

Yoshie Burrows • Yoko Nishimura-Parke • Mami Izuishi • Emma Lowry

# ii Tomo い

STUDENT BOOK • 3RD EDITION

い

と

も

1

JAPANESE LANGUAGE

# はじめまして

# 1

だ  
い  
ー  
か

Let's get started!

- ✦ What do you say when meeting someone for the first time?
- ✦ How and why do we use different greetings in different contexts?
- ✦ Are gestures necessary when greeting? Why?

Before you start this chapter, go to page 15 of your Activity Book and do *Let's get started* and *Discover on Hub*.



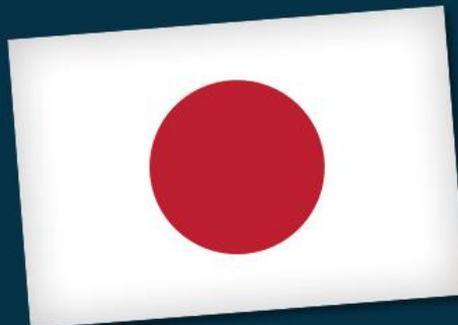
1  
ha ji me ma shi te  
はじめまして。



2  
o ha yō  
おはよう。



3  
se n se i      sa yō na ra  
せんせい、 さようなら。



## Communicating

- Introduce yourself using key expressions and gestures
- Greet people in different situations
- Talk about things you like
- Talk about nationalities

## Characters

- Read and write key hiragana words for this chapter
- Read and write four kanji: 日, 本, 人, 語

## Understanding

- Explore the meaning of はじめまして
- Investigate the Japanese sound system further: は, です, long "o" sound
- Use particle は, か and が

## Intercultural understanding

- Locate Japan and where you live on a world map
- Adjust the language you use to suit different contexts
- Compare teen cultures in Japan and in your community



## Japanese greetings



These Japanese students are meeting visitors for the first time. Observe the photos as you listen to their self-introductions, and then answer the questions.

ha ji me mashi te  
はじめまして。  
nakamura masato de su  
中村 正人 です。

boku wa kawa saki ichi rō de su  
ぼくは 川崎 一郎 です。  
dō zo yo roshi ku  
どうぞ よろしく。

In romaji, the macron on the letter *ō* tells you to pronounce a long "o" sound. You will learn more about this sound on page 18.



ha ji me mashi te  
はじめまして。  
nakamura ma i ko de su  
中村 麻衣子 です。

wa ta shi wa suzu ki yu mi de su  
わたしは 鈴木 由美 です。  
dō zo yo roshi ku  
どうぞ よろしく。

- How do you introduce yourself when meeting someone for the first time? What do you say? What gestures do you use?
- What similarities or differences do you notice between Japanese ways of greeting and your own?
- What is it like in other cultures you know?

わ  
か  
り  
ま  
す  
か

- Look at photo 1. Where are these teenagers? How do you know?
- Compare photos 1 and 2 and identify which one is more polite. Why is that?
- Look at photo 1 again. What do you think *はじめまして* means?
- What do the students say after this phrase?
- How do you know the students in photo 1 may be related?
- What is the given name of the student on the right in photo 1?
- Look at photo 2. How would you explain when to use *わたし* and *ぼく* to a friend?
- Now have a go at reading the dialogues aloud with a partner. Try to do the gestures as well!

ha ji me ma shi te  
はじめまして。 How do you do? (Nice to meet you.)

[Name] de su  
です。 I am [Name].

dō zo yo ro shi ku  
どうぞ よろしく。 Nice to meet you.

wa ta shi  
わたし I, me, myself (any gender)

bo ku  
ぼく I, me, myself (usually for a boy)

dō zo yo ro shi ku  
Notice how どうぞ and よろしく don't translate literally.

[Name] de su  
です。

wa ta shi wa de su  
わたしは [Name] です。

bo ku wa de su  
ぼくは [Name] です。

This box shows key sentence patterns to learn and the Got it! explanation page.



# Good morning!



だ  
い  
一  
か

Look at the manga frames and answer the viewing questions 1–3. Then, listen to the audio, read the text and complete the questions.

tanaka san o ha yō go za i ma su  
田中さん、おはよう ございます。

tanaka san o ha yō  
田中さん、おはよう。



se n se i o ha yō go za i ma su  
せんせい、おはよう ございます。

hayashi ku n o ha yō  
林くん、おはよう。

How are <sup>san</sup>さん and <sup>kun</sup>くん used here?

Note that the vowels "ei" in <sup>se n se i</sup>せんせい are pronounced together as a long "e" sound.

わ  
か  
り  
ま  
す  
か

- 1 What time of day is it in both photos?
- 2 Who are the people in frame 1? Where do you think they are?
- 3 Look at frame 2. Who do you think they are? Where are they going? Why do you think so?
- 4 What language differences do you notice between the two situations? Which is more formal? How do you know this?
- 5 Now, listen again and practise these greetings with a partner.

# Hello and goodbye



Listen to these dialogues and guess the meaning using the manga as support. Then, answer the questions and practise the greetings with a partner.

Some people mistakenly put their hands together in front of them when saying <sup>ko n ni chi wa</sup>こんにちは. Japanese people often put their hands together before meals.

hayashi ku n ko n ni chi wa  
林くん、こんにちは。

mi na sa n sa yō na ra  
みなさん、さようなら。

jā ma ta a shi ta  
じゃあ、また あした。



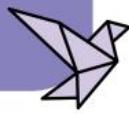
tanaka san ko n ni chi wa  
田中さん、こんにちは。

se n se i sa yō na ra  
せんせい、さようなら。

jā ne ba i ba i  
じゃあね。バイバイ。

わ  
か  
り  
ま  
す  
か

- 1 When do you use <sup>ko n ni chi wa</sup>こんにちは in Japanese?
- 2 Describe frame 2: where is it, who are the people, what is happening?
- 3 How do they use <sup>sa yō na ra</sup>さようなら and the gesture?
- 4 What does <sup>se n se i</sup>せんせい mean? Does it have the same meaning in English?
- 5 Study frame 3, showing two friends. How would you use this gesture?
- 6 What do you notice about the last word used in the last speech bubble? Why do you think it is using katakana?
- 7 Now that you know the greetings on this page and make a list recapping their use.



## Teenagers in my community



Ling

ke i ta i  
けいたい

ka zo ku  
かぞく

su pō tsu  
スポーツ

na ni ga su ki de su ka  
なにが すき ですか。

ka i mo no  
かいもの

o n ga ku  
おんがく

su shi  
すし

Alex

pi za  
ピザ

gē mu  
ゲーム

pe t to  
ペット

bo ku wa pi a no ga su ki de su  
ぼくは ピアノが すき です。

pi a no  
ピアノ

su pō tsu  
スポーツ

ho n  
ほん

### Understanding who you are: your intracultural identity

When learning a new language you will become more aware of your own culture as you begin to discover and make comparisons with a new one. This awareness and understanding of both your intracultural self and other cultures will help you become an intercultural learner, and better able to interact with others.

What information would you share about yourself when meeting someone from another culture?

Can you translate the words in Ling's list and Alex's list of favourite things?  
What do you notice?

- List six items that are important to you. How do Ling's and Alex's items compare with yours?
- Compare your responses with those of a classmate. What is similar or different? What do you find interesting?
- If Alex and Ling lived in your community, what might they list as the six items? Why?

**hi ka ru**  
**ひかる**

na ni ga su ki de su ka  
なにが すき ですか。

gē mu  
ゲーム

o ni me  
アニメ

to mo da chi  
ともだち

o ni gi ri  
おにぎり

su pō tsu  
スポーツ

ryō ri  
りょうり

- What are some new words you learnt from these profiles? How did you work out their meaning?
- What do you notice about the words for "sport" and "game"?

What are the similarities and differences between the teenagers' favourite things on pages 14 and 15?

**ri na**  
**りな**

wa ta shi wa su pō tsu ga  
わたしは スポーツが  
su ki de su  
すき です。

gē mu  
ゲーム

ma n ga  
まんが

o n ga ku  
おんがく

ho n  
ほん

ke i tai  
けいたい

o ka shi  
おかし

na ni なに	what
su pō tsu スポーツ	sports
ka i mo no かいもの	shopping
ka zo ku かぞく	family
o n ga ku おんがく	music
ho n ほん	book
a ni me アニメ	anime
ryō ri りょうり	cooking
to mo da chi ともだち	friend
o ni gi ri おにぎり	rice ball
ma n ga まんが	manga
o ka shi おかし	lolly, snack

## Talk time

### Talking about the things you like



Practise the conversation below with a partner. Then, identify the thing/activity in the answers and replace them with some words used on pages 14–15 to make up your own answers.

Hikaru:	なにが すき ですか。
Rina:	わたしは ほんが すき です。 \ (^▽^ ) /
Hikaru:	ぼくは スポーツが だいすき です。 \ (♡_♡) /

- Why do we use *emoji* and *kaomoji*?
- How do you think they influence language and communication?

**[Person]** <sup>wa</sup> は <sup>ga su ki de su</sup> が すき です。

# Where is 日本?



Find three of 日本's neighbours on the map. Read their names aloud.  
How does each country's name translate into English?

Practise reading and saying other countries with a partner by pointing to one country and asking: なん ですか。 and answering: [Country] です。



Japan is made up of four main islands – Hokkaido, Honshu, Shikoku, and Kyushu – and thousands of smaller ones. It has a land area of approximately 378K km<sup>2</sup> and a population of over 123 million. The capital city is Tokyo, which has over 14 million inhabitants. How does your country compare?

## Talking about nationality

With a partner, practise talking about nationality.

A	オーストラリア人 ですか。
	はい。オーストラリア人 です。
B	いいえ。わたしは 日本人 です。
	ぼくは

はい yes  
いいえ no

When saying **いいえ**, remember it is a double "i" sound. You can do this!



Make sure the horizontal lines are all touching the vertical lines when writing 日. The kanji 人 (person) originated from a picture depicting a side view of a person.

**sun** 4 strokes

ni hon 日本 Japan  
hi 日 day

**origin** 5 strokes

ni hon 日本 Japan  
hon 本 book

**person** 2 strokes

ni hon jin 日本人 Japanese person

**language** 14 strokes

ni hon go 日本語 Japanese language

Learn the stroke orders and practise your kanji reading skills on Hub.



## Talking about nationalities and languages

Look at these words and analyse how the kanji 人 and 語 are used. What do you notice?

Country	Nationality or cultural group	Language
	Country or cultural group + 人	Country or cultural group + 語
ni hon 日本	ni hon jin 日本人	ni hon go 日本語
fu ra n su フランス	fu ra n su jin フランス人	fu ra n su go フランス語
chū goku 中国	chū goku jin 中国人	chū goku go 中国語

- How do you say Australian person and New Zealander?
- How do you say Italy, Italian person and Italian language?
- How do you say Indonesian person and language? What about German?

There are some exceptions to this rule. For example, looking at the map on p. 16, how do you say the UK, USA and Australia?

Yet, the word for English (language) is えいご.

Note that the vowels "ei" in えいご is pronounced as a long "e" sound.

## Go for it!



### Self-introduction: じこしょうかい

Read and listen to these teenagers giving their じこしょうかい.

はじめまして。ぼくは 山川 まさと です。  
日本人 です。本が すき です。どうぞ よろしく。



わ  
か  
り  
ま  
す  
か

- What are the names of these students?
- What do they like?
- How do you start and close a じこしょうかい? What are the key phrases used for this?
- Using these dialogues as a model, write your own じこしょうかい.

みなさん、はじめまして。わたしは 吉田  
みく です。日本人 です。スポーツが  
大好き です。どうぞ よろしく。

## The particle は sound



Listen to the conversation carefully. What do you notice about the different pronunciations of は? When is it *ha* and when is it *wa*?

When the hiragana は is used as a particle, it is pronounced *wa*. When it is part of a word or expression, you pronounce it as *ha*, like in ha ji me ma shi te はじめまして (nice to meet you).

Go to Hub to practise Japanese pronunciation with the videos and check in tasks!



## The す sound in です



Now listen again, paying attention to the end of each sentence with です. Did you hear *desu* or *des*?

わたしは みく です。      ぼくは まさと です。

When you say です at the end of a sentence, you don't usually sound out the "u".

## The long "o" sound



Read these words with your partner. Then watch the video to practise the long "o" sound some more. This sound is written in hiragana with う. In romaji, ō tells you to pronounce a long "o" sound.

o ha yō
おはよう
sa yō na ra
さようなら
dō zo
どうぞ

## My hiragana



Here are some key words and expressions from this chapter (in pink) and the associated key hiragana (in blue). Practise reading and writing them, and create your own flashcards to revise. For the correct stroke order, go to the Hiragana chapter on pages 1–10 of this book or watch the hiragana animations on **Hub**.

はじめまして。      わたし / ぼくは ... です。      なにが すき ですか。

だいすき      すし      ほん      せんせい      どうぞ よろしく。

い   う   か   が   き   く   し   じ   す   せ   ぞ   た   だ   ほ

て   で   ど   な   に   は   ぼ   ま   め   よ   ろ   わ   ん

## The particle は



The particle <sup>wa</sup>は is used to mark the topic of a sentence in Japanese.

wa tashi wa mi ku de su わたしは みく です。	I am Miku.
wa tashi wa ni hon jin de su わたしは 日本人 です。	I am Japanese.
bo ku wa su shi ga su ki de su ぼくは すしが すき です。	I like sushi.

When used as a particle, は is pronounced **wa** and not **ha**. You will learn more about particle は in Chapter 2.

## The particle か

The particle <sup>ka</sup>か is a question marker and its function is similar to the question mark you use in English. You use <sup>ka</sup>か at the end of a sentence to make it a question.

na n de su ka なん ですか。	What is it?
o su to ra ri a de su オーストラリア です。	It is Australia.

か comes with a Japanese full stop, not a question mark.

## The particle が



When saying that you (or another person) like or love something, you use <sup>ga</sup>が after the word for the thing, followed by <sup>su ki de su</sup>すきです (like) or <sup>da i su ki de su</sup>大好きです (love).

na ni ga su ki de su ka なにが すき ですか。	What do you like?
wa ta shi wa hon ga su ki de su わたしは 本が すき です。	I like books.
bo ku wa su po tsu ga da i su ki de su ぼくは スポーツが 大好き です。	I love sports.

## Differentiating wa and ga

The particles <sup>wa</sup>は and <sup>ga</sup>が seem similar in use, but they have different functions. The particle <sup>wa</sup>は marks the topic of the sentence (in the examples above, the topic is わたし or ぼく). The particle <sup>ga</sup>が and is commonly used with <sup>su ki de su</sup>すきです and it marks the subject that is liked (in the sentences above it is books or sports).

Nouns (e.g. words for things) can be singular or plural in Japanese. For example, 本 can mean "book" or "books", depending on the context.

## More on likes and dislikes

<sup>na ni ga su ki de su ka</sup>なにが すき ですか。 The pattern for expressing likes and dislikes is:

[Person] <sup>wa</sup> は [thing/activity] <sup>ga</sup> が すき です。	
wa ta shi wa hon ga su ki de su わたしは 本が すき です。	I like books.
mi ku sa n wa su shi ga da i su ki de su みくさんは すしが 大好き です。	Miku loves sushi.

These *kaomoji* help express likes and dislikes.

When talking about likes and dislikes, avoid using expressions like "hate" or "dislike" to be polite.

da i su ki 大好き	＼(♡~♡)/	love
su ki すき	＼(^▽^)/	like
mā mā まあまあ	(- -)	not bad
ki ra i きらい	(> ^ <)	dislike

# My vocabulary ①

Practise reading this chapter's key **たんご** (vocabulary) in hiragana with your partner. As you read them aloud, cover the English and check that you remember what each one means. Then write them out to build your vocabulary list, adding the romaji if that helps.

Essential  
たんご



## Introducing yourself

wa ta shi わたし	I, me, myself (any gender)
bo ku ぼく	I, me, myself (usually for a boy)
[Name] <sup>de su</sup> です。	I am [Name].
dō zo yo ro shi ku どうぞ よろしく。	Nice to meet you.

## Greeting and interacting with people

ha ji me mashi te はじめまして。	How do you do?
o ha yō go za i ma su おはよう ございます。	Good morning. (polite)
o ha yō おはよう。	Good morning. (casual)
ko n ni chi wa こんにちは。	Hello.
[Name] <sup>sa n</sup> さん	Mr/Mrs/Ms [Name]
[Name] <sup>ku n</sup> くん	Mr [Name] (a young man or boy)
mi na sa n みなさん	everyone
se n se i せんせい	teacher
sa yō na ra さようなら。	Goodbye.
jā ma ta a shi ta じゃあ、また あした。	Well then, see you tomorrow.
jā ne じゃあね	See you (later).
ba i ba i バイバイ。	Bye.

## Talking about things you like

su pō tsu スポーツ	sport
ka i mono かいもの	shopping
ka zo ku かぞく	family
o n ga ku おんがく	music
ke i ta i けいたい	mobile (phone)
pī a no ピアノ	piano

gē mu ゲーム	games
pī za ピザ	pizza
hon 本	book
pe t to ペット	pet
a ni me アニメ	anime
ry ō ri りょうり	cooking
to mo dachi ともだち	friends
o ni gi ri おにぎり	rice ball
ma n ga まんが	manga
o kashi おかし	lolly, snack

## Talking about likes/dislikes

na ni なに	what
na ni ga なにが	What do
su ki de su ka すきですか。	you like?
su ki すき	like
da i su ki だいすき	love
mā mā まあまあ	not bad
ki ra i きらい	dislike

## Countries

ni hon 日本	Japan
ō su to ra ri a オーストラリア	Australia
fu ra n su フランス	France
chū goku 中国	China
ka na da カナダ	Canada
a me ri ka アメリカ	United States of America
bu ra ji ru ブラジル	Brazil
i gi ri su イギリス	United Kingdom
do i tsu ドイツ	Germany
i ta ri a イタリア	Italy
minami a fu re ka 南 アフリカ	South Africa

ro shi a ロシア	Russia
i n do インド	India
i n do ne shi a インドネシア	Indonesia
kan koku 韓国	Korea
nyū jī ra n do ニュージーランド	New Zealand
fi jī フィジー	Fiji
sa mo a jo do サモア 諸島	Samoa
to n ga トンガ	Tonga
ta i タイ	Thailand
be to na mu ベトナム	Vietnam
ma rē shi a マレーシア	Malaysia

## Nationalities, cultural groups and languages

ni hon jin 日本人	Japanese person
ō su to ra ri a jin オーストラリア人	Australian person
ō su to ra ri a sen jū min オーストラリア 先住民	Australian First Nations Peoples
a bo ri ji na ru アボリジナル	Aboriginal person/ Peoples
to re su kai kyō sho tō min トレス 海峡 諸島 民	Torres Strait Islander person/ Peoples
nyū jī ra n do jin ニュージーランド人	New Zealander
fu ra n su jin フランス人	French person
su i su jin スイス人	Swiss person
chū goku jin 中国人	Chinese person
ni hon go 日本語	Japanese language
e i go えい語	English language
fu ra n su go フランス語	French language
chū goku go 中国語	Chinese language



## Putting it all together

Now you are ready to complete your **Self-assess** tasks in the Activity Book and complete your **Apply** tasks, **Reflect and revise**, and **Chapter project** on Hub!

## **Cover**

**Shutterstock:** daboost (fish origami); dhtgip (waves).

## **Chapter 1**

**Adobe Incorporated:** Atstock Productions, p. 14 (Ling).

**Alamy Images:** DAY, p. 11bl.

**Alfie Goodrich:** pp. 11tl, 12r, 12r.

**Cataci Agency:** mouse mascot; cartoon frames, p. 13.

**Getty Images:** sot, p. 11tr.

**Shutterstock:** AmazeinDesign, p. 14 (surfboard); Canvalue.Std, p. 15 (polaroid frame); DesignChad, p. 15 (Demon Slayer); Foxy Fox, p. 14 (dog); Maria Hutkovskaya, p. 15 (skateboard); imtmphoto, p. 15 (students); judyjump, p. 15 (Pocky sticks); KPG-Payless, p. 17l; kosmofish, (origami design elements); Monkichi Lutwidge, p. 14 (sushi); M.KOS, p. 14 (piano); masmas, p. 15 (phone); milatas, p. 17r; Logo Mimi, p. 14 (headphones); Nsit, p. 15 (video game controller); Ronnachai Palas, p. 15 (Rina); Paper Trident, p. 15 (book); PCH.Vector, p. 15 (pasta); pikepicture, p. 15 (laptop); Anurak Pongpatimet, p. 14 (mother and child); Realstockvector, p. 14 (bag); Mazhar Rind, p. 11br; siro46, p. 15 (Hikaru); SP Creative Studio, p. 14 (bat); Nadiia Tsykunova, p. 14 (pizza); Usa-Pyon, p. 15 (manga character); Vestery, p. 15 (mobile phone case); vgstudio, p. 14 (Alex); Melkisheva Viktoriia, p. 14 (mobile phone case); YG Studio, p. 15 (onigiri); yulsiart, p. 14 (books); YummyBuum, p. 14 (video game controller).