結び
MUSUBI

A New Approach to Japanese Language and Culture

Volume TWO

読み書き編
Reading & Writing (RW)
Lesson 5
About Family
家族のこと

Lesson 5 Can-Do Statement • Reading & Writing

□ I can read and write the following 24 kanji characters with a full understanding of correct stroke types and stroke order:
- 上 下 中 田 子 力 男 女 好 父 母
- 兄 姉 妹 弟 私 小 友 名 前 住 手
- 校 高
□ I can read, write and understand words consisting of the above kanji characters.
□ I can recognize the following five kanji and the meanings they represent:
- 家 族 待 知 帰
□ I can read and understand words consisting of the five kanji characters above.
□ I can read and write simple sentences and short paragraphs written in hiragana, katakana and the targeted kanji.
□ I can read and comprehend a short description of someone’s family.
□ I can write a short description of my family in Japanese.

部首 (ぶしゅ) ('radical') is the part of a kanji character that is assigned to each character for classification purposes. In kanji dictionaries, kanji characters are listed according to 214 radicals. By correctly identifying the radical of the kanji, one can obtain detailed information about that character when using kanji dictionaries. Knowing the basic meaning of each radical will help in guessing the meaning of unfamiliar kanji. In Lesson 5, the radical called 女ヘン (おんなヘン), which is from theヘン group, is introduced. The radical ヘン is located on the left side of the kanji character:

Featured radical of this lesson: 女ヘン (女)

Kanji characters with 女ヘン (おんなヘン) radical often are associated with “women,” “marriage,” “in-laws,” “feelings,” etc. Check out the meaning of the following kanji characters which are classified under 女ヘン to see if they are indeed associated with “women,” “marriage,” “in-laws,” “feelings,” etc. By the way, the first three kanji characters appear in this lesson!

1. 好き (き) ‘like’
2. 婊 (あね) ‘older sister’
3. 妹 (あね) ‘younger sister’
4. 娘 (むすめ) ‘daughter’
5. 嫁 (よめ) ‘wife’
6. 嫌 (いや) ‘do not like’

JPN102 よみかき Lesson 5
Each target kanji is listed in a table:

<table>
<thead>
<tr>
<th>kanji</th>
<th>on-/kun-readings</th>
<th>kanji vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>年</td>
<td>(d) ねん</td>
<td>一年（いちねん）one year</td>
</tr>
<tr>
<td></td>
<td>(e) とし</td>
<td>四年生（よねんせい）fourth-year student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>今年（ことし）this year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>去年（きょねん）last year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>来年（らいねん）next year</td>
</tr>
</tbody>
</table>

(a) Entry number  (b) Kanji  (c) Meaning  (d) On-yomi (Chinese reading – written in katakana)  (e) Kun-yomi (Japanese reading – written in hiragana)  (f) Kanji vocabulary  (g) Total stroke count  (h) Stroke order

Below is the list of kanji that you must be able to **READ AND WRITE**. Study all the information provided for each character (the meaning it represents, the readings, stroke order, etc.) and practice writing each kanji using chōmen. Also, watch the kanji stroke order animation in Moodle. (Kanji number in parentheses indicates that the kanji was introduced in a prior lesson.)

<table>
<thead>
<tr>
<th>kanji</th>
<th>on-/kun-readings</th>
<th>kanji vocabulary*</th>
</tr>
</thead>
<tbody>
<tr>
<td>上</td>
<td>ジョウ-うえ</td>
<td>テーブルの上（うえ）on the table</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;上手（じょうず）だ be skilled/good at&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>目上 one’s superior; one’s senior; one’s elders</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>㇋㇏上</td>
</tr>
</tbody>
</table>

| 下    | した-くだ-さる-くだ-る | いすの下（した）under the chair 木下（きのした）[surname] |
|       | コーヒー、下（くだ）さい Coffee, please. |
|       | 見て下（くだ）さい Please take a look/look at this. |
|       | 目下 one’s subordinate; one’s junior |
|       | 3                 | ㇋㇏下 |

*Note: < > indicates a word that will be introduced in a later lesson.
| 43 | 中 | 中 | かばんの中（なか） | inside the bag  
一日中（いちにちちゅう） | all day long, throughout the day  
中学生（ちゅうがくせい） | middle school student  
中山（なかやま） [surname] |  
\[inside; middle, center\] |
| 44 | 田 | 田 | た／だ | 田中（たなか） [surname]  
中田（なかた／なかだ） | surname]  
本田（ほんだ） [surname]  
上田（うえだ） [surname] |  
\[rice field\] |
| 55 | 子 | 子 | こ | 子（こ）子ども | child, children  
子（こ）子どもの時（とき） | when I was a child  
～子（こ） | 'is often used in female given names.|  
\[child\] |
| 56 | 力 | 力 | ちから | 日本語力（にほんごりょく） | Japanese language proficiency  
書き力（かきりょく） | writing ability |  
\[power, strength\] |
| 57 | 男 | 男 | おとこ | 男（おとこ）の人（ひと） | man  
男（おとこ）の子（こ） | boy  
＜男性（だんせい）男性＞ | *by itself is an inappropriate way to refer to a man. |  
\[man, male\] |
<table>
<thead>
<tr>
<th>58</th>
<th>女</th>
<th>ジョ おんな</th>
<th>女 (おんな) の人 (ひと) woman</th>
<th>女 (おんな) の子 (こ) girl</th>
<th>&lt;女性 (じょせい) female&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*女（おんな）by itself is an inappropriate way to refer to a woman.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>'woman, female'</td>
<td>3</td>
<td>女 女 女</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>59</th>
<th>好</th>
<th>すき</th>
<th>(〜が) 好 (す) きだ (I) like ~</th>
<th>大好 (だいす) きだ (I) love, really like</th>
<th>好 (す) きなアニメ favorite anime</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>'like, be fond of'</td>
<td>6</td>
<td>女 女 好 好好</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>60</th>
<th>父</th>
<th>ちち とう</th>
<th>父 (ちち) (my) father</th>
<th>お父 (とう) さん (someone else's) father</th>
<th>&lt;祖父 (そぶ) (my) grandfather&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>'father'</td>
<td>4</td>
<td>父 父</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>61</th>
<th>母</th>
<th>はは かあ</th>
<th>母 (はは) (my) mother</th>
<th>お母 (かあ) さん (someone else's) mother</th>
<th>&lt;祖母 (そば) (my) grandmother&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>'mother'</td>
<td>5</td>
<td>母 母 母</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>62</th>
<th>兄</th>
<th>キョウ あに にい</th>
<th>兄 (あに) (my) older brother</th>
<th>お兄 (にい) さん (someone else's) older brother</th>
<th>下 (した) の兄 (あに) my younger older brother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>'older brother'</td>
<td>5</td>
<td>兄 兄</td>
</tr>
</tbody>
</table>

"woman, female" by itself is an inappropriate way to refer to a woman.
<table>
<thead>
<tr>
<th>姉</th>
<th>シェ</th>
<th>姉 (あね) (my) older sister お姉 (ねえ) さん (someone else’s) older sister</th>
</tr>
</thead>
</table>
| 'older sister' | 8 | きょうおねね

<table>
<thead>
<tr>
<th>妹</th>
<th>まい</th>
<th>妹 (いもうと) (my) younger sister 妹 (いもうと) さん someone else’s younger sister &lt;姉妹 (しまい) sisters&gt;</th>
</tr>
</thead>
</table>
| 'younger sister' | 8 | きょうおねね

<table>
<thead>
<tr>
<th>弟</th>
<th>ダイ</th>
<th>弟 (おとうと) (my) younger brother 弟 (おとうと) さん someone else’s younger brother 上 (え) の弟 (おとうと) my older/first younger brother 兄弟 (きょうだい) siblings, brothers and sisters</th>
</tr>
</thead>
</table>
| 'younger brother' | 7 | きょうおねね

<table>
<thead>
<tr>
<th>私</th>
<th>わたし</th>
<th>私 (わたし／わたくし) I, me 私 (わたし) の車 my car</th>
</tr>
</thead>
</table>
| 'I, me' | 7 | きょうおねね

<table>
<thead>
<tr>
<th>小</th>
<th>ショウ</th>
<th>小 (ちいさい時 (とき) when (I) was little 小学生 (しょうがくせい) elementary school student 小 (ちい) 田 (のだ) [surname] 小 (ちい) 山 (のやま／おやま) [surname]</th>
</tr>
</thead>
</table>
| 'small, little' | 3 | きょうおねね
<table>
<thead>
<tr>
<th>Lesson 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>友</strong>&lt;br&gt;ユウとも</td>
<td>友 (とも) だち friend&lt;br&gt;友 (とも) だちのジョン my friend John&lt;br&gt;友子 (ともこ) [female given name]&lt;br&gt;＜友人 (ゆうじん) friend [somewhat formal]＞</td>
</tr>
<tr>
<td>'friend'</td>
<td>4</td>
</tr>
<tr>
<td><strong>名</strong>&lt;br&gt;メイな</td>
<td>名前 (なまえ) name&lt;br&gt;＜有名 (ゆうめい) な ところ a famous place＞</td>
</tr>
<tr>
<td>'name'</td>
<td>6</td>
</tr>
<tr>
<td><strong>前</strong>&lt;br&gt;ゼンまえ</td>
<td>名前 (なまえ) name&lt;br&gt;クラスの前 (まえ) before class&lt;br&gt;五分前 (ごぶんまえ) five minutes before/ago&lt;br&gt;大学の前 (まえ) the front of the university&lt;br&gt;＜午前 (ごぜん) 七時 7:00 A.M. *NOT 七時午前＞</td>
</tr>
<tr>
<td>'front; before'</td>
<td>9</td>
</tr>
<tr>
<td><strong>住</strong>&lt;br&gt;ジュウす</td>
<td>住 (す) む to live/reside (in a place)&lt;br&gt;日本に住 (す) みたい (!) want to live in Japan.&lt;br&gt;本土 (ほんど) に住 (す) んている (S/he) lives on the mainland.&lt;br&gt;＜住所 (じゅうしょう) mailing address＞</td>
</tr>
<tr>
<td>'reside, live'</td>
<td>7</td>
</tr>
<tr>
<td><strong>手</strong>&lt;br&gt;シュて/て</td>
<td>手 (て) hand&lt;br&gt;日本語が上手 (じょうず) だ to be skilled/good at Japanese&lt;br&gt;うたが下手 (へた) だ not to be good/bad at singing&lt;br&gt;＜手話 (しゅわ) sign language＞</td>
</tr>
<tr>
<td>'hand'</td>
<td>4</td>
</tr>
</tbody>
</table>
Below is the list of *kanji* that you must be able to **READ** in this lesson.

<table>
<thead>
<tr>
<th>Kanji</th>
<th>71</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>校 (こう)</td>
<td>school</td>
<td>高 (たか)</td>
</tr>
<tr>
<td>‘school’</td>
<td>10</td>
<td>‘high, expensive’</td>
</tr>
<tr>
<td>学校 (がっこう)</td>
<td>school</td>
<td>高校 (こうこう)</td>
</tr>
<tr>
<td>小学校 (しょうがっこう)</td>
<td>elementary school</td>
<td>高校生 (こうこうせい)</td>
</tr>
<tr>
<td>中学校 (ちゅうがっこう)</td>
<td>middle school, junior high school</td>
<td>高山 (たかやま)</td>
</tr>
<tr>
<td>&lt;日本語学校 (がっこう) &gt;</td>
<td>Japanese language school</td>
<td></td>
</tr>
</tbody>
</table>

**よみかんじリスト**

Below is the list of *kanji* that you must be able to **READ** in this lesson.

<table>
<thead>
<tr>
<th>Kanji</th>
<th>73</th>
<th>74</th>
<th>75</th>
</tr>
</thead>
<tbody>
<tr>
<td>家 (いえ)</td>
<td>family</td>
<td>家族 (かぞく)</td>
<td>family</td>
</tr>
<tr>
<td>‘house, home’</td>
<td>10</td>
<td>‘family, clan’</td>
<td>11</td>
</tr>
<tr>
<td>家 (うち)</td>
<td>to return/go home</td>
<td>家族 (かぞく)</td>
<td>family</td>
</tr>
<tr>
<td>友 (とも)</td>
<td>my friend’s house/home</td>
<td>先生のご家族 (かぞく)</td>
<td>(my) teacher’s family (<em>ご~</em> is a polite prefix.)</td>
</tr>
<tr>
<td>&lt;マンガ家 (か) &gt;</td>
<td>manga artist</td>
<td>&lt;水族館 (すいぞくかん)</td>
<td>(a public) aquarium &gt;</td>
</tr>
<tr>
<td>&lt;家族 (かぞく) &gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘待 (ま-つ)’</td>
<td>to wait</td>
<td>待 (ま)</td>
<td>to wait</td>
</tr>
<tr>
<td>待 (ま) ってください</td>
<td>Please wait.</td>
<td>&lt;招待 (しょうたい) する</td>
<td>to invite &gt;</td>
</tr>
<tr>
<td>‘wait’</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |
| | | | |</p>
<table>
<thead>
<tr>
<th>Kanji</th>
<th>Stroke Order</th>
<th>Meaning</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>知</td>
<td>切</td>
<td>to get to know</td>
<td>知り合い (しりあい)</td>
</tr>
<tr>
<td>知 (し)</td>
<td>知り (しり)</td>
<td>I know Yamada-san.</td>
<td></td>
</tr>
<tr>
<td>知りません</td>
<td>(しりません)</td>
<td>I don't know the name.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Stroke Order</th>
<th>Meaning</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>帰</td>
<td>かえ</td>
<td>to return/go home</td>
<td>帰る (かえる)</td>
</tr>
<tr>
<td>帰る</td>
<td>(かえる)</td>
<td>家に帰る (かえる)</td>
<td>to return home</td>
</tr>
<tr>
<td>帰る</td>
<td>(かえる)</td>
<td>学校の帰る</td>
<td>on the way back from school</td>
</tr>
</tbody>
</table>

- 知 (し) | 'know, be aware'
- 帰 (かえ) | 'return, go/home'
Read the following *kanji* phrases and short sentences and give the English meaning. The following contains *kanji* that you are required to both read and write.

読み書き漢字 上・下・中・田・子・力・男・女・好・父・母・兄・姉・妹・弟・私・小・友

1. 父と母
2. つくえの上の本
3. 姉は子どもが二人います。
4. 上田先生は女のの人です。
5. 妹は小学生です。
6. 兄弟は何人ですか。
7. 力こぶ
8. 兄も私も大学生です。
9. ベッドの下
10. 弟は一日中ゲームをしています。
11. 小さい男の子
12. 友だちのお兄さん
13. かばんの中
Write the appropriate kanji or katakana in each box according to the English.

1. the book on the desk
2. woman (female person)
3. boy
4. inside the bag
5. (someone’s) older sister
6. my friend’s mother
7. Tanaka-sensei
8. my father and mother
9. my younger older brother
10. my older sister’s child (ren)
11. I have two younger brothers.
12. my younger brother who is a middle school student
13. My younger sister is an elementary school student.
14. my father’s car
15. I am one of four siblings.
16. I don’t have any siblings.
Read the following *kanji* phrases and short sentences and give the English meaning. The following contains primarily *kanji* words that you are expected to recognize.

1. 私はうたが下手なんですけど、カラオケが大好きなんですね。
2. うちは四人家族です。
3. 妹の小学校
4. 高校三年生
5. ペットの名前
6. 中山さんを知ってますか。
7. 私は大学のりょうに住んでいます。
8. 友だちを待っています。
9. 足はせが高い。
10. 四時ごろ家に帰る。
11. 高山さんはゴルフが上手だ。
12. 下の兄はエンジニアです。
Write the appropriate kanji or katakana in each □ according to the English.

1. my name

2. My younger brother is a high school student.

3. My younger sister has been playing soccer for five years.

4. My older sister lives in a university dormitory.

5. Tanaka-san’s mother is good at cooking.

6. A friend will be coming from Japan.

7. My older brother is attending college on the mainland now.

8. On Thursday, I don’t have school.

9. I love (studying) Japanese but I’m not good/bad at it.
Writing Tasks 1 (WT1)

The following is Chris Tanaka’s Japanese introduction to his family members. Complete Chris’ writing according to the English cues by filling in the appropriate Japanese phrases and sentences. Be sure to use the kanji and grammatical structures you have learned.

こんにちは。
今日は、クリス田中です。私の家族は_________です。

a family of six

They are) my father, mother, older sister, younger sister, younger brother and myself.

My younger sister is a middle school student, and my younger brother is an elementary school student.

My older sister is married and now lives in Boston (ボストン).

My older sister has one boy. (His) name is Ryan.

ライアンは_________です。

is three years old and is very cute.

クリスマスには姉とライアンがハワイに来ます。たのしみです！
Reading Tasks (RT)

John Nakamura, a Japanese 102 student, received the following class assignment.

Now that you are familiar with quite a few kinship terms, let’s try writing about your family in Japanese. Your writing should be in the です/ます style and about 8-10 sentences in length. You should demonstrate a 102-level of writing proficiency by developing your topics with further elaboration and details.

John came up with the following draft last night. What do you think of his first attempt? In small groups, discuss your thoughts about his writing and whether or not there is enough topic development with elaboration and details. Do you have any suggestions for John?

Sample

<John’s draft>

ぼくの家族

ジョン・ナカムラ

ぼくの家族は四人です。父と兄が二人とぼくです。いぬもかっています。いぬの名前は「くろ」です。父はHONDAのマネージャーです。上の兄は、三年前に本土の大学をそつぎょうしました。今はシアトルに住んでいます。下の兄とぼくはハワイ大学の学生です。下の兄はスポーツをしています。

The following are some thoughts and suggestions.

all the sentences are really short

ideas are disconnected, in bits-and-pieces, so it sounds kinda monotonous

how about using connectors like ～て、～から、～ので to make some sentences longer, more complex, maybe?

(continues on the next page)
John revised his writing incorporating the previous suggestions. On the version below, underline a few of the changes John made which you think improved upon his earlier draft.

Sample

<John’s final version>

ぼくの家族

ジョン・ナカムラ

ぼくの家族は、父と兄が二人とぼくの四人家族です。「こてつ」といういぬもあります。父はHONDAのマネージャーをしています。月曜日から土曜日まで每日しごとをしているので*、とてもいそがしいです。上の兄は、三年前に本土の大学をそつぎょうして、今はシアトルに住んでいます。下の兄とぼくはハワイ大学の学生です。下の兄はとてもせがなくて大きいです。そして、きょう年から大学のフットボールチームのディフェンスをしています。Go Bows!

ときどき(1)けんか(2)もしますけど、にぎやかてるのほしい家族です。

(1)ときどき: sometimes  (2)けんか: quarrel; fight

*～ので = ～, so….

Note: A reason may be indicated by either ～から ('because ~; ~, so…') or ～ので ('since ~; ~, so…') but ～ので is more formal and its use is more typical of Japanese written styles.

Now, let’s check your understanding of what John has written before we go on to the writing assignment on the next page.

Q1. There are four people in John’s family. Who are they?

Q2. What did you learn about each person?
Writing Assignment (作文):
Now, it is your turn! Write about your family in the Japanese です/ます style in about 8-10 sentences. You may write about everybody in your family or focus on some members or a single person or pet. Demonstrate a 102-level of writing proficiency by developing your topics with further elaboration and details.

作文 TIPS
- At the start of each paragraph, indent by leaving open a one character space.
- In describing your family, include a variety of information about family members expressed in different ways.
- Avoid abrupt endings by using a closing statement that provides a natural and appropriate closure to your writing, such as the following:

  私にとって、家族は一番大切です。  For me, family is most important.

  ぼくの家族は、とても仲がいいです。 My family gets along very well.

---

私の家族

(你的名字)
Lesson 6 Can-Do □ Statement  ▪ Reading & Writing

□ I can read and write the following 18 kanji characters with a full understanding of correct stroke types and stroke order:
  - 山  川  車  食  飲  言  話  話  話  言  購  買
  - 心  思  口  耳  門  間  關
□ I can read, write and understand words consisting of the above kanji characters.
□ I can recognize the following 10 kanji and the meanings they represent:
  - 持  後  午  電  教  会  書  作  番  号
□ I can read and understand words consisting of the 10 kanji characters above.
□ I can read and write simple sentences and short paragraphs written in hiragana, katakana and the targeted kanji.
□ I can read and comprehend personal emails that contain an invitation.
□ I can compose personal emails containing an invitation in Japanese.

Featured radicals of this lesson: 亦へん（日）and 言べん（言）

As we learned in Lesson 3, 日 is a kanji character based on the shape of the sun:

\[
\text{日} \quad \rightarrow \quad \text{日} \quad \rightarrow \quad \text{日} \quad \rightarrow \quad \text{日} \quad \text{‘sun’}
\]

In this lesson, we will learn that 日 is also used as a radical – called ひへん or にちへん. We already know two kanji which have the radical, 言 and 曜. Generally speaking, ひへん carries meanings of time, weather, and light/darkness. So, for instance, the character 昨 has meanings such as ‘yesterday,’ ‘previous,’ and ‘long ago,’ and the character 明 has ‘bright’ as one of its meanings.

One more “へん” radical we will learn in this lesson is 言べん (ごんべん). 言べん expresses meanings of “word,” “to say/speak,” or “language.” With this in mind, look up the meaning of the following kanji characters which have 言べん as their radical.

(1) 語  (2) 話  (3) 読  (4) 訳  (5) 説
Below is the list of kanji that you must be able to **READ AND WRITE**. Study all the information provided for each character (the meaning it represents, the readings, stroke order, etc.) and practice writing each kanji using chōmen. Also, watch the kanji stroke order animation in Moodle. (Kanji number in parentheses indicates that the kanji was introduced in a prior lesson.)

<table>
<thead>
<tr>
<th>kanji</th>
<th>on-/kun-readings</th>
<th>kanji vocabulary*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(45)</td>
<td>山 (やま) 山田 (やまだ) [surname] 中山 (なかやま) [surname] 山本 (やまもと) [surname]</td>
<td>山</td>
</tr>
<tr>
<td></td>
<td>&lt;火山 (かさん) volcano&gt;</td>
<td>&lt;富士山 (ふじさん) Mt. Fuji&gt;</td>
</tr>
<tr>
<td></td>
<td>‘mountain’</td>
<td>3</td>
</tr>
<tr>
<td>78</td>
<td>川 (かわ) 川</td>
<td>川 (かわ) river</td>
</tr>
<tr>
<td></td>
<td>小川 (おがわ) [surname] 中川 (なかがわ) [surname] 山川 (やまかわ) [surname] 川田 (かわだ／かわた) [surname]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘stream, river’</td>
<td>3</td>
</tr>
<tr>
<td>(51)</td>
<td>車 (くるま) 車</td>
<td>車 (くるま) car</td>
</tr>
<tr>
<td></td>
<td>&lt;電車 (てんしゃ) train&gt;</td>
<td>&lt;自転車 (じてんしゃ) bicycle&gt;</td>
</tr>
<tr>
<td></td>
<td>‘vehicle, car; wheel’</td>
<td>7</td>
</tr>
<tr>
<td>(49)</td>
<td>食 (たべる) 食</td>
<td>食 (たべる) to eat</td>
</tr>
<tr>
<td></td>
<td>&lt;食堂 (しょくどう) cafeteria, diner&gt;</td>
<td>&lt;学生食堂 (がくせいしょくどう) student cafeteria&gt;</td>
</tr>
<tr>
<td></td>
<td>‘eat; food’</td>
<td>9</td>
</tr>
</tbody>
</table>

*Note: < > indicates a word that will be introduced in a later lesson.*
<table>
<thead>
<tr>
<th>Lesson 6</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| (50) | 飲（の-む） | 飲（の）む to drink  
飲（の）み水（みず） drinking water  
<飲（の）み物（もの） drink, beverage> |
| ‘drink’ | 12 |  |
| 79 | 言（いう） | 言（いう） to say, tell  
<言葉（ことば） word, phrase, language> |
| ‘say, word’ | 7 |  |
| 80 | 話（はなし） | 話（はなし） to talk, speak  
おもしろい話（はなし） an interesting story  
先生（せんせい）の話（はなし）を聞く（き）く to listen to the teacher  
<昔話（むかしばなし） folk tales > <会話（かいわ） conversation> |
| ‘talk; tale’ | 13 |  |
| (30) | 言（ご） | 日本語（にほんご） Japanese (language)  
何語（なにご） what language?  
言語学（げんごがく） linguistics |
| ‘word; language’ | 14 |  |
| 81 | 読（よ-む） | 読（よ）む to read  
本（ほん）を読（よ）む to read a book.  
<読（よ）み方（かた） how to read>  
<読書（どくしょう） reading (as a hobby)> |
<p>| ‘read’ | 14 |  |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Kanji</th>
<th>Stroke Count</th>
<th>Meaning</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>貝</td>
<td>7</td>
<td>貝 (かい) shellfish, seashell</td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>買</td>
<td>12</td>
<td>買 (かう) to buy</td>
<td>買 (かい物 (もの)) shopping</td>
</tr>
<tr>
<td>84</td>
<td>心</td>
<td>4</td>
<td>心 (こころ) heart, mind, spirit</td>
<td>&lt;心理学 (しんりがく) psychology&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&lt;心配 (しんぱい) だ to be worried, concerned&gt;</td>
</tr>
<tr>
<td>85</td>
<td>思</td>
<td>9</td>
<td>～と 思 (おも) う (I) think (that) ～</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>～と 思 (おも) っている (I) am thinking (that) ～</td>
<td>&lt;思 (おも) い出 (で) memories&gt;</td>
</tr>
<tr>
<td>86</td>
<td>口</td>
<td>3</td>
<td>口 (くち) mouth</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>山口 (やまぐち) [surname]</td>
<td>川口 (かわぐち) [surname]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt;出口 (でぐち) exit&gt;</td>
<td>&lt;非常口 (ひじょうぐち) emergency exit&gt;</td>
</tr>
</tbody>
</table>

JPN102 よみかき Lesson 6
### Lesson 6

#### 耳 (みみ)

- **Ear**
- 6

#### 門 (もん)

- **Gate**
- 8

#### 聞 (きく)

- **Hear, listen; ask**
- 14

#### 間 (あいだ)

- **Interval, space**
- 12

---

**Below is the list of kanji that you must be able to READ in this lesson.**

#### 持 (もつ)

- **Hold, have**
- 9

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>耳 (みみ)</td>
<td>Ear</td>
</tr>
<tr>
<td>門 (もん)</td>
<td>Gate</td>
</tr>
<tr>
<td>聞 (きく)</td>
<td>Hear, listen; ask</td>
</tr>
<tr>
<td>間 (あいだ)</td>
<td>Interval, space</td>
</tr>
<tr>
<td>持 (もつ)</td>
<td>To hold (in one’s hand), to possess, have, own, to take (something somewhere), to bring (something here)</td>
</tr>
<tr>
<td>Page</td>
<td>Kanji</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>92</td>
<td>後</td>
</tr>
<tr>
<td>93</td>
<td>午</td>
</tr>
<tr>
<td>94</td>
<td>電</td>
</tr>
<tr>
<td>95</td>
<td>教</td>
</tr>
<tr>
<td>96</td>
<td>会</td>
</tr>
<tr>
<td>Number</td>
<td>Kanji</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>97</td>
<td>書</td>
</tr>
<tr>
<td>98</td>
<td>作</td>
</tr>
<tr>
<td>99</td>
<td>番</td>
</tr>
<tr>
<td>100</td>
<td>号</td>
</tr>
</tbody>
</table>
This page intentionally left blank
Read the following kanji phrases and short sentences and give the English meaning. The following contains kanji that you are required to both read and write.

読み書き漢字 山・川・車・食・飲・言・話・語・読・貝・買・心・思・口・耳・門・聞・間

1. 山と川
2. 小川さんと話した。
3. 飲み物
4. 耳が大きい。
5. おんがくを聞く。
6. 時間がない。
7. 何かおいしいものでも食べませんか。
8. めでたい。
9. メールを読んだ。
10. どう思いますか。
11. 車で一時間です。
12. きれいな貝
13. 目と口
14. お寺の門
15. 兄は「車が買いたい」と言っていた。
Write the appropriate **kanji** or **katakana** in each □ according to the English.

1. Yamaguchi-san’s car

2. food and drinks

3. I bought a car.

4. eyes and ears

5. I'm busy and don't have time.

6. I listen to the teacher.


8. My younger brother said he loves (to play) games.


10. pure heart

11. mountains and rivers in Hawai‘i

12. I've been thinking that I would like to go to the party.
Read the following *kanji* phrases and short sentences and give the English meaning. The following contains primarily *kanji* words that you are expected to recognize.

1. 午後のクラス
2. デザートを持っていく。
3. サラダを作る。
4. メールを書いた。
5. 電話番号を教えてください。
6. 後で電話してください。
7. 午前八時半の電車
8. 高山さんに図書館で会った。

Reading 2 (KR2) 持～号

名前：

読みだけ漢字 持・後・午・電・教・会・書・作・番・号
Writing kanji perfectly can be quite challenging. What about recognizing them? Not very difficult? Let’s check how well you can recognize some kanji characters. Circle the correct kanji in each { }, but watch out, some look very much alike!

Example: テレビを { 見・目 } です。

1. サンドイッチを { 作・昨 } きます。
2. パーティーには、デザートを { 待・持 } ってきます。
3. 兄は、スペイン { 語・話 } を少し { 語・話 } します。
4. いそがしくて、あまり時 { 聞・間 } がなかったんです。
5. { 妹・姉 } は21歳で、{ 妹・姉 } は15歳です。
6. 明日の { 午後・後午 } 、ジムに行きませんか。
7. 「ソレイユ」というレストランを { 私・知 } っていますか。
8. しょくどうで、おひるを { 飲・食 } べました。
9. 名前を { 書・買 } いてください。
10. 明日、電 { 話・語 } します。
Emails written in Japanese to classmates and friends are a personal form of communication which often contain features of conversational Japanese. Personal emails written in です／ます style are more conversational in tone than the more impersonal です／ます style used in writing intended for a general reader. Such emails frequently contain features of conversational Japanese such as the use of ～んです and phrases ending in ね and よ.

The following is an email sent by John Nakamura to his classmate, Rika Yamaguchi. First, read the message and check your comprehension (of the contents) by answering the questions below in English.

**John Nakamura**  
To: Rika Yamaguchi  
Japan Night

リカさん、

今週の土曜日、あいていますか*。土曜日の午後５時からレインボーパークで「Japan Night」があるんですけど、いっしょに行きませんか。日本の食べ物や、たいこのパフォーマンスやカラオケコンテストもあります。
たのしそうですよ！レインボーパークは、ワイキキ小学校から車で10分ぐらいのところです。よかったら、ぼくの車でいっしょに行きませんか。電話してください。

ジョン

*あいていますか: Are you free/available?

(1) Summarize the content of the email above by filling in the blanks below:

John wrote Rika an email, inviting her to __________________________, which will be held at __________________________ from __________________________ this Saturday.
At the event, you can enjoy Japanese food, __________________________, and the like. The venue is located __________________________.

(2) What suggestion does John make about getting to the event?

(3) How does John want to be contacted?
Writing Tasks (WT)

Now that we have read an email written in Japanese, let’s go over some basic conventions of Japanese emails before writing one ourselves. While these conventions are quite common, you will see variations as well. (We will learn a little more about email conventions in Lesson 8.)

John Nakamura
To: Rika Yamaguchi
Japan Night

リカさん(1)

(2)(3)
今週の土曜日、あいていますか。土曜日の午後5時からレインボーパークで「Japan Night」(4)があるんですけど、いっしょに行きませんか。日本の食べ物や、たいこのパフォーマンスやカラオケコンテストもあります。たのしそうですよ！レインボーパークは、ワイキキ小学校から車で10分ぐらいのところです。よかったら、ぼくの車でいっしょに行きませんか。
電話してください。

(5)
ジョン

ポイント (1)
Be sure to use polite suffix –さん with the addressee’s surname or first/given name so as not to sound impolite. Whether you address your classmate by surname or given name depends on how well and how long you've known the person and how close your relationship is.

ポイント (2)
After the addressee’s name, leave one line space open.

ポイント (3)
At the beginning of a paragraph, you are not required to indent.

ポイント (4)
It’s okay to use English for the name of an event, movie or restaurant that you are not sure how to write in katakana. But notice the use of Japanese quotation marks 「」 to write “Japan Night.”

ポイント (5)
Before the writer’s name, leave one line space open.
In the space below compose an email message inviting your Japanese classmate or friend to do something with you this weekend (e.g., eat ramen, go to a concert, see a movie). Try to add details and elaboration of your own. Refer to the model writing on the previous page. Write in hiragana or katakana whichever is appropriate, and use the kanji that you've learned.

**TIPS:**
- The pattern "place で event がある" indicates that there is going to be a particular event at the place mentioned. If, however, you are actively involved in organizing or planning the event, you can use "place で event をする" instead.
- Before extending the invitation to an event or activity, "…んですけれど" is commonly used in the preceding clause to provide background information for what is about to be asked.
- The phrase (もし)よかったです, an example of クッションことば (lit., 'cushion words'), is used initially to lessen the imposition likely caused by what you are about to ask.
- In general, once you’ve finished writing you should re-read what you’ve written and make sure there are no errors. Once you’ve sent an email, there’s no going back!

________________________
To: _____________________________
________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________

________________________

Extra credit: After you turn in your handwritten message and obtain feedback from your teacher, you may, if you wish, submit a typed, revised email in hard copy to receive extra credit.
On what occasions do you usually give gifts? In America, we often think of Christmas or birthdays. In Japan too, according to a 2015 survey, most of the respondents in their 20s and 30s say “birthdays” (63%), followed by “Mother’s Day” (40%) and “Christmas” (29%). Popular gift ideas include clothing, bags, wallets, fashion accessories, and the like. When not sure of what to give, 33% say they would buy a gift card.

(©NIFTY Corporation http://chosa.nifty.com/hobby/chosa_report_A20141205/)

1. M-san and F-san have written about their favorite gifts below. What kind of gifts did they receive and on what occasions? What other details are mentioned?

M さん
大学生の時、クラスメートの男性から、「誕 生 日おめでとう」と赤い
バラをもらいました。私は２２歳で、バラも２２本ありました。すこ
く大きなブーケだったので、電車で持って帰るのがたいへんでした。
この男性は私の 夫 になりました。（29歳  神奈川県  女性）

F さん
大学を卒 業 した時に、母から「ビジネス用のかばん」と「手 帳」と
「名刺入れ」をもらいました。母はお金がありませんでしたから、高
いブランドものではありませんでしたが、母の気持ちがうれしかった
です。この3つは、10年ぐらいずっと使っていました。
（35歳  千葉県  男性）

2. What present or gift were you most happy to receive? Talk about this in Japanese among your classmates.
This page intentionally left blank
Lesson 7

Movies and Food
映画と食べ物の話

Lesson 7 Can-Do Statement • Reading & Writing

□ I can read and write the following 8 kanji characters with a full understanding of correct stroke types and stroke orders:
• 休 週 末 毎 海 勉 強 明
□ I can read, write and understand words comprised of the above kanji characters.
□ I can recognize the following 12 kanji and the meanings they represent:
• 安 新 古 料 理 映 画 物 朝 暮 夜
• 屋
□ I can read and understand words consisting of the 11 kanji characters above.
□ I can scan the results of an online Japanese survey and obtain information collected by the survey.
□ I can read and comprehend an authentic online column or blog written in Japanese and obtain essential information.

Featured radical for this lesson: さんずい（水）

さんずい, which is called “water radical” represents the image of “flowing water” or the notion of “water-related activity.”

The curved lines in the ancient pictogram above represents the flow or stream of water in a river, and it transformed over hundreds of years into the character for “water” (水) that we know of today. A further simplification of the ancient pictogram resulted in the three strokes ♂️ that form the さんずい or water radical.

Please note that although the term さんずい does not end with へん or ぺん, it is a member of the へん group, just like 女 (おんな) へん (L5) and 言 (ごん) ぺん (L6). Look up the following water radical characters and write their English meanings.

(1) 海 (2) 泳 (3) 泣 (4) 涙 (5) 港
Below is the list of **kanji** that you must be able to **READ AND WRITE**. Study all the information provided for each character (the meaning it represents, the readings, stroke order, etc.) and practice writing each **kanji** using *chōmen*. Also, watch the **kanji** stroke order animation in Moodle. (*Kanji* number in parentheses indicates that the **kanji** was introduced in a prior lesson.)

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Stroke Order</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>休 (やすむ)</td>
<td>休 (やすむ)</td>
<td>rest; break/recess; vacation, holiday; absence 休 (やすむ)</td>
</tr>
<tr>
<td>'rest' day off</td>
<td>6</td>
<td>一休（げきゅう）</td>
</tr>
<tr>
<td>週 (しゅう)</td>
<td>今週（こんしゅう）</td>
<td>this week 來週（らいしゅう）</td>
</tr>
<tr>
<td>'week'</td>
<td>11</td>
<td>一週間（いっしゅうかん）</td>
</tr>
<tr>
<td>末 (すえ)</td>
<td>週末（しゅうまつ）</td>
<td>weekend 今週末（こんしゅうまつ）</td>
</tr>
<tr>
<td>'end; close'</td>
<td>5</td>
<td>一学期 (いっけいき)</td>
</tr>
<tr>
<td>每 (まい)</td>
<td>毎日（まいにち）</td>
<td>every day 毎週（まいしゅう）</td>
</tr>
<tr>
<td>'every; each'</td>
<td>6</td>
<td>一毎 (いえ)</td>
</tr>
<tr>
<td>Kanji</td>
<td>Stroke Order</td>
<td>Meaning</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>海</td>
<td>省略</td>
<td>beautiful ocean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'sea(shore), ocean'</td>
</tr>
<tr>
<td>勉</td>
<td>省略</td>
<td>endeavor, diligence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'endeavor, diligence'</td>
</tr>
<tr>
<td>強</td>
<td>省略</td>
<td>to study, Japanese language studies, study group, strong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'strong'</td>
</tr>
<tr>
<td>明</td>
<td>省略</td>
<td>tomorrow, bright, well-lit, cheerful person</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'bright, light; next, following'</td>
</tr>
</tbody>
</table>

**Reading List**

- 省略
- 明
- 安
- 省略

Below is the list of *kanji* that you must be able to **READ** in this lesson.

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Stroke Order</th>
<th>Meaning</th>
<th>readings</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>安</td>
<td>省略</td>
<td>cheap, inexpensive, It's safe, secure</td>
<td>やすい</td>
<td>安(やすい) cheap, inexpensive, 安心(あんしん)する to be relieved, 安田(やすだ) [surname], &lt;安全(あんぜん)だ It's safe, secure&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'cheap, peaceful'</td>
<td>6</td>
<td>安安安安</td>
</tr>
</tbody>
</table>

**Explanation**

- Beautiful ocean: 省略
- To swim in the ocean: 海(ウミ)で泳(およぐ)
- Hokkaido: 北海道(ほっかいどう) Hokkaido
- Endeavor, diligence: 勉強(べんきょう)する to study, 日本語の勉強(べんきょう) Japanese language studies, 勉強会(べんきょうかい) study group, 強(つよい) strong
- Strong: 強強い 強強い 強強い 強強い 強強い |
- Tomorrow, bright, well-lit, cheerful person: 明日(あした) tomorrow, 明るい bright, well-lit, 明(あか)るい人 cheerful person, <明るいおめでとう> Happy New Year! (*This expression is used after entering the new year.)
- Cheap, peaceful: 安(やすい) cheap, inexpensive, 安心(あんしん)する to be relieved, 安田(やすだ) [surname], <安全(あんぜん)だ It's safe, secure>
<table>
<thead>
<tr>
<th>Lesson 7</th>
</tr>
</thead>
</table>

| 107 | 新 (しん) あたらしい  | 新(あたらしい) new  |
|      | 新聞 (しんぶん) newspaper  |
|      | 新年 (しんねん) New Year  |
|      | <新学期 (しんがっき) new semester> |

| 108 | 古 (ふる) ふるい  | 古(ふるい) old [not used in reference to people]  |
|      | 古車 (こしゃ) a used car  |
|      | 古田 (ふるた) [surname]  |
|      | 古川 (ふるかわ) [surname]  |

| 109 | 料 (りょう)  | <授業料 (じゅぎょうりょう) tuition>  |
|      | 料金 (りょうきん) fee, fare>  |

| 110 | 理 (り)  | 料理 (りょうり) cooking, (prepared) dish, food  |
|      | 日本料理 (にほんりょうり) Japanese cuisine  |
|      | ハワイ料理 (ハワイりょうり) Hawaiian food  |
|      | <心理学 (しんりがく) psychology>  |

| 111 | 映 (えい)  | 映す うつける  |
|      | 映画 (えいが) cinema  |

| 'new' | 13 |
| 'old' | 5  |
| 'fee; materials' | 10 |
| 'reason; principle' | 11 |

| 'reflect, project' | 9 |

JPN102 よみかき Lesson 7
<table>
<thead>
<tr>
<th>No.</th>
<th>Character</th>
<th>Stroke Count</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>画 (ga)</td>
<td>8</td>
<td>movie, film</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>movie theater</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>number of (kanji) strokes</td>
</tr>
<tr>
<td></td>
<td>画 (ga)</td>
<td>8</td>
<td>picture, drawing, painting; stroke (of a kanji)</td>
</tr>
<tr>
<td>113</td>
<td>物 (moku)</td>
<td>8</td>
<td>shopping</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>food</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>drink, beverage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reading material</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>biology</td>
</tr>
<tr>
<td></td>
<td>物 (moku)</td>
<td>8</td>
<td>to do sightseeing</td>
</tr>
<tr>
<td>114</td>
<td>朝 (asa)</td>
<td>12</td>
<td>morning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>breakfast</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>this morning</td>
</tr>
<tr>
<td>115</td>
<td>晩 (ban)</td>
<td>12</td>
<td>tonight, this evening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good evening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>throughout the night, all night</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>dinner, supper</td>
</tr>
<tr>
<td>116</td>
<td>夜 (yoru)</td>
<td>8</td>
<td>night, nighttime</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>tonight</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>middle of the night</td>
</tr>
</tbody>
</table>
| 番号 | オクヤ | 本屋（ほんや）bookstore  
ラーメン屋（や）ramen shop  
パン屋（や）bakery  
名古屋（なごや）Nagoya (city) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>117</td>
<td>屋</td>
<td>'roof, house; shop'</td>
</tr>
</tbody>
</table>

 attendant

***OO屋…***

books

bakery

restaurant

name

population center
Kanji Reading 1 (KR1) 休～明

Read the following kanji phrases and short sentences and give the English meaning. The following contains kanji that you are required to both read and write.

読み書き漢字 休・週・末・毎・海・勉・強・明

1. 明日はバイトが休みだ。
2. 休みはどうするの？
3. 毎日2時間ぐらい勉強します。
4. 毎年クリスマスにはボストンに帰ります。
5. 今週末は、海に行って、サーフィンをしたい。
6. 月曜日はテストがあるので、週末は勉強したいと思う。
7. ハワイは、海も山もある。

JPN102 よみかき Lesson 7
Write the appropriate *kanji* or *katakana* in each □ according to the English.

1. I am busy at my part-time job at the end of the year.

2. Yesterday I was studying all day.

3. We have a test every week.

4. I didn’t go to class/I missed class yesterday.

5. Are you (planning on) doing anything this weekend?

6. I study for about three hours every day.

7. I’m off tomorrow, so I’m going to the beach with my friend(s).

8. Both my father and mother go to Japan every year.
Read the following *kanji* phrases and short sentences and give the English meaning. The following contains primarily kanji words that you are expected to recognize.

読みだけ漢字 安・新・古・料・映・画・物・朝・晩・夜・屋

1. 古い家
2. 新しいパソコンが買いたいです。
3. ベトナム料理
4. 映画を見ました。
5. セールだったので、安かった。
6. 毎朝コーヒーを飲みます。
7. ネットでお買い物！
8. 夜の海
9. すし屋で晩ごはんを食べました。
The following is a list of kanji components that are a part of kanji you have already learned. Let’s see if you can recognize some of the kanji components and use them to complete items 1 to 3 below. Write them besides the へん radicals. You may use the same item more than once.

Example:
Popular movies are one of the topics of this lesson. Do you know what kind of movies most Japanese people like? Look over the results of a recent survey summarized in the two lists below, then answer the questions on the next page.

<table>
<thead>
<tr>
<th>男性 Top 10</th>
<th>女性 Top 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 アクション</td>
<td>1 ミステリー・サスペンス</td>
</tr>
<tr>
<td>2 S F</td>
<td>2 ファンタジー</td>
</tr>
<tr>
<td>3 ミステリー・サスペンス</td>
<td>3 S F</td>
</tr>
<tr>
<td>4 コメディー</td>
<td>4 ドラマ</td>
</tr>
<tr>
<td>5 ファンタジー</td>
<td>5 コメディー</td>
</tr>
<tr>
<td>6 アニメーション</td>
<td>6 アクション</td>
</tr>
<tr>
<td>7 時代劇</td>
<td>7 アニメーション</td>
</tr>
<tr>
<td>8 ドラマ</td>
<td>8 ラブロマンス</td>
</tr>
<tr>
<td>9 戦争</td>
<td>9 ミュージカル・音楽</td>
</tr>
<tr>
<td>10 ドキュメンタリー</td>
<td>10 時代劇</td>
</tr>
</tbody>
</table>

©NIFTY Corporation [http://chosa.nifty.com/hobby/chosa_report_A20161021/3/]
Answer questions 1 – 4 in English and questions 5 and 6 in Japanese.

1. What are the top three movie genres that men like?

2. What are the top three movie genres that women like?

3. What are the two movie genres from the Women’s top 10 that are not on the Men’s top 10?

4. What kind of movie is “時代劇” (listed as No. 7 among men and No. 10 among women)?

What about “戦争” (Men’s No. 9 preference)?

5. あなたはどんなジャンルの映画が好きですか。好きなジャンルを三つ書いてください。
   p.11 の 表 (table) を見て、なるべく (as much as possible) 日本語で書いてください。
   (1) ______________________________
   (2) ______________________________
   (3) ______________________________

6. a. あなたが好きな映画は何ですか。タイトルを書いてください。英語でもいいです。

   b. どうしてその映画が好きなんですか。
The following online column talks about recent trends in Japanese food. Read the column and answer in English the questions on the next page.

B 級 グルメ
あなたはどんな和食が好きですか。「すし」、「さしみ」、「てんぷら」…いろいろあって、おいしいですが、「すし」などは、あまり安くはありません。でも、知ってますか。日本には、「B 級 グルメ」という食べ物もあります。「B 級 グルメ」というのは、おいしくて安い食べ物のことです。味(1)は A 級ですが、ねだん(2)は B 級です。「やきそば」、「うどん」、「たこ焼き」など、いろいろあります。B 級 グルメで一番人気のある食べ物は、「ラーメン」です。日本人も外国人(3)も、大好きです。

ラーメンは、おいしいし、おなかがいっぱいになる(4)し、ねだんも安い（500 円 ～700 円くらい）です。そして、オーダーして、5 分くらいで来るのです。待たなくてもいいです。それに(5)、ラーメン屋はどこでもありますから、とてもべんりです。

日本にはたくさん名物(6)ラーメンがありますよ。日本に旅したら(7)、ぜひ、いろいろなラーメンを食べてみてください！

X というのは Y のこと: what is referred as X are/is Y
(1) 味: taste, flavor  (2) ねだん: price  (3) 外国人: foreigners
(4) おなかがいっぱいになる: to become full  (5) それに: moreover
(6) 名物: widely-known [regional]
(7) 旅行したら: when you travel
1. What is “B 級グルメ”? Explain in detail.

2. Give some examples of “B 級グルメ”?

3. Why is ramen so popular? List FOUR reasons for its popularity.
Lesson 8

Writing an email to a teacher
先生にメールを書く

Lesson 8 Can-Do ☑ Statement ▪ Reading & Writing

☐ I can read and write the following 4 kanji characters with a full understanding of correct stroke types and stroke orders:
- 元
- 気
- 早
- 出

☐ I can read, write and understand words comprised of the above kanji characters.

☐ I can read the following 13 kanji characters:
- 文
- 字
- 漢
- 宿
- 題
- 質
- 問
- 忘
- 受
- 授
- 業
- 卒
- 遅

☐ I can read and understand words consisting of the 13 kanji characters above.

☐ I can read and comprehend a blog entry in which a student describes herself, her family, future plans, career goals, etc.

☐ I can write an email to my Japanese teacher using appropriate polite expressions.

☐ I can write my own blog entry in which I describe myself, my family, future plans, career goals, etc.

Featured kanji radical of this lesson: うかんむり (〜)

So far, we have learned four kanji radicals belonging to the “へん Group”: ひへん (へん), おんなへん (おんなへん), こんへん (こんへん), and さんずい (さんずい). This lesson will introduce you to another group of radicals, the “かんむり Group” which comprise the top portion or “crown” (i.e., かんむり) of a kanji. The first かんむり radical we will look at is うかんむり (うかんむり) whose shape resembles katakana ウ. The general shape of うかんむり (〜) is said to represent the roof of a house or small building.

Kanji characters containing うかんむり (〜) often relate to things that have to do with “house,” “room,” or “building.” The kanji 家, for example, meaning “house” depicts a roof with a sacrificial wild boar underneath it. The kanji 宿, introduced in this lesson, means “lodging” depicting a roof, and under it, a person on the left and bedding on the right.

Now that you know some things about うかんむり, use online resources to look up the following kanji and write down their English meanings below.

1. 安
2. 室
3. 寮

JPN102 よみかき Lesson 8
Below is the list of kanji that you must be able to **READ AND WRITE**. Study all the information provided for each character (the meaning it represents, the readings, stroke order, etc.) and practice writing each kanji using chōmen. Also, watch the kanji stroke order animation in Moodle. *(Kanji number in parentheses indicates that the kanji was introduced in a prior lesson.)*

<table>
<thead>
<tr>
<th>kanji</th>
<th>on-/kun-readings</th>
<th>kanji usage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>元</td>
<td>ガン &lt;br&gt; ゲン &lt;br&gt; もと</td>
<td>元日（がんじつ）New Year’s Day &lt;br&gt;&amp; 元旦（がんだん）the morning of New Year’s Day</td>
</tr>
<tr>
<td>気</td>
<td>キ</td>
<td>元気（げんき）energetic; healthy &lt;br&gt;人気（にんき）popularity &lt;br&gt;電気（でんき）electricity, (electric) lights &lt;br&gt;気分（きぶん）feeling; mood &lt;br&gt;気持（きもち）feeling, (physical) sensation; mood</td>
</tr>
<tr>
<td>早</td>
<td>ハウ &lt;br&gt;はやい</td>
<td>早（はやい）early, quick &lt;br&gt;早（はやく）early, soon [adverb] &lt;br&gt;朝早（あさはやく）early in the morning</td>
</tr>
<tr>
<td>出</td>
<td>シュツ &lt;br&gt;だす &lt;br&gt;で-る &lt;br&gt;で-かける</td>
<td>～を出（だ）す to submit, turn in; to take out; to send (out) &lt;br&gt;～を出（で）る to leave ~ &lt;br&gt;～に出（で）る to attend; to appear in ~ &lt;br&gt;出（で）かける to go out ＜出口（でぐち）exit＞</td>
</tr>
</tbody>
</table>

*Note: < > indicates a word that will be introduced later.*
Below is the list of *kanji* that you must be able to **READ** in this lesson.

<table>
<thead>
<tr>
<th>No.</th>
<th>Pinyin</th>
<th>Kanji</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>122</td>
<td>ブン</td>
<td>文</td>
<td><em>文</em>(ぶん) sentence  文学 <em>(ぶんがく)</em> literature  作文 <em>(さくぶん)</em> composition  &lt;文化 <em>(ぶんか)</em> culture&gt;  &lt;文法 <em>(ぶんぽう)</em> grammar&gt;  &lt;注文 *(ちゅうもん)*する to (place an) order&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td><strong>文</strong></td>
</tr>
<tr>
<td>123</td>
<td>ジ</td>
<td>字</td>
<td><em>字</em>(じ) character, letter; handwriting  文字 <em>(もじ)</em> character, letter  ローマ字 <em>(じ)</em> Romanization  字 *(じ)*が上手だ has nice handwriting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td><strong>字</strong></td>
</tr>
<tr>
<td>124</td>
<td>カン</td>
<td>漢</td>
<td>漢字 <em>(かんじ)</em> Chinese character, <em>kanji</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td><strong>漢</strong></td>
</tr>
<tr>
<td>125</td>
<td>シュク やど</td>
<td>宿</td>
<td>新宿 <em>(しんじゅく)</em> Shinjuku (a section of Tokyo)  &lt;原宿 <em>(はらじゅく)</em> Harajuku (a section of Tokyo)&gt;  &lt;下宿 <em>(げしゅく)</em> boarding house&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td><strong>宿</strong></td>
</tr>
<tr>
<td>126</td>
<td>ダイ</td>
<td>題</td>
<td>宿題 <em>(しゅくだい)</em> homework  &lt;題名 <em>(だいめい)</em> title (of a book, a novel)&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td><strong>題</strong></td>
</tr>
<tr>
<td>JPN102 よみかき Lesson 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 127 | 質 | 質(しつ)が高い | of good/high quality |
| 128 | 問 | 問(しとん) | question |
| 129 | 忘 | 忘(わす)れる | to forget |
| 130 | 受 | 受(う)ける | to take an exam |
| 131 | 授 | 授(さず)ける | to teach |

- "quality, nature; inquire"
- "question, problem; inquiry"
- "forget"
- "receive, accept; undergo"
- "grant, give, teach"
| Kanji | キョウ | 業 | 授業 (じゅぎょう) class(es), instruction
授業中 (じゅぎょうちゅう) during/in class
授業料 (じゅぎょうりょう) tuition
<営業中 (えいぎょうちゅう) open (for business)> |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiragana</td>
<td>じゅぎょう</td>
<td></td>
</tr>
<tr>
<td>Kana</td>
<td>じゅぎょう</td>
<td></td>
</tr>
</tbody>
</table>
| Stroke order | 下横折上横折上横折
| Stroke count | 5 |

| Kanji | ソツ | 卒 | 卒業 (そつぎょう) graduation
〜を卒業 (そつぎょう)する to graduate from ~
卒業生 (そつぎょうせい) alumni
<卒業式 (そつぎょうしき) graduation ceremony> |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiragana</td>
<td>そつぎょう</td>
<td></td>
</tr>
<tr>
<td>Kana</td>
<td>そつぎょう</td>
<td></td>
</tr>
</tbody>
</table>
| Stroke order | 下横折上横折上横折
| Stroke count | 5 |

| Kanji | チ | 遅 | 遅 (おそい) late; slow
遅 (おそくまで) until late
<夜遅 (よるおそく) > late at night
遅 (おそくなる) lit., to become late
～に遅 (おそく)れる to be late for ~ |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiragana</td>
<td>おそい</td>
<td></td>
</tr>
<tr>
<td>Kana</td>
<td>おそい</td>
<td></td>
</tr>
</tbody>
</table>
| Stroke order | 下横折上横折上横折
| Stroke count | 5 |
This page intentionally left blank
Read the following *kanji* phrases and short sentences and give the English meaning. The following contains *kanji* that you are required to both read and write.

1. 先生、あの…気分がわるかったので、クラスを休んだ。
2. レポートを出す
3. 今週末は、友だちと出かけたいと思っています。
4. お元気ですか。
5. 早く帰りたい。
6. 早く元気に
   なってください
Kanji Writing (KW) なまえ:

Write the appropriate kanji or katakana in each box according to the English. Provide the yomigana in [ ].

きぶんがわるいので、はやく帰りたいです。
1. I want to go home early since I’m not feeling well.

おそべんきょう
夜遅くまでしていました。
2. I was studying till late at night.

いちにちじゅう
朝から晩までバイトです。
3. I have work all day from morning to night.

 watashi  げんき
の家族は、みんなです。
4. Everyone in my family is well.

せんせいめーる
今朝、にしました。
5. This morning I emailed my teacher.

ならめん にんき
この屋は安くてです。
6. This ramen shop is inexpensive and popular.

びでおり い
料理のい物にきます。
7. a cooking video
8. I will go shopping.

にほん の 古い 映画がきです。
Read the following kanji phrases and short sentences and give the English meaning.

1. 漢字を書く
2. 作文の宿題
3. 姉は字が上手です。
4. 作文のことで先生に質問しました。
5. 宿題を忘れました。
6. 授業に遅れた。
7. 今日はバイトを休みます…。
8. 漢字テストを受ける
9. すみません。
10. 卒業パーティー

Kanji Reading 2 (KR2) 文〜遅

名前：

漢字 文・字・漢・宿・題・質・問・忘・受・授・業・卒・遅
Kanji Exercise (KE)

When individual kanji 日, 本, and 語 are combined, they form “日本語.” Words formed from the combination of two or more kanji characters are called 熟語 (じゅご) or in English “kanji compounds.” Since Japanese 101, you have already learned many 熟語.

Now, use individual characters below (in any order) to create as many 熟語 as you can. Write them on the lines below. The first 熟語 has already been filled in for you. (So, you have nine more to go!) You may use the same character more than once. Work in small groups, and let’s see which group comes up with most!

兄 明 生 日 弟 電 前
週 学 天 名 毎 勉 校
末 話 強 時 気 間 元

1. 名前
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
Writing Tasks (WT)

Writing an email to your instructor

In an earlier lesson, you learned how to compose an email inviting a classmate to an event. Writing a short email to a teacher about a matter having to do with the class is also a useful skill to have. So, let’s learn how to compose an email to your Japanese instructor using a standard format and an appropriate level of politeness. Read the following sample email and take note of the important points listed below.

Sample 1

Angela Lopez
To: Sean Tanaka
Subject: 今日のクラス

田中先生、
きのうからかぜでねつがあるので、すみませんが、今日はクラスを休みます。
今日の宿題ですが、明日出してもよろしいでしょうか。
どうもすみません。

アンジェラ・ロペス

ポイント (1)
Indicate concisely the subject matter of your email. Do not leave this line blank.

ポイント (2)
Address your teacher by his/her LAST NAME: last name + 先生.

ポイント (3)
〜ので is commonly used (instead of 〜から) when providing a reason in more formal writing.

ポイント (4)
Keep your language polite by using the です/ます style at the end of each sentence.

ポイント (5)
Leave a blank line space before beginning a new paragraph.

ポイント (6)
Use 〜ですが (instead of 〜ですけど) in more formal writing.

ポイント (7)
Use よろしいでしょうか, which is a more polite form of いいですか.
Let's look at another email written by a student to a teacher. When you send such an email and receive a reply from your Japanese teacher, be sure to respond as soon as you can. And when sending a file as an attachment, do not neglect to mention in a brief message what you are enclosing.

**Sample 2**

John Nakamura  
To: Mari Yamakawa  
Subject: オーラルテスト

山川先生、

来週のオーラルテストのことでしもんがあるのですが、明日、クラスの後で先生のオフィスにうかがってもよろしいでしょうか。

よろしくお願いします。

中村ジョン

---

**ポイント (8)**

To introduce the topic, here use “topic のことで” instead of “topic のことなんですが.”

**ポイント (9)**

Use ～のです(か), instead of ～んです(けど/か), in more formal writing style.

**ポイント (10)**

When you are asking a favor, conclude your message by saying よろしくお願いします instead of ありがとうございました (’Thank you [for what you do/did for me]’ which would be an inappropriate closing.)

**ポイント (11)**

Write your FULL NAME at the end, and not just your first name. See below for the conventions for writing non-Japanese names in Japanese.

---

Note: Both samples 1 and 2 are the simplest variations. You will see more elaborate examples as you learn more expressions and grammatical structures later.
Now, let’s have you compose brief email messages to your Japanese teacher. For each of the following tasks, type your messages and print them on a sheet. Make sure to use kanji that you have learned.

Tasks:

(1) You are going to be absent from class today because you have a fever due to a cold. Ask your teacher if it is all right to turn in your homework tomorrow.

(2) Today you were absent from class because you were not feeling well due to a cold. Ask your instructor if it is all right to take the (missed) kanji test tomorrow before class.

(3) You have some questions about the composition homework and are wondering if you can see your teacher after class tomorrow.

ひとつごコラム「名前」

Here are some conventions for writing non-Japanese names in Japanese:

- When you write your name in katakana, write your given name first and family name second. Insert a dot (・) between your given name and the family name (i.e., surname). For example, ジョン・スミス.

- If your full name is either Chinese or Korean, you may write it in kanji keeping the original “family name + given name” order. In which case, it is a common practice to leave a blank character space between your family name and given name. (If you are not sure whether the receiver of your message can recognize your name in kanji, indicate the pronunciation of your name in katakana.)

- If either your family name or given name is Japanese, you may adopt the Japanese convention of “family name + given name” order (e.g., 田中ショーン, ホワイトさくら). Or you may keep your customary “given name + family name” order without a dot separating the names (e.g., ショーン田中, さくらホワイト).

- [FYI] Katakana names of naturalized Japanese citizens are often written in the “family name + given name” order without a dot separating the names (e.g., ブラウン マイケル).
私の家族は、父、母、私、そして祖父です。祖父はフィリピン人です。祖父がホノルルのホテルではたらいていた時に、日本人の祖母に会って、二人はけっこんしました。だから、私は、クウォーター日本人です。でも、祖父と祖母は私が小さい時にりこんじました。祖母は、その後日本に帰って、今は、東京で一人暮らしをしています。

私は、きょう年のなつ休みに東京へ行きました。東京では2か月間、祖母といっしょに住んでいました。祖母は65さいですけど、とても元気て、毎日午前5時から午後2時ごろまで、おべんとうの会社ではたらいています。祖母のしごとは、おべんとうのおかずを作ることです。そして祖母は毎日、おべんとうを私に持ってきてくれました。さんぴら、焼き魚、和風ハンバーガー、やさいの煮物、それから、いろいろな和菓子(1)もありました。私は毎日ほんとうにたくさん食べていましたけど、ぜんぜんふとりませんでした！ 和食はおいしいし、きれいだし、ヘルシーで、すごいと思いました。

来年のなつ、私はまた祖母のところへ行きます。そして、祖母のおべんとうの会社でインターンシップをします。和食のことをもっともっと勉強したいと思います。そして、しょうらい(3)は、ハワイのシニアのための(4)おいしくてヘルシーなおべんとうのデリバリーサービスがいたいです。がんばります！

(1) わかし: Japanese sweets; (2) ふとる: to gain weight; (3) しょうらい: future; (4) シニアのための: for (the sake of) the senior citizens
A. Write in English what you’ve learned about Angela in your answers to the questions below.

(1) What is Angela’s major and when is she graduating?

(2) Mention a few things about Angela’s family background.

(3) Where is Angela’s grandmother now? Mention a few things you learned about her.

(4) What experience did Angela have in Japan which contributed to her future aspirations? What are her plans for next year?

(5) What kind of work does Angela want to do in the future?

B. Read Angela’s writing again. This time, pay close attention to the following: (1) the overall organization – paragraph by paragraph each with its own subject matter; (2) the organization within each paragraph – introducing the subject and developing it in a coherent way; and (3) the use of long and short sentences that provide information and expand or elaborate with further details.

In order to get a better idea of the organization in Angela’s writing, identify below the main subject matter of each paragraph.

Paragraph 1: ____________________________________________________________

Paragraph 2: ____________________________________________________________

Paragraph 3: ____________________________________________________________
II. Writing

Now it’s your turn! Write in Japanese something about yourself that you’d like to share with your classmates this semester. You may write about your family or a special friend of yours, leisure or weekend activities, your job, a trip you went on, or about what you’d like to do in the future.

A. Preparing an Outline
   As a preliminary step, complete the outline below, in English, with the things you’d like to write about. Organize what you want to say into three or four groups/paragraphs. Turn in your finished outline to your instructor for feedback.

Outline of My Writing

“Profile” section
   What to include:

Main text
   Paragraph 1  Main subject:
                 Things to include:

   Paragraph 2: Main subject:
                 Things to include:

   Paragraph 3: Main subject:
                 Things to include:

   Paragraph 4: Main subject:
                 Things to include:
B. Further Procedures for Preparing and Revising Multiple Drafts
(See also MUSUBI 101 RW Lesson 4 “Class Album Project.”)

Step 1 – Write and type (in Japanese) your first draft including both (1) a bullet-pointed profile (プロフィール) and (2) the main text. Turn it in to your instructor and receive written comments and suggestions for improvement. Also, provide three or four of your classmates with copies of your draft. On a later date during group work in class, receive peer feedback from those classmates. (Completion of this first step may comprise up to 30% of your class project grade.)

Step 2 – Revise your writing and type a second draft. Turn in your second draft to your instructor and obtain written feedback and a grade for your work. (The second draft will comprise up to 40% of your project grade.)

Step 3 – Revise and type the final version of your writing. Then, upload your writing to the Laulima class site as a post in the “Clog” tab for the entire class to read. (The final version will comprise up to 20% of your project grade.)

Step 4 – Go to the Laulima class site and read the Japanese clog posts of four or five of your classmates. Provide each classmate with helpful written comments in English and/or Japanese. (Completion of this last step will comprise the remaining 10% of your class project grade.)

A Learner’s Approach to Writing in Japanese

Students who know and write in English should perhaps consider taking a different approach when writing in Japanese. After listing in English some of the things you want to say in Japanese, start writing directly in Japanese sentences what you want to say using the Japanese that is already familiar to you – the Japanese words, short phrases, fixed expressions, grammar and sentence structures that you’ve learned how to use. Begin your writing by working primarily with the Japanese that you already know through your study and practice of the language, rather than attempting to translate your English thoughts, set phrases or whole English sentences into Japanese. For example, let’s say you want to write in Japanese that you are working part-time at a college library twice a week, but you don’t know how to say “twice a week”. Well, instead of trying to translate that particular English phrase directly into Japanese, you can very easily express a similar meaning using simple Japanese words you already know. Approach the task of writing in Japanese by working initially with the Japanese that is already familiar to you.