

# りかは おもしろい です

## Rika wa omoshiroi desu

### Science is interesting



1 Lunch break

ひろくん、すきな かもくは なん ですか。  
Hiro-kun, sukina kamoku wa nan desuka.

りか です。  
Rika desu.

2

りかは やさしい ですか。  
Rika wa yasashii desuka.

いいえ、むずかしい です。  
Iie, muzukashii desu.

3

でも、おもしろい です。  
Demo omoshiroi desu.

4

カレンさんは?  
Karen-san wa?

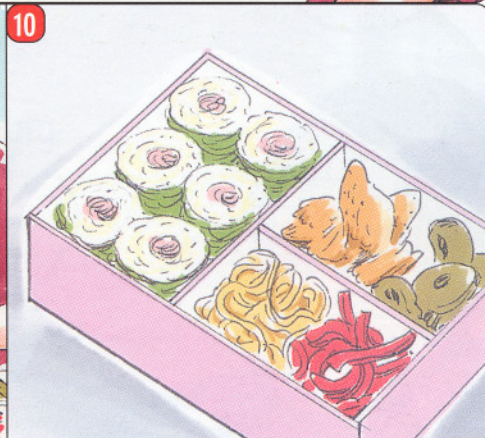
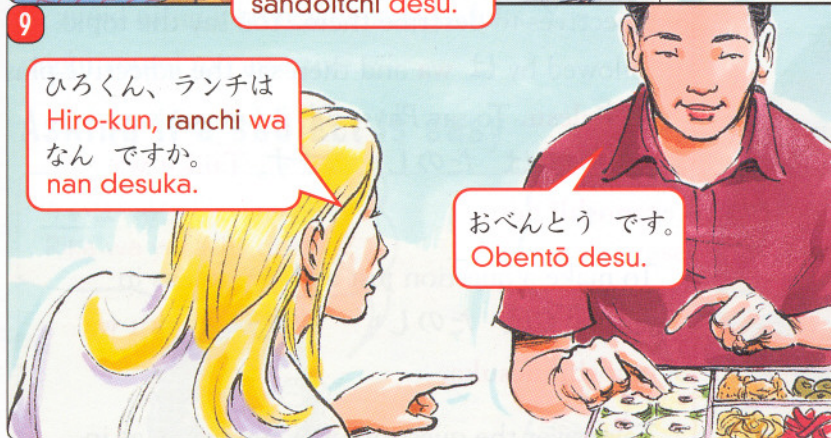
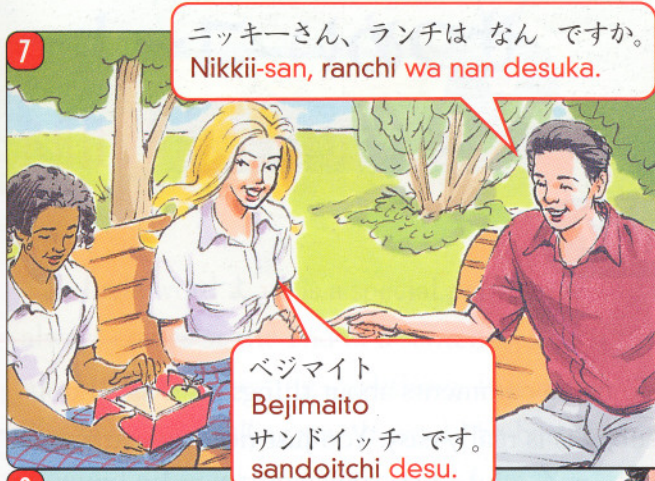
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おんがく です。おんがくは  
Ongaku desu. Ongaku wa  
たのしい です。  
tanoshii desu.

6

そう ですね びじゅつも  
Sō desu ne. Bijutsu mo  
たのしい です。  
tanoshii desu.





できますか  
Dekimasuka  
CAN YOU DO IT?

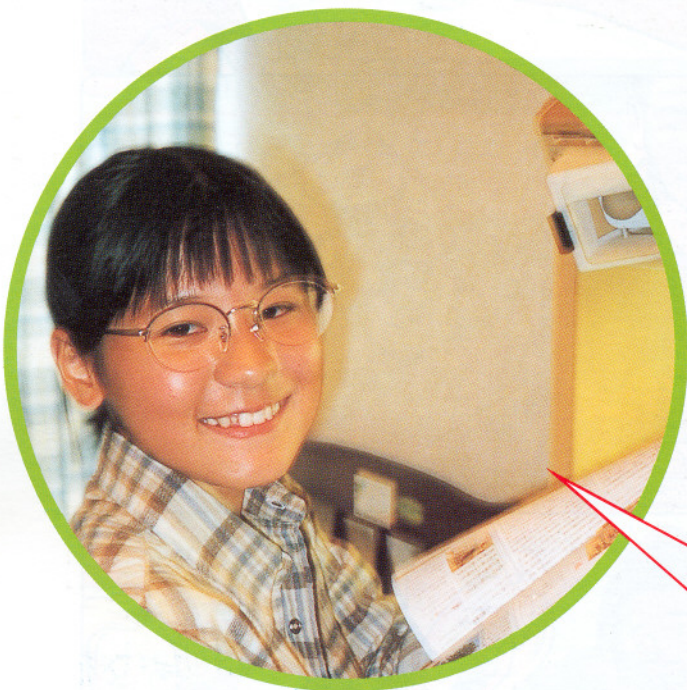
Can you find out ...

- \* what Hiro's favourite subject is?
- \* why he likes the subject?
- \* what Karen's favourite subject is?
- \* why she likes the subject?
- \* the word meaning *delicious*?
- \* the expression for offering some food.





# How do I say Phys. Ed. is fun?



To make comments about things such as school subjects is really easy. You just need to learn some adjectives to describe them. You say the topic followed by **は wa** and then say the adjective plus **です desu**. To say *Phys. Ed. is fun* you say, **たいいくは たのしい です。Taiiku wa tanoshii desu.**

To make a question just add **か ka**, as in **たいいくは たのしい ですか。Taiiku wa tanoshii desuka.**

To answer the question, you can agree, as in **はい、たのしい です。Hai, tanoshii desu** or disagree by saying **いいえ** plus an adjective that expresses what you really think, as in **いいえ、つまらない です。Iie, tsumaranai desu.**

By the way, to say two contrasting things about something, link them together with **でも demo** which means *but* or *however*. For example, to express the idea, *Science is difficult, but it is interesting*, you can say, **りかは むずかしい です。でも、おもしろい です。Rika wa muzukashii desu. Demo, omoshiroi desu.**



## WHAT A USEFUL EXPRESSION!

そうですね。  
**Sō desu ne.**

Use it when you agree with what the other person is saying. It means *That's right isn't it?* Japanese use it very often where you might say *Uh huh, Mmm* or just nod.





# たのしい ですよ Tanoshi desu yo

The little word よ **yo** is a special particle. It always comes at the end of a sentence. Use it when you are asserting something. It is a bit like saying *I'm telling you*. It would be better to avoid using it to teachers and adults. You might sound too assertive.



## Asking if a subject is easy

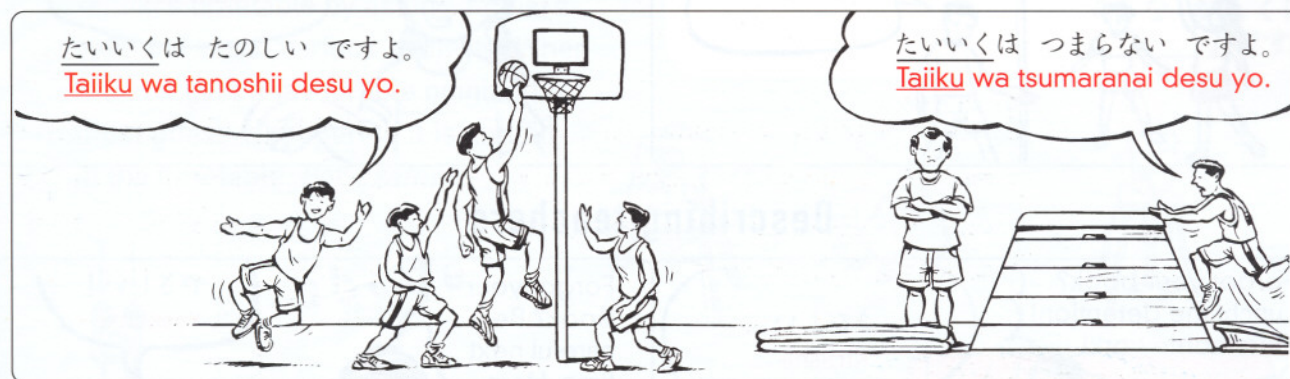
## Agreeing

## Disagreeing

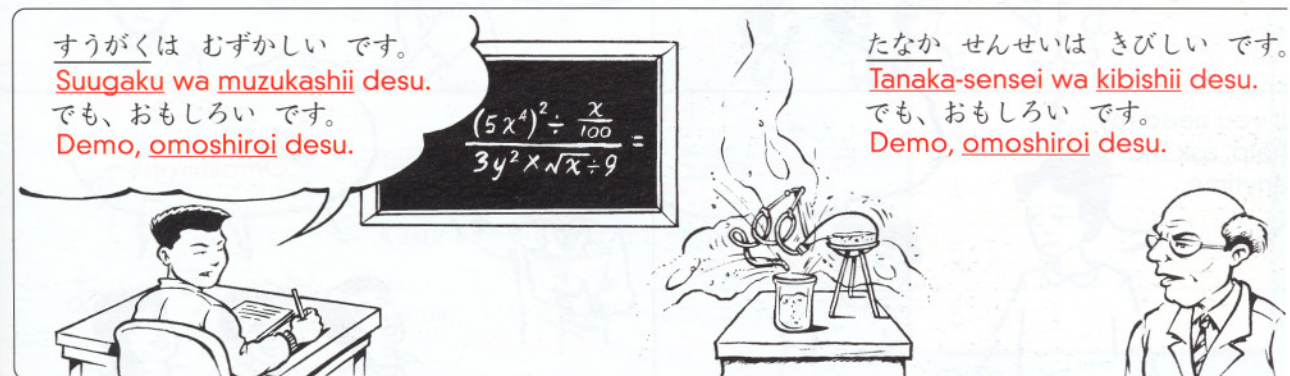


## Asserting that a subject is enjoyable ...

## or boring



## Making contrasting comments

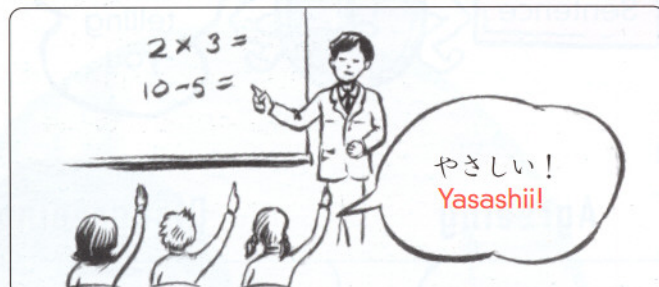




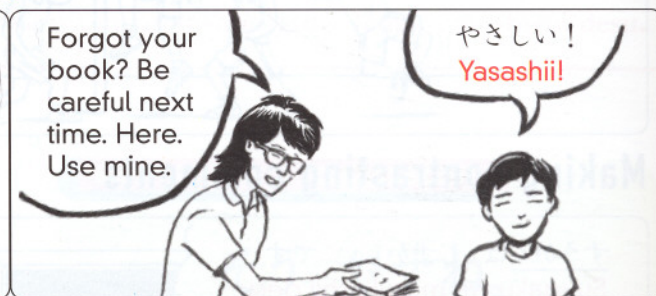
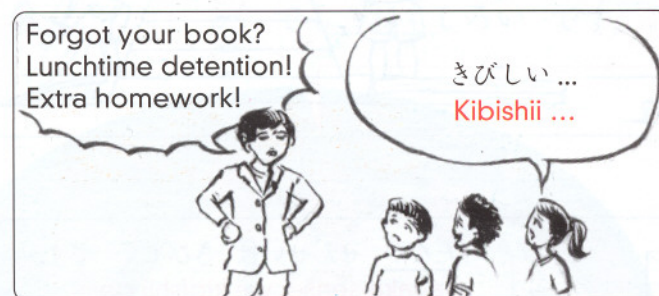


## Adjectives

### Describing school subjects



### Describing teachers





# できますか

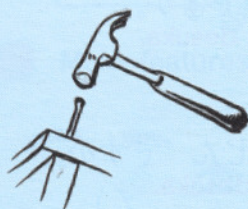
## Dekimasuka CAN YOU DO IT?



- 1 Akiko is talking about her school subjects. How does she feel about them?

Subject	Her opinion

- 3 Tanuki secretly writes out his ideal timetable of six periods based on his favourite subjects. Kitsune finds out Tanuki's timetable by asking Tanuki's opinions about various subjects. When Kitsune gets a favourable opinion he must guess what period it is and fill in the timetable. *For example:*



あいうえお

abcde

Kitsune: りかは おもしろい ですか。  
Rika wa omoshiroi desuka.

Tanuki: いいえ、つまらない です。  
lie, tsumaranai desu.

Kitsune: たいいくは たのしい ですか。  
Taiiku wa tanoshii desuka.

Tanuki: はい、たのしい です。  
Hai, tanoshii desu.

Kitsune: たいいくは 1じかんめ ですか。  
Taiiku wa ichi-jikan-me desuka.

Tanuki: いいえ、2じかんめ です。  
lie, ni-jikan-me desu.



- 2 Kitsune chooses a favourite subject from among the books below. Tanuki must guess which is Kitsune's favourite subject by asking questions.

*For example:*

Tanuki: えいごは むずかしい ですか。  
Eigo wa muzukashii desuka.

Kitsune: いいえ、やさしい です。でも、つまらない です。  
lie, yasashii desu, demo tsumaranai desu y



すきな かもくは \_\_\_\_\_ です。



じかんわり Jikanwari  
Timetable

1

2

3

4

5

6



4 Choose the most suitable expression from the list for each picture and put the number in the space provided.



- 1 にほんごは おもしろい です。
- 2 すずき せんせいは おもしろい です。
- 3 たいいくは たのしい です。
- 4 たなか せんせいは きびしい です。



- 5 せいこさんは しんせつ です。



5 Karen is telling Masashi about her teachers. Draw a line from the teacher's name to Karen's comments.

- |           |              |
|-----------|--------------|
| Mr Yamada | kind         |
| Mr Jones  | entertaining |
| Ms Logan  | so-so        |
| Ms Smith  | boring       |
| Mr Parry  | gentle       |
| Ms Kelly  | strict       |



6 Tanuki secretly writes down the name of a teacher whom you both know. Kitsune finds out who it is by asking questions. Tanuki answers only はい or いいえ. Example:

Kitsune: せんせいは きびしい ですか。  
Sensei wa kibishii desuka.

Tanuki: はい。  
Hai.

Kitsune: 30 さい ですか。  
Sanjuu-sai desuka.

Tanuki: いいえ。  
Iie.

Kitsune: にほん じん ですか。  
Nihon-jin desuka.

Tanuki: はい。  
Hai.

Kitsune: たなか せんせい ですね。  
Tanaka-sensei desu ne.



# わかった！

## Wakatta!

### I'VE GOT IT!



Asking if a subject is easy, difficult and so on	[Subject]	は	[adjective]	ですか。
Agreeing that it is	はい、	[same adjective]		です。
Disagreeing	いいえ、	[different adjective]		です。
Asserting an opinion	[Subject]	は	[adjective]	です    よ。
Making contrasting comments	[Subject]	は	[adjective]	です。でも、 [different adjective] です。

## あそびましょう！ Asobimashō!



## ふくわらい Fukuwarai

*Fukuwarai* is a game usually played at New Year.

(*Fuku* means good fortune and *warai* means laugh.) A blindfolded person has to place the features onto a blank face board. Sets can be found in the shops in Japan, but you can easily make your own set with cardboard. You can use famous people's features to make it even more fun!

- 1 Draw a blank face on cardboard and cut out.



- 2 Make features.



- 3 In groups of 3–4, take turns to play.





## Club activities

Few Japanese students leave the school at the end of classes. Most remain there for several hours attending a club. Clubs are not compulsory, but most students join one or two. It is at the clubs that they meet people with similar interests and make friends. Choices are different from school to school, but these are some of the most popular.



Sporting	Cultural
Basketball	Art
Volleyball	Science
Baseball	English
Tennis	Drama
Soccer	Broadcasting
Judō	Concert band
Kendō	Choir
Archery	Ikebana



Sports clubs are said to be more demanding than cultural clubs because players are expected to practise in the morning before school, after school and at weekends. There are many interschool tournaments and games, and each school naturally wants its players to give their best performance.



Cultural clubs have their own productions, concerts, exhibitions and so on. Although they usually lack the competitive element, a lot of time and effort is put into these cultural activities.

Academic performance is also very important so clubs do not usually meet in the two weeks before exams. Students in the third year of *kōkō*, are usually too busy with study to belong to a club.

## QUIZ

What do you know about school clubs?

Mark the following statements as true (T) or false (F). If you mark any false, give a reason.

- 1 All students belong to at least one club. ☐
- 2 Sports clubs practise before school. ☐
- 3 English is a cultural club. ☐
- 4 There is a wide variety of clubs to choose from. ☐
- 5 Students join clubs to make friends. ☐
- 6 Sports clubs are more demanding than cultural clubs. ☐



In most schools, Japanese students eat lunch inside their classrooms, sitting at their desks. To eat outside, standing or walking around, has always been considered bad manners in Japan. Although nowadays young people eat snack food on the street, schools insist on students sitting down inside to eat. You might be wondering about the leftovers from lunch. Well, Japanese students clean their own classrooms—and no one wants to make the job harder!

In *shōgakkō*, children eat *kyuushoku* (lunch provided by the school) with their teacher in the classroom. Each class has a roster of lunch monitors who bring lunch for the whole class from the school kitchens. The lunch menu is selected to provide the best nutrition and is expertly cooked. The food monitors wear aprons, masks and caps for hygiene.

In *chuugakkō* and *kōkō*, students bring lunch from home or buy something. Most schools have a canteen or tuckshop where students can buy sandwiches and snacks. Some schools have a dining area where students can order hot food like *tempura soba* (deep fried, battered prawns and vegetables served with noodles in soup); *kareeraisu* (curry and rice); *tonkatsu ranchi* (a set menu of pork schnitzel, salad and rice) and so on.

Food that is brought from home is called *obentō* (packed lunch). It contains a variety of food which can include cooked and seasoned rice, omelette, fried chicken, vegetables and salad, pickles and some fruit. It is attractively packed in a special box which has segments for the different foods. The food chosen for *obentō* is food that will keep well, so sushi (raw fish on seasoned rice) is *not* included!



## QUIZ

1 Which of the following foods would you *not* find in an *obentō*?

rice	chicken	soba	tempura
sushi	soup	fruit	omelette
tonkatsu ranchi	karee raisu	vegetables	

2 Which of the following students do *not* bring *obentō* to school?

a	しょうがっこう 2ねんせい
b	こうこう 3ねんせい
c	ちゅうがく 3ねんせい



# すきな たべもの

Sukina tabemono

ゆかりさんの すきな たべものは なん ですか。

Yukari-san no sukina tabemono wa nan desuka.



そば  
soba



サンドイッチ  
sandoitchi



てんぷら  
tenpura



すし  
sushi



やきとり  
yakitori



ハンバーガー  
hanbaagaa



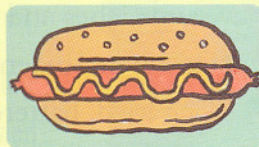
ピザ  
piza



ミートパイ  
miitopai



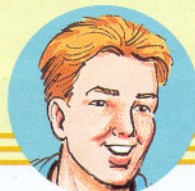
ラザーニャ  
razaanya



ホットドッグ  
hottodoggu

ケンくんの すきな たべものは なん ですか。

Ken-kun no sukina tabemono wa nan desuka.



## Describing food





## Explanation corner

### How do I ask what someone thinks?

The simplest way is to just say their name followed by は? **wa**. For example: ゆかりさんは? **Yukari-san wa?** This means *How about you Yukari?* or *What do you think, Yukari?*

We don't use the word for *you* very often; we prefer to use the person's name.

### What should I say when I offer something?

To offer something, just say どうぞ **Dōzo**. This is a very useful expression! You can use it for inviting someone to sit down, to come this way, to offer food or drink—almost anything. It is similar to *Please*.

The answer to どうぞ **Dōzo** is ありがとう **Arigatō**. If you are thanking someone senior to you, you should say ありがとう ございます **Arigatō gozaimasu**.



### Supposing I don't like certain foods?

It is rude to say that the food is まずい **mazui**. To express politely that you don't like it, all you have to say is: [The name of the food] は ちょっと ... **wa chotto ...**

This means literally, *It's a bit ...* and leaves the rest to the imagination!

By the way, you can ask what Ken's favourite food is by saying, すきな たべものは なん ですか。 **Sukina tabemono wa nan desuka**. or ケンくんの すきな たべものは なん ですか。 **Ken-kun no sukina tabemono wa nan desuka**. This means both *What is your favourite food, Ken?* and *What is Ken's favourite food?*

To say *My favourite food*, you add の **no** to わたし or ぼく。 わたしの すきな たべものは **Watashi no sukina tabemono wa** or ぼくの すきな たべものは **Boku no sukina tabemono wa**

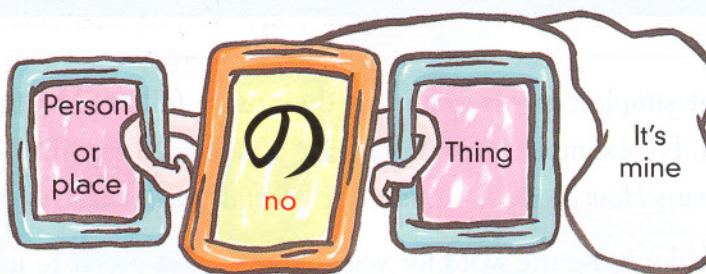




# ぼくの すきな かもく Boku no sukina kamoku

The little word の **no** is another particle.  
It signifies possession. Attached to わたし or ぼく, it changes *I* into *my*. Attached to any other noun, it works the same way as 's does in English. For example:

せんせいの **sensei no** the teacher's  
がっこうの **gakkō no** the school's



## Saying what your favourite subject is

## Asking another's opinion



## Asking someone's favourite food

## Answering



## Offering something

## Saying thank you

## Refusing

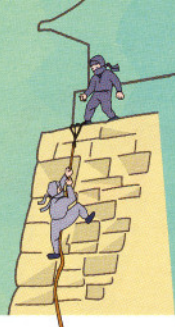




# できますか

## Dekimasuka

### CAN YOU DO IT?



- 1 Listen to the conversation and label the food item with the name of the person who says it is their favourite.



1



2



3



4



5



6

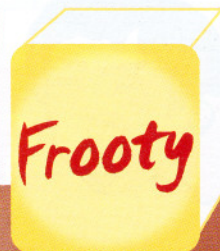


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- 2 Akira works for a company that markets new snack foods. His job is to taste the food and make comments. Draw a line from each food item to his comment about it.



まずい  
mazui

からい  
karai

おいしい  
oishii

まあまあ  
maamaa

あまい  
amai



- 3 Kitsune chooses a favourite item from the menu and writes it down without showing Tanuki. Tanuki tries to guess the item by offering it. For example:

Tanuki: ピザ です。どうぞ。  
Piza desu. Dōzo.

Kitsune: いいえ、ピザは ちょっと ...  
lie, piza wa chotto...

Tanuki keeps offering food until Kitsune says ありがとう Arigatō. Take turns.





# けいようし ビンゴ

## Keiyōshi bingo



おもしろい



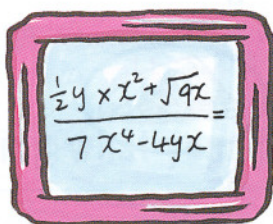
たのしい



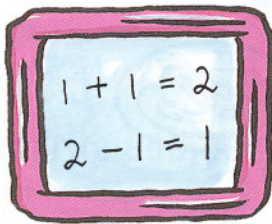
つまらない



まあまあ



むずかしい



やさしい



あまい



おいしい



からい



まずい



おもしろい



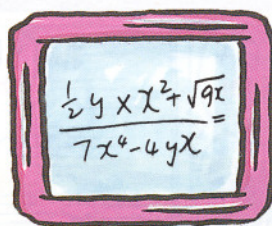
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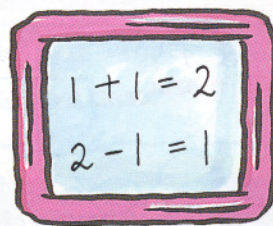
つまらない



まあまあ



むずかしい



やさしい

## Rules

### Game 1

Play in threes. Kitsune must cross out all the adjectives on the diagonal cross. Tanuki must cross out the top line and the bottom line. The caller makes a list of all adjectives on the page and cuts the list into strips with one word on each strip. The caller randomly selects a strip and calls the adjective. The first person to cross out all their words calls out *Bingo*.

### Game 2

Play in groups. Your teacher allocates a different line for each group and calls out the adjectives. The first group to cross out all their adjectives and say *Bingo* is the winning group.



# わかった！

## Wakatta!

### I'VE GOT IT!



Saying My favourite ...	わたし ぼく	の	すきな	...			
Asking what someone's favourite ~ is	[Name]さん	の	すきな	~	は	なん	です か。
Saying what someone's favourite ~ is	[Name]さん	の	すきな	~	は	~	です。
Asking someone's opinion	[Name]さん	は？					
Offering (food and other things)	~	を	どうぞ。				
Accepting	ありがとう。	or	ありがとう ございます。				
Declining	~	は	ちょっと。				

# なに？ なに？

## Nani? Nani?

### What are they saying?



おべんとうは  
おいしい です。



すきな たべものは  
にほんの たべもの  
です。



# ひらがな

## Hiragana

<p>の</p> <p>no</p>   <p>の for not going north</p>	<p>ろ</p> <p>ro</p>   <p>ろ for a rose</p>	<p>や</p> <p>ya</p>   <p>や for yarn</p>	<p>つ</p> <p>tsu</p>   <p>つ for toothbrushing</p>
<p>ら</p> <p>ra</p>   <p>ら for run!</p>	<p>あ</p> <p>a</p>   <p>あ for acrobat</p>	<p>よ</p> <p>yo</p>   <p>よ for a yacht</p>	<p>む</p> <p>mu</p>   <p>む for a mood</p>



Remember to put  
a small つ before  
consonants you want to double.

For example, gakkō  
is written がっこう.

ん わ ら や ま は な た さ か  
 り み ひ に ち し き  
 る ゆ む ふ ぬ つ す く  
 れ め へ ね て せ け  
 を ろ よ も ほ の と そ こ



# ひらがな れんしゅう

## Hiragana renshuu

1 Describe the food below by filling in the blanks. See the faces for hints.



a

か



b






c

お




d






2 Describe the following subjects. See the faces for hints.

a おんがく



た

し

b えいご



おも

い

c たいいく



ま



あ

d にほんご




さ




3 Complete the conversation between Tanuki and Kitsune.

た き \_\_\_\_ ねさん、りかは お \_\_\_\_ し \_\_\_\_ い ですか。

き いいえ、 \_\_\_\_ ま \_\_\_\_ ない です \_\_\_\_。

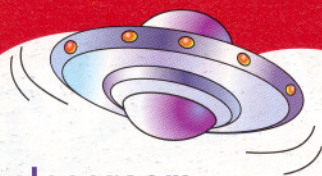
た すうがくは や \_\_\_\_ し \_\_\_\_ ですか。

き いいえ、 \_\_\_\_ ず \_\_\_\_ しい ですよ。

た せんせいは しんせ \_\_\_\_ ですか。

き はい。 \_\_\_\_ さしい です。





Lunchtime in the classroom ...







# チェック しましょう!

## Chekku shimashō!

### Let's check!

#### Describing subjects

おもしろい	interesting
たのしい	fun
つまらない	boring
まあまあ	so-so
むずかしい	difficult
やさしい	easy

#### Expressions

ありがとう	thank you (informal)
ありがとう ございます	thank you (formal)
ちょっと chotto	a bit
どうぞ dōzo	please, here you are
でも	but
そう ですね	that's right, isn't it

#### Pronouns

ぼくの	my (boy talking, informal)
わたしの	my (girl talking, formal)

#### Food

お弁当 obentō	packed lunch	ハンバーガー hanbaagaa	hamburger
サンドイッチ sandoitchi	sandwiches	ピザ piza	pizza
すし	sushi	ホットドッグ hottodoggu	hot dog
そば soba	buckwheat noodles	ミートパイ miitopai	meat pie
たべもの tabemono	food	やきとり yakitori	chicken on skewers
てんぷら tenpura	deep fried dish	ラザーニャ razaanya	lasagna

#### Describing teachers

おもしろい	entertaining
きびしい kibishii	strict
しんせつ	kind
やさしい	gentle

#### Describing food

あまい	sweet
おいしい	delicious
からい	spicy, salty
まずい	unpleasant tasting

#### I can:

- ☐ describe my subjects and my teachers
- ☐ ask for someone's opinion
- ☐ agree and disagree with someone's opinion
- ☐ offer food to someone
- ☐ say thank you or decline food politely
- ☐ describe food
- ☐ say what my favourite food is
- ☐ ask what someone's favourite food is
- ☐ read and write たのしい、おもしろい、むずかしい、やさしい、おいしい、あまい、からい、しんせつ

