

アドベンチャー日本語


# ADVENTURES IN JAPANESE

new 4th edition series sampler



BY HIROMI PETERSON, NAOMI HIRANO-OMIZO & JAN ASATO

PUBLISHED BY  
**CHENG  
& TSUI**



## thoughts from the **authors**

At Cheng & Tsui, we work closely with our authors to create groundbreaking and exciting materials that are accessible to a wide audience. *Adventures in Japanese* series authors Hiromi Peterson, Naomi Hirano-Omizo, and Jan Asato are experienced classroom teachers as well as successful developers of language-learning materials. We asked them to share some thoughts about the teaching and learning of Japanese in North America today.

### What is the rationale behind the changes made to the fourth edition of the series?

The content has been updated, with many more activities that align well with national standards, AP® exam content, and other guidelines now available for foreign language learners.

### Teachers and learners alike have commented that *Adventures in Japanese* makes grammar accessible. How have you achieved this within the series?

As classroom teachers at the high school level ourselves, we have always worked hard to make the experience for students as learner friendly as possible. We have avoided highly technical terminology and explanations, and provided many sample sentences and activities to reinforce grammar practice. We have also made it a point to guide our students through the recognition, practice, and application stages.

### How does your series (and the teaching of Japanese) help to develop culturally sensitive, globally aware and responsible world citizens?

Learning to accept and respect a different culture by understanding the “whys” of cultural differences is important. Helping students see the Japanese charac-

ters in the storyline as people who are very much like themselves is equally important. Keeping a consistent storyline throughout the series with Ken as its main character and model of a young global citizen has been essential. Ken is a very human individual who displays strong personal character. As the students advance to volumes 2 and 3, we see more and more examples of Ken modeling cultural sensitivity—global awareness—as he becomes a responsible world citizen. Cultural activities, grammar activities, and projects encourage students to think and respond in ways that stretch their sensitivity to cultural similarities and differences, expand their global awareness, and become proactive community citizens.

“ Students will go wherever you set the bar, as long as you are at their side to support them.”

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### Do you have a favorite lesson?

Our favorite lessons are those that take students to a deep understanding and appreciation of Japanese cultural values and the spirit of the Japanese. Students are able to advance beyond everyday “surface” topics and examine perspectives of their own culture and others. They are able to think and act upon matters that make a difference for them and others around them and throughout the global community.

### If you could offer one piece of advice to teachers today, what would it be?

Take what you are given and make it your students’ and yours. Adapt freely. Keep your expectations high. Students will go wherever you set the bar, as long as you are at their side to support them. Enjoy teaching, and students will enjoy learning.



日本語の先生方、  
第4版

# アドベンチャー日本語の サンプラーをご覧ください。

For the past 35 years, Cheng & Tsui has dedicated itself to the mission of “Bringing Asia to the World.” We have helped to change the face of Asian language and cultural education in North America by envisioning, developing, translating, and publishing award-winning language and culture learning materials for Chinese, Japanese, Korean, and Arabic.

We are pleased to offer you an in-depth look at the new 4th edition of *Adventures in Japanese*, a market-leading series designed for and widely used by high school and college Japanese language programs throughout North America.

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# series overview of the new 4th edition

Reimagined for today's classrooms, *Adventures in Japanese* fourth edition engages students with more cultural activities and language practice and equips teachers with a wider and more flexible range of tools and resources.

## TEXTBOOK

Full-color design with updated content aligned with 21st Century Skills, ACTFL-World Readiness Standards, and Common Core State Standards. Now with 8-12 lessons per volume, recycling of key grammar structures and vocabulary, more exercises and activities, and authentic materials for real-world reading practice.

## WORKBOOK

Additional listening practice. Covers reading for comprehension and character reading practice in horizontal and vertical forms. Includes writing exercises for *hiragana*, *katakana*, and *kanji*. Assigns compositions that foster creativity and critical thinking. Provides tools for formative assessment.

- Propels students into real-life scenarios and authentic Japanese experiences with contemporary photos and full-color design
- Encourages greater interpersonal communication and understanding of grammar with practice exercises and communicative activities
- Guides learning with focused objectives aligned with ACTFL World Readiness Standards, Common Core State Standards, and 21st Century Skills
- Builds a strong foundation for students through targeted emphasis on the four language skills: speaking, listening, reading, and writing

This series' streamlined organization within and between volumes thoroughly develops learners' receptive and productive language skills through the recycling of vocabulary, grammar, and cultural content so that as learners progress, they are able to communicate on a deeper, more sophisticated level.

## TEACHER'S GUIDE TO GO

Easy to carry, easy to use, easy to customize, the *Teacher's Guides to Go* on USB flash drive includes all the digital files teachers need to plan and support their Japanese classes.

- Lesson-specific content: objectives, vocabulary lists, teaching suggestions, audio scripts, and more
- New pacing guides, scope and sequence, sample lesson plans, sample forms and rubrics
- Correlations to ACTFL World-Readiness Standards and Common Core State Standards for ELA
- Customizable PowerPoint® presentations to introduce vocabulary, sentence pattern drills, lesson *kanji*, and vocabulary lists
- Professional development articles on topics such as 21<sup>st</sup> Century Skills, Technology in the Japanese Classroom, Blended Learning, Flipping the Classroom, Pre-AP®, and the ACTFL OPI
- Assessment materials in Word® and PDF formats for immediate use or for teachers to customize
- Colored image banks with textbook vocabulary art and dialogue manga both with and without text for added flexibility

## RESOURCE-RICH COMPANION WEBSITE

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

The *Adventures in Japanese* companion website is an integral part of the new 4th edition. Students access additional learning resources by registering their textbooks when creating their online account. Teachers access additional teaching resources by entering a code found in a file on the *Teacher's Guide to Go* they purchase. This code allows teachers to access the additional student resources also.

### STUDENT RESOURCES PER LESSON

- **Textbook Audio**  
All audio for dialogues, vocabulary, "Language in Context", and grammar examples is provided so learners may improve Japanese pronunciation and listening skills.
- **Workbook Audio**  
Learners use these audio segments with the Listening Exercises.
- **Vocabulary Flashcards**  
One side has an illustration and the Japanese, while the other side is the English definition. Print and cut out.
- **Vocabulary Lists**
- **Activity Worksheets**  
These worksheets support any writing required for the "Communicative Activities" in the textbook. Extra activities are also provided in volume 3.
- **Study Guides**  
Offered in color and in printer-friendly downloads, these guides review the grammar, vocabulary, and *kanji* covered in each lesson. Separate cumulative *kanji*, verb conjugation, and counter study guides are included.
- **Informal Dialogues**  
As indicated in the textbook, scripts for informal versions of select manga dialogues are available to help students understand the differences between formal and informal Japanese speech. (vol. 2 only)
- **Project grading rubrics and Oral Pro-Achievement Interview (OPI) checklists**  
(vol. 3 only)

### STUDENT RESOURCES GENERAL

- **Kana Flashcards**  
(vol. 1 only)
- **Kanji Flashcards**
- **AP® Kanji List**  
This unofficial list of all 410+ *kanji* that appear on the AP® Japanese Language and Culture Exam is organized in order of appearance by volume in the *Adventures in Japanese* series.
- **Review Lessons**  
These are lists of sentence patterns to help with review.
- **Project Corners**  
Bonus and expanded Project Corners engage students in learning more about Japanese cultural products and perspectives.
- **Useful Expressions and Classroom Directions**
- **Extra Genkoyoushi**  
Extra blank composition pages for those who need extra space to write out their compositions in the workbook.

### TEACHER RESOURCES

- **Scope and Sequence**
- **Correlations**  
ACTFL World-Readiness Standards and Common Core State Standards for ELA
- **Home School Letters**  
Letters to be sent home detail what students will learn in each lesson of *Adventures in Japanese*.

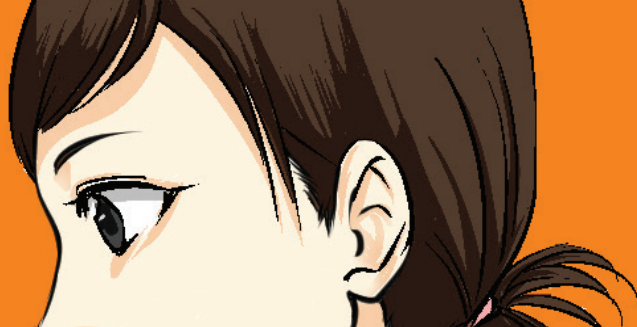
# series overview

of the new 4th edition



The following table illustrates the mapping of seven core elements across the three-volume series.

	volume 1	volume 2	volume 3
<b>UNIT STRUCTURE</b>	12 lessons of 5-7 sections Mini-dialogues preview the content to come in each sub-section.	12 lessons of 4 sections A multi-page over-arching manga dialogue previews the content to come in each lesson with mini-manga dialogues previewing the content of each sub-section.	8 lessons of 2 sections A multi-page manga dialogue previews the content of the first lesson section (speaking and listening focused). An authentic-styled reading with comprehension activities previews the content of the second half of each lesson (reading and writing focused).
<b>KANJI</b>	60 reading and writing lesson <i>kanji</i> + recognition <i>kanji</i> for reading only <i>Hiragana</i> and <i>katakana</i> are introduced starting from Lesson 1, and Romanization is provided through Lesson 4 for <i>hiragana</i> and through Lesson 8 for <i>katakana</i> . <b>TOTAL = 60</b> by the end of Vol. 1	102 new reading and writing lesson <i>kanji</i> + recognition <i>kanji</i> (for reading only) are introduced, as well as new readings for previously learned <i>kanji</i> . Additional AP® <i>kanji</i> also appear throughout with <i>hiragana</i> readings. <b>TOTAL = 162</b> by the end of Vol. 2	112 new reading and writing lesson <i>kanji</i> + recognition <i>kanji</i> (for reading only) are introduced, as well as new readings for previously learned <i>kanji</i> . Additional AP® <i>kanji</i> also appear throughout with <i>hiragana</i> readings. <b>TOTAL = 274</b> by the end of Vol. 3
<b>VOCABULARY</b>	Basic vocabulary plus traditional Japanese expressions are introduced in each lesson, as well as expressions used in daily conversation. Additional vocabulary is also included for differentiated instruction.	30-40 new vocabulary words are introduced per lesson, as well as more common expressions, common phrases and additional vocabulary.	40 new vocabulary words are introduced in-context per lesson, as well as more common expressions, common phrases and additional vocabulary.
<b>GRAMMAR</b>	Basic patterns and expressions in the formal style lay the groundwork for more complex patterns.	Basic patterns and expressions are reviewed, new and complex patterns are presented incrementally, and the informal style is introduced.	Formal style patterns and expressions are reviewed, new and complex patterns are presented and consolidated, and the informal style is practiced in-depth.



volume 1

volume 2

volume 3

**REVIEW & RECYCLING**

Extensive recycling of vocabulary, grammar, and cultural content provides a built-in scaffold for learners to confidently progress in their study.

Post-lesson review provides a list of common questions related to the topics covered. Page numbers help students find the relevant material within each lesson. There is also an AP®-style Text Chat review activity.

A preliminary lesson presents a succinct summary of Vol. 1 *kanji*, vocabulary, and grammar along with grammar exercises and activities.

Pre-lesson review lists previously learned vocabulary and grammar and provides activities related to the upcoming lesson content to build a strong foundation for new content.

Recycle icons indicate previously learned content.

Post-lesson review

A preliminary lesson presents a succinct summary of Vol. 1 and 2.

Pre-lesson review

Recycle icons

Post-lesson review provides a downloadable Oral Pro-Achievement Interview (OPI) Checklist to help students keep track of content learned in each lesson.

There are also AP®-style Text Chat, Conversation, and Discussion review activities.

**COMMUNICATIVE ACTIVITIES**

Activities for pairs, groups, or whole class ask students to apply what they've learned to gauge their practical understanding of the lesson content.

Integrated 4-skills activities practice reading, writing, speaking, and listening while reinforcing the vocabulary and grammar taught in each lesson section.

Integrated 4-skills activities

Authentic readings are presented in real-life contexts (signs, train schedules, recipes, etc.) and advance from adapted to authentic as reading skills increase.

Integrated 4-skills activities

Authentic readings

Authentic listening activities expose students to natural, native Japanese to improve listening comprehension.

Lesson Readings with more advanced comprehension activities improve both reading and writing skills.

**CULTURAL COMPETENCY**

Presented in English, "Culture Notes" relate to the lesson topic, and "Japanese Culture Corner" segments invite learners to compare Japanese cultural elements to their own culture. "Project Corner" pages include crafts and games. Japanese "Culture Projects" compare and contrast both modern and traditional aspects of Japanese culture to those of other countries.

Culture Notes present a clear picture of modern and traditional Japan. Activities deepen students' understanding of Japanese culture and ask them to compare and contrast it with their own.

Language Notes and Japanese Proverbs lend insight into many unique nuances of the Japanese language and culture.

Japanese Culture and Project Corners alternate every other lesson. Projects may be done in English.

Culture Notes

Language Notes and Japanese Proverbs

Japanese Culture and Project Corners alternate every other lesson. More projects require students to use Japanese.

Culture Notes

Language Notes and Japanese Proverbs

Japanese Culture Projects after each lesson require students to perform more in-depth independent research and present their findings in Japanese.



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*Katakana*  
*Kanji*  
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**Additional Vocabulary**

- |           |        |                     |                     |
|-----------|--------|---------------------|---------------------|
| 1. ドイツご   | ドイツ語   | <i>doitsugo</i>     | German language     |
| 2. ポルトガルご | ポルトガル語 | <i>porutogarugo</i> | Portuguese language |
| 3. ラテンご   | ラテン語   | <i>ratengo</i>      | Latin language      |
| 4. ロシアご   | ロシア語   | <i>roshiago</i>     | Russian language    |

**よみましょう Language in Context**

READ/LISTEN/SPEAK Read these sentences in Japanese. Say what languages you speak.



うちで ちゅうごくごを  
はなします。



こちらは ともだちの  
みどりさんです。

**ぶんぽう Grammar**

**A Particles**

Direct Object Particle **を**

Object + **を** (Object particle)

Object + **を**

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

MODELS

1. ははは 日ほんご**を** はなします。 My mother speaks Japanese.  
*Haha wa nihongo o hanashimasu.*
2. わたしは ちゅうごくご**を** はなしません。 I do not speak Chinese.  
*Watashi wa chuugokugo o hanashimasen.*
3. すみません。 かみ**を** ください。 Excuse me. Please give me some paper.  
*Sumimasen. Kami o kudasai.*

**VOCABULARY**

Vocabulary and expressions are introduced in each lesson.

“Additional Vocabulary” is included for differentiated instruction.

**VOCABULARY & GRAMMAR**

“Language in Context” activities ask learners to immediately apply new vocabulary and sentence patterns in practical contexts.

**GRAMMAR**

Grammar patterns are introduced with simple, jargon-free explanations. Model sentences and exercises immediately follow to help learners master the new grammar point.

## Kanji used in this lesson

In this lesson, you will learn *kanji* commonly used in school.

### KANJI

*Kanji* for reading and writing are introduced early and taught consistently lesson by lesson.

### KANJI

Pictographs show the evolution of *kanji* while reinforcing meaning and context.

### KANJI

*Kanji* for recognition only are also taught to build a stronger foundation.

Kanji	Meaning	Readings	Examples	
37. 先	first, previous	せん	せんせい 先生 せんしゅう 先しゅう	teacher last week 
38. 生	be born, person	せい	せんせい 先生 せいと 生徒	teacher pre-college student 
39. 今	now	いま	いま 今、一時です。 いまだ 今田さん いまがわ 今川さん こん 今しゅう * きょう 今日	It's 1 o'clock now. Mr./Ms. Imada Mr./Ms. Imagawa this week today
40. 毎	every	まい	まいにち 毎日 まいしゅう 毎しゅう	every day every week 
41. 年	year	とし	ことし 今年 まいとし 毎年 まいねん 毎年 ねん 来年	this year every year every year next year 
42. 休	rest, absent	やす(み)(お)休み	やす(み)(お)休み	holiday, day off 

\* Indicates irregular readings of the *kanji*

#### Recognition Kanji

せいと  
生徒  
student (pre-college)

#### Recognition Kanji

らい  
来  
next (week, month, year)

## Japanese Culture

### Japanese Holidays

**RESEARCH** Use books, the Internet, or interview a Japanese member of your community to answer the following.

#### Determine

1. Name four Japanese national holidays.
2. Name two national holidays in your country, and one local or regional holiday or celebration.
3. The Japanese celebrate a series of holidays that have become known as “Golden Week.” What holidays fall during this week and when is “Golden Week” celebrated?
4. The traditional Japanese calendar revolves around the emperor. Eras are named after the emperor currently in power. What is the name of the present era? In what year did it start? What year is it now, according to the traditional Japanese calendar?

#### Describe

5. How is Valentine’s Day celebrated in America?
6. In Japan, a holiday called “White Day” comes a month after Valentine’s Day. What is the difference between Valentine’s Day and White Day in Japan?

#### Extend Your Learning

##### CREATIVITY, INNOVATION, AND COLLABORATION

In a group of 3-5 students, choose a Japanese holiday, research it, and plan a way to celebrate it in class. Consider how the classroom should be decorated, what activities can be done, what food should be prepared, what kind of clothing might be worn, and any Japanese expressions that may be associated with the holiday. Your teacher may ask you to share this information with your class as you “host” a celebration of the holiday.

#### CULTURAL COMPETENCY

“Japanese Culture” pages invite learners to explore traditional and contemporary cultural elements of Japanese life.

#### CULTURAL COMPETENCY

Learners compare and contrast aspects of Japanese life with other cultures to heighten understanding and build cultural sensitivity.

#### CULTURAL COMPETENCY

Research-based extension activities ask learners to further explore Japan’s rich culture.



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 To the Teacher  
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復習1 Nice to meet you!  
 復習2 I want to make lots of friends

## 1課 じこしょうかい SELF-INTRODUCTION

1課1 Where do you live?  
 1課2 The cat is under the desk  
 1課3 The baby is still one  
 1課4 I like to swim  
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 Japanese Culture: Cities in Japan

## 2課 学校のきそく SCHOOL RULES

2課1 Ken is wearing a white shirt  
 2課2 May we wear hats in the classroom?  
 2課3 I'll go borrow a book  
 2課4 Do you mind meeting at 1:30 instead?  
 Lesson 2 Review  
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## 3課 運転 DRIVING

3課1 No need to be so formal  
 3課2 Don't worry  
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## 4課 レストランで AT A RESTAURANT

4課1 I'll have sushi today  
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 4課3 Let's try eating oyakodonburi  
 4課4 Welcome!  
 Lesson 4 Review  
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## 5課 元気 WELLNESS

5課1 I can't go to school  
 5課2 Hello!  
 5課3 I don't plan to go to school tomorrow  
 5課4 I took medicine three times a day  
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## 6課 お正月 NEW YEAR'S

6課1 Have you ever sung a song in Japanese?  
 6課2 It will probably snow  
 6課3 I'll take a present to my grandmother  
 6課4 What kind of presents do you give your friends?  
 Lesson 6 Review  
 Project Corner: New Year's Card

## 7課 アルバイト PART-TIME JOB

7課1 Which design do you prefer?  
 7課2 I don't like the white one as much as the blue one  
 7課3 I like the mouse design best  
 7課4 May I pay with a credit card?  
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 Japanese Culture: Shopping in Japan

## 8課 スポーツの試合 GOING TO A GAME

8課1 The game will start at 6:30  
 8課2 What time should I pick you up?  
 8課3 Can we win the game?  
 8課4 What was the score?  
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 Project Corner: Radio Exercises

## 9課 日本昔話 JAPANESE FOLKTALE

9課1 Would you rather be the Sun or the Cloud?  
 9課2 I finished all of my homework  
 9課3 Father Mouse said, "That won't do!"  
 9課4 What did you think of the story?  
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## 10課 道 GIVING DIRECTIONS

10課1 Excuse me, I have a question  
 10課2 Turn right at the next corner  
 10課3 Which is faster, to go by bus or to walk?  
 10課4 The streets are jammed  
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11課1 Do you know how to make sukiyaki?  
 11課2 Please heat the pot  
 11課3 It will be delicious  
 11課4 It's too salty  
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 Japanese Culture: Japanese Cuisine

## 12課 母の日 MOTHER'S DAY

12課1 My mother's hobby is traveling  
 12課2 What does your mother do in her free time?  
 12課3 I want to become a doctor  
 12課4 My mother does various things for me  
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まりさんと ケンさんの 料理

Cooking with Mari and Ken



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

UNIT STRUCTURE

Manga dialogues preview lesson content in a culturally rich art form that is engaging and relatable to students.

KANJI

Advanced level and AP® *kanji* are presented with *furigana* readings throughout for differentiated instruction.

GRAMMAR

Informal versions of select dialogues are available online to help teach the different forms of Japanese speech.

# 2

## COMMUNICATIVE ACTIVITIES

Paired or group activities allow students to work with peers to practice, refine, and confirm their understanding of the lesson's material.

## COMMUNICATIVE ACTIVITIES

Authentic and age appropriate readings are presented in real-life, relevant contexts.

## COMMUNICATIVE ACTIVITIES

Authentic Readings are accompanied by activities that gauge comprehension and apply new skills immediately.

## WORKBOOK

Workbook references clearly indicate opportunities for additional practice.

### アクティビティー Communicative Activities

#### ペアワーク

A. READ/SPEAK/LISTEN Ask your partner what he/she would want to do in the following situations.

Ex. ひまな 時間が あったら、

しゅもん

質問：今、ひまな 時間が あったら、何を したいですか。

1. 今 千ドル あったら、	4. 自分の 車が あったら、
2. 明日 学校が なかったら、	5. 大学生に なったら、
3. 日本へ 行けたら、	6. 大人に なったら、

#### Authentic Reading

B. READ/WRITE Look at the shopping Website and answer the following questions in Japanese on a separate sheet of paper.

##### UNDERSTAND

1. What kind of Website is this?
2. When would you purchase something from this Website?

##### IDENTIFY

3. If you bought both items with prices listed, what would the total cost be?
4. Who does this advertisement suggest you buy the more expensive chocolates for?

##### APPLY

5. If you were to order one of these items as a gift for your friend, which would you order?

**WORKBOOK** page 159



Let's Review

Expressions	
24. いらっしゃいませ。	Welcome.
25. そうですねえ...	Let me see... [let me think about this a little]
26. すみません。	Sorry, Excuse me.
27. かまいません	does not matter; don't mind (if)

ぶんぼう Grammar	
28. ～は いかがですか。	How about ~? [Polite]
29. ～を 下さい。	Please give me ~.
30. Verb TE form みて 下さい。	Please try doing ~.
31. Sentence 1 +から、Sentence 2	S1, so S2.

**A. WRITE** Write out what Ken and the customer are saying in each sentence using the words, phrases, and grammatical structures you reviewed above.



**B. READ/WRITE** Your Japanese friend is shopping for souvenirs at an amusement park and wants to buy you a T-shirt. She texts you with some questions. Write a short message in Japanese based on the information given in English below.

Ask her if there are any mouse design T-shirts. Tell her you would like a red shirt, but do not mind a white one. Ask her to please buy you a small size. You also want her to buy a shirt for your friend's birthday. Tell her to try and buy a green one and ask if you may pay her later.

**REVIEW AND RECYCLING**

Review sections at the start of lessons present vocabulary and grammar from earlier instruction to build a strong foundation for new material.

**REVIEW AND RECYCLING**

Review activities reinforce previously learned material and prepare learners for upcoming content.





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## 1課B

## 読み:日本の高校

ブログトップ

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## 日本の高校

September 4 NEW!

今、ぼくは東京の私立の男女共学の高校に留学している。戸田高校という学校だ。授業料はアメリカの高校ほど高くない。

この高校はアメリカの高校よりずっとせまい。木とか花とか緑も少ない。

この学校には制服があって、ぼくも制服を着て、学校へ通っている。自動車で学校へ通う生徒はいなくて、ほとんど電車やバスなどで通っている。この学校の規則はきびしくて、女子生徒はパーマをかけたり、化粧をしたりしてはいけない。学校に着いて、建物の中に入る時、外の靴をぬいで、中の靴にはきかえなくてはならない。

日本の学校は四月に始まって、三月に終わる。三学期あって、入学式とか卒業式とか式が多い。学校の行事は体育祭とか文化祭とか修学旅行

## プロフィール

Ameba オフィシャルブロガー



ケン・スミス  
プロフィール

性別:男性

誕生日:1月9日

自己紹介:ケン・スミス (17) アメリカ

読者になる

アメンバーになる

メッセージを送る

ピグでギフトを贈る

## 最新の記事

始めまして~

東京

C. READ/WRITE Answer the following questions in Japanese on a separate sheet of paper.

1. ケンさんは制服を着ていますか。
2. 日本の学校はいつから始まりますか。
3. この学校はどんな行事がありますか。生徒はいつ行きますか。
4. この学校の生徒は授業の後、どんな事をしなければなりませんか。
5. ケンさんはこの学校が好きだと思いますか。なぜですか。



Write a blog post in Japanese about your school and include pictures. Write about your school's campus, whether your school is public or private, coed or an all-boys or all-girls school. Explain the school rules and give your opinion about whether or not you think they are strict. Finally, tell about the things you like and dislike, and list any problems your school might be facing and propose a solution. E-mail the blog post to your teacher.

## UNIT STRUCTURE

Lesson Readings in real-life contexts increase reading skills and provide models for writing activities.

## COMMUNICATIVE ACTIVITIES

Activities immediately following Lesson Readings foster analytic thinking and encourage free-form composition and AP® exam preparation.

# 3

### Lesson 1 Review



#### REVIEW AND RECYCLING

End-of-lesson reviews include Oral Pro-Achievement Interview (OPI) checklists to track progress.

#### REVIEW AND RECYCLING

AP®-style Text Chat conversation model real-life exchanges about lesson topics.

#### REVIEW AND RECYCLING

AP®-style Conversation and Discussion activities ask learners to engage with peers to demonstrate understanding of lesson material.



**DOWNLOAD** the Oral Pro-Achievement Interview (OPI) Checklist for this lesson from [cheng-tsui.com/adventuresinjapanese](http://cheng-tsui.com/adventuresinjapanese).

#### Text Chat チャット

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 Jota Tani, a Japanese high school student, for the first time.

9月 16日 10:35 AM

ぼくは東京の花川高校という私立の男子校に通っています。どうぞよろしく。

Greet Jota and introduce yourself and your school.

9月 16日 10:41 AM

どんな部活に入っていますか。

Respond by giving one example and explain it using two descriptive words.

9月 16日 10:57 AM

学校行事はたくさんありますか。

List three examples, and state your favorite event and the reason.

#### Conversation ホストファミリー

**LISTEN/SPEAK** You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to respond. You should respond as fully and as appropriately as possible. You will have a conversation with Mrs. Ito, your Japanese host mother, in Tokyo.

#### Discussion 日本の高校

**SPEAK/LISTEN** Discuss the similarities and differences between Japanese high schools and your own school in Japanese. Include details about the campus, school rules, classes, school events, and afterschool activities. Is your school coed? Is it private or public? What are the pros and cons of each? Which would you prefer to attend and why?



### Historical Figure Reading

ふくざわ ゆきち  
福沢諭吉 1835 – 1901

諭吉は教育者で、慶応義塾という日本で初めての学校を作った人として有名です。今その学校は慶応大学といい、男女共学の有名な私立大学です。低い身分の侍の家に生まれ、西洋の文化や文明に興味を持ちオランダ語や英語を学びました。日本政府からの使節としてアメリカやヨーロッパに行き、西洋の自由と平等の考えを知り、日本の西洋化に影響を与えました。日本の一万円札に印刷されています。

**READ/WRITE** Read the passage about Fukuzawa Yukichi and answer the following questions on a separate sheet of paper.

1. What famous school was founded by Fukuzawa Yukichi? What kind of school is it?
2. Was Fukuzawa born in the samurai class?
3. Fukuzawa learned the meaning of 自由 through his exposure to Western culture. Define 自由.
4. What Japanese currency bears Fukuzawa's image?
5. According to the current exchange rate, what is the equivalent value of the currency bearing Fukuzawa's image in dollars?



### Can Do!

Now I can ...

- communicate informally with my friends and family
- introduce myself and my family, including information about occupations and activities I like or dislike doing
- describe nouns using verb modifiers

### REVIEW AND RECYCLING

AP®-style review activities introduce historical Japanese figures to build cultural competency while recycling and consolidating language skills.

### UNIT STRUCTURE

"Can-Do" Statements and Checklists for each lesson help set expectations and confirm learning goals.

## ADVENTURES IN JAPANESE **workbook sample pages**

### COMPOSITIONS

Scaffolded activities to support the development of written expression and enhance ability to think in Japanese.

Write a composition about a recent visit to a restaurant. Write about an experience visiting a restaurant recently or in the past. Tell what time your reservations were for, what you and others ordered, how the food appeared when it was served to you, how the food tasted, and who paid for the meal. Do you want to go there again? What would you want to try and eat next time and why?

Aim for a well-organized, smooth-flowing, and informative composition. Use the vocabulary and grammar patterns you learned in this lesson.

Use this page to brainstorm and outline your composition. Then write your composition on the *genkoyoshi* provided. Follow the rules for using *genkoyoshi*. Write at least one page, but no more than two pages.

#### Brainstorm

#### Outline

Introduction:

Body:

Summary:

### GRAMMAR PRACTICE

Grammar exercises provide additional opportunities to consolidate and internalize new patterns.

**A** Ken has many things to do as part of his daily routine. Complete the following sentences by converting the verb in the ( ) to its *～なければなりません* form.

1. 六時に \_\_\_\_\_。(起き<sup>お</sup>ます)
2. そして、朝<sup>あさ</sup>ご飯<sup>はん</sup>を \_\_\_\_\_。(食<sup>く</sup>べます)
3. 六時半<sup>はん</sup>に 家<sup>いえ</sup>を \_\_\_\_\_。(出<sup>で</sup>ます)
4. 七時に 学校<sup>がっこう</sup>へ \_\_\_\_\_。(着<sup>つ</sup>きます)
5. 学校<sup>がっこう</sup>の 後<sup>あと</sup> 家<sup>いえ</sup>へ \_\_\_\_\_。(帰<sup>かえ</sup>ります)
6. 家<sup>いえ</sup>で 宿<sup>しゅく</sup>題<sup>だい</sup>を \_\_\_\_\_。(し<sup>ま</sup>す)
7. 十時<sup>じゅう</sup>ごろに \_\_\_\_\_。(寝<sup>ね</sup>ます)



# ADVENTURES IN JAPANESE workbook sample pages

## A Practice writing the new kanji.

Write each *kanji* by first tracing each stroke in the correct order shown below. Complete all of the boxes by writing the entire *kanji* in the correct order in each box.

25	分 minute	わ ぶん ぶん	わ 分かりません I don't understand.	三分 <sup>ぶん</sup> three minutes									
			二分 <sup>ぶん</sup> two minutes	八分 <sup>ぶん</sup> eight minutes									
			分 分 分 分										
			分 分 分										
26	行 to go	い こう	いきます go	り <sup>こう</sup> 行 travel									
			行 行 行 行 行 行										
			行 行 行										

## KANJI PRACTICE

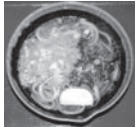

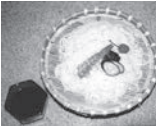

*Kanji* writing practice and recognition exercises foster students' *kanji* recall.



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

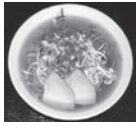


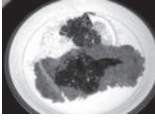
## A Listen to the conversation between a waitress and a customer once. Choose the picture that best matches each situation.

1. A B C D
2. A B C D
3. A B C D
4. A B C D

A.	B.	C.	D.
			
うどん ¥380	肉うどん ¥480	そうめん ¥400	おや 親子どんぶり ¥450

## B Listen to the conversation. Choose the picture that best matches each situation.

5. A B C D
6. A B C D
7. A B C D
8. A B C D

A.	B.	C.	D.
			
ラーメン ¥450	やきそば ¥500	ぎょうざ ¥350	とんかつ ¥620

## LISTENING EXERCISES

Various listening comprehension exercises model naturally spoken Japanese to build listening skills.

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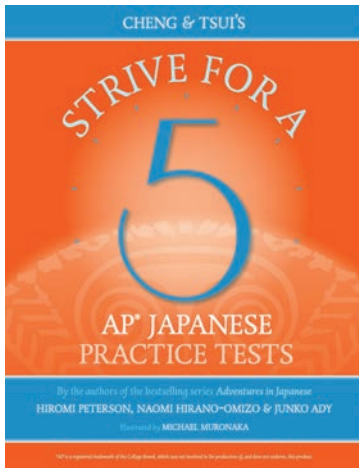
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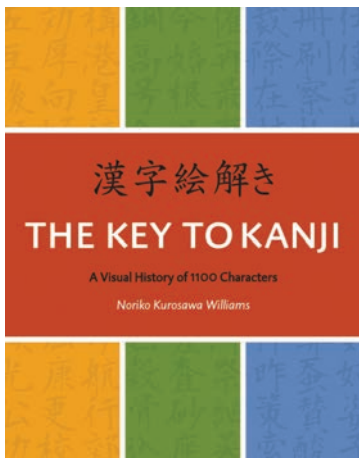
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— Dr. Mariko Sato Berger,  
Townsend Harris High School, Flushing, NY

① Serial number — 933

② Kanji in *kyokasho-tai* font — 分

③ Meaning in English — to divide; portion; to understand; to realize; minute

④ Origin — ORIGIN: The top 八 “dividing into two” and the bottom 刀 “sword; knife” or “to cut” indicated not only “to divide” or “portion” but also “minute” because an hour is divided into 60 minutes. Also, when something is explained in a clear-cut manner, it is easily understood. The kanji 分 means “to divide,” “portion,” “minute,” or “to understand; to realize.”

⑤ Header — ON-KUN READINGS: フン・ブン・ブ・わかる | HEADER: 刀

⑥ On-kun readings — 八 → 八 → ハ | 分

⑦ Illustration — 刀 → 刀 → 刀

⑧ Sample words — 分ける to divide | 五分 five minutes  
十分に plentifully | 分別のある sensible  
分かる to understand, to realize | 七分 seven-tenths

⑨ Strokes — 4

第4版

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