



Marugoto: Starter (A1) Rikai – Teachers Notes

1. Standard Lesson Structure (approx. 120 min per lesson)

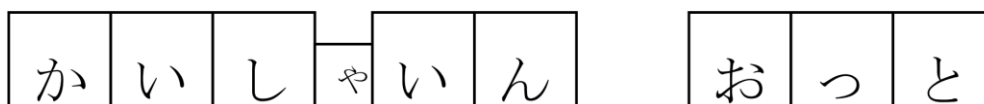
View the Topic Title Page / Before You Study (approx. 5 min)

By viewing the topic title page and “Before You Study” questions, students get a glimpse of the context and situations in which they will use the Japanese being studied (characters, vocabulary, sentence structures, grammar).

Japanese Script and Vocabulary (approx. 30 min)

Because new words are included in addition to those introduced in Katsudoo, students should download the <Goichoo> (word book) and reference it while completing the “Japanese Script and Vocabulary” tasks. This can be done before studying. Students will practice vocabulary by looking at the illustration and selecting the correct answer, sorting words into antonym pairs or groups, and collocation (combining frequently used nouns and verbs, and selecting the appropriate word for the context), among other methods. For the question “Which is different?” (pg. 37, 77, 119, etc.), there is not just one correct answer. Students can choose any of the options, so long as they clearly explain why it is different from the rest. It is important that students can understand the meaning of the words and sort them into categories.

There are four to six kana dictation questions (vocabulary level, special mora, etc.) per lesson. How to use the grid squares is explained when going through Lesson 3. Sounds that are contracted with others and cannot be counted as one beat are written utilising small squares (on pg. 37, the 「しゃ」 in 「かいしゃいん」 is one beat, resulting in a total of five beats). Meanwhile, double consonant sounds that can be counted as one beat are written in the full-sized squares (on pg. 46, 「おっと」 has one beat each, resulting in a total of three beats).



Kanji are introduced at the word level from Lesson 5 onwards. The selected kanji are related to the topic. After this introduction, conversations and reading comprehension passages will use kanji, while practice questions will generally use kana with a few exceptions (日本、東京、～月～日).

※The thought process behind the teaching of Japanese script (Hiragana, Katakana)

Script should be taught by first setting a goal according to the needs of the course. In this book, the goal is for students to be able to read 80% and write 60% of the included words by the end. As such, the number of romaji decreases past the second half of the coursebook. Please note that as the ability to read kanji is the main goal, this coursebook does not introduce the writing of kanji.



Conversation and Grammar ②, ③, ④ (approx. 50 min)

While listening to the audio track for the opening conversation, it is important that students understand the meaning, function, and form of the sentence structures and grammar in relation to the context/situation. Next, students visually check the sentence structure and conjugation using the structure diagram. Students practice skills such as reading, listening, speaking, and writing within certain contexts/situations before finally expressing themselves in Japanese.

※Katsudoo and Rikai differ in how they present sentence structures. Unlike Katsudoo, which only focuses on the content needed to complete the tasks, Rikai covers things rarely used in conversation in order to show the sentence structure in its entirety. It is particularly important for teachers using both Katsudoo and Rikai to check for these differences. [See pg. 4-5 of this document, “Comparison Table of Sentence Structures”]

There are two types of audio icons: the plain audio icon and the “Check” icon. Listed below are the three types of activities that utilise audio tracks.

(1) Audio icon (listening comprehension practice):

Students listen to the conversation, understand the meaning, and answer the questions (see pg. 38, etc.)

(2) “Check” icon (grammar/sentence structure practice):

Students fill out the written questions. They then confirm their answers by listening to the audio track in which the correct answer is spoken (see pg. 39, etc.)

(3) Audio icon → “Check” icon:

Students listen to the audio conversation, understand the meaning, and answer the questions.

Next, they reconstruct the content of the conversation (e.g., completing a sentence summarising the conversation by filling in missing information), later confirming their answers by listening for the correct answer in the “Check” audio track (see pg. 137, 139, etc.)

Reading, Writing (approx. 30 min)

Students consolidate the Japanese they have learnt through conversation by applying it to other skills (reading, writing).

For the reading section, students read a short text related to the topic. They develop their reading ability by using the information from the text to complete a few simple questions. Then, after reading, students further understand the text by giving their impressions and comparing the content to their own surroundings, thus relating the text back to themselves.

For the audio track accompanying the reading section, the recommended usage is to “read the text first, then read the text together with the audio”. However, if pressed for time, you can skip to the



second step. By reading the text together with the audio, students will begin to recognise and process characters more quickly.

For the writing section, students trace and practice writing characters in Task ①, followed by writing their own composition in Task ②. Having students write full sentences on their own promotes their understanding of and adherence to the structure of Japanese writing. Students will use the composition they wrote in Task ② during the “Test and Reflection” section (refer to pg. 99). These exercises should not be simply assigned or read and checked later by only the teacher. The odd-numbered compositions can be found in this volume of “Marugoto”, while the even-numbered compositions can be found and downloaded from the “Marugoto” website.

Nihongo Check (approx. 5 min)

Students evaluate themselves on a three-point scale depending on whether or not they can answer the “Let’s Speak in Japanese” questions while using the grammar/sentence structures and basic sentences. (The “Let’s Speak in Japanese” section refers to a column in the Nihongo Check list found on pg. 194-197.) There is space for them to write any comments (thoughts, impressions) in their native language. Students share with the class if time allows.



Comparison Table of Sentence Structures

Listed below are the differences in sentence structures between the Marugoto: Starter (A1) Rikai and Katsudoo coursebooks.

Lesson	Rikai	Katsudoo
L3	N <i>wa</i> N <i>desu</i> / <i>janai desu</i> / <i>desu ka</i> <i>Watashi mo</i> N <i>desu</i> / <i>watashi wa</i> N <i>mo</i> <i>dekimasu</i>	(Negative form is not covered) The particle “ <i>mo</i> ” is not covered →L5
L6	N <i>wa</i> i-adj <i>desu</i> / i-adj <i>kunai desu</i>	(Negative form is not covered)
L7	N <i>ni</i> (<i>wa</i>) N <i>ga imasu</i> / N <i>wa imasen</i> / <i>dare ga imasu ka</i> / <i>nan-nin imasu ka</i> N <i>wa</i> i-adj <i>desu</i> / i-adj <i>kunai desu</i> / i-adj <i>desu ka</i>	(“ <i>imasu</i> ” is not covered) (Negative form is not covered)
L9	<i>Ima nan-ji desu ka</i> / <i>~ji desu</i>	(Not covered)
L10	<i>~jikan V-masu</i> / <i>nan-jikan V-masu ka</i> <i>~wa doo desu ka</i>	(Time range is not covered) (Not covered)
L11	N <i>ga dekimasu</i> / N <i>wa dekimasen</i>	(Negative form is not covered)
L12	N <i>ni</i> / x V- <i>masu</i> <i>Itsu / doko de</i> N <i>ga arimasu ka</i> / <i>nani ga</i> <i>arimasu ka</i> V <i>ni ikimasu</i> <i>Issho ni</i> V- <i>masen ka</i> / V- <i>mashoo</i>	(Not covered) Only “(<i>raishuu</i>) N <i>ga arimasu</i> ” is covered. Nothing else is covered. “ <i>Mi ni ikimasu</i> ” is covered as a set phrase “ <i>Mi ni ikimasen ka</i> ” and “ <i>ikimashoo</i> ” are covered as set phrases
L13	N <i>de</i> N <i>o orimasu</i>	Only “N <i>de orimasu</i> ” is covered
L14	N <i>ni</i> N <i>ga arimasu</i> / N <i>ni</i> N <i>ga arimasen</i>	(Not covered)



	N ni N ga arimasu ka / N ni nani ga arimasu ka	(Not covered)
	N wa N ni arimasu / N ni wa arimasen	(Not covered)
	N wa N ni imasu / N ni wa imasen	(Not covered)
L15	V-mashita / V-masen deshita	(Not covered) →L17
	B wa A ni N o moraimasu	(Not covered)
L16	Kore, sore, are	Only “kore” is covered
	N o kudasai	“Kore, kudasa” is covered as a set phrase
L17	i-adj katta desu / i-adj kunakatta desu	(Negative form is not covered)
	na-adj deshita / na-adj janakatta desu	(Negative form is not covered)
L18	~. Soshite, ~.	(Not covered)
	V-tai desu / V-takunai desu	“Ikitai desu” is covered as a set phrase



2. Points to note for each topic

Topic 1: Japanese

Lesson 1: Hello

Learning Hiragana

Start by introducing Japanese characters (the different types, their usage, etc.) using resources such as “Writing” on the Marugoto Plus website (<https://marugotoweb.jp/>) as a reference. This website (“Hiragana”, “Katakana”) also features animations for showing the stroke order and exercises for matching the characters to their pronunciation. It is recommended that you introduce this website to students as a means of individual study outside the classroom.

1. Reading practice

The aim of the exercises is to match the characters (hiragana) to their Japanese pronunciation. Although each exercise has audio available, the “audio icon” indicates that students should listen first and then answer, while the “check icon” means students should answer first and then listen for confirmation. In this coursebook, romaji is used as an aid until students remember (become familiar with) Japanese characters and their pronunciation. Depending on students’ native language, it may be necessary to teach romaji notation, as well as pay attention to the gap between the pronunciation suggested by the romaji and the actual Japanese pronunciation.

2. Writing practice

With the words for greetings, take note of the pronunciation and notation of long vowels and the particle “は (*wa*)”.

Lesson 2: Would you say that again?

Learning Katakana

The exercises follow the same format as for hiragana.

Katakana is used for expressing foreign words and the names of places and people. Students will try recognising their own names and their classmates’ names, as well as the names of related countries and towns. They will also work towards writing their own names in Japanese. At this time, please draw attention to the fact that some sounds deviate from their original pronunciation into Japanese sounds.



Topic 2: Myself

Lesson 3: Nice to meet you

② Conversation and Grammar

The setting can be a get-together for international exchange, a volunteer Japanese language class, or something similar. Carla-san has seen Kim-san and mistaken her for the teacher. This lesson involves conversational exchanges between people who have just met.

⑤ Reading

The perfect topic for this book, the contents focus on an international couple and how they use language for mutual understanding. Students might enjoy discussing any international couples around them.

Lesson 4: There are three people in my family

② Conversation and Grammar

Being able to talk about one's own family is sufficient for the A1 level, so students need only understand how usage differs when talking about other people's families. They do not have to memorise this.

③ Conversation and Grammar

Take note that “*nan-sai desu ka*” is used when discussing children's ages, while “*oikutsu desu ka*” is used for adults. Teach students that “*oikutsu desu ka*” is used between adults.

Topic 3: Food

Lesson 5: What kind of food do you like?

① Japanese Script and Vocabulary

In Task [2], “*misoshiru*” is grouped with “*nomimasu*”. Recall that in Katsudoo, the combined set “*gohan to misoshiru*” is grouped with “*tabemasu*”.

② Conversation and Grammar

While gathered at a table to eat together, students talk using their favourite food and drinks as a topic of conversation. Take note that the particle “*wa*” is used for negative sentences, as in “*~wa sukijanai desu*”.



③ Conversation and Grammar

Students learn about the positive and negative forms of (non-past) verbs, as well as the frequency adverbs "*yoku*" and "*amari*" that accompany them. In Task [5], students rearrange the sentences themselves, and then check their answers by listening to the audio track.

④ Reading

Breakfast is being shared between a three-person family: the parents and their (adult) daughter. What the parents and child want to eat are slightly different. Students read the passage and understand what each person likes. Question 2 might be more realistic if you first propose a situation where the daughter, who lives alone, is thinking about what to prepare for breakfast if her parents come to visit. That way, students can approach the question from the perspective of the daughter.

Lesson 6: Where are you going to have lunch?

① Japanese Script and Vocabulary

For Task [2], note to students that adding "*ya*" to a dish name is a way of referring to a store that sells that dish. Adding "*san*" on top of that implies a sense of familiarity. In conversation, using "*san*" might be preferable to avoid sounding brusque. For sushi and soba, note the additional use of "*o*" in "*osushiya-san*" and "*osobaya-san*".

② Conversation and Grammar

While "*~ga suki desu*" was taught in Lesson 5, Task [2] of this section features the structures "*suki na~*" and "*kirai na~*". When adults mention their own preferences in conversation, they rarely use "*kirai na~*". As such, students do not practice "*kirai na~*" in conversation in Katsudoo. In Rikai, however, it is covered in a simple exercise to introduce the *na*-adjective form while also showing students antonyms for "*suki*".

③ Conversation and Grammar

Task [3] covers the affirmative and negative forms of *i*-adjectives (non-past tense). In this lesson, only "*~kunai desu*" that is easily used for noun modification is introduced. "*~ku-arimasen*" will not be covered.

For the Task [4] conversation, students first rearrange the sentences and come up with answers. They then check their answers by listening to the audio track.

④ Reading

This section resembles reviews of shops by users on a restaurant referral website or similar. Students think about which shops would be good for each of the three people based on their circumstances. Money, time, and dislikes are reflected in the illustrations, so students should look at them for reference when reading the text.



Topic 4: Home

Lesson 7: There are three rooms in my home

② Conversation and Grammar

Suppose a scenario where you are inviting people over for a chat or a homestay, and talking about your house. Here, students learn the sentence patterns “[place] *ni (wa)* [thing] *ga arimasu*” and “[place] *ni (wa)* [person, animal] *ga imasu*”. The “*wa*” in “[place] *ni (wa)*” is used when beginning a slightly longer chunk of dialogue or explanation. In Task ⑤, students fill in the brackets with single characters (i.e. particles) such as “*ni*”. However, it is not wrong to write (*ni wa*).

Lesson 8: It's a nice room

② Conversation and Grammar

This section involves asking where things are located when helping out at a friend's house or just visiting. Students learn to indicate position with the sentence pattern “[object] *wa* [base object] *no* [position] *desu*”. Take note that in Katsudoo, this expression indicates where an object should be placed, while in Rikai, it expresses where an object is currently located.

④ Reading

The author's father has famous items from around the world in his room. Students read and understand how these items are displayed on the shelf. Have fun by thinking about what kind of person the father is (someone who likes travelling, a businessman who travels worldwide for work, a sociable person who has friends from various countries, etc.), or what kind of famous items can be found from the students' home countries.

Topic 5: Daily Life

Lesson 9: What time do you get up?

② Conversation and Grammar

Task ① involves the characters looking at a world clock and talking about the differences in time. An exchange like this is occurring because Singh-san is from India and Carla-san is from France. Take note that the options in Task ② Part ① are a mixture of *asa* / *yoru*, and *gozen* / *gogo*. For 1:00 in the morning and 2:00 in the morning, most people will likely answer *gozen* rather than *asa*. For the pair-based conversation in Task ② Part ②, one person (A) will close the textbook and ask about 2 to 3 countries out of India, France, Egypt, New Zealand, and America. Another person (B) will answer while



looking at the world clock. You can also include students' home countries in addition to the countries listed.

③ Conversation and Grammar

In Task ② Part ①, have fun by treating the fact that each person wakes up at a different time due to their occupation or lifestyle as another part of cultural understanding. The action of filling in the verbs in Task ⑤ (1) encourages students' understanding and retention of the sentence structure “*~ji ni ~suru*”. Students talk about themselves in Task ③, helping them build relationships amongst each other. It is important that students feel a sense of accomplishment from being able to say what they wanted to say.

Because A1 level students need to prepare in advance, have them note down the times (numbers) and then speak. Rather than speaking in detail about their activities from when they wake up to when they go to bed, have them instead speak about activities of their choice that best convey their own lifestyle, as per the example in Task ⑤. In place of “*mainichi isogashii desu*”, you can teach students phrases such as “*nonbirishite imasu / tanoshii desu*” as necessary.

④ Reading

Students learn and understand the various types of lifestyles there are. Students may enjoy comparing the daily activities of Tanaka-san and Kristina-san with their own.

Lesson 10: When is convenient for you?

④ Conversation and Grammar

In ② and ③, students gradually study dialogue used for the purpose of matching schedules. Adults are likely familiar with the term “*残業*” (overtime). “*~wa, dame desu*” is a convenient phrase for A1 level learners. Ideally, students use “*sumimasen*” together with this phrase, paying attention to their way of speaking in order to not sound harsh.

⑤ Reading

Students read a passage similar to the dialogue on scheduling. If students have a schedule book, have fun by encouraging them to write in it in Japanese.



Topic 6: Holidays and Days off 1

Lesson 11: What's your hobby?

① Japanese Script and Vocabulary

In Task ①, students sort the words into categories. By using the <Goichoo> (word book), a more vivid presentation of the vocabulary is possible.

② Conversation and Grammar

Assume a setting where people at a party or somewhere similar are exchanging self-introductions. Students get to know each person a bit better by listening to their hobbies and interests (i.e. favourite genres). In Task ②, students can have fun thinking about what kind of people the four characters are and which character they are most similar to.

③ Conversation and Grammar

The sentence patterns are “*~ga dekimasu*” and “*~wa dekimasen*”. This lesson involves a conversation centred around foreign languages and cultures. Appearing in the Task ① and Task ② conversations, the characters who are learning about foreign languages and cultures as a hobby are a direct reflection of the students themselves. Students should have fun practising as if it was themselves.

④ Conversation and Grammar

Describing how you spent your holiday is expressed with the sentence structure including a verb (*~masu*) with a place (*~de*) or frequency adverbs (*yoku/tokidoki/amari/zenzen*). For Task ② have students first think about which of the four activities they personally would like to do and where, and then listen to the audio track, which will certainly be interesting. In Task ③, students look closely at the pie charts and answer the questions. The charts summarise, by gender, the results of a survey asking people whether they go shopping on their days off. While some might assume that women generally like shopping more than men, have students try to think about whether this rings true for their home countries or themselves.

⑤ Reading

Students read the self-introductions to find someone they want to be friends with. Rather than having students read without direction, this will increase the students' motivation to read.

Lesson 12: Shall we go together?

① Japanese Script and Vocabulary

Students reference materials at the end of the book (Calendar, pg. 193) and answer the questions.

② Conversation and Grammar



Students learn the sentence pattern “(when) *ni* (where) *de* (what) *ga arimasu*” appearing in the conversation between two people viewing an event poster or similar in order to say the time and place of an event. This structure is used to describe facts based on an information source, as in Task ③ Part ①, not as a conversational exchange. Here, the verb “*arimasu*” refers to an event occurring. The use of “*arimasu*” to express a thing’s existence or physical location (e.g. *heya ni eakon ga arimasu*) is covered in Lesson 7 and Lesson 14.

③ Conversation and Grammar

For having a conversation about holiday activities, students use phrases containing the conjugated form of verbs (*masu* form). The Task ② phrase “*V-masu ni ikimasu*” expresses intention. However, the verbs being used are drawn from vocabulary that is in line with this lesson’s topic (*miru, kiku, kau, shashin o toru, karaoke o suru*).

Like Task ②, the Task ③ phrases also use *V-masu* form, this time for expressing one’s acceptance or agreement in response to an invitation: “*issho ni V-masenka*” and “*V-mashoo*”. Ideally, this type of exchange should be practised in pairs.

④ Reading

Emails are a convenient tool for when you want to invite a friend somewhere. Here, students read and extract information from an email.

Topic 7: Towns

Lesson 13: How are you going to get there?

① Japanese Script and Vocabulary

In Task ①, the options for mode of transport (a-e) and where to catch it (f-j) are arranged in a way that may be confusing, so go over their location with students.

For the question in Task ②, there may be more than one answer. Students can choose any of the options, so long as they can clearly understand why it is different from the rest.

In Task ⑤, the kanji 「～口」 is read “*guchi*” as in “*iriguchi* (entrance)” and “*deguchi* (exit)”. It is not introduced as the kanji for *kuchi* (mouth).

② Conversation and Grammar

This section covers a sentence structure for talking about one’s travel route and mode of transport: “(starting point) *kara* (destination) *made* / (mode) *de ikimasu*.” Use the illustrations as an aid for understanding.



③ Conversation and Grammar

Similar to Section ②, this section covers a sentence structure for expressing one's travel route and mode of transport, “(place) *de* (mode of transport) *ni norimasu / o orimasu*”. As the amount of particles has increased significantly, they may require management.

④ Conversation and Grammar

Suppose an exchange at a hotel or similar, regarding what mode of transport to take to a destination. Before listening to the conversation in Task ②, first go through the conditions presented by each of the four characters, as well as how to read the possible answers. You can have students think about and imagine what kind of advice they would give the person.

⑤ Conversation and Grammar

This section is a conversation between a taxi driver and a passenger. This situation involves a very specific conversation, so rather than applying their language abilities to create sentences, students should listen to the formulaic conversation instead. As such, for this task, students first listen to the entire conversation, choose the phrases based on what they remember, and then listen once more to check their answers. Students should cover up the possible answers when listening.

⑥ Reading

Students read an email exchange about how to get to a party venue and how to meet up on the day. Unique to this section is the rewritten memos of the previously read email, used as the possible answers to confirm understanding.

Lesson 14: It's a famous temple

② Conversation and Grammar

This section involves talking to a friend about what kind of place your hometown is. In Task ②, by using the adjective modified nouns, guide students to be able to think independently about and recognise *i*-adjectives and *na*-adjectives. Task ③ features the existential sentence, “(place) *ni* (thing) *ga arimasu*”. The activity involves students writing sentences about their hometown and then sharing this information by speaking in pairs. It would be good if students are able to follow a similar exchange to that of Task ①.

③ Conversation and Grammar

This section involves calling a friend who has not shown up to a meeting and checking where they currently are. Task ② introduces the structure “(building) *wa* (*~no mae / ushiro / ...*) *ni arimasu*” so that students can more thoroughly describe their location. Task ③ is practice for expressing the existence of a person using “*imasu*”.



④ Reading

In this section, students compare the sentences against a map. Before reading the sentences, have students try saying what they can understand from the map. Just saying the name of each location (art gallery, restaurant, etc.) is fine, however, you can also challenge students to include the building's relative location. If students do the former, then reading the sentences (a-f) under Question 2 will serve as revision.

Topic 8: Shopping

Lesson 15: Cute!

In <Katsudoo>, Topic 8 focuses on the act of shopping and dealing with people at a store. However, in <Rikai>, the focus shifts to interactive conversations about shopping, presents, etc. Take note that because of this, different sentence structures will be covered.

① Japanese Script and Vocabulary

In Task [2], it's fine if students understand how to use Japanese counters and use the ones they need. They do not need to practise until they can remember them all. (Refer to materials at the end of the book on pg. 192.)

② Conversation and Grammar

Carla-san's birthday is coming up, so Suzuki-san is asking what she would like. Task [2] Part ① is a bit more broad, with each person talking about what they want in general.

③ Conversation and Grammar

Task [2] Part ① is unique in that the conversation content is summarised in sentences, making the activity slightly more difficult.

④ Conversation and Grammar

Complimenting a person's belongings is considered a common way of starting a conversation, however, it might be interesting to have students think about whether this is different in their culture. Students learn the past-tense form (affirmative and negative) of the verbs "*kau*" and "*morau*", as people will often talk about what they "bought (*katta*)" or "received (*moratta*)". As this will be the first time they learn the past tense, you do not need to teach any more than the three verbs used in the topic. In Task [3] Part ①, students hear what (1) was given and by whom (2) in increments. Writing will take time, so it's fine if they can write two sentences in Task [3] Part ②. For A1 level learners, being able to produce explanatory sentences like this is not of high importance, so you do not need to



practise this out loud. Similarly, it is fine if in Task ④ they can speak shortly about themselves by splitting "*~o moraimashita*" and "*~ni moraimashita*."

⑤ Reading

Roberta-san and Sakai-san are friends (see Lesson 7).

⑥ Writing

This activity involves explaining, in written sentences, something you bought last week. As such, students can draw their item in the blank box or attach a photo, receipt, etc.

Lesson 16: I'll take this.

② Conversation and Grammar

Unlike in <Katsudoo>, students learn the three demonstrative adjectives "*kore, sore, are*". However, you can also give a simple explanation of each: close to the speaker (*ko~*), far from the speaker (*a~*), and somewhere in between (*so~*). See pg. 192 for the readings of numbers.

③ Conversation and Grammar

The grammar structure is pictured as "*~o kudasa!*", however, in the conversation on pg. 147, which is the same scene shown in <Katsudoo>, the particle is dropped to "*kore, kudasa!*". Briefly explain how particles are often dropped in spoken Japanese. Aim for students to be able to hear this in listening practice and be able to speak themselves without using particles.

Topic 9: Holidays and Days off 2

As the final topic, in this chapter students will review the previous topics.

Lesson 17: It was fun

① Japanese Script and Vocabulary

Some of the illustrations in Task ② fall short of conveying the meaning of each adjective. While only one answer is specified, it's possible that students will come up with multiple answers. As such, it is necessary to check if there are mismatches between the meaning students want to convey and the meaning in Japanese. Do this using translational equivalents, for example.

② Conversation and Grammar

The conversation takes place after a holiday break, with the characters chatting about what they did. As such, they speak in past tense. In order to talk about their holiday activities and describe how they felt, the past-tense of verbs ("*V-mashita*" "*V-masendeshita*"), and past-tense adjectives (*i*-adjectives



[“~katta” “~kunakatta desu”], *na*-adjectives [“~deshita” “~janakatta desu”]) are introduced and practised. The negative past-tense “~kuarimasen deshita” for *i*-adjectives is not introduced.

③ Conversation and Grammar

As in Part ②, the conversation involves talking about one’s activities on their day off, however, this time the characters did not do anything special. This section covers the structure “*doko ni mo / nani mo V-masen (deshita)*”. Not everyone excitedly goes out and does something because it’s a day off, and it’s likely more than a few students will relate to this. The important thing is that these students are able to express themselves.

④ Reading

This section involves students reading a blog written about each character’s days off. Reading while listening to the audio track is also recommended, as it is interesting to see how each writer’s tone of voice brings out their personality and feelings.

Lesson 18: I would like to visit Kyoto next time

① Japanese Script and Vocabulary

In Task 5, there are two ways of reading 日本 as “*nihon*” or “*nippon*”.

② Conversation and Grammar

This section involves telling a friend about your experiences during a trip in Japan. To talk about their experiences in order, the conjunction “*sorekara*” is practised in Task 2. In this task, students construct sentences from the memo. As such, it is best to check they understand how the content of the memo is turned into a sentence by first taking a close look at the memo and the example provided. The general flow of the task is: students look at the memo → think about what sentence they would write → look at the possible answers, and while comparing them to their own sentence, pick the best answer. If short on time, students can choose from the possible answers immediately after looking at the memo. Use the illustration as a reference for places around Tokyo.

③ Conversation and Grammar

The conversation involves commenting about your experiences during a trip and giving your impressions. For this purpose, students use “*demo*” or “*soshite*” to combine two adjective-based sentences. As shown in the example below, commenting only about the negatives can sound inappropriate when talking between adults (as in B-1). However, the use of “*demo*” resolves the conversation to a positive conclusion (as in B-2), proving a practical technique. In such cases, make sure the sentence after “*demo*” uses an adjective with positive connotations.



A : *Soba wa doo deshita ka.*

B-1 : *Taihen deshita.*

B-2 : *Taihen deshita. Demo, oishikatta desu.*

④ Conversation and Grammar

Continuing with their experiences during a trip, students learn to use “V-*tai desu*” to say what they want to do next time, connecting the conversation with the future. This time, students express their intent to try something they did not experience before. The negative form “V-*takunai desu*” is hard to use in this context, so it has only been included as practice for conjugating verbs.

⑤ Reading

Students read and understand the content of the passages about the two character’s trips. While the passages are a bit long, students should try reading them as revision for this lesson. In Wang-san’s photo, she is standing in front of the Five-Story Pagoda (*gojuu no too*) of Sensoo-ji. Although Yamada-san visited Hiroshima, her impression of the city was positive and simple: “*totemo yokatta desu. soshite, kiree deshita.*” She does, however, express that the next place she would like to visit is Nagasaki, also the site of a nuclear bombing. Students should think about how the two locations, Hiroshima and Nagasaki, are connected.