

How to Use This Textbook (Pre-Intermediate: A2/B1)

Features of this textbook

Irodori increases what you can do in your daily life in Japan

“Irodori: Japanese for Life in Japan” is a Japanese textbook for people who are living in Japan, or who will be living in Japan in the future. It teaches Japanese for different daily situations in Japan, including working, shopping, having fun, eating, and interacting with other people.

The objective of this textbook is to increase what you can do using Japanese in real-life situations in Japan. These are called “Can-dos.” The textbook aims to build communication skills for everyday life in Japan through “Can-do” based learning.

Irodori allows you to learn A2/B1 level Japanese

Irodori is made up of four parts: Starter (A1), Elementary 1 (A2), Elementary 2 (A2), and Pre-Intermediate (A2/B1). Pre-Intermediate (A2/B1) corresponds to the JF Standard for Japanese-Language Education* A2 and B1 levels. At A2 level, you can hold short, basic everyday conversations on familiar topics. At B1 level, you can hold a coherent conversation and give explanations in some detail, on familiar topics or things you are interested in. Through all four Irodori books, people learning Japanese for the first time can reach a level where they won't have any difficulties living in Japan.

* The JF Standard for Japanese-Language Education represents levels of Japanese in six stages, from A1 to C2. These are the same as CEFR.

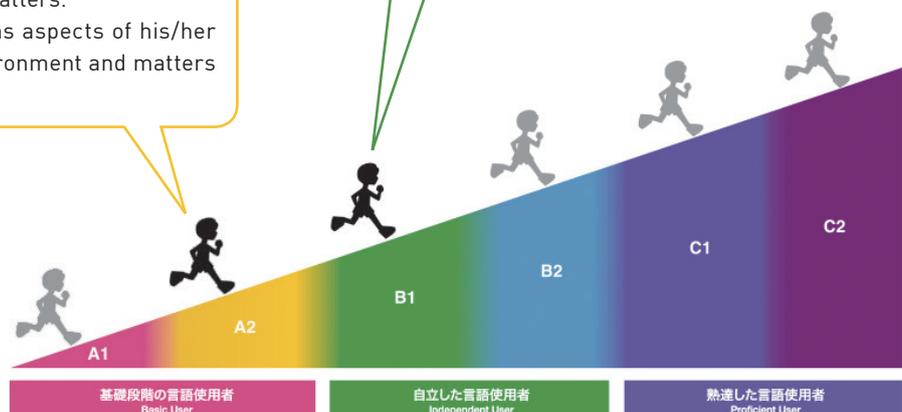
A2 level

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B1 level

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

JF Standard for Japanese-Language Education User's Guide Book (New edition)



■ Irodori is based on the “JF Can-do for Life in Japan” and other materials

The Japan Foundation’s “JF Can-do for Life in Japan” were announced in 2019. These “Can-dos” (A1-A2) describe fundamental Japanese communication skills that non-native Japanese speakers who come to Japan as “Specified Skilled Workers” will need in everyday situations in Japan. In Pre-Intermediate (A2/B1), the A2 activities establish learning objectives based on these Can-dos and other material. The B1 activities establish learning objectives by referring to the “JF Can-do” published by the Japan Foundation and “Can do for daily life” published by the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT).

■ Irodori builds practical Japanese skills with plenty of audio and authentic materials

Irodori emphasizes listening input. It is important for you to listen to a lot of Japanese so that you can use it in real-life situations. Therefore, Irodori provides plenty of audio files. In addition, reading and writing activities are based on authentic or quasi-authentic materials that are actually used in daily life in Japan, so you can practice your Japanese in close-to-real-life situations. With these audio files and materials, you can learn practical Japanese that you can use immediately.

■ Irodori covers a variety of topics closely connected to everyday life

Irodori is organized by topic. Each lesson deals with a different topic connected to everyday life in Japan. You won’t just study the Japanese language—you will also experience Japanese life and culture through many different subjects linked to everyday life in Japan and the Japanese context. There is also a section of useful information for daily life in Japan.

■ Irodori offers enough support to learn language knowledge, such as grammar and kanji

The objective of this textbook is for you to be able to use Japanese when communicating in real life, so the aim is not to study grammar, words, or kanji. However, you will need these elements for the Can-dos, so Irodori offers enough knowledge about them in the context of communication. Irodori covers a lot of the grammar, words, and kanji handled by general elementary level Japanese learning materials.

■ You can download Irodori online

Irodori is available online, so you can download it from wherever you are in the world. It is provided as a PDF file, so you can print it out, or view it on a tablet or smartphone. The audio can be downloaded or streamed.

■ Irodori is loosely connected to Marugoto

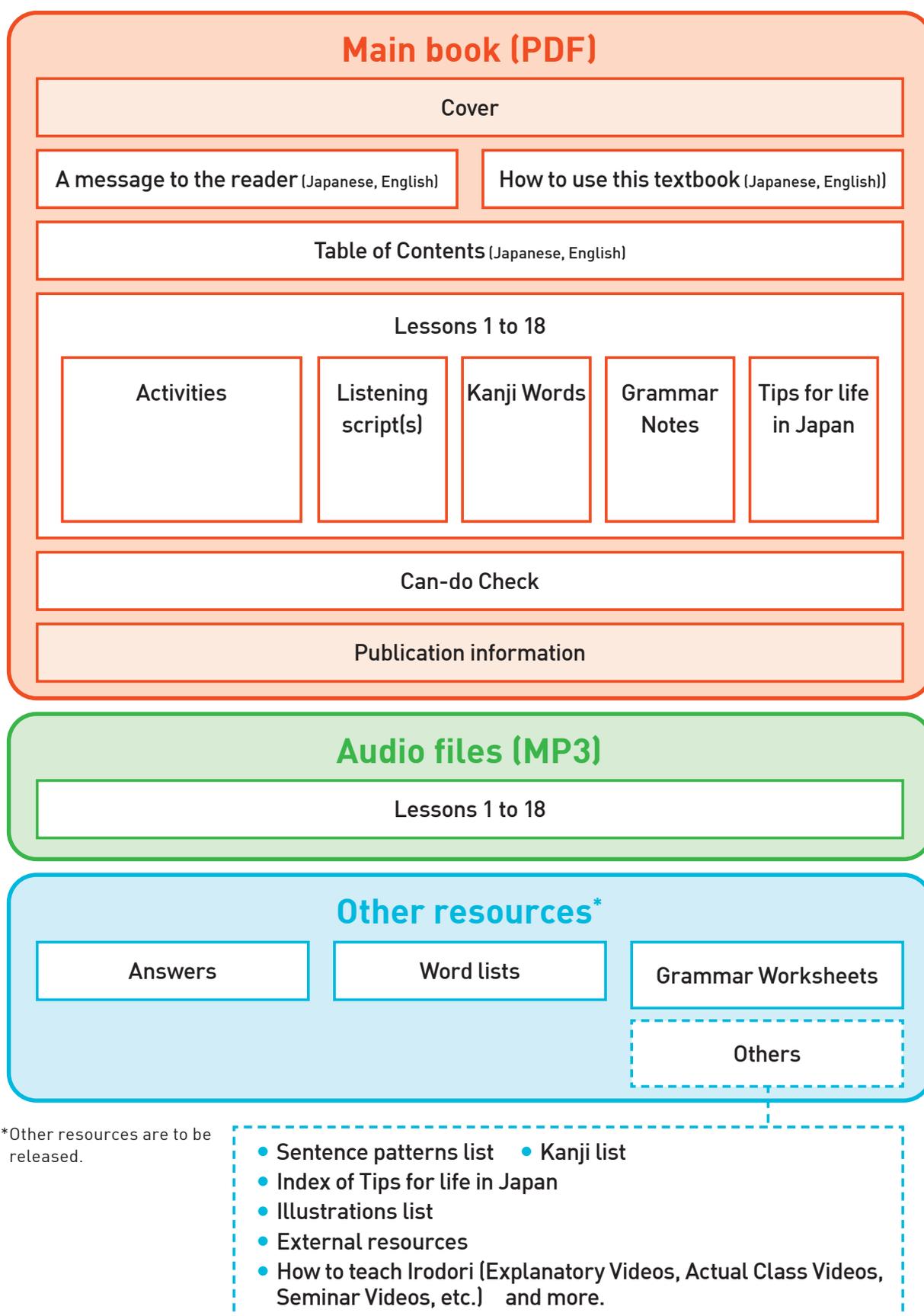
The topics and grammar points in each lesson of Irodori are loosely connected to “Marugoto: Japanese Language and Culture” a Japanese coursebook for overseas learners created by the Japan Foundation. You can use Irodori and Marugoto together, use part of Marugoto as a supplement when you study Irodori, or use Marugoto-related websites to study Irodori.

■ Irodori aims for mutual understanding between people through communication and an understanding of culture

The overall aim of learning with Irodori is mutual understanding between people, which is the fundamental philosophy of the JF Standard for Japanese-Language Education. Irodori contributes to developing communication skills in Japanese and cross-cultural skills. Through these skills, people starting life or already living in Japan can express themselves, get to know each other well, and interact, which will lead to mutual understanding.

How this textbook is organized

Irodori Pre-Intermediate (A2/B1) is made up of the following parts:



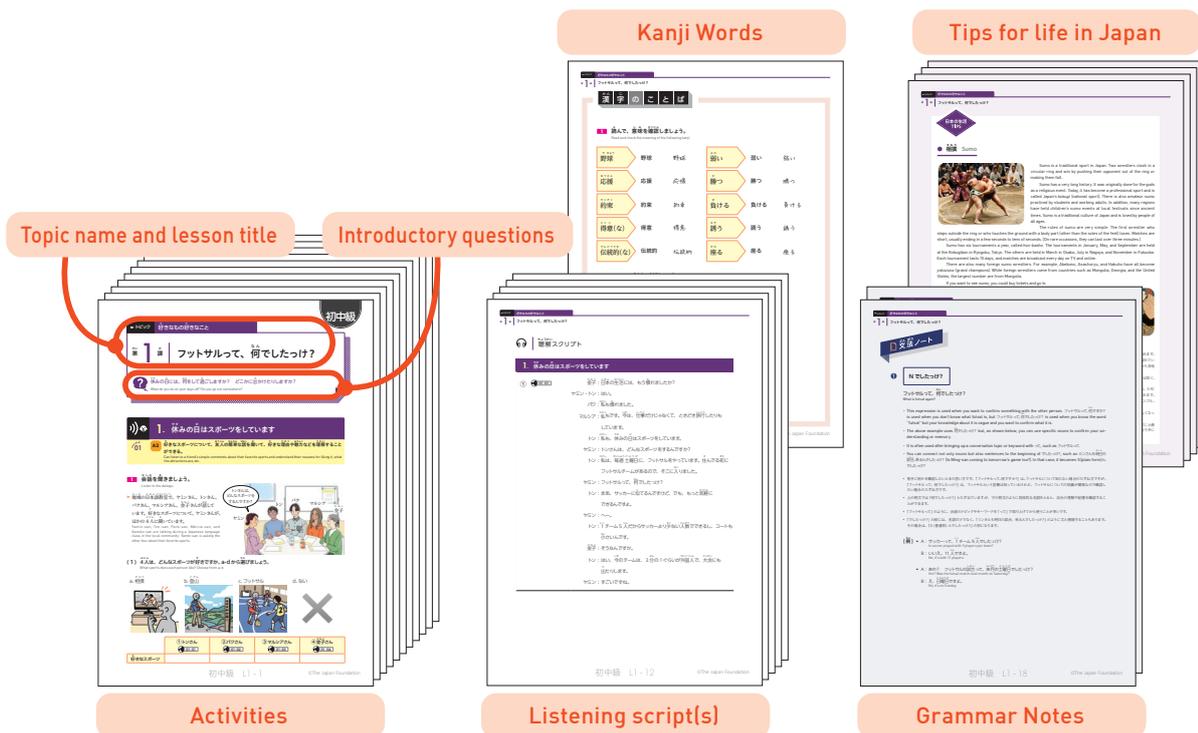
How to use this textbook

1 How each lesson is organized

Irodori Pre-Intermediate (A2/B1) has nine topics, organized into 18 lessons. The suggested time for each activity is around 60 to 120 minutes for A2 activities, and 120 to 180 minutes for B1 activities. However, the number of A2 and B1 activities is different in each lesson, so the time needed per lesson varies. Each lesson may take between 5 and 10 hours.

Each lesson is organized as below:

- **Topic name and lesson title**
- **Introductory questions**
These are questions to help you get a clear image of the themes of the lessons. Look back on your own experiences, and talk about them in class.
- **Activities**
These activities help you to achieve the Can-dos, and are the main part of this textbook. Each lesson has 3 to 4 activities. They will help you learn Japanese that you can use in real life.
- **Listening script(s)**
- **Kanji Words**
Study the kanji words that appear in the activities.
- **Grammar Notes**
Explanations of the grammar and expressions that you study in each lesson.
- **Tips for life in Japan**
Explanations about Japanese culture and context that has appeared in the activities.



2 Activities and steps

(1) Types of activity and aims

There are four types of activity in each lesson of Pre-Intermediate (A2/B1): speaking, listening, reading, and writing. Each activity can stand alone, but they are all loosely connected within one lesson. The number, type, and arrangement of activities is different in each lesson, but generally there are more speaking activities.

In Pre-Intermediate (A2/B1), there are activities for A2 level and B1 level. The overall aims of the four types of activity are:

 Speaking	B1 The aim is to become able to explain things in some detail or talk coherently about familiar matters and topics of interest in everyday life.
	A2 The aim is to become able to ask and answer questions in familiar situations, as well as to give simple explanations about yourself and things you know.
 Listening	B1 The aim is to become able to understand the main points of detailed explanations and understand the general content of speeches and other coherent talks in everyday life.
	A2 The aim is to become able to understand the important parts of everyday conversations and to obtain information from short videos.
 Reading	B1 The aim is to become able to read coherent texts such as online articles and more or less understand what is written.
	A2 The aim is to become able to read and understand necessary information from displays and notices you see in everyday life, such as ordering tablets in restaurants, or job postings.
 Writing	B1 The aim is to become able to write about yourself in some detail in everyday life, such as in writing profiles.
	A2 The aim is to become able to exchange messages with friends using an app, or create simple social media posts about things that are familiar to you.

The A2 level activities in Pre-Intermediate (A2/B1) will help you talk for longer or listen to slightly longer talks than the activities up to Elementary 2 (A2).

The B1 level activities are used for the first time in Pre-Intermediate (A2/B1). B1 is a level where you become an “Independent User” who can communicate without help from others. The aim is to become able to respond alone in Japanese in various situations you will encounter in everyday life in Japan.

(2) The common steps to all these activities

Each activity has the following steps:

1 Can-do objective

Look at the Can-do of that activity to understand its objective.

2 Activity

Do the speaking, listening, reading, or writing activity.

3 Can-do check

Use the Can-do check at the end of the book to do a self-evaluation. You should check for yourself how well you have achieved the Can-do. You can write your impressions of the activity, what you want to try next, and so on, in the comment section. You can fill in the Can-do check each time you finish an activity, or you can do it when you have finished the learning for that lesson.



活動・Can-do Activities & Can-do		評価 Self-evaluation
1. 無料マンガの PR		
Can-do+ 04 マンガについて書かれた短い簡単な口コミを読んで、理解することができる。	Can read and understand short and simple reviews about a manga.	☆☆☆
2. 試合のシーンが本当にドキドキしました		
Can-do+ 05 映画について、コメントや意見を友人にある程度くわしく話すことができる。	Can talk in some detail to a friend about a film with comments or opinions.	☆☆☆
3. 刀が人間のキャラクターになっているんです		

(3) Specific steps for speaking, listening, reading, and writing activities



Speaking activities

1 Can-do objective

2 Preparation for the words / First, think about it

Before listening to the example dialogs, there are sections called "Preparation for the words" and "First, think about it". Some activities have these and some do not.

Work through the "Preparation for the words" section as below. Unlike in Elementary 2 (A2) and earlier levels, in Pre-Intermediate (A2/B1), the goal is not to learn basic words. It is to collect useful expressions for later activities. Check which expressions you will need.

1. Listen to the audio while looking at the illustrations, and check the meaning of the words

2. Listen to the audio and try repeating the words

The aim is to check the pronunciation, not to memorize the words.

3. Listen to the audio and choose the illustration that matches the content

Check whether you understand the meaning immediately after hearing the word. The aim is to become able to link the meaning with the expression.

The "First, think about it" sections are meant to help you use your knowledge and experience to understand the following example dialog, by freely thinking about a question. You can use local language.

3 Listen to the example dialogs

The aim of this activity is speaking, but first you should listen to the example dialogs and roughly understand their contents. You do not need to understand the grammar and expressions in detail for this step.

Depending on the activity, you will either listen to several example dialogs or one example dialog. Generally, if there are several example dialogs there will be no script in the main text, but a "listening script" in the back. If there is one example dialog, there will be a script in the main text.

The steps for each of these is as follows:

● **Dialog script not included**

1. Before you listen, check what kind of situation it is, and what is being talked about
2. Listen to the dialog and understand the key content while you answer the questions
3. Listen to the dialog again after you have checked the meaning of any new words and expressions, and understand the contents in slightly more detail

● **Dialog script included**

1. Before you listen, check what kind of situation it is, and who is talking to who
2. Listen without looking at the script, and roughly understand the content as you answer the questions
3. Follow the script as you listen and understand it in more detail. When you do this, check the meaning of any new words and expressions together

4 Focus on the form

Study the grammar and expressions that you will need to achieve the Can-do. Some activities have this and some do not.

1. Focus on the grammar and expressions

There are underlined blank spaces in the example dialogs—these are the grammar and expressions you should focus on.

Listen to the audio and fill in the blanks, focusing on the linguistic form.

2. Think about the meaning and usage of the grammar and expressions

Answer the questions  to help you to think about the meaning of the grammar and expressions and how they would be used. The learner should think about this and discover the rules of Japanese themselves, instead of the teacher explaining the grammar first.

➡ Afterwards, read and check the “Grammar Notes” example sentences and explanations.



3. Listen once again to the example dialogs, focusing on the expressions used

Listen to the example dialogs one more time, and check how the grammar and expressions are used in the dialog.

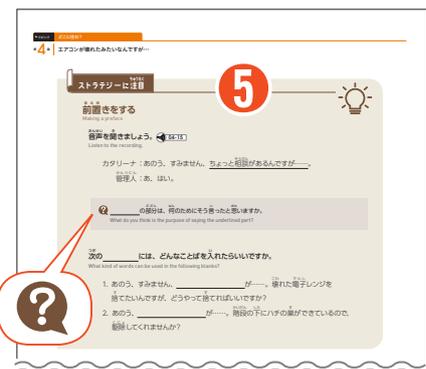
5 Focus on the Strategy

Depending on the activity, you may learn strategies to help complete the Can-do. Only B1-level activities have these strategies. In each topic, you will learn one or two strategies.

1. Focus on the strategy

In the example dialog, the part that uses the strategy will be underlined.

Listen to the dialog and think about how it was said, while focusing on the strategy.



2. Confirm how the strategy works

Answer questions  about how the strategy works and confirm what strategy was used and why.

3. Practice

Try actually using the strategy you learned. Some activities have this and some do not.

6 Speaking

This part is the goal of the activity. Practice it step by step.

The way to practice is different between A2 level and B1 level activities.

A2 A2 level activities

1. Listen to the model dialog

Listen to the audio and follow the dialog in the speech bubbles, which is a model dialog to help you achieve the Can-do. Check the flow of the dialog and the expressions.

2. Shadow the dialog

This is practice so that you can speak fluently. First, shadow the dialog in the speech bubbles while looking at the text and do this several times. Finally, shadow it again without looking.

3. Practice it

Next, prepare for the next step “4. Speak freely.” Practice by changing the words in the speech bubble dialog, and by using the content of the example dialogs in .

4. Speak freely

Speak freely about yourself, or perform a role play. Freely say what you want, instead of just changing the words in the speech bubble dialog. You can use a dictionary or a smartphone when you need words to express yourself.

6

部屋のことについて、管理人に苦情を伝える練習をしましょう。
Practice explaining complaints about your room to the building manager.

すみません。102号室のカタリーナです。ちょっと相談があるんですが……

1. 耳に届いているが、お返事に説明する
Ask a general question about the problem.

あ、カタリーナさんですね。どうしましたか？

上の階の部屋の人が、夜間・朝方に洗濯をするんです。それで、ちょっと困っています。

2. 内容を詳しく説明する
Explain the issue.

もう少し詳しく教えてください。

2階の人だと思っています。毎日、夜洗濯をします。朝間は、だいたい朝の11時から、ときどき12時過ぎる人もいます。

ああ、それはちょっと困りですね。

私は、早く寝たいのに、洗濯機の音がうるさくて、寝れなくなります。

そうですね。

3. どうしてほしいか言う
State what you want to have done.

すみません。注意してもらえますか？

わかりました。

ありがとうございます。よろしくお願します。

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B1 B1 level activities

1. Listen to the model dialog

Listen to the audio and follow the dialog in the speech bubbles, which is a model dialog to help you achieve the Can-do. Focus on the flow and structure of the dialog so you can speak coherently.

2. Shadow the dialog

This is practice so that you can speak fluently. First, shadow the dialog in the speech bubbles while looking at the text and do this several times. Finally, shadow it again without looking.

6

好きなものについて、話す練習をしましょう。
Practice talking about things you like.

何が好きですか？

1. 何が好き？
What do you like?

ゲームが好きです。いちばん好きなゲームは「刀剣乱舞 ONLINE」です。

刀剣乱舞？

2. どんなもの？
What's it?

はい、日本の刀から生まれたキャラクターを操って、歴史を覚えようとする謎と冒険とあってゲームです。

そんなんですか。どんなところが好きなんですか？

3. 好きな理由を言う
Say the reason for the attraction.

ポイント①

キャラクターがおもしろいんです。

刀が人間のキャラクターになっていて、刀の歴史や種類に合わせて動きや特徴なことが面白いです。

ポイント②

あと、ゲーム以外でも、いろいろ楽しめるんですよ。舞台とかミュージカルとかアニメとかもあります。舞台では、イケメン俳優がゲームのキャラクターそっくりに演じていて、すごいです。

おもしろそうですね。

(1) 確認しながら読んで、内容を聴きましょう。 (聴く) (聴く)

(2) シャドウイングしましょう。 (聴く) (聴く)

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3. Recreate the conversation

Prepare for the next step “4. Talk about what you want to talk about.” Think about the conversation you heard in ❸ while looking at the notes, and recreate the conversation (you can talk in your own words). Practice so that you can speak coherently, paying attention to the flow and structure of the speech bubble dialog. It's important not to just read the notes or repeat memorized sentences. Practice speaking your own words using the notes as a reference.

4. Talk about what you want to talk about

First, think about what you want to say, while looking at the notes you made in “3. Recreate the conversation.” Since you are aiming for B1 level, make notes so you can speak in more detail and more specifically. Next, speak freely or roleplay based on the notes you made. You can speak while looking at your notes, but if you can speak without looking, do so.

2-1 | 好きなものについて話そう

2-1 | 好きなものについて話そう

(3) 下の①～③のメモを見ながら、ペアで練習しましょう。
Look at notes ①-③ below and practice again.

①

誰が好き?	ゲーム
誰が好き?	【具体的に好きなもの】 力強い男の子
どんなもの?	日本の刀から生まれたキャラクターを集めて、歴史を変えようとするゲーム
好きな理由や魅力	【ポイント】キャラクターがおもしろい ・刀入魂のキャラクターになっている ・刀の歴史を知り、一歩ずつ歴史が変えられる 【ポイント】ゲームだけでなく、アニメ ・剣道、ミュージカル、アニメ ・オンラインゲーム-ゲームのキャラクター- → すぐまでき

②

誰が好き?	音楽
誰が好き?	【具体的に好きなもの】 日本の音楽
どんなもの?	日本のソングライター- (Tommy) という曲がある
好きな理由や魅力	【ポイント】メロディーが美しい ・すぐて音楽的なメロディ → 何度も聞きたくなる 【ポイント】曲のジャンルが広い ・いろいろな種類の曲- 落ち着いたワード、ノリのいいアップテンポの曲 → どれも心に響く

③

誰が好き?	ドラマ
誰が好き?	【具体的に好きなもの】 探偵のドラマ
どんなもの?	五瀬さんという探偵さんが、日本のあちこちで、1人で探偵のミッションや調査に成功して、悪者を倒す
好きな理由や魅力	【ポイント】面白くない ・探偵の謎を解くのが好き → 見たい ・その謎を解いて、謎の謎を解く → 見たい 【ポイント】探偵のドラマがある ・探偵の探偵- 探偵、エスニックの探偵 → いろいろ ・日本のあちこちに行く → その地方の料理がおいしい → おもしろい

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2-1 | 好きなものについて話そう

2-1 | 好きなものについて話そう

好きなゲーム、ドラマ、スポーツなど、自分が好きなものについて、詳しく話そう。
Talk in some detail about things you like, such as music, games, TV dramas, or sports.

(1) はじめに、自分が好きなものについて、どんなものか、好きな理由や魅力など話すのをメモしましょう。
First, take notes about what to say about the things you like, such as what they are, why you like them, and their attraction.

誰が好き?	【具体的に好きなもの】
どんなもの?	
好きな理由や魅力	【ポイント】 ()

(2) 自分の好きなものについて話そう。メモを見ないで話せる人は、見ないで話そう。
Talk about what you like in your own words without looking at your notes, whenever possible.

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What is Shadowing?

"Shadowing" is a practice technique. Listen to the audio and quietly say the sentences immediately after you start hearing the words, instead of waiting until the end of the dialog. Your words should follow right behind the words in the audio, like a shadow.



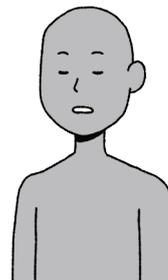
おんがくをきくことです。

おんがくをきくことです。

あと、ゲームをするのが好きです。

あと、ゲームをするのが好きです。

Correct way



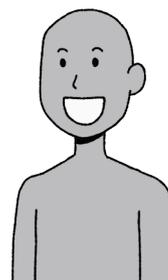
おんがくを
きくことです。

おんがくを
きくことです。

あと、ゲームを
するのが好きです。

あと、ゲームを
するのが好きです。

Incorrect way



4 Focus on the form

Focus on the new grammar and expressions of what you have listened to. The steps are the same as for the speaking activities. The lesson will only have this part if there are new grammar or expressions.

5 Focus on the Strategy

Depending on the activity, you may learn strategies to help complete the Can-do.

The approach is the same as in speaking activities.

6 Can-do check

4

4 形に注目

(1) 音声^{おとこゑ}を聞いて、____にことば^{ことば}を書きましよう。(2回)
Listen to the recording and fill in the blanks.

これをさらに読んで、空欄^{くわん}に____が、ドナルドなんですよ。

それ、平瀬家^{ひらせがけ}で有名な____だよな?

① 1つだけ 音読^{おんよみ}のことばで置き換えてみるなら、どんなことばですか。→ 交換^{かかん}ボタン

If you were to replace 1 with another word, what word would it be?

(2) 形^{かたち}に注目して、②の会話^{かいわ}をもういちいち聞きましょう。(2回)
Focus on the expressions used and listen to the dialog 2 and 3 again.

5

5 ストラテジーに注目

ことばの一部^{ことばのいちぶ}をくり返して聞き直す
Listen to the recording and repeat parts of what you hear.

音声^{おとこゑ}を聞きましよう。(2回)

A: あ、これは、きりたんぼ、秋田^{あきた}の料理^{りょうり}です。
B: え? きりたんぼ……?
A: きりたんぼ。

A: これは、ドナルドです。ドナルド^{ドナルド}の天ぷら^{てんぷら}。
B: え? ドナルド……?
A: ドナルドカシー。

② ことばが聞き取れなかったとき、どうしてましたか。
What did they do when they could not catch a word?



Reading activities

1 Can-do objective

2 First, think about it

When reading coherent text, such as online articles, freely think of questions about the content before reading. The aim is to help you understand what you are reading by using your own knowledge and experience. You can use local language. Some activities have this and some do not.

3 Reading

This part is the goal of the activity.

1. Confirm the setting

Before reading, check what the situation is, what you are reading, and why.

2. Understand the content step by step

Read and understand the key content while answering the questions. First, you should understand the basic outline, such as what the topic is and where the key information is, and then you can get the slightly more detailed information.

A2 activities focus on reading displays and notices, etc. B1 activities focus on online articles. Even if you do not understand everything, if you can answer the questions, you will still complete the Can-do. In particular, the text used in B1 activities are long, and there is a lot of content that is hard to understand. You do not need to understand everything. The aim is to understand most of the content.

Generally, there are no furigana (ruby characters) on the texts you will actually see in your daily life in Japan. There are no furigana on these reading materials, just like real ones. You will probably see a lot of unknown words and kanji in your daily life in Japan. To prepare for that, you should first look for clues from the words that you do understand, photographs, and illustrations, and read by guessing, without checking the meaning of words or using a dictionary.

大切なことば Check the useful words

The useful words are words that learners should learn or would be useful when living in Japan. First, read the text without looking anything up. Then, check the meaning of these useful words, and look up the ones you do not know and how to read the kanji in a dictionary. After this, it's a good idea to try reading the text again.



これは読メールです

4. 在留カードについて

外国人向けに書かれた日本の生活ルールを念のため、内容を理解しよう

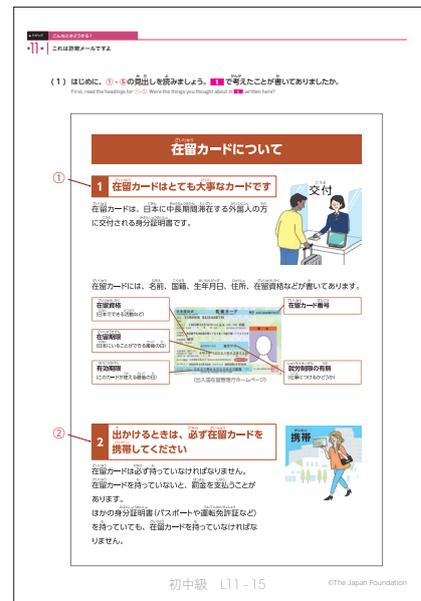
1. 読み前に考えよう。 Think before reading. 在留カードを知っていますか、どんなときに使うか、してはいけないことなど、知っていることを自由に話しましょう。 Do you know about the residence card? Talk freely about what you know, such as what kind of card it is, when it is used, and what you should do for it.

2. 日本の生活ルールについてのガイドブックを読みましょう。 Read a guidebook about Japanese lifestyle rules. 日本の生活ルールを紹介するガイドブックを読んでいます。その中に、在留カードに関するガイドブックも含まれています。 You are reading a guidebook for relating Japanese lifestyle rules. It includes an explanation of the rules.

外国人のための生活ガイドブック

外国人のための生活ガイドブック

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これは読メールです

(1) はじめに、①・②の発出しを読みましょう。③で考えたことが書いてありましたか。 First, read the headings for ①-②. Were the things you thought about in ③ written here?

在留カードについて

1. 在留カードはとも大事なカードです 交付 在留カードは、日本に中长期滞在する外国人の方に交付される身分証明書です。

在留カードには、名前、国籍、生年月日、住所、在留資格などが記されています。

在留資格 日本に滞在する期間のこと

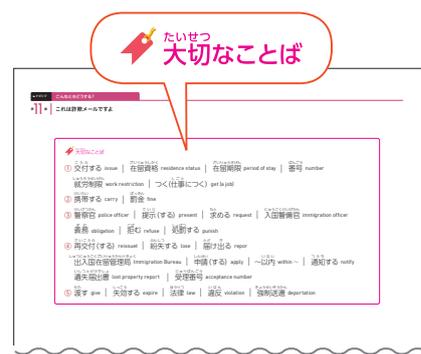
在留期間 日本に滞在できる期間のこと

有効期限 在留カードが有効な期間のこと

在留カードの申請 在留カードを申請すること

2. 出かけるときは、必ず在留カードを携帯してください 携帯 在留カードは必ず持っていなければならない。在留カードを持っていないと、罰金を支払うことがあります。ほかの身分証明書(パスポートや運転免許証など)を持っていても、在留カードを持っていないと罰金を受けません。

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これは読メールです

これは読メールです

大切なことば

① 交付する issue | 在留資格 residence status | 在留期間 period of stay | 番号 number

② 在留期間 work restriction | つく(仕事につく) get a job

③ 携帯する carry | 罰金 fine

④ 警察官 police officer | 提示(する) present | 求める request | 出入国管理局 immigration officer

⑤ 携帯する carry | 罰金 fine | 罰金罰則 penalty

⑥ 再交付(する) re-issue | 罰金を支払う pay | 罰金を受ける receive

⑦ 出入国管理官 immigration officer | 申請(する) apply | 出向 within- | 通知する notify

⑧ 通知する notify | 通知状 notification | 通知状 notification

⑨ 通知する notify | 通知状 notification | 通知状 notification

⑩ 通知する notify | 通知状 notification | 通知状 notification

4 Focus on the form

Grammar and expressions that you should know have been picked out from the text you have read. The steps are the same as for the speaking and listening activities, except there is no audio file for reading activities. Look at the text and fill in the words in the underlined blank spaces. Some activities have this part, and some do not.

5 Focus on the Strategy

Depending on the activity, you may learn strategies to help complete the Can-do.

The approach is the same as in speaking and listening activities.

6 Think after reading

You can deepen your understanding of what you have read. You can answer the questions and look back at your own experiences, or compare what happens in your country. It's okay to use a local language for class discussions. Some activities have this part, and some do not.

7 Can-do check

The image shows a page from a Japanese textbook. At the top, there is a decorative wavy line. Below it, a large red circle with the number '4' is positioned in the upper right corner of a blue-bordered box. Inside this box, there is a small icon of a magnifying glass over a document, followed by the text '形に注目' (Focus on the form). Below this, there are two lines of Japanese text with blank spaces for answers. The first line says 'ここにばをききましょう。' (Fill in the blank here.) and the second line says '在留カードを持っていないと、罰金を支払う。' (If you don't have a residence card, you have to pay a fine.). Below the box, there is another red circle with the number '6'. To its left, there is a small icon of a person thinking, followed by the text '讀んだあとに考えましょう。' (Think after reading.). Below this, there is a paragraph of Japanese text about Japanese lifestyle rules and a search engine. At the bottom of the page, there is the text '初中級 L11 - 18' and '©The Japan Foundation'.



Writing activities

1 Can-do objective

2 Writing

1. Check the setting

Before you write, check the situation, purpose and material of the writing task.

2. Read the examples

If there are examples, you should read them to get a clear idea of what you should write.

3. Write

This part is the goal of the activity.

Up to Elementary 2 (A2), the focus has been on one-way communication, such as for social media and emails. For Pre-Intermediate (A2/B1), the focus is on written exchanges using messaging apps. It can be useful to practice by sending messages to classmates with an app, or by talking to an AI. For B1 activities, you will write after making notes so you can write about yourself in more detail. For activities other than exchanges, such as posting on social media, a good way to practice is to read each other's writing in class and get feedback from others.

3 Can-do check

レベル 1B1
7.1 20分以内で完成できる程度まで準備しています

2. サークルについての質問

Write a message asking about a club.

2. サークルに参加している友人にメッセージを書いて、サークルについての情報を得ることが出来る。

Can write a message to a friend who is a club to get information about the club.

1. サークルについて質問するメッセージを書きましょう。

Write a message asking about a club.

2. サークルに参加している友人にメッセージを書いて、サークルについての情報を得ることが出来る。

Can write a message to a friend who is a club to get information about the club.

(1) 例文を読み、質問のポイントをメモしてください。

Read the example message, including questions to remember.

1. グレイさんは、何のサークルに参加したいですか。
What club does Gray want to join?
2. サークルについて、何を聞いていますか。
What is Gray asking about the club?
3. ①-④には、どんな情報が書いてありますか、a-d から選びましょう。
What is written in ①-④? Choose from a-d.

a. 相手の提案を聞き、やり取りを続ける (Asking for conversation after hearing their suggestion)
b. 相手に質問をして情報を得る (Asking questions to the other person to get information)
c. 用件を変える (Communicating the reason for sending the message)
d. やり取りを続ける (Continuing the conversation)

①	②	③	④
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レベル 1B1
7.1 20分以内で完成できる程度まで準備しています

初中級 L7-6 ©The Japan Foundation

レベル 1B1
7.1 20分以内で完成できる程度まで準備しています

アプリの icon | タブ | 画面 design

(2) メッセージアプリを使って、やりとりしましょう。

1人が、サークルなどに参加したいという設定でメッセージを書いて、返しましょう。メッセージを受け取った人は、それに答える返信を書きましょう。何のサークルに入りたいかは、下のイラストを参考にしてもいいですし、自分で自由に考えてもいいです。

The person who is sending the message should write a message saying they want to join a club or other group. The person who receives the message should write a reply. You can refer to the illustrations below for what kind of club you want to join, or come up with your own ideas.

初中級 L7-7 ©The Japan Foundation

3 Other sections and their steps

Kanji Words

This is a section for you to practice elementary to intermediate level kanji with words. The aim is to become able to see and understand the meaning of the kanji that you will need in everyday life, and, as necessary, to be able to type these on a smartphone or a PC.

In each lesson, this section covers around 10 kanji words from the activity. You will learn 215 kanji in Pre-Intermediate (A2/B1). You will learn 644 kanji in total in Starter (A1), Elementary 1 (A2), Elementary 2 (A2), and Pre-Intermediate (A2/B1). The steps are below:

1 Check how to read the kanji words and their meaning

Focus on how to read the kanji while checking the meaning of the word. The kanji are written in three different fonts, so that you can get used to different styles.

2 Read the kanji words in a sentence

Read a sentence that contains the kanji words, checking if you can read and understand them.

3 Type the kanji words

Type the kanji words on your smartphone, tablet, or keyboard, and check if you can type the kanji correctly. You do not have to be able to write the kanji by hand, but you can do so if you are interested in kanji and want to practice your handwriting.

The screenshot shows a page from a Japanese textbook. At the top, it says '漢字のこぼ' (Kanji Words). There are three main sections, each with a large red number in a circle:

- 1** 読んで、意味を確認しましょう。 (Read and check the meaning of the following kanji.) This section lists words like 野球 (baseball), 応援 (cheer), 約束 (promise), 得意 (得意), and 伝統的 (伝統的) in three different font styles.
- 2** 上の漢字に注意して読みましょう。 (Read the following and pay careful attention to the kanji with...). This section contains several sentences using the kanji from section 1.
- 3** 上の漢字のこぼを、キーボードやスマートフォンで入力しましょう。 (Enter the kanji words using a keyboard or smartphone.)

At the bottom, it says '初中級 L1 - 17' and '©The Japan Foundation'.

Grammar Notes

These are explanations of the grammatical points in each lesson. They cover grammar and expressions from the “Focus on the form” part of each activity. Read this section to check the answers to the questions in the “Focus on the form” part.

These explanations cover the form, the meaning, and the usage of the grammar and expressions in the activity. There are also additional information and extra example sentences with grammar usages that are not included in the activities in the textbook. In addition, there are conjugation tables and comparisons to similar expressions, so you can organize your knowledge of grammar.

In class, for the “Focus on the form” part, learners should first think about how to use the grammar and expressions themselves.

The screenshot shows a page from a Japanese textbook titled '文法ノート' (Grammar Note). It explains the V-form (verb stem) and provides a conjugation table for 1st, 2nd, and 3rd groups of verbs.

1 V-ば、～

興味があるイベントに参加すれば、知り合いもできると思います。
If you go to the foreign cultural festival at city hall, they will tell you about our country.

- V-ば expresses the condition necessary for the content of the second part of the sentence to be realized. In the above example, participating in events that interest you is used as the condition for making acquaintances.
- The verb's V-form is used.
- To ask about a specific method, use V-ば when asking.

【例】は、後に続く内容が実現するために必要の条件を示します。上の例では、知的好奇心があることで、興味あるイベントに参加することを実現しています。

- ・ 疑問詞「何を」を使います。
- ・ 疑問詞「何を」を使います。

【例】・ 動詞の活用形「V-ば」は、いろいろな場面で使われます。

- ・ A: このイベント、日本人の知り合いがいますか？ (Are there any Japanese acquaintances?)
- ・ B: そうです。... 国際交流イベントに行くのが好きですか？ (Yes, I do. ... Do you like going to international exchange events?)

◆ How to make the V-form (活用形)

conjugation type (活用形)	V-form (活用形)	example (例)
1グループ	-u	話す (話す + u) → 話せば 書く (書く + u) → 書けば
2グループ	-aru	読む (読む + aru) → 読めば 出る (出る + aru) → 出れば
3グループ	regular conjugation (不規則活用)	する (する + aru) → すれば 来る (来る + aru) → 来れば

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Afterwards, they can read the explanations, or the teacher could explain them. Another option is to touch on this section simply in class, and then the learners can read the explanation for homework.

The main book does not offer focused grammar exercises. You should study grammar separately using the grammar worksheets and other materials. However, teachers should set grammar exercises that are related to the Can-dos.

The explanations in this section should be read in English (or a local language). The Japanese is only reference for the teacher, so there is no need for any learner to read and understand this Japanese.

In this section, the following symbols are used for different parts of speech, etc.

N …… Noun

ナ A …… ナ-adjective

イ A …… イ-adjective

V …… Verb

S …… Sentence

V-る means the dictionary form of a verb. This includes verbs that do not end in る such as 読む or 行く.

■ Tips for life in Japan

This column covers useful knowledge for life in Japan. You can learn about life in Japan and Japanese culture with many photographs and illustrations.

The topics in each lesson are picked up from the main text, especially if they might be unknown to learners who have never been to Japan. There is also reference information included, which will be useful to know when you are living in Japan. After an activity, you can read this section yourself, or look at it in class. If you want an explanation about something you see in the activities, you should check this section.

Like “Grammar Notes,” this section should be read in English (or a local language). The Japanese is only reference for the teacher, so there is no need for any learner to read and understand this Japanese.

The screenshot shows a page from a Japanese textbook. At the top, it says '日本の観光地 6 (山口)' and 'Tourist destinations in Japan 6 (Yamaguchi)'. Below this, there are several sections with photos and text. One section is about the Tsurubishi Obashi Bridge, another about Hagiyama Shrine, and another about the Kintai Bridge. There is also a section for '日本の観光地 7 (金沢 / 松島 / 鳥取)' and 'Tourist destinations in Japan 7 (Kanazawa / Matsushima / Tottori)'. The page number '16-31' and '©The Japan Foundation' are visible at the bottom.