います。

My older brother is a college student and is in San Francisco now.

5. 母は テニスが 好きで、父は ゴルフが 好きです。

My mother likes tennis and my father likes golf.

\* B. Verb (TE form) + ください。 Please do ~ .

This construction is used when one politely requests a favor.

1. ちょっと 待って ください。 Please wait a minute.

2. お金を かして ください。 Please lend me some money.

3. ここに 来て ください。 Please come here.

\* C. Verb (TE form) + も いいです (か) 。 You may; May I ~?

This construction is used to ask for or grant permission. This construction, when used in a statement form, is not generally used directly to superiors.

\* Previously introduced.

1. トイレに 行っても いいですか。 May I go to the bathroom?

2. お水を 飲んでも いいです。 You may drink water.

3. 宿題を あとで 出しても いいですか。 May I turn in my homework later?

## 【 アクティビティー】

### A. ペアワーク

Ask your partner about what he/she has done today. Write down the answers.

Ex. 質問：「今朝 <sup>しつもん</sup> 何時に <sup>けさ なんじ</sup> 起きましたか。」

答え：「～時に <sup>こた</sup> 起きました。」

質問：「起きて、(それから) <sup>しつもん</sup> 何を <sup>お</sup> しましたか。」

答え：「起きて、朝御飯を <sup>こた</sup> 食べました。」

質問：「朝御飯を <sup>しつもん</sup> 食べて、(それから) <sup>あさ ごはん た</sup> 何を <sup>なに</sup> しましたか。」 etc.

1. _____ じに おきました。
2. あさごはんを たべました。
3.
4.
5.
6.

### B. ペアワーク

Ask your partner's opinions about the things listed below. Your partner should answer using two descriptive words.

Ex. 日本 <sup>にほん</sup> の 車 <sup>くるま</sup>

質問：「日本の 車 は どう ですか。」

答え：「小さくて、ちよっと 高いです。」

1. にほんごの じゆぎょう	
2. にほんごの きょうしつ	
3. あなたの へや	
4. この がっこう	
5. カフェテリアの たべもの	

C. ペアワーク

Ask your partner the following questions. Your partner should answer in one sentence.

Ex. 質問：「何才ですか。何年生ですか。」

答え：「私は ~才で、~年生です。」

1. なんさいですか。なんねんせいですか。	
2. がっこうの ピザは いくらですか。 ホットドッグは いくらですか。	
3. どんな ことが とくいですか。 どんな ことが にがてですか。	
4. どんな たべものが すきですか。 どんな たべものが きらいですか。	
5. じゅうしょは どこですか。 でんわばんごうは なんばんですか。	

D. ペアワーク or クラスワーク

Play Simon Says with your partner or your class. You may use some of these examples.

- |  |                                    |
|--|------------------------------------|
| 1. 立 <small>た</small> って ください。   | 8. ~へ 行 <small>い</small> って ください。  |
| 2. 座 <small>すわ</small> って ください。  | 9. ここへ 来 <small>き</small> て ください。  |
| 3. ~に 名 <small>な</small> 前 <small>まえ</small> を 書 <small>か</small> いて ください。 | 10. ~を 見 <small>み</small> せて ください。 |
| 4. ~を 読 <small>よ</small> んで ください。  | 11. ~を 出 <small>だ</small> して ください。 |
| 5. ~を 開 <small>あ</small> けて ください。  | 12. ~さんに ~を あげて ください。              |
| 6. ~を 閉 <small>し</small> めて ください。  | 13. 寝 <small>ね</small> て ください。     |
| 7. ~を 貸 <small>か</small> して ください。  | 14. 起 <small>お</small> きて ください。    |

E. ペアワーク

You are a student and your partner is a teacher. Ask permission to do the following things.

Ex. 質問： (お) トイレへ 行っても いいですか。

答え： はい、いいです。 or いいえ、だめです。

1. いま お水を のんでも いいですか。	
2. いま ポテトチップスを たべても いいですか。	
3. いま ロッカーへ 行っても いいですか。	
4. きょうしつで ねても いいですか。	
5. いま クラスを おわっても いいですか。	

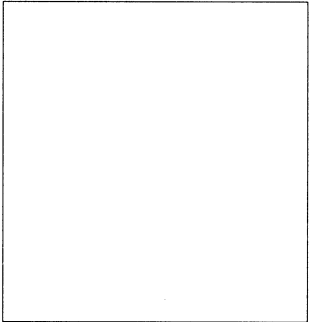
F. ペアワーク

Put up pictures of various celebrities somewhere at the front of your classroom. At your seat, mentally select one of the celebrities. Do not reveal your celebrity to your partner, but describe your celebrity using at least two descriptive (い adjective or な adjective) words in one sentence. Your partner will try to guess who your celebrity is. Take turns.

## JAPANESE CULTURE 1: 日本のまち Cities in Japan



Find the answers from books, by talking to friends, or by using the Internet.

1. South of Tokyo in a city called Kamakura is a famous statue of Buddha. Try to draw it here:  

2. Which city in Japan hosts a famous snow and ice festival?
3. What is the old name for Tokyo?
4. Which city is famous for its hand-massaged, beer-fed cattle (which makes for very expensive beef!)?
5. Which ancient capital is famous for its shrines, temples (including one gilded with 24-karat gold), and *geisha* district?
6. What city hosted the 1998 Winter Olympics?
7. Name the two cities that were hit by American nuclear bombs in 1945.
8. What is the second largest city in Japan?
9. Find out something famous about Nara, Sendai, Fukuoka, or Naha.
10. Which city in Japan would you most like to visit? Why?

## FUN CORNER 1: ラジオたいそう RADIO EXERCISES

### *Rajio Taiso*



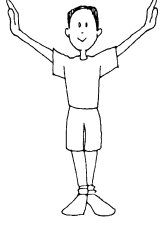




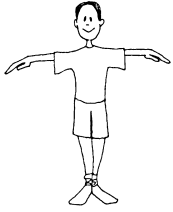




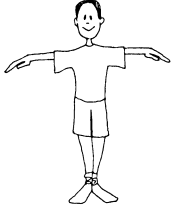
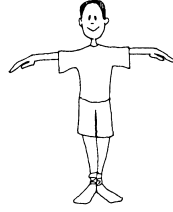



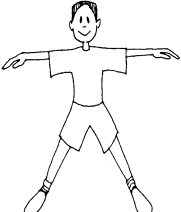
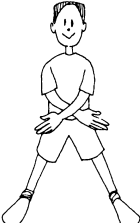
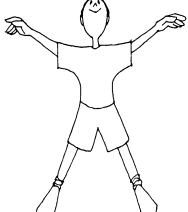
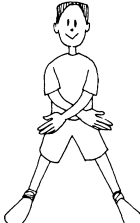
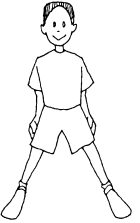
*Rajio taiso* or "radio exercises" are calisthenics performed to music. They originated after World War II to encourage cooperation and unity. The custom of lining up together in neat rows for daily morning exercises continues today at schools and at certain companies. Originally, people gathered around their radios or piped the radio music over public address systems into playgrounds or playing fields where the exercises took place. Today, one can still observe this morning ritual as one goes by schools, parks, or companies. However, one is also able to tune in to early morning television broadcasts every day and do the exercises in the privacy of their own homes.

There are several versions of *rajio taiso* with which most Japanese are familiar. The instructions called out as part of the lyrics, give cues as to which exercise to do and how to do them. The exercises include familiar ones such as "jumping jacks," "windmill," and "toe touching."

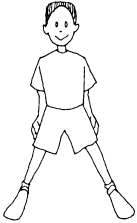
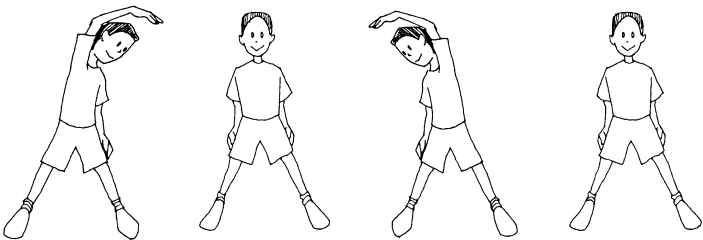
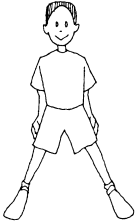
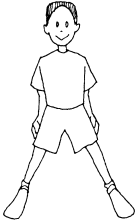
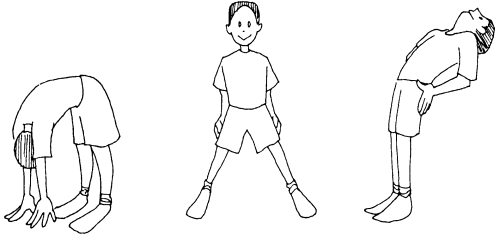
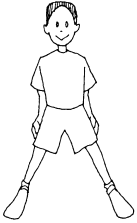
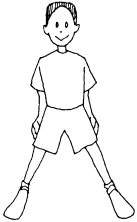
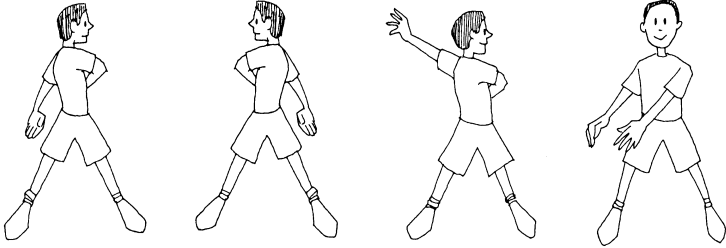


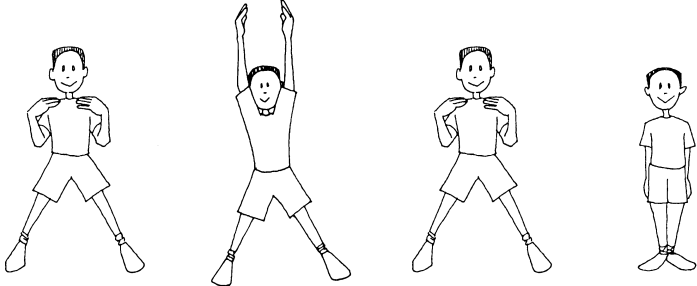




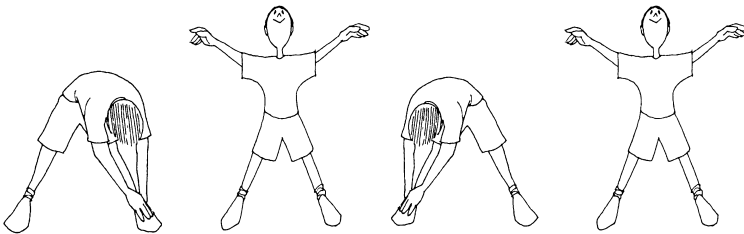


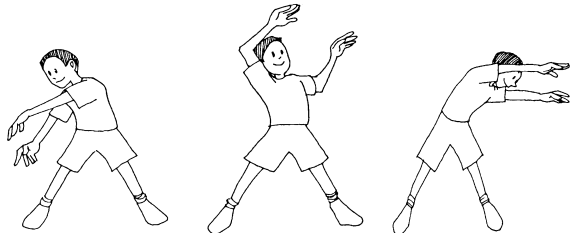


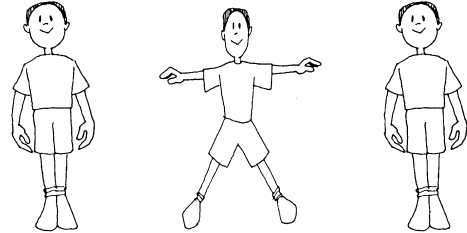


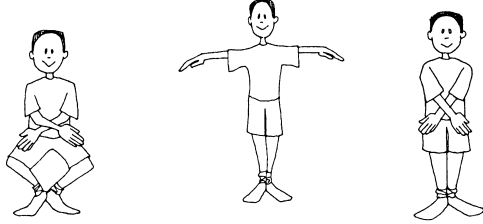

Senior citizens in Japan gather at a park for *rajio taiso* at 6:30 a.m.


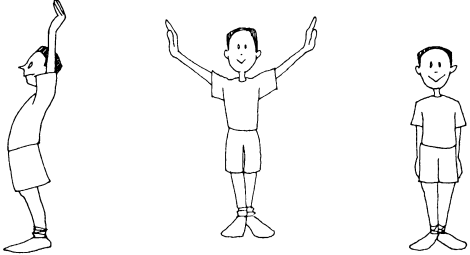
# ラジオたいそう

	Beginning position	Intermediate steps	Ending position
1		  	
		Stretch arms out up in front; gently lower, extending out to the sides.	
2		  	
		Bend knees and swing arms outward while lifting heels.	
3		   	
		Swing arms out, rotate arms in a forward circle; then rotate arms in a backward direction.	
4		   	
		Extend arms straight out; then extend arms backward and upward (V slant) with the chest out.	



	Beginning position	Intermediate steps	Ending position
5		 <p data-bbox="467 533 1195 606">Bend arms overhead (with the upper body) and to the side two times; left, then right.</p>	
6		 <p data-bbox="467 896 1224 970">Relax and bend forward touching the ground three times; straighten up; bend back with hands on waist.</p>	
7		 <p data-bbox="467 1253 1224 1327">Loosely swing arms while twisting body; left, right, left, right. Then fling arms in an upward left slant two times. Repeat on the right side.</p>	
8		 <p data-bbox="467 1654 1218 1768">Put left foot out to the side while putting arms on shoulder; stand on toes while extending arms up; return hands to shoulder; bring left foot back and arms down. Repeat with right foot.</p>	

	Beginning position	Intermediate steps	Ending position
9		 <p data-bbox="467 588 1209 661">Bend towards left, touch the ground two times, then straighten up and bend back; repeat on right side.</p>	
10		 <p data-bbox="462 987 1226 1060">Swing arms and body, making a big circle starting from the left; repeat by reversing direction.</p>	
11		 <p data-bbox="462 1375 1161 1449">Jump lightly with both feet together, then do two jumping jacks, extending arms out, down, out, down.</p>	
12		 <p data-bbox="462 1795 1242 1869">(Repeat Exercise # 2.) Bend knees and swing arms outward while lifting heels.</p>	

	Beginning position	Intermediate steps	Ending position
13		 <p data-bbox="477 558 1198 625">(Repeat Exercise # 1.) Stretch arms upward and gently lower to the sides.</p>	