



NAKAMA 2

なかま

HATASA

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MAKINO

THIRD EDITION

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NAKAMA 2

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INTERMEDIATE JAPANESE: *COMMUNICATION, CULTURE, CONTEXT*

Third Edition

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Communication, Culture, Context,
Third Edition**Yukiko Abe Hatasa, Kazumi Hatasa, Seiichi
Makino

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TO THE STUDENT

Nakama 2 is based on the principle that learning another language means not just acquiring facts and information, but the acquisition of skills that we learn by doing. To further this goal, the chapter materials continue the approach established in *Nakama 1* by systematically involving you in many activities that incorporate the language skills of listening, speaking, reading, and writing. We also believe that culture is an integral component of language. To help you become familiar with Japanese culture, your text includes high-interest culture notes and relevant communication strategies. Chapter dialogues, each featuring the Japanese-American exchange student and her friends introduced in *Nakama 1*, cover a range of real-world situations that you are likely to encounter in Japan.

ORGANIZATION OF THE TEXTBOOK

Nakama 2 consists of a preliminary review chapter and eleven regular chapters. The review chapter covers the vocabulary and grammar presented in *Nakama 1*. Each of chapters 1–11 focuses on a common communicative situation and contains the following features.

- **Chapter Opener:** Each chapter opens with a theme-setting photograph and a list of chapter contents by section. Keeping in mind the objectives listed at the top of the opener will help you focus on achieving your learning goals.
- **Vocabulary:** The vocabulary is presented in thematic groups, each followed by a variety of communicative activities and activities in the context in which the vocabulary would normally be used. Supplemental vocabulary is also provided throughout the chapter for additional exposure to the Japanese language. All active vocabulary is listed by function at the beginning of each chapter.
- **Dialogue:** The lively dialogues center on Alice Ueda, a Japanese-American college student who is spending two years studying in Japan. Through the dialogue and accompanying audio, you will get to know a series of characters and follow them through typical events in their lives. Related activities will reinforce your understanding of the content, discourse organization, and use of formal and casual Japanese speech styles.
- **Japanese Culture:** Up-to-date culture notes in English explore social, economic, and historical aspects of Japanese life that are essential to effective communication.
- **Grammar:** Clear, easy-to-understand grammar explanations are accompanied by sample sentences and notes that help you understand how to use the grammar appropriately. In-class pair and group activities let you practice immediately what you've learned. As there is a high correlation between successful communication and grammar accuracy, this section is especially important.
- **Listening:** Useful strategies and pre-listening activities for general comprehension precede the section's main listening practice. Post-listening activities concentrate on more detailed comprehension and apply what you have learned to other communicative purposes.

- **Communication:** This section will provide you with knowledge and practice of basic strategies to accelerate your ability to communicate in Japanese.
- **Kanji:** Chapters 1 through 11 introduce a total of 254 kanji. The section begins with useful information such as the composition of individual characters, word formation, and how to use Japanese dictionaries. The presentation of each character includes stroke order to help you master correct penmanship when writing in Japanese and to prepare you for the reading section.
- **Reading:** Each reading passage begins with a reading strategy and includes pre- and post-reading activities. **Hiragana** subscripts (**furigana**) are provided for unfamiliar **kanji** throughout the textbook. The readings include a small number of unknown words to help you develop strategies for understanding authentic texts.
- **Integration:** Integrated practice wraps up every chapter using discussion, interviewing, and role-play activities that interweave all the skills you've learned in the current and previous chapters.

STUDENT COMPONENTS

- **Student Text:** Your student text contains all the information and activities you need for in-class use. Each chapter contains vocabulary presentations and activities, a thematic dialogue and practice, grammar presentations and activities, cultural information, reading selections, writing practice, and ample communicative practice. Valuable reference sections at the back of the book include a list of particles, a kanji list, and a Japanese-English and English-Japanese glossary.
- **Student Activities Manual (SAM):** The SAM includes out-of-class practice of the material presented in the textbook. Each chapter of the SAM includes a workbook section, which focuses on written vocabulary, grammar, kanji writing and reading practice, and a lab section, which focuses on pronunciation and listening comprehension, including Dict-a-Conversation dictation activities.
- **Student Premium Website:** The Premium Website provides all the audio files (streaming and download) for both in-text and SAM listening activities. The Premium Website can be accessed via cengagebrain.com.
- **iLrn™ Language Learning Center:** This dynamic all-in-one diagnostic, tutorial, assessment, assignment, and course management system enhances your language-learning experience. Everything you need to master the skills and concepts of the course is built right into this online system. This includes:
 - Digitally-adapted textbook and SAM activities
 - Interactive eBook, featuring clickable vocabulary audio as well as links to iLrn activities, audio and video resources, flashcards, and self-tests
 - NEW audio vocabulary flashcards to help with **kanji** recognition in addition to pronunciation and meaning
 - Kanji flashcards to help you practice the **kanji** introduced in each chapter
 - Self-tests to help you pinpoint areas for further study
 - Media library featuring all audio and NEW video resources

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Review Chapter

序章 じょしょう

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復習 ふくしゅう Review

Kanji Review

大 学 校 先 生 山 川 田 人 上 中 下 小 日 本 今 私 月 火 水 木 金 土 曜 何
週 末 休 時 間 分 半 每 年 好 語 高 番 方 新 古 安 友 一 二 三 四 五 六 七
八 九 十 百 千 万 円 店 行 来 歸 食 飲 見 聞 読 書 話 出 会 買 起 寝 作 入
男 女 目 口 耳 足 手 父 母 姉 兄 妹 弟 家 族 兩 親 子 天 氣 雨 雪 風 晴 温
度 東 西 南 北 寒 暑 多 少 冷 春 夏 秋 冬 朝 昼 晚 午 前 後 去 昨 供 元 思
明 回

- Chapter 1 The Japanese Sound System and Hiragana
- Chapter 2 あいさつとじこしょうかい
- Chapter 3 毎日の生活 かつ
- Chapter 4 日本のまち
- Chapter 5 日本の家
- Chapter 6 休みの日
- Chapter 7 好きなものと好きなこと
- Chapter 8 買い物 もの
- Chapter 9 レストランとしょうたい
- Chapter 10 私の家族
- Chapter 11 きせつと天気
- Chapter 12 年中行事 ねんじゅうぎょうじ

かんじのふくしゅう

Kanji Review

Activity 1 Circle the character that does not belong in the group.

1. 山 川 木 水 上
2. 五 八 円 千 百
3. 父 男 弟 母 妹
4. 曜 週 年 分 何
5. 買 好 話 食 見
6. 行 出 読 来 帰
7. 休 手 目 足 耳
8. 金 月 土 上 火
9. 入 寝 度 聞 書

Activity 2 How are the kanji in each pair different?

- | | |
|--------|---------|
| 1. 木 休 | 6. 上 土 |
| 2. 男 田 | 7. 三 川 |
| 3. 読 話 | 8. 姉 妹 |
| 4. 耳 目 | 9. 母 每 |
| 5. 入 八 | 10. 回 口 |

Activity 3 下のことばを読んで下さい。

1. 山川 田中 中田 小川 大川 川中 中川 山中 上田 本田 小山
下田 中本 山本 金田 高田 高山 古川 古山 古田 友田 川口
2. 大きい 小さい 高い 一番 新しい 古い 安い 大変 (な)
大丈夫 (な) 好き (な) 大好き (な) 親切 (な) 寒い 暑い 多い
少ない 明るい 元気 (な) 上手 (な)
3. 時 今 三十分 何時 一時 二時 三時 四時 五時 六時 七時
八時半 九時 十時 三時間 朝 毎朝 今朝 毎晩 今晚 午前 午後
毎日 今日 明日 昨日 二日前 三日後 何曜日 日曜日 月曜日
火曜日 水曜日 木曜日 金曜日 土曜日 週末 毎週 今週 来週
先週 二週間 毎月 今月 来月 先月 春 夏 秋 冬 毎年 今年
来年 去年 昨年 今度 休みの日 誕生日

4. 一本 二本 三本 四本 五本 六本 七本 八本 九本 十本 一つ
二つ 三つ 四つ 五つ 六つ 七つ 八つ 九つ 十 一人 二人
三人 何人 百円 千円 一万円 一回 二回 三回
5. 行く 来る 帰る 食べる 飲む 見る 聞く 読む 書く 話す 出る
会う 買う 起きる 寝る 作る 入る 晴れる 冷える 上がる 下がる
分かる 思う 上がって下さい 何をしますか 何ですか 一緒に
6. 私 友達 先生 学生 留学生 大学院生 一年生 日本人 いい方
男の人 女の人 男の子 女の子 子供 家族 両親 兄弟 お子さん
父 お父さん 母 お母さん 姉 お姉さん 兄 お兄さん 妹さん
弟さん ご主人 ~番目
7. 目 口 耳 足 手 人
8. 天気 雨 雪 風 温度 何度 東 西 南 北 南東 北東 北西
南西
9. 山 川 水 木 上 下 中 本 本棚 家 大学 学校 中学 高校
大学院 中国 ~学 学生会館 銀行 本屋 新聞 店 喫茶店 飲み物
和食 洋食 朝御飯 昼御飯 晩御飯 電話 日本語 生活 思い出
図書館

Activity 4 下のひらがなの文をかんじとひらがなで書いて下さい。

1. かねだ: こんにちは。
おがわ: こんにちは。あついですね。
かねだ: ええ、そうですね。きょうは どこかいくんですか。
おがわ: ええ、いまから ぎんこうにいて、そのあと
デパートにかいものに行くんです。
かねだ: そうですね。
2. こども: ねえ、おかあさん。
おかあさん: なに?
こども: きょうのばんごはん、なに?
おかあさん: そうね、こんばんはカレーよ。
こども: え、またカレー? カレーよりおすしがいいな。
おかあさん: そうねえ。おすしもたべたいねえ。でも、きょうは、
もうカレーつくったから、あした おすしでどう?
こども: うん、いいよ。

3. わたしは ふるた たかこです。こうこう さんねんせいです。わたしのかぞくは ごにんかぞくです。ちちと ははと あにと おとうとがいます。ちちは だいがくの せんせいで ははは ほんやに つとめています。ちちは にほんじん ですが、ははは ちゅうごくじんです。あには だいがくいんせいで、てとあしが ながいです。おとうとは ちゅうがくせいです。 げんきで いいこなんです、いちばんしたなので、あまえんぼう (*spoiled child*) です。あにも おとうとも だいすきですが、おんなの きょうだいが いないので、おねえさんか (or) いもうとが ほしいです。
4. やまもと: おそいね。
なかがわ: ごめん。きのうのばん、じゅうにじまで、バイトだったから。
やまもと: え、じゃあ、なんじごろ うちにかえったの?
なかがわ: いちじごろだったとおもう。そのあと、しゅくだいして、さんじごろ ねたんだ。
やまもと: じゃあ、あまりねてないの?
なかがわ: そうだね。はちじはんに おきたから、ごじかんはんぐらいかな。
やまもと: そうだったんだ。それは、たいへんだね。

Chapter 1

The Japanese sound system and hiragana

Activity 1

Work with a partner and act out the following role plays.

1. It is a cold morning. You run into your teacher on your way to school.
2. Your class is over. Say goodbye to your teacher.
3. In the evening you decide to go out for a walk, and you run into a neighbor.
4. Your neighbor gives you a Japanese fruit. Thank him/her and ask him/her the name of the fruit.
5. Your neighbor tells you that he/she has just bought a スマホ. You don't know what it is. Ask him/her what スマホ means.
6. You are attending an orientation for international students at Joto University in Tokyo. You don't know the attendees sitting near you and would like to get to know them.
7. It is a sunny Sunday afternoon. You are walking in a park and run into your friend's mother.
8. You are in a teacher's office and are about to leave.

Activity 2 What kind of requests would you make in the following situations?

1. You didn't understand what your teacher just said.
2. You are talking with a salesperson on the phone, but you can't hear her/him well.
3. You are talking with a friend on the phone who is speaking too fast.
4. You want to know how your name is written in **kana**.
5. You are about to make an announcement to your class, so you need everybody's attention.
6. You want to know the reading of an unknown **kanji**.
7. You want to know the meaning of an unknown **kanji** (*meaning=いみ*).
8. You want your teacher to check to see whether you have written a particular **kanji** correctly.
9. You want to know the Japanese word for "numbers."

Activity 3 Convert the following polite expressions to their casual forms.

1. あれは日本語で何といいますか。
2. ゆっくり話して下さい。
3. このかんじのいみ (*meaning*) は何ですか。
4. このかんじを読んで下さい。
5. もう一度いって下さい。
6. *Library* は日本語で何といいますか。
7. このしゃしんを見て下さい。
8. 「らくご」って何ですか。

Activity 4 Go back to situations 1 through 5 in Activity 1. You are now talking with a friend. Change what you would say accordingly.

Activity 5 Look at the products below and try to figure out what each is. Ask your teacher or a classmate about any unfamiliar words or **kanji**. Ask questions in both polite and casual forms.



1



2



3



4



5

Chapter 2

あいさつとじこしょうかい

Activity 1

You are at a party and trying to get to know the other people there. First create a name tag by selecting one of the words from each of the following categories.

- 名前：な スミス キム チョー シュミット 山中
- 大学： ニューヨーク大学 シカゴ大学 シドニー大学 東京大学きょう
- 学年： 大学院いん 一年生 二年生 三年生 四年生
- せんこう： アジアけんきゅう 文学ぶん れきし 英語えい
- くに (country)： アメリカ 日本 かんこく 中国ごく オーストラリア カナダ

Activity 2

Using the identity you have just created in Activity 1, greet and talk with as many people as you can. Remember them as you will later be asked to introduce them to others.

- Example: A: はじめまして。私はスミスです。どうぞよろしく。
 B: はじめまして。シュミットです。こちらこそ、どうぞよろしく。
 A: シュミットさんのせんこうは何ですか。
 B: れきしです。

Activity 3

Using the names in Activity 1, ask others about the people across the room at the party. Find out their names, what they study, where they are from, etc. Remember that you are across the room from the people you are asking about.

- Example: A: あの男の人はだれですか。
 B: ああ、あの人はキムさんですよ。
 A: キムさんの大学はどこですか。
 B: 東京大学きょうです。
 A: そうですか。キムさんはどこから来ましたか。
 B: かんこくから来ました。

Activity 4

You have just joined the Japan Student Association. Introduce yourself, providing appropriate information from the categories below.

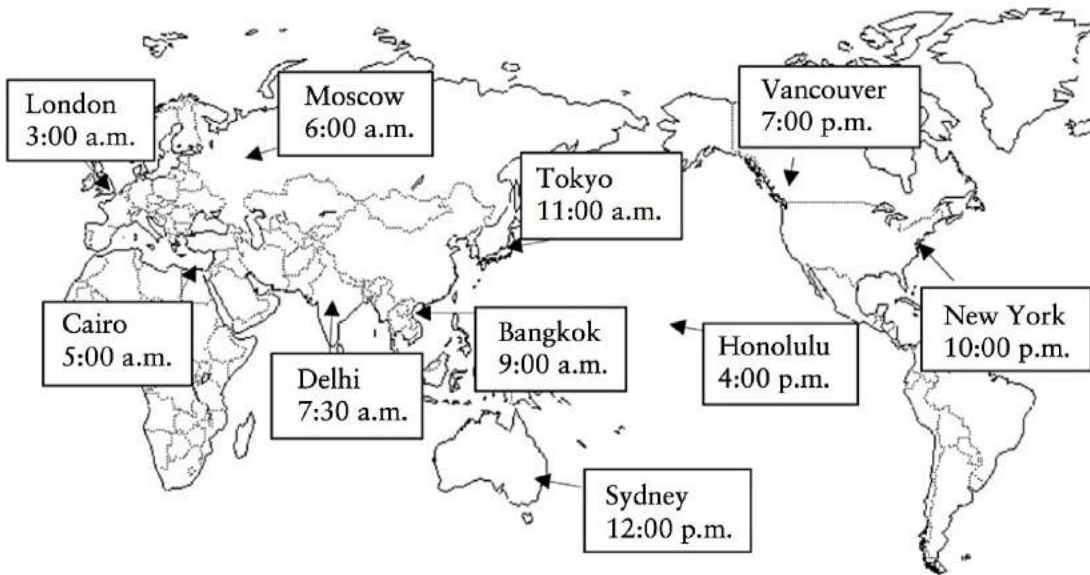
名前: _____
な
 ~年生: _____
 大学の名前: _____
な
 せんこう: _____
 くに (country): _____
 しゅみ: _____

**Activity 5**

Work with a partner. Using the names of the cities in the box below, create a conversation in which one person asks the other what time it is in each city. Write the answer.

Example: A: 東京は今何時ですか。
 B: 午前十一時ですよ。
 A: そうですか。どうも。
 B: いいえ。

東京、ニューヨーク、ロンドン、ホノルル、バンコク、シドニー、
きょう
 デリー、モスクワ、カイロ、バンクーバー



Chapter 3

毎日の生活

かつ

Activity 1 しつもん日本語でこたえて下さい。

1. 毎朝何時ごろ起きますか。
2. 週末は何時ごろ寝ますか。
3. 朝御飯を食べますか。何を食べますか。
ごはん
4. 日本語のじゅぎょうは何曜日にありますか。
5. たいてい何時ごろ家に帰りますか。
6. 毎日何時間ぐらいべんきょうしますか。
7. 毎日何時間ぐらい日本語のべんきょうをしますか。
8. テレビやえいがをよく見ますか。
9. お風呂に入りますか。シャワーをあびますか。
ふろ
10. 週末よく何をしますか。

Activity 2 Ask each of your classmates the questions in Activity 1, and find out what the most common answers are for each question.



Activity 3 Form groups of four. Find out what your classmates do each day of the week. What classes do they have? Do they have a part-time job? Who has the most classes in a single day? What do they do over the weekend? Etc.

- Example:**
- A: ~さんは月曜日に何をしますか。
- B: 私は九時と十時と三時にじゅぎょうがありますから、大学に行きます。
- A: そうですか。大変ですねえ。~さんはどうですか。
- C: 私は月曜日にはじゅぎょうはありません。
- D: そうですか。じゃあ、月曜日には、いつも何をしていますか。
- C: そうですね。家でゆっくりしています。

名前 な	月曜日	火曜日	水曜日	木曜日	金曜日	土曜日	日曜日
私							

Activity 4

Look at the train schedule and write down when the following trains depart from Shin-Osaka and arrive at Tokyo.

	ひかり 200	のぞみ 300	ひかり 126	こだま 404	ひかり 228	こだま 408	ひかり 032	ひかり 232	のぞみ 006	ひかり 034	ひかり 086	のぞみ 010
新大阪(しんおおさか)	6:00	6:12	6:43	9:00	9:57	10:00	10:17	10:39	10:54	11:17	11:26	11:54
京都(きょうと)	6:17	6:27	7:00	9:16	10:17	10:17	10:41	10:56	11:10	11:34	11:44	12:10
名古屋(なごや)	7:07	7:05	7:57	10:15	10:58	11:15	11:18	11:53	11:48	12:18	12:28	12:48
			●	●		●	●					
新横浜(しんよこはま)			9:34	12:53		13:53	12:56	13:28		13:56		
東京(とうきょう)	8:56	8:42	9:52	13:10	12:52	14:10	13:14	13:45	13:24	14:14	14:38	14:24

Example: ひかり 200 号 (No.) は六時に新大阪を出て、八時五十六分に東京につきます (arrive)。

1. のぞみ 300
2. こだま 404
3. ひかり 126
4. のぞみ 006
5. ひかり 086
6. ひかり 232

Activity 5 Change the following into casual speech.

1. A: よくお風呂に入りますか。
B: いいえ、あまり入りません。
2. A: 朝御飯を食べますか。
B: いいえ、食べません。
3. A: 何を飲みますか。
B: コーヒーを飲みます。
4. A: 今晚何をしますか。
B: そうですね。テレビをみます。
5. A: どこに行きますか。
B: 図書館に行きます。



Activity 6 Act out the following role-plays.

1. You run into a friend whom you have not seen for a while. Greet him/her and ask what he/she is doing these days.
2. A Japanese student who has recently arrived in your country wants to know what college life is like. Explain what college students in the U.S. do on a typical day.

Chapter 4 日本のまち

Activity 1 Fill in the blanks with the appropriate words for buildings and places.

1. コーヒーを飲みに行くところは _____ です。
2. 手紙を出しに行くところは _____ です。
3. お金がたくさんあるところは _____ です。
4. 日本のえきのちかくにある小さいたてものは、たいてい _____ です。
5. 本やざっしを買うところは _____ です。
6. 本やざっしや新聞を読みに行くところは _____ です。

Activity 2 Define the following words in Japanese using the type of descriptive phrases that were used in Activity 1.

Example: カフェはコーヒーを飲みに行くところです。

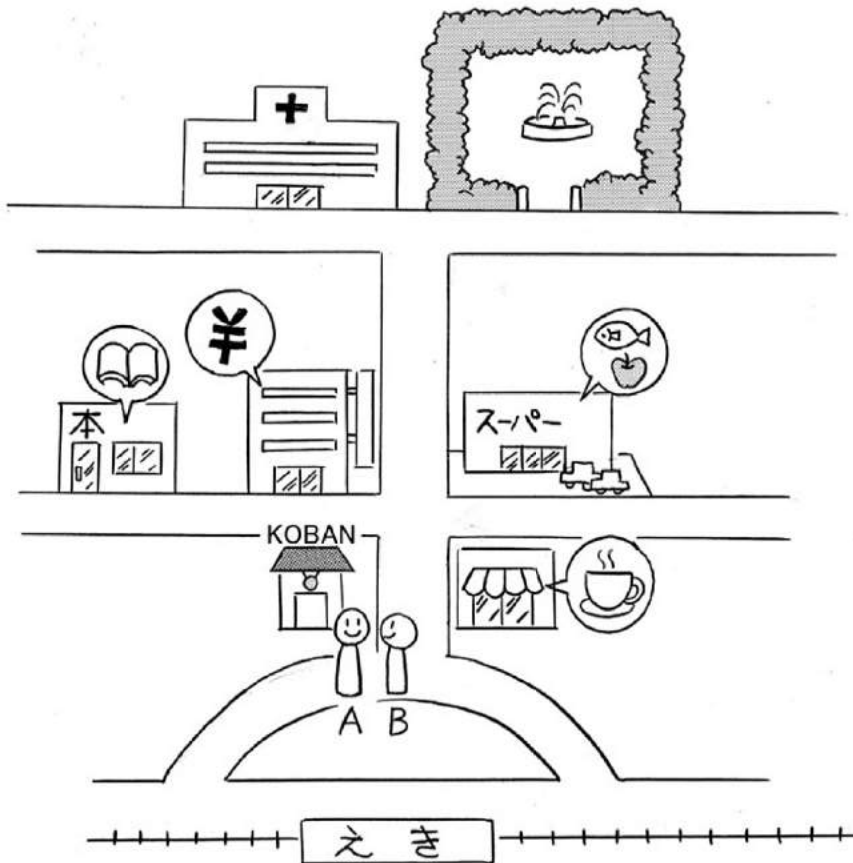
- | | |
|-----------|---------|
| 1. こうえん | 5. 図書館 |
| 2. デパート | 6. コンビニ |
| 3. えき | 7. りょう |
| 4. たいいくかん | |



Activity 3

Work with a partner. Imagine that you and your partner are at the police box. You are unfamiliar with this area, so you ask your partner, a police officer, for directions to the following places. Create a conversation using *こそあど*, *～は～にあります/います* and *～に～があります/います*.

- Example:** A: あのう、すみません。
 B: はい、何ですか。
 A: 本屋はどこですか。
 B: 本屋ですか。そこに銀行がありますね。
 A: ええ。そのしろいたてものですね。
 B: そうです。本屋はそのひだりですよ。
 A: そうですか。どうも。





Activity 4

Work with a partner. Complete the following dialogue using *こそあど* words. The first one is done for you as an example.

スミス： 木村さん、それ、何の辞書？

木村： 英語の辞書よ。

スミス： そうなんだ。

木村： _____ けしゴムは、どうしたの。

スミス： _____？ つくえの下にあったんだよ。だれのかな。

木村： さあ、分からない。あ、じゃあ、_____ ノートもつくえの下にあったの？

スミス： ううん。_____ は ぼくのだよ。

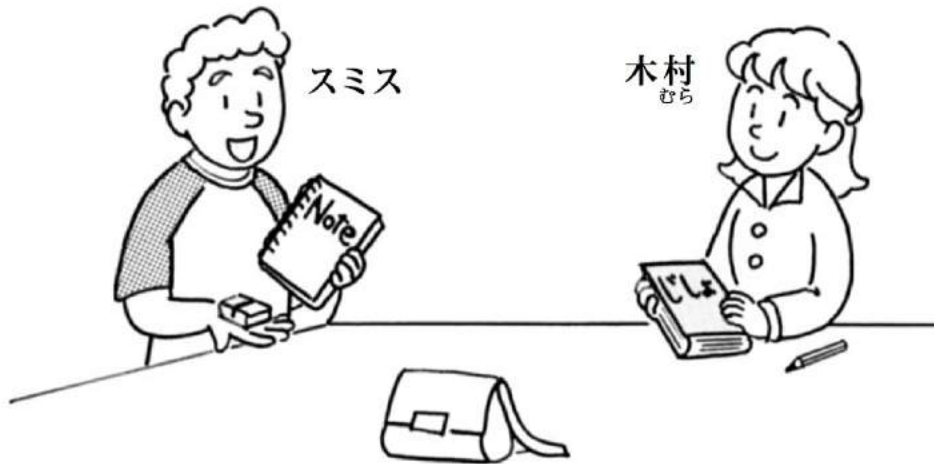
木村： あ、そう。

スミス： じゃ、_____ えんぴつは 木村さんの？

木村： ううん、_____ は 私のじゃないけど。

スミス： そうなんだ。じゃ、_____ ハンドバッグは？

木村： あ、_____ は 私のよ。



Activity 5

Work with a partner. Think of food or items found at school or in a home that can be described in terms of type, color, shape, or size. Your partner will ask questions about the object's type, color, shape, size, etc., and try to figure out what the item is. Try to use the expressions in the box.

あかい きいろい あおい ちゃいろい しろい くらい
 大きい 小さい 古い 新しい 高い ひくい かたい やわらかい
 まるい 四角い ながい ほそながい みじかい あまい にがい

- Example:** A: それは食べ物ですか。
 B: ええ、そうです。
 A: それはしろいですか。
 B: いいえ、しろくありませんよ。
 A: じゃあ、あかいですか。
 B: ええ、あかいです。
 A: 大きいですか。
 B: いいえ、大きくありません。
 A: じゃあ、それは、トマトですか。
 B: はい、そうです。



Activity 6

Work with a partner. Act out the following role-play. Use casual speech.

You are visiting your friend's college. Ask him/her about various facilities and their locations.

Chapter 5 日本の家

Activity 1

Which of the following items might you find in the rooms or buildings listed in 1-4 below? Use casual speech.

ベッド いす つくえ 本棚 電話 時計 テレビ コンピュータ
 たんす おしおいれ まど ドア いぬ ねこ ソファ テーブル ふとん
 こくばん ビデオ しゃしん え

- Example:** A: りょうのへやにはどんなものがある?
 B: そう(だ)ね。ベッドがあるよ。それから、つくえもあるよ。

1. りょうのへや
2. きょうしつ
3. 日本の家
4. 子供のへや

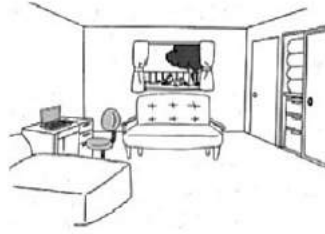


Activity 2

Work with a partner. Describe the objects shown in one of the pictures below. Your partner's task is to determine which picture you are describing.



1



2



3



4



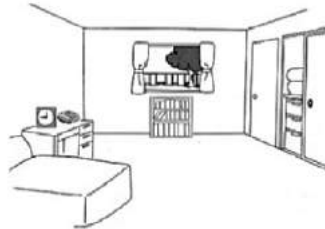
5



6



7



8



9



Activity 3

Work with a partner. Imagine that you are moving into a new room with your belongings and your partner is helping you. One partner should draw on the blank room where they would want to place their belongings. Then out loud they should describe their layout to their partner, who will draw the objects on the blank room as they are described. Compare the two pictures to see if they are identical. Use <location> に <object> をおいて (*put*) 下さい when telling your partner where to place the items.

ベッド つくえ コンピュータ ソファ テレビ たんす 本棚 時計
だま とけい

Example: まどの前に、つくえをおいて下さい。

