

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

Japanese Language High School Text

4th Edition

Textbook, Volume 2

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# Adventures in japANEse 2

アドベンチャー日本語

Hiromi Peterson & Naomi Hirano-Omizo

4TH EDITION



CHENG & TSUI

Boston

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## Foreword

As an 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 teachable/learnable for high school students. They know how to sustain students' interest in the Japanese language and its culture by employing so many age-adequate, intriguing activities with a lot of fun illustrations. The grammar explanations and culture notes provide accurate and succinct pieces of information, and each communicative activity is well-designed to assist the students in acquiring actual skills to use grammar and vocabulary in context. In short, *Adventures in Japanese* is an up-to-date high school Japanese textbook conceived and designed in a proficiency-based approach. Among many others, it comes with a teacher's guide 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 Emeritus of Japanese and  
Linguistics  
Department of East Asian Studies  
Princeton University

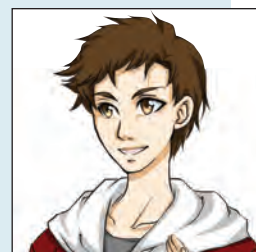


Welcome to the second volume of *Adventures in Japanese*! We hope you enjoyed your adventure in the first volume of the series. In Volume 1, you learned how to express your basic needs in Japanese through the adventures of Ken and Emi. In Volume 2, dialogues continue to center on Ken, but you will also be introduced to Mari, a student from Japan who shares many cultural insights. Ken and Mari's conversations provide many opportunities to compare Japanese and U.S. customs.

We hope your experience with Volume 2 will be as fulfilling and enjoyable as that with Volume 1. While your studies this year will take you further, our 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, your conversational skills.
3. To deepen your understanding of the Japanese people and culture through the study of the language and the many aspects of Japanese culture.
4. To encourage a rediscovery of your own language and culture through the study of Japanese language and culture.
5. To encourage your growth as a culturally sensitive, aware, and responsible world citizen.

These general goals align with the Japanese language national standards and create a foundation upon which to build should you choose to sit for the AP® Japanese Language and Culture exam or other standardized tests. Activities throughout the book will encourage you to make comparisons between your own culture and Japan's, thus strengthening your understanding of both. We have also tried to connect the Japanese language to other disciplines, and you will learn to use Japanese to discuss the weather, geography, mathematics, technology, and more.



## Topics

For Volume 2, topics were carefully selected so that you will be able to make maximum use of Japanese after completing the course. Many lessons take you out into the community with Ken and Mari to use Japanese in real-life situations, e.g., at a Japanese restaurant, speaking with Japanese tourists, giving directions, etc. There are also topics drawn from school life, such as sports, illness, and school rules. Many also compare Japanese and U.S. customs around driving, holidays, part-time work, and restaurants. We have also included a traditional Japanese folktale, *The Mouse Wedding*, which illustrates Japanese literary culture and traditional values.

## Can-Do Statements

Each lesson starts with a set of Can-Do Statements that state the goals and expectations for the lesson. At the end of each lesson, you will also find a Now I Can... self-assessment checklist to help you determine if you have mastered all of the lesson's goals. Use these to check your own progress.

## Review

A list of previously learned vocabulary and grammar will appear at the start of every lesson. These pages also include activities to help you remember and use what you have already learned. In order to be successful with the new lesson, it is important that you review all of these materials first.

## Kanji

Volume 1 introduced 60 *kanji*, and Volume 2 introduces 102 additional *kanji*. There are also **Recognition Kanji** that you are only expected to read and know the meanings of, but will not yet need to write. Six characters per lesson are introduced in Lessons 2 and 3, increasing to 10 per lesson in Lesson 4. In addition, many of the other 410 *kanji* used on the AP® Test will appear throughout the lesson dialogues, vocabulary, grammar models, and activities. *Hiragana* readings appear over new *kanji* until the lesson in which they are taught as **Lesson Kanji**.

You will also learn several new readings for previously learned *kanji*, which will appear on the **Lesson Kanji** pages. While *kanji* may first appear complicated, you will soon begin to see patterns emerge in combinations, especially among *on* (Chinese-based) and *kun* (native Japanese-based) readings. On **Lesson Kanji** pages, the *on* readings will be written in *katakana* and the *kun* readings in *hiragana*. Through diligent practice, you will begin to appreciate *kanji* as much as the Japanese do.

## Dialogues

A multi-page manga dialogue appears at the beginning of each lesson, modeling the lesson vocabulary and grammar in an authentic Japanese context. The dialogues in the textbook are in formal style, but informal versions are also provided on the companion website at **[www.cheng-tsui.com/adventuresinjapanese](http://www.cheng-tsui.com/adventuresinjapanese)**. This volume focuses on teaching the formal style of speech, but you may also wish to familiarize yourself with the more natural speaking style of the informal version which is introduced in Lesson 3 and appears in many of the later lessons. You will learn more about informal speech patterns in Volume 3.

## Vocabulary and Language in Context

As in Volume 1, the vocabulary has been carefully selected based on frequent and practical use. In Volume 2, new vocabulary is limited to 30–40 words per lesson. Additional vocabulary is provided immediately following lesson vocabulary for those who want to learn even more Japanese.

The Language in Context section uses vocabulary in model sentences based on real-life situations. Use these models to expand and apply your knowledge of the vocabulary in different contexts.

## Grammar

The grammatical structures in this volume build on those you learned in Volume 1. We have kept the explanations short so that they are easy for you to understand. You will learn several ways to conjugate verbs in Volume 2. They are organized so that you may smoothly progress from one form to the next. By the end of the volume, you should be able to:

1. Describe an ongoing state or action
2. Grant or ask for permission or prohibit actions
3. State your intentions and your obligations
4. Express your ability to do something and give conditions

5. Compare things and actions
6. Describe the act of giving and receiving favors and gifts

Grammar explanations are all accompanied by model sentences with audio available online to put the grammar in context and exercises to check your ability to use the grammar correctly.

### Culture and Language Notes

Understanding culture is essential to learning a language. We have thus included many cultural explanations in the form of Culture Notes. Each of these Culture Notes also contains an activity to help deepen your understanding of Japanese culture through technology, compare it to your own culture, or connect it to another discipline. Lessons in culture can also be drawn from many of the illustrations and photos. In addition, Language Notes will help you understand unique elements of the Japanese language that may be very different from your own language, such as onomatopoeia.

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

### Project Corners

Japanese culture includes many crafts and games. This text introduces origami, songs, Japanese recipes, games (*hanafuda*), and cultural practices like *rajiō taisō*. More Project Corners are available on the companion website at [cheng-tsui.com/adventuresinjapanese](http://cheng-tsui.com/adventuresinjapanese)

### Review Questions and Text Chat

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

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

It is our hope that upon completing this volume, you will be able to communicate successfully at a basic level, orally and in written form. We also hope that you will learn more about culturally appropriate behavior.

### One piece of advice from your teachers:

The key to success in the early years of foreign language study is frequent and regular exposure to the language. Take advantage of class time with your teacher, practice in and outside of class, and keep up with your work. Learn your material well, don't hesitate to try it out, and most of all, enjoy! And, as the Japanese say,

がんばって!

## Meet Ken and Mari!

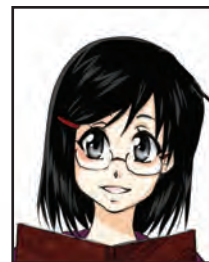
As their sophomore year progresses, Mari helps Ken practice his Japanese, Ken teaches Mari about the U.S., and the two become good friends. Through their conversations and adventures, they learn much about each other's cultures.



**KEN** Ken Smith is one of the main characters in the *Adventures in Japanese* series. In Volume 2, Ken is a sophomore studying Japanese in a U.S. high school.

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

**MARI** Mari Hayashi is the other main character of Volume 2. She is a 16-year old exchange student from Tokyo, Japan studying at Ken's school and staying with the Green family. She is also a sophomore.



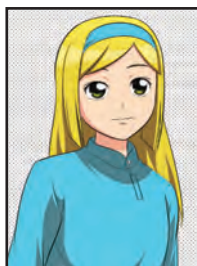
ぼくは ケンです。

はじめまして。まりです。



## Meet the Rest of the Characters

Throughout Volume 2, Ken and Mari will meet several people who help Ken learn Japanese.



### EMI

Ken's friend from freshmen year. She moved away, but she and Ken still keep in touch.



### IZUMI-SAN

A waitress at a local Japanese restaurant in Ken's hometown.



### OGAWA-SAN

A Japanese shopper who comes to the T-shirt store, where Ken works part-time, to buy souvenirs.



### INOUE-SAN

A Japanese tourist who stops Ken to ask directions in San Francisco, where Ken is on vacation.



### MRS. SMITH

Ken's mother, a 43-year old Japanese woman who has lived in the U.S. for 20 years. She works at the local bookstore.

In *Adventures in Japanese Volume 3*, Ken will experience Japanese culture firsthand as he travels to Tokyo as an exchange student. He hopes you will come along with him!

The following sections outline the ACTFL-World Readiness Standards for Learning Languages (reprinted with permission from *Standards for Foreign Language Learning in the 21st Century*, 2015, by the National Standards in Foreign Language Education Project), and how activities in *Adventures in Japanese Volume 2* align with them. While this is not an exhaustive discussion, it will inform you, the teacher, about how standards may be met in Volume 2. Complete correlations, a full **Scope and Sequence**, as well as supplemental materials including audio and other resources, are available on the companion website at [cheng-tsui.com/adventuresinjapanese](http://cheng-tsui.com/adventuresinjapanese).



## I. Communication

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

**1.1 Interpersonal Communication.** *Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.* Students practice speaking with one another and the teacher on various topics, often in realistic Communicative Activities which require the exchange of authentic information, such as school rules, restaurant orders, directions, and health. Students are tested using review questions which require proficiency in asking and answering questions on a variety of topics, and engage in simulated written communication through Text Chat activities. Authentic Readings ask students to answer questions that will help them navigate real life situations. Students ask for and give information, state preferences or opinions about food, prices, jobs, sports, family, etc.

**1.2 Interpretive Communication.** *Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.* At this level, students listen regularly to audio exercises. They listen to and respond to questions from their teacher and classmates on a daily basis. They also gain reading skills through reading authentic materials in each lesson, such as menus, social media posts, recipes, letters, GPS navigation routes, and New Year's wish tablets.

**1.3 Presentational Communication.** *Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.* Students may create posters and announcements or present short speeches as part of Culture Note and Authentic Reading activities. Japanese folktales may be presented as part of Lesson 9. Students will also engage in longer presentations using a variety of media in Extend Your Learning activities in Japanese Culture Corners.

## II. Cultures

**Interact with cultural competence and understanding of Japan**

**2.1 Relating Cultural Practices to Perspectives.** *Learners use Japanese to investigate, explain, and reflect on the relationship between the practices and perspectives of Japanese culture.* Culture Notes cover a variety of topics that demonstrate Japanese patterns of behavior as well as how they are reflected in the language, such as giving gifts, naming conventions, shopping culture, and holiday customs. In



addition, students learn many expressions and gestures commonly used by the Japanese, and show how language and non-verbal actions communicate politeness. The Dialogues involve conversations between Japanese and U.S. high school students, explaining differences in their cultural practices.

**2.2 Relating Cultural Products to Perspectives.** *Learners use Japanese to investigate, explain, and reflect on the relationship between the products and perspectives of Japanese culture.* As students use this volume, they will learn to prepare a Japanese recipe, fold origami, create New Year's cards, read the folktale *Nezumi no Yomeiri*, and play *hanafuda*. Through these activities, students are expected to draw conclusions about the nature of these traditional arts and how they are representative of Japan. Activities in the Culture Notes also encourage a deeper understanding of Japanese cultural products such as food, traditional dress, songs, proverbs, holidays, folktales, and landmarks.

### III. Connections

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

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

**3.2 Acquiring Information and Diverse Perspectives.** *Learners access and evaluate information and diverse perspectives that are available through Japanese and its culture.* At this level, students will read a folktale in Japanese and several proverbs, gaining insight into how these works reflect aspects of Japanese culture. They are also introduced to honorific forms of speaking (*keigo*) between employees and customers. Authentic Readings in Japanese introduce students to content drawn from real-life. Students are also made aware of many cultural distinctions through the Extend Your Learning corner, for which they must acquire information about a number of diverse topics.

### IV. Comparisons

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

**4.1 Language Comparisons.** *Learners use Japanese to investigate, explain, and reflect on the nature of language through comparison of the Japanese language and their own.* Language Notes teach students about differences between Japanese and their native language, including words that are difficult to translate such as “to wear,” “*yaku*,” and “*ao*.” Students are also introduced to informal and formal speech styles, as well as verbs of giving and receiving that are used differently with people of different status, illustrating cultural perspectives.

**4.2 Cultural Comparisons.** *Learners use Japanese to investigate, explain, and reflect on the concept of culture through comparisons of Japanese culture and their own.* Culture Notes and activities also provide information about elements of Japanese culture, such as driving practices, restaurant etiquette, and holidays while encouraging students to compare these with elements from their own culture. Culture Corners at the end of odd-numbered lessons also help students make comparisons.

## V. Communities

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

**5.1 School and Global Communities.** *Learners use Japanese both within and beyond the classroom to interact and collaborate in their community and the globalized world.* Students share their Japanese language skills by sending New Year's greetings to friends and relatives or by making Mother's Day cards in Japanese. They may also perform skits based on the folktale *Nezumi no Yomeiri*. They may share culinary skills and knowledge of Japanese through preparing an *oyakodonburi* recipe. Culture Corners also encourage students to interact with Japanese speakers in their community or online.

**5.2 Lifelong Learning.** *Learners set goals and reflect on their progress in using Japanese for enjoyment, enrichment, and advancement.* In Volume 2, students engage in many activities that may lead to lifelong enjoyment and enrichment. They include games and crafts such as origami, making Japanese food, and playing *hanafuda*. Lesson topics are drawn from real-life situations outside the classroom, and students learn how to order Japanese food, give directions, and go shopping. Authentic Readings teach students how to interact with Japanese texts they may encounter outside class. Can-Do Statements and self-assessments also encourage students to set goals and reflect on their progress throughout life.



### Common Core State Standards

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



### 21st Century Skills

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

We hope the preceding information has been helpful in providing you, the teacher, with ways in which *Adventures in Japanese Volume 2* meets national language standards. Correlations to each lesson are provided in the Lesson Organizers on the *Teacher's Guide to Go*. Complete Correlations are available online at [cheng-tsui.com/adventuresinjapanese](http://cheng-tsui.com/adventuresinjapanese). The ultimate goal of this text, however, supersedes meeting standards. It is our wish to nurture students who grow to love the language and culture of Japan, integrate them into their lives, and contribute to a more seamless relationship between our nations. We hope that with their appreciation for and understanding of language and culture, they will be better prepared to lead us into a more peaceful and harmonious world.

# Acknowledgments

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Hiromi Peterson and Naomi Hirano–Omizo

# レストランで At a Restaurant



## Can Do!

In this lesson you will learn to:

- order food at a Japanese restaurant
- describe how things appear to you
- say what you have to do or do not have to do
- express your desire to try and do something
- use chopsticks properly

## Online Resources



[cheng-tsui.com/  
adventuresinjapanese](http://cheng-tsui.com/adventuresinjapanese)

- Audio
- Vocabulary Lists
- Vocabulary and *Kanji* Flashcards
- Study Guides
- Activity Worksheets



# Let's Review

In this lesson you will learn how to order and pay for food in a Japanese restaurant. Review these words, phrases, and grammatical structures you already learned to help you talk about dining out in a restaurant.

めいし Nouns			
1. レストラン	restaurant	5. (お)はし	chopsticks
2. <sup>なんにん</sup> 何人さま	how many (people)?	6. さかな	fish
3. <sup>ふたり</sup> 二人	two (people)	7. いくらぐらい	about how much?
4. おなか	stomach	8. お金	money

どうし Verbs	
9. 行きましょう [G1 行く／行って]	let's go
10. いけません	won't do
11. わすれました [G2 わすれる／わすれて]	forgot
12. かして 下さい [G1 かす／かします]	please lend

-い けいようし -i Adjectives	
13. おいしい	delicious, tasty
14. おいしかった	was delicious, was tasty

-な けいようし -na Adjectives	
15. 好きじゃないんです	do not like



Expressions	
16. ちょっと、ちょっと	Just a minute, just a minute.
17. おなかが すきました。	I am hungry.
18. いただきます。	[Expression used before a meal.]
19. いいえ、けっこうです。	No, thank you.
20. ごちそうさま。	[Expression used after a meal.]
21. おねがいします。	Please do it.
22. ありがとう ございました。	Thank you very much. [for something done in the past.]
23. すみませんが...	Excuse me, but...

ぶんぼう Grammar
<p>24. Sentence 1 + から、Sentence 2。 Sentence 1, so Sentence 2.</p> <p>おなかが すきましたから、早く 食べたいです。</p> <p>I am hungry, so I want to eat early.</p>

**A. WRITE** Write out what Ken and Mari are saying in each scene using the words and phrases you reviewed above.

1.



2.



3.



**B. WRITE/SPEAK/LISTEN** Using the review vocabulary and grammar, write a short conversation between two characters from your favorite television show going out to dinner. Act out the script in class or create a video and share it with the class.


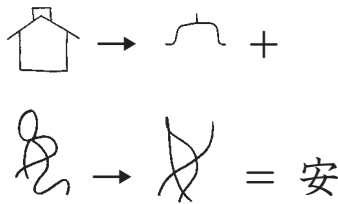

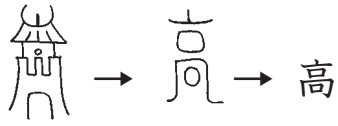

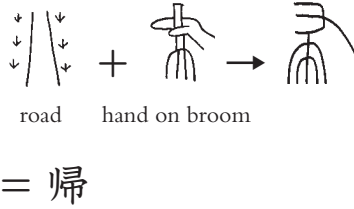

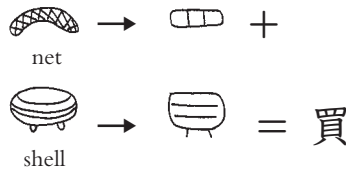


# Kanji

used in this lesson

In this lesson, you will learn the *kanji* for size and different levels of school.

	Kanji	Meaning	Readings	Examples	
73.		gate	モン もん 門	gate	門 → 門 → 門
74.		to listen, hear	き(く) き 聞く ブン しんぶん 新聞	listen newspaper	門 → 門 +  →  = 聞
75.		rain	あめ あめ 雨	rain	 → 雨 → 雨
76.		electricity	デン でんしゃ 電車	train	 → 雨 + 雨 →  → 電 = 電
77.		fish	さかな さかな 魚	fish	 →  → 魚
78.		meat	にく にく 肉	meat	 →  → 肉 → 肉

	Kanji	Meaning	Readings	Examples	
79.		cheap	やす(い)	やす 安い	cheap
					
80.		tall expensive	たか(い)	たか ひと 高い人	tall person
				たか ほん 高い本	expensive book
			コウ	こうこう 高校	high school
					
81.		to go back	かえ(る)	かえ 帰る	return
					
82.		to buy	か(う)	か もの 買い物	shopping
					

New Reading				
56.	牛	cow	うし 牛	cow
			ギョウ ぎゅう 牛 肉	beef

ひる  
お昼を食べに行きましょうか。

Let's go out to lunch!

あの テーブルに  
しましょう。

ちょっと、ちょっと、  
まりさん、

それは いけません。  
ここで <sup>ま</sup>待って いなければ  
なりません。

二人です。

よく  
予約は して  
いないんですが...

いらっしやいませ。  
<sup>さま</sup>何人様ですか。

けっこうですよ。

どうぞ、こちらへ。

メニューを  
どうぞ。

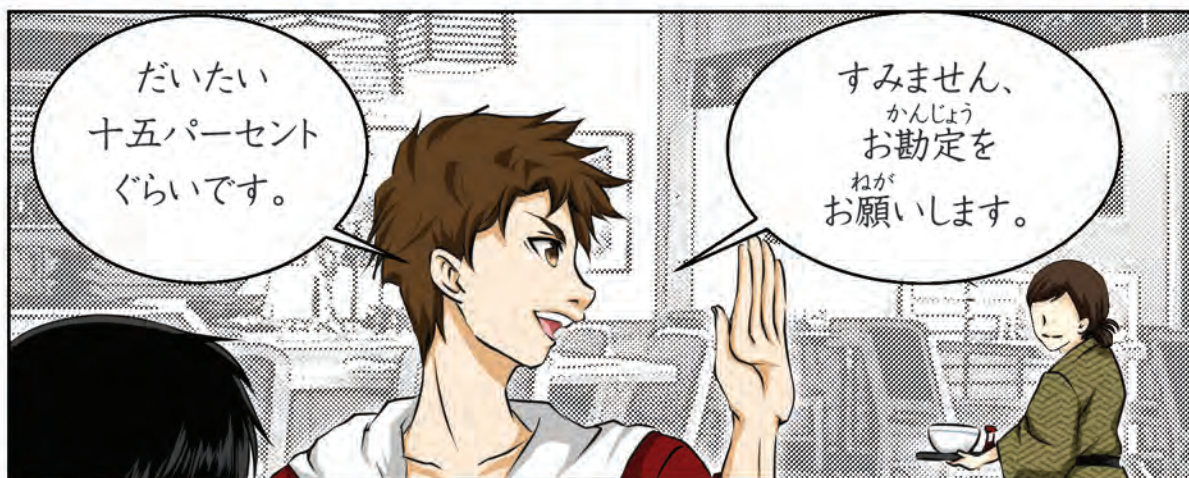
ごちゅうもん  
御注文は？

私は  
にぎりずしに  
します。









To read an informal version  
of the conversation,  
go to [cheng-tsui.com/  
adventuresinjapanese](http://cheng-tsui.com/adventuresinjapanese)

かいわ  
会話 Dialogue

READ/LISTEN What food is Mari going to order? What is Ken going to order?



う〜ん... おいしそうですねえ。

何に しますか。

私は にぎりずしに します。

ぼくは <sup>おや</sup>親子どんぶりに  
肉うどんを 食べます。



ぶんけい  
句型 Sentence Patterns

READ Find one of these sentence patterns in the dialogue.

- おいし+そうです。 looks delicious
- something に します。 will have something. / decide on something.
- something に something ~ and ~ [A particle to combine two or more nouns.]



## 単語 Vocabulary



1. う〜ん

Yummm . . .



2. (おいし)  
そうです

looks (delicious)



3. 〜に  
します

decide on ~



4. 〜に 〜

~ and ~ (as a set)



5. メニュー

menu



6. うどん

thick white noodles  
in broth



7. <sup>にく</sup>肉うどん

うどん topped with beef



8. ざるそば

buckwheat noodles  
Served cold.



9. ラーメン

Chinese noodle soup  
Also called ちゅうかそば.



10. <sup>おや</sup>親子  
どんぶり

chicken and egg over a  
bowl of steamed rice.

おや means "parent" and  
子 means "child."



11. とんかつ

pork cutlet



12. カレーライス  
or ライスカレー  
or カレー

curry rice



13. (お)みそしる

soup flavored with  
miso (soybean paste).



14. <sup>や にく</sup>焼き肉

meat grilled over a fire  
やきます means to cook or to grill.



15. <sup>や とり</sup>焼き鳥

grilled skewered chicken



16. にぎりずし

bite-sized rectangles of rice topped with fish, vegetables, or egg  
にぎります means “to grasp.”

つかたんご  
追加単語 Additional Vocabulary



1. <sup>ぎょうざ</sup>ぎょうざ

Japanese pot stickers



2. <sup>や</sup>焼きそば

fried noodles



3. そうめん

thin white noodles served cold

よ  
読みましょう Language in Context

🔊 **READ/LISTEN/SPEAK** Read these sentences in Japanese. Tell your partner what food you would order from the vocabulary list above.



これに します。



おいしそうです。

## A Making Selections

Noun + に します

This construction is used when the subject chooses an item, or decides on a certain item.  
This is often used in restaurants or other situations that require selecting one thing over others.

## MODELS

1. ぼくは ピザと コーラに します。  
I will have pizza and a coke.
2. 私は おすしに しましょう。  
(I guess) I'll have sushi.
3. 「何に しますか。」 「そうですねえ... 肉うどんに します。」  
“What will you have?” “Let me see . . . I'll have beef *udon*.”

READ/SPEAK Choose the correct particle from among は, に, と.

1. 何( ) しますか。
2. 私( ) おすし( ) します。
3. ぼく( ) おすし( ) ラーメン( ) します。

## B Describing Appearance

い Adjective [Stem Form]/な Adjective/Verb [Stem Form] + そうです

This construction is used to describe the appearance of the subject under discussion. It suggests that the statement is not a fact, but an opinion based on the speaker's observations.

Some adjectives take irregular forms in this construction. いいです becomes よさそうです which means “looks good” and ないです becomes なさそうです which means “looks like there is not/does not exist.” In addition, only certain verbs can be used with そうです. Nouns are not used with そうです.

## MODELS

1. 今日は あつそうですね。  
It looks hot today, doesn't it?
2. あの 学生は <sup>あたま</sup>頭が よさそうですね。  
That student over there looks smart, doesn't he?
3. この レストランは <sup>しず</sup>静かそうですねえ。  
This restaurant looks quiet, doesn't it!

4. あの 人は テニス が 上手 **そうですね**。

That person looks skillful at tennis!

5. あの 人は お金 が なさ **そうです**。

That person looks like he doesn't have any money.

6. 今日は 雨 が ふり **そうですね**。

It looks like it will rain today!

7. あかちゃんが なき **そうです**。

The baby looks like she will cry.

**READ/SPEAK** Complete each sentence using the form of the word in the ( ) which means “looks like.”

1. おすしは (おいしい)です。
2. この レストランの シェフは (上手)ですね。
3. ケンさんは おすしを ぜんぶ (食べます)ですよ。
4. ケンさんは お金 が (ない)ですよ。

## C Set Connector Particle に

**Noun に Noun “~ and ~”**

The particle に may be used to combine two or more nouns that are usually considered part of a set. に implies that one or more than one object has been added to the first object.

MODELS

あさ はん

1. 朝ご飯は 毎日 パン **に** コーヒーです。

Every day, my breakfast is bread and coffee.

2. 「何を 買いましたか。」 「シャツ **に** ズボンを 買いました。」

“What did you buy?”

“I bought a shirt and pants.”

**READ/SPEAK** Emi describes her daily breakfast in two different ways. Choose the correct particles in the ( ) to complete each sentence.

1. 私(は / の) <sup>あさ はん</sup>朝ご飯(は / に) たいてい  
パン(と / に) ミルク(X / に)です。

2. 私(は / の) <sup>あさ はん</sup>朝ご飯(は / に) たいてい  
パン(を / に) 食べて、ミルク(X / を) <sup>の</sup>飲みます。





## A. らるそば

*Zarusoba* is a popular noodle dish in Japan, especially during the summer when it can be found at almost any Japanese restaurant. The noodles are made from a combination of buckwheat and wheat flour, and have a grayish brown color. They are served cold on a bamboo mat in a square or round lacquered box. Thin strips of *nori* (dried seaweed) are sprinkled over the noodles. A soy-based dipping sauce accompanies the noodles in a small dish, along with condiments such as minced *negi* (green onions) and *wasabi* (Japanese horseradish).

To eat the noodles, add your desired condiments to the dipping sauce, then dip a few noodles at a time into the broth with your chopsticks. As you eat, make a slurping sound to show that you're enjoying the noodles. At certain restaurants, the broth in which the *soba* was boiled is provided in a small, often square, teapot-shaped container. It may be added to the dipping sauce, then drunk as a broth after the meal.



## B. Varieties of Sushi

Sushi traditionally comes in a variety of forms, and as its popularity abroad has increased, many new, creative variations have become available in Japan and throughout the world. However, the common ingredient in all sushi is rice. Traditionally, the rice is flavored with vinegar and other condiments to add flavor and preserve the food.



### にぎりずし Hand-molded sushi

*Nigirimasu* means "to grasp" or "to mold". Perhaps the most iconic form of sushi, *nigirizushi* commonly comes in two forms. The first is made of a rectangular bed of hand-molded rice covered with a piece of seafood, egg, or vegetables. The second type is known as *gunkan*, meaning "warship", as it resembles the shape of a battleship. It uses the same bed of hand-molded rice, surrounded by *nori* (seaweed) and filled with a topping such as fish roe. In America, this sushi often contains other ingredients mixed with mayonnaise.



### ちらしずし Scattered sushi

*Chirashimasu* means to "scatter." With this kind of sushi, slices of raw fish, shrimp, sliced egg, seaweed, and vegetables are "scattered" on top of rice. The ingredients and style may vary in different regions of Japan. Pictured is an example typically found around Tokyo. In southern Japan, the ingredients may be mixed in with the rice. This is sometimes called *mazegohan* (mixed rice) or *gomokuzushi* (5 ingredient sushi).

### まきずし **Rolled sushi**

*Makimasu* means “to roll.” One of the most popular varieties of sushi outside of Japan, this type is made by rolling the ingredients in rice and an outer covering. Most *makizushi* is rolled in *nori*, though layers of rice, egg, fish roe, or sesame seeds may also be an outer layer. This style is called *uramaki* (inside-out roll).



### いなりずし **Pouch sushi**

This is sushi stuffed with flavored rice in deep fried tofu (or sometimes egg) pockets. It is called “*inari*” after a Shinto god who was believed to enjoy fried tofu.

### 手まきずし **Hand-rolled sushi**

*Temaki* sushi is a type of *makizushi* rolled in cones of *nori* and rice with fresh ingredients such as raw fish and vegetables. Easy to make, creative versions of this sushi have recently appeared in many sushi bars at home and abroad.



## C. Westernized Sushi

As in all cases where food from one culture is introduced to another area of the world, creative modifications of the original dish occur. Sushi is no different. Across North America, many local ingredients and tastes have been incorporated into traditional Japanese recipes. In Hawaii, where a community of Japanese immigrants has long been established, sushi rice is often sweeter, and recipes include local ingredients such as tuna flakes, fish cakes, dried gourd, and spam. One notable specialty is the Hawaiian version of *inarizushi*, often called “cone sushi,” which may include green beans and carrots with the rice inside the fried tofu shell.

However, the most popular form of Westernized sushi is probably the California roll, named after the state where it was created and made with crab and avocado. The California roll is often served *uramaki* style (inside-out roll), as the rice is not encased in *nori*. In addition, there are Philadelphia (Philly) rolls (salmon, cream cheese, and cucumber), Seattle rolls (salmon, avocado, and cucumber), spider rolls (fried soft-shell crab, cucumber, avocado), and many more regional creations.



Online, find a menu for a sushi restaurant in your area. Identify at least one kind of “traditional” sushi and one kind of local or non-traditional sushi not described above.

Write a short paragraph describing the ingredients of each and how they reflect local tastes and cultures. Include photographs.



# メニュー

## ていしょく 定食

### ごはん、みそしる、つけものつき

トンカツ定食	950円
天ぷら定食	1000円
ハンバーグ定食	950円
ステーキ定食	1200円
焼き鳥定食	900円
焼き肉定食	1000円
からあげ定食	930円

## どんぶり 丼

カツどん	700円
親子どんぶり	600円
天どん	700円
牛どん	700円

### うどん、そば

中華そば*	350円
焼きそば	400円
ざるそば	350円
天ぷらそば	450円
月見うどん	400円
肉うどん	450円

## の お飲み物

コーラ 280円

ジュース 280円



トンカツ定食



天ぷら定食



ハンバーグ定食



ステーキ定食



焼き鳥定食



焼き肉定食



からあげ定食



親子どんぶり



中華そば



天ぷらそば

\*The term 中華そば is used at restaurants that do not specialize in ramen (Chinese-style noodles), such as this one, and only offer one style of ramen. The term ラーメン is used at ラーメンや, where a variety of ramen noodles are served.

## アクティビティー Communicative Activities

### Authentic Reading

**A. READ/SPEAK** Read the menu on the previous page and answer the following questions.

#### UNDERSTAND

1. What kinds of food does this restaurant serve?
2. How many kinds of *soba* are served at this restaurant?

#### IDENTIFY

3. What is the most expensive dish? What is the least expensive?
4. How much does *oyakodonburi* cost?

5. What does 定食 mean?

#### APPLY

6. Which dish would you like to order?

### ペアワーク

**B. SPEAK/LISTEN/WRITE** Ask your partner what he/she will have today from the menu on the previous page. Write down your partner's response on a separate sheet of paper.

Ex.

しつもん

質問：どれが おいしそうですか。

こた

答え：～が おいしそうです。

しつもん

質問：何に しますか。

こた

答え：そうですねえ... 私は ～に します。

### クラスワーク - うた

**C. LISTEN/SPEAK** Listen to this Japanese song about Japanese food and sing along with your class.

**WORKBOOK** page 43

おやこどんぶり

津川 圭一 作詞  
作曲者 不詳

おやこどんぶり おすしにべんとう サンドウィッチ  
ヲムネに サイダー ぎょう にゅう

# 4課2

## You don't have to eat with chopsticks

かいわ  
会話

### Dialogue

READ/LISTEN Does Mari tell Ken he has to eat his noodles with chopsticks?



ぶんけい  
文型

### Sentence Patterns

READ Find one of these sentence patterns in the dialogue.

- |                            |        |                  |
|----------------------------|--------|------------------|
| 1. Verb [NAI form] (-な)ければ | なりません  | have to do ~     |
|                            | いけません  |                  |
| 2. Verb [NAI form] (-な)くても | いいです   | it's ok not to ~ |
|                            | かまいません |                  |

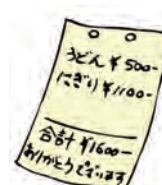
### 単語 Vocabulary



1. チップ  
tip



2. テーブル  
table



3. (お)かんじょう  
a check; bill





4. レジ

cash register



5. だいたい

generally,  
approximately  
[Adv.]



6. なりません

(it) won't do

7.

%

1	いっパーセント
2	にパーセント
3	さんパーセント
4	よんパーセント
5	ごパーセント
6	ろくパーセント
7	ななパーセント
8	はっパーセント
9	きゅうパーセント
10	じ(ゆ)っパーセント
?	なんパーセント



8. 食べなければ  
なりません

[G2 食べる]

have to/ should eat  
Lit. If (you) do not eat, it  
won't do.



9. 食べなくても  
いいです

[G2 食べる]

do not have to/  
no need to eat it  
Even if (you) do not eat, it  
is okay.



10. <sup>よやく</sup>予約(を)  
します

[IR よやく(を) する]

to make a reservation



11. <sup>ちゅうもん</sup>注文(を) します

[IR ちゅうもん(を) する]

to order



12. <sup>お</sup>置きます

[G1 おく]

to put, leave



13. <sup>はら</sup>払います

[G1 はらう]

to pay

ついかたんご  
追加単語 Additional Vocabulary

1. とりけします [G1 とりけす] to cancel

よ  
読みましょう Language in Context

🔊 READ/LISTEN/WRITE Read these sentences in Japanese. Say what you think the man in the picture on the right asked to get the response in the caption.



おべんとうは おはして  
食べなければ なりません。



チップを おかなくても  
いいです。

ぶんぽう  
文法 Grammar

A Must/Have to: Using the Verb Nai Form

Verb NAI form (-な) ければ なりません / いけません

This construction is used when you want to express that you “have to (do)” or “must (do)” something. It is constructed by dropping the final -い of the verb *nai* form and adding the extender *-kereba narimasen* or *-kereba ikemasen*.

🔊 MODELS

1. 今 <sup>じゅうぎょう</sup> 授業に 行かなければ なりません。

I have to go to class now.

2. 明日までに この 本を <sup>よ</sup> 読まなければ なりません。

I have to read this book by tomorrow.

3. 早く <sup>かえ</sup> 帰らなければ いけませんよ。

I have to return home early, you know.

4. 明日 <sup>しけん</sup> 試験が <sup>べんきょう</sup> ありますから、勉強しなければ なりません。

Since I have an exam tomorrow, I have to study.

**READ/WRITE** Change the verb in the ( ) to create a sentence which means “have to do ~.” Write the answers on a separate sheet of paper.

1. お水は <sup>の</sup> 毎日 (飲みます) なりません。
2. 毎日 (食べます) いけません。
3. 日本語を (べんきょうします) なりません。

## B Do Not Have to: Using the Verb Nai Form in Negative Sentences

**Verb NAI form** (-な)くても いいです / かまいません

This is the negative equivalent of the previously introduced permission pattern. It is formed by taking the verb nai form, dropping the final -い, and adding -くても いいです / -くても かまいません. Literally, it translates to “It is all right even if (you) don’t,” but is often used in situations where English speakers would say “(You) don’t have to.”

This pattern is an appropriate negative reply to a question asked in the なければ なりませんか pattern.

Ex. 「明日 行かなければ なりませんか。」 “Do I have to go tomorrow?”

「いいえ、行かなくても いいですよ。」 “No, you don’t have to go.”

MODELS

1. お昼ごはんを <sup>ひる はん</sup> 食べなくても いいです。

I don’t have to eat lunch.

2. 明日 学校へ 来なくても いいです。

You don’t have to come to school tomorrow.

3. 「今日 <sup>だ</sup> 出さなければ なりませんか。」

“Do (we) have to turn (it) in today?”

「いいえ、今日 <sup>だ</sup> 出さなくても かまいません。」

“No, I don’t mind if you don’t turn it in today.”

4. 漢字で 書かなくても いいです。

It is all right even if you don’t write in *kanji*.





**READ/SPEAK** Choose the correct sentence ending to complete each sentence based on fact.

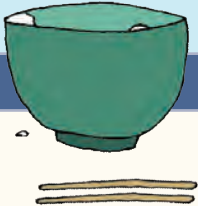

1. そばは はしで (食べなければ なりません / 食べなくても  
いいです)。
2. 日本で チップを (おかなければ なりません / おかなくても  
いいです)。
3. レストランで お金を (はらわなければ なりません / はらわなくても  
いいです)。

## ぶんか 文化ノート Culture Notes

### A. Chopstick Etiquette

Chopsticks are versatile eating utensils. As you master their use, you must be careful to observe chopstick etiquette. Observe the do's and don'ts below. Note that there are basically three types of chopsticks in Japan: those used at casual restaurants or included with *bento* (disposable wooden chopsticks), those used at more formal restaurants or at home (often lacquered, plastic, or polished wood), and those used for cooking (longer in length, often wooden). Regardless of the formality of the meal or the chopsticks you use, the rules below should always be followed.



Do	Do NOT
 <ol style="list-style-type: none"> <li>1. Pick up your food without stabbing it.</li> <li>2. When not eating, lay your chopsticks horizontally parallel to the edge of the table closest to you. The pointed ends of the chopsticks should face toward your left and the blunt ends to the right.</li> <li>3. Place the pointed ends of the chopsticks on a はしおき or chopstick rest. Using a はしおき keeps the tips of your chopsticks sanitary as they do not make contact with the table.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vertically rub the chopsticks together in your open palms.</li> <li>2. Scrape chopsticks against each other.</li> <li>3. Stick chopsticks vertically into a bowl of rice, as it is reminiscent of practices associated with death in Japan.</li> <li>4. Pass food to or from another person from chopstick to chopstick. This too, is associated with traditional funeral practices.</li> <li>5. Suck the tips of the chopsticks.</li> <li>6. Use chopsticks to slide dishes across the table.</li> </ol> 

## B. 天ぷら

The popular Japanese food known as *tempura* is said to have originated with the Portuguese missionaries who arrived in Japan during the latter part of the 16th century. It is made by frying fish, shrimp, squid, or vegetables (e.g., eggplant, green peppers, sweet potatoes, pumpkin, green beans, mushrooms, lotus root, carrots, etc.) in a light batter. When eaten, *tempura* is dipped in a soy-sauce-based broth. Grated *daikon* radish and ginger may be added to the dipping sauce for greater flavor. The word *tempura* is written in Japanese as 天ぷら, but it is not related to “heaven” in any way, though you may think it is heavenly to eat!



Create a list of do's and don'ts about using Western utensils for Japanese students, then create a Venn diagram comparing chopsticks and Western utensils, including characteristics, usage, and rules of etiquette.

## アクティビティー Communicative Activities

### ペアワーク

**A. SPEAK/LISTEN/WRITE** On a separate sheet of paper, complete the schedule of events by writing down what time you had to or will have to perform the following actions. Then ask a partner about his/her schedule for today and write down the times they tell you. When finished, compare what you and your partner wrote down to check your answers.

My schedule for today:	
私は 今日 _____に	お 起きなければ なりませんでした。
私は 今日 _____に	うちを で 出なければ なりませんでした。
私は 今日 _____に	学校へ 来なければ なりませんでした。
私は 今日 _____に	いえ 家へ かえ 帰らなければ なりません。
私は 今日 _____に	ね 寝なければ なりません。

**B. SPEAK/LISTEN** Ask your partner these questions. Your partner gives complete answers based on fact. Mark whether he/she answers affirmatively or negatively on a separate sheet of paper.

Ex. 質問: 今日 日本語の 宿題を しなければ なりませんか。

答え: はい、しなければ なりません。

or いいえ、しなくても いいです。

いつもん	はい	いいえ
1. 今日 日本語の しゅくだいを しなければ なりませんか。		
2. 今日 ばんごはんを うちで 食べなければ なりませんか。		
3. 日曜日に 学校へ 行かなければ なりませんか。		
4. 今日 早く うちへ <sup>かえ</sup> 帰らなければ なりませんか。		

**C. SPEAK/LISTEN** With a partner, role play the following. You are in Japan and a Japanese friend wants to take you to a Japanese restaurant. Ask your partner the following questions about what you should do there. He or she will respond affirmatively or negatively.

Ex.

「くつ下を はかなければ なりませんか。」

「はい、はかなければ  
なりません。」

or 「いいえ、はかなくても  
いいです。」

1. レストランの <sup>よやく</sup> 予約を  
しなければ なりませんか。
2. たたみに すわらなければ  
なりませんか。
3. おはしで 食べなければ  
なりませんか。
4. チップを おかなければ  
なりませんか。
5. おかんじょうは はらわなければ  
なりませんか。



かいわ  
会話

## Dialogue

READ/LISTEN What does Mari ask Ken to try? Why does Ken decline?

ぶんけい  
文型

## Sentence Patterns

READ Find one of these sentence patterns in the dialogue.

- |                     |         |   |
|---------------------|---------|---|
| 1. Verb (TE Form) + | みます。    | will try doing ~                            |
| 2. Verb (TE Form) + | みましょう。  | Let's try doing ~                           |
| 3. Verb (TE Form) + | みませんか。  | Would you like to try doing ~? [Invitation] |
| 4. Verb (TE Form) + | みて 下さい。 | Please try doing ~. [Request]               |
| 5. Verb (TE Form) + | みたいです。  | I want to try doing ~.                      |

## 単語 Vocabulary



1. さいふ

wallet



2. (食べて) みます

Do not use kanji 見ます here.

will try (eating)



3. ごちそう(を) します

[IR ごちそう(を) する]

to treat (someone) to a meal



かえ  
4. 返します

[G1 かえす]

to return (something)

つかたんど  
追加単語

## Additional Vocabulary

1. わりかんに しましょう。 Let's split the cost.
2. えんりょしないで 下さい。 Please make yourself at home. Please do not hesitate.

## 読みましょう Language in Context

🔊 READ/LISTEN/SPEAK Read these sentences in Japanese. Make a suggestion to a partner that he/she try something new.



みせ はい  
この お店に 入って  
みましょう。



これを 食べて みませんか。

5.

## General counter

Used for small objects that take the ひとつ, ふたつ series, but used more conversationally

1	いっこ
2	にこ
3	さんこ
4	よんこ
5	ごこ
6	ろっこ
7	ななこ
8	はっこ
9	きゅうこ
10	じ(ゆ)っこ
?	なんこ?



## A To Try Doing: Verb-て+みます

## Verb (TE Form) + みます

This pattern is constructed by taking the verb in its TE form and attaching みます or other conjugated forms of みます. It means “try to do (something)” It is generally used in a context where the subject will “do something and find out (something about it).” The kanji 見 is not used for this みます because this みます means “to try,” not to see with one’s eyes.

- |             |   |
|-------------|---|
| 食べて みます。    | I’ll try eating.                                |
| 食べて みましょう。  | Let’s try eating. / Let me try eating.          |
| 食べて ませんか。   | Would you like to try eating (it)? [Invitation] |
| 食べて みて 下さい。 | Please try eating. [Request]                    |
| 食べて みたいです。  | I want to try eating.                           |

## MODELS

1. おすしを 食べて みましょう。  
Let’s try eating sushi.
2. この ドレスを 着<sup>き</sup>て みます。  
I will try wearing this dress.
3. この くつを はいて みて 下さい。  
Please try wearing these shoes.
4. 私は 来年 日本へ 行って みたいです。  
I want to try going to Japan next year.



**READ/SPEAK** Complete each sentence using the form of the verb in the ( ) which means “want to try to do ~.”

1. 日本へ (行きます) みたいです。
2. 日本で おすしを (食べます) みたいです。
3. 日本人と 日本語で (話します) みたいです。
4. 日本語で (よやくを する) みたいです。



## Tipping in Japan

In most restaurants in Japan, tipping is not required or expected. However, some restaurants and other service-oriented businesses may automatically include a service charge indicated on the receipt. In international tourist situations, tipping a tour guide or driver is acceptable. If tips are offered, they should always be placed in envelopes, as it is considered crude to hand cash to others for services.



Many Japanese people are uncertain about how to tip when they travel. Write a short article that could be used in the restaurant section of a guidebook for your city instructing Japanese tourists about when to tip, how much to tip, and how to go about leaving a tip. Is it necessary to tip at all food establishments? How much is recommended? Does the amount of tip left vary by situation? Who tips? When is the tip left? How?

## Language Note

### やき

Many people from outside Japan are familiar with the word “*teriyaki*.” The word “*yaki*” comes from the verb “*yakimasu*” or “*yaku*,” which means “to burn, bake, roast, toast, broil, grill, char, or fry.” Any food prepared in these ways often includes the word “*yaki*,” e.g., *yakisoba*, *misoyaki*, *yakiniku*, *shioyaki*, *sukiyaki*, *yakitori*, etc. Can you think of any others? The left radical of the kanji for *yaki* (焼), which is the fire radical, also clearly indicates the meaning of this character.



## アクティビティー Communicative Activities

### ペアワーク

**A. SPEAK/LISTEN** Tell a partner your impression of the following things based on the cues given. Your partner will suggest that you try it.

Ex. This cake looks delicious.

Aさん: この ケーキは おいしそうですねえ。

Bさん: そうですねえ。じゃ、食べて みましょう。



1.  
looks delicious  
おいしい



2.  
looks interesting  
おもしろい



3.  
looks cheap  
安い



4.  
looks good  
いい or よい



5.  
looks fun  
たのしい



6.  
looks delicious  
おいしい



7.  
looks cold  
つめた



8.  
looks expensive  
高い

**B. SPEAK/LISTEN** You are working at a store and want to sell the items below to a customer. You recommend that the customer try them. The customer (your partner) decides to try them and comments on them. Switch roles.

Ex. Tシャツ

じゃ、ちょっと きて みましょう。  
あ、ちょっと 小さいですね。

この Tシャツは とても いい  
ですよ。きて みませんか。

1. チョコレート
2. ジュース
3. ペン
4. サングラス
5. コンピューター
6. 車
7. ぼうし



# 4課4

Welcome!

かいわ  
会話

## Dialogue

🔊 READ/LISTEN How does the server greet Ken? Is it different from how a friend would greet him?



ウェイトレス: いらっしゃいませ。  
何人様ですか。

ケン: 二人です。

ウェイトレス: どうぞ こちらへ。  
メニューを どうぞ。



## 単語 Vocabulary



1. ウェイター

waiter



2. ウェイトレス

waitress



3. こちら, そちら, あちら, どちら?

here, there, over there, where?

Polite equivalent of ここ, そこ, あそこ, どこ.



4. いらっしゃいませ。

Welcome.



5. どうぞ こちらへ。

This way, please.



6. ごちゅうもんは?

May I take your order?

Lit. What is your order?



7. ほかに 何か?

Anything else?



8. それだけです。

That's all.  
Lit. It is only that.



9. すみません。

Excuse me.  
[to get someone's attention]

## よみましよう Language in Context

**READ/LISTEN/SPEAK** Read these sentences in Japanese. With a partner, practice greeting customers at a restaurant as a server.



いらっしゃいませ。



どうぞ、こちらへ。

## ぶんか 文化ノート Culture Notes

### A. Teens and Restaurant Culture in Japan

Japanese teens enjoy gathering at inexpensive restaurants that serve Western foods, such as hamburgers, fried chicken, pastas, and pizzas, or shops that serve sweets, such as cakes, doughnuts, and ice cream. Also popular with younger adults are *yakiniku* (Korean-style grilled beef) restaurants.

Families enjoy going out for meals at *famiresu*, or family restaurants mainly located in suburban areas. Here children and their families find a variety of food choices to suit the tastes of all generations at a reasonable cost.





## B. Western Food in Japan

The Japanese love to explore foods from other cultures, and just as Japanese food has been “westernized,” so too have many foreign foods been “Japanized” using local ingredients and cooking styles. Portions are also often smaller in Japan, and good presentation is stressed. Chinese and Korean foods like ramen have long been part of the Japanese diet, and more recently many American and Italian dishes have been adapted by the Japanese.



Nattou (fermented soy beans)  
sauce over spaghetti



Raw egg pizza



Sandwiches filled with  
sweetened red bean paste  
and whipped cream

## C. Service in Japanese Restaurants

When customers enter a restaurant in Japan, they should expect a quick, loud welcome of “*irasshaimase*.” Unlike most Western restaurants, one waiter/waitress is not assigned to a table, so any waiter or waitress may help you. Customers must call out for the waitress when they need help. When food arrives at the table, the waiter/waitress may not be the same one that took your order, so they will ask who ordered each dish. Tips are not expected. As you exit, you will receive a hearty thank you for your patronage.



Online, find a menu for a local restaurant specializing in some kind of ethnic food (i.e., Chinese, Japanese, Mexican, French, Thai, Indian, etc.), then research common Americanized foods in that cuisine. Note differences between the “authentic” food and the food served at this restaurant. Why would this food be popular in America? Imagine you are a chef at this restaurant and create a dish that might appeal to local American tastes. Write a simple recipe to share with your classmates. If you wish, actually prepare it and bring it to school to share with your class!



## アクティビティー Communicative Activities

### ペアワーク

Role play with your partner. (ウェイ represents the waiter/waitress and きゃく is the customer.)

- ウェイ: いらっしゃいませ。何人様ですか。  
きゃく: 一人です。  
ウェイ: どうぞ こちらへ。メニューを どうぞ。

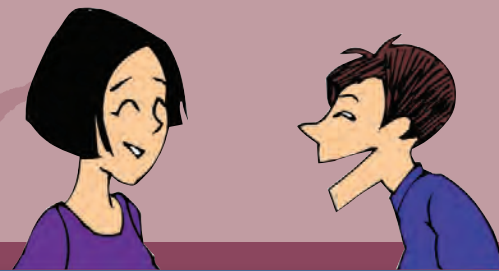
*After a while,*

- ウェイ: 御注文は?  
きゃく: ラーメンと ギョウザに します。  
ウェイ: ほかに 何か?  
きゃく: それだけです。
- きゃく: すみません。お勘定を お願いします。  
ウェイ: ありがとう ございました。あちらの レジで お願いします。
- ケン/まり: いただきます。

*Ken eats Chinese noodles and Mari eats sushi.*

- まり: おすし、一つ どうぞ。  
ケン: ありがとう。でも、  
けっこう。  
ぼく、おなかが  
いっぱい。  
ケン/まり: ごちそうさま。





## Review Questions

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

### Eating out Review pages 132, 133, 140, 141, 147

1. What do you generally order at a Japanese restaurant?
2. Do I have to make reservations at an expensive restaurant?
3. How much (what percentage) tip do you have to leave at an American restaurant?
4. Do I have to leave a tip in Japan?
5. Japanese foods are delicious looking, aren't they?
6. Is it all right if I don't eat with chopsticks at a Japanese restaurant?
7. What kind of sushi would you like to try and eat?
8. Have you tried to order sushi at a restaurant?
9. Do you want to try going to a Japanese restaurant?

### At School Review pages 128, 133, 141

10. I forgot my money. Please lend me \$10.00. I will return it tomorrow.
11. At the school cafeteria, do you have to pay at the register?
12. How many hamburgers did you eat for lunch?

### Weather Review pages 132, 133

13. Does the weather look like it will be good tonight?
14. Does it look like it will rain tomorrow?

## Text Chat

You will participate in a simulated exchange of text-chat messages. You should respond as fully and as appropriately as possible. You will have a conversation with Mariko Yamamoto, a Japanese high school student, about a meal.

11月 20日 09:47 PM

日本で どんな ものを  
食べて みたいですか。

Give at least two examples.

11月 20日 09:53 PM

日本で チップを おかなくても  
いいです。アメリカは？

Respond and give details.

11月 20日 09:59 PM

アメリカで 高校生は レストランで  
はたらいても いいですか。

Respond.



### **Can Do!** **Now I can ...**

- ☐ order food at a Japanese restaurant
- ☐ describe how things appear to me
- ☐ say what I have to do or do not have to do
- ☐ express my desire to try and do something
- ☐ use chopsticks properly



## Cooking おやこ 親子どんぶり

*Oyakodonburi* is a simple but favorite dish of the Japanese. *Oyako* means “parent and child,” which refers to the fact that this dish contains both chicken (parent) and egg (child). *Donburi* is the word for the kind of bowl that holds this dish. Other favorite *donburi* dishes include *tanindonburi* (beef and egg) and *katsudon* (pork cutlet). *Donburi* dishes, or *donburimono*, are generally served with soup and pickled vegetables.

Let's try and make some delicious *oyakodonburi*!

### Ingredients (Serves 4)

4 servings of cooked short-grain rice separated into 4 bowls  
 ¾ pound of chicken thighs cut into bite-sized pieces  
 ½ cup onions, thinly sliced  
 4 eggs, well beaten  
 thinly sliced *nori* seaweed for garnish (optional)

### Broth

¼ cup soy sauce  
 ¼ cup *mirin*\*  
 1 ¾ cups water  
 2 teaspoons *katsuo dashi* powder

\**mirin* – a sweet and sour condiment made of corn syrup, water, rice wine, and vinegar. May substitute 3 tablespoons of rice wine with 1 tablespoon of sugar.

### Preparing the broth

1. Boil water for the broth in a saucepan.
2. When water comes to a boil add the *katsuo dashi* and *mirin*.
3. Reduce heat and carefully add soy sauce to taste.
4. Set the broth aside for later.

### Preparing the dish

1. Add a small amount of oil to the frying pan and heat the pan.
2. Add the onions to the frying pan and cook on low heat until soft.
3. When the onions soften, add the chicken and cook on medium heat for 2-3 minutes.
4. Add the broth to the chicken and onions and boil for 2-3 minutes.
5. Immediately lower the heat and skim off any foam and fat that may have risen to the top of the broth.
6. Separate the chicken and onions into 4 portions.
7. Add one portion of chicken and onions to a new frying pan and heat for 1 minute.
8. Pour 1 beaten egg over the chicken and onions and put a lid on the frying pan. Cook on low heat for 20-30 seconds.
9. Repeat steps #7 and 8 for the remaining 3 portions.
10. Gently pour the mixture over rice and garnish with *nori* (optional).
11. Cover the bowls with lids (if you have them) and serve hot!



いただきます!!!