

How to Use This Textbook

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 A1/A2 level Japanese

Irodori is made up of three parts: Starter, Elementary 1, and Elementary 2. Starter corresponds to the JF Standard for Japanese-Language Education* A1 level, and Elementary 1 and Elementary 2 correspond to the A2 level. At A1 level, you can make greetings and communicate in a very simple way by using expressions that you have learned. At A2 level, you can hold short, basic everyday conversations on familiar topics.

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

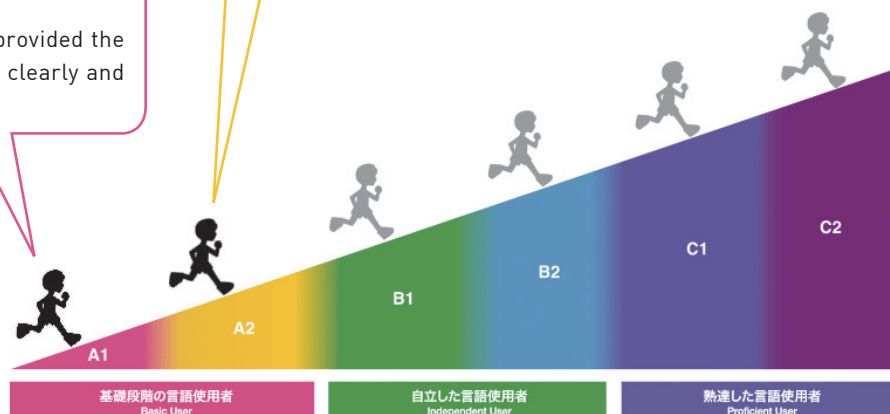
A1 level

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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.

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



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

The Japan Foundation’s “JF Can-do for Life in Japan” were announced in 2019. These “Can-dos” 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. Irodori has established objectives based on these Can-dos, so by using this textbook, you can learn fundamental communication skills for daily life in Japan. Irodori can also be used for studying before coming to Japan or for preparing for the Japan Foundation Test for Basic Japanese (JFT-Basic), which measures these communication abilities.

■ 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

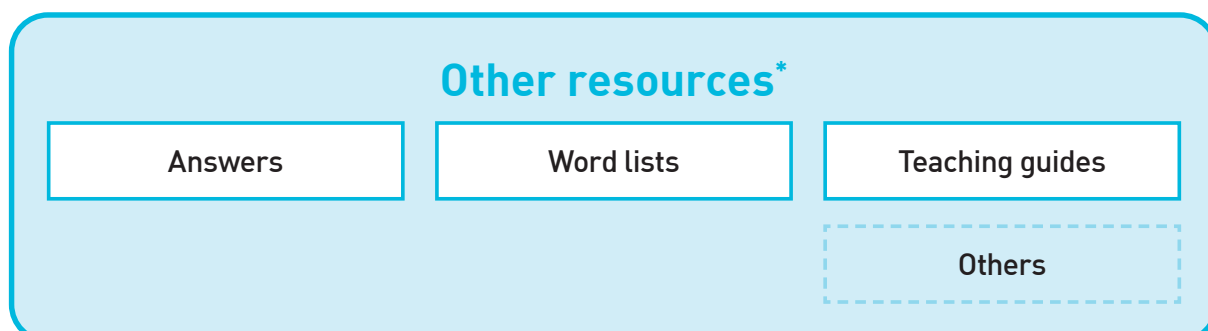
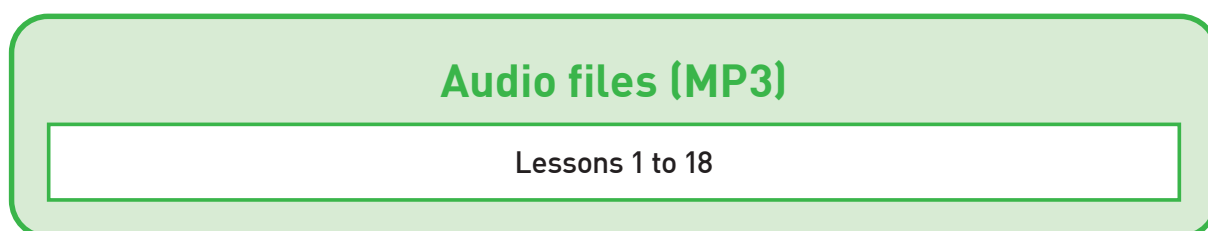
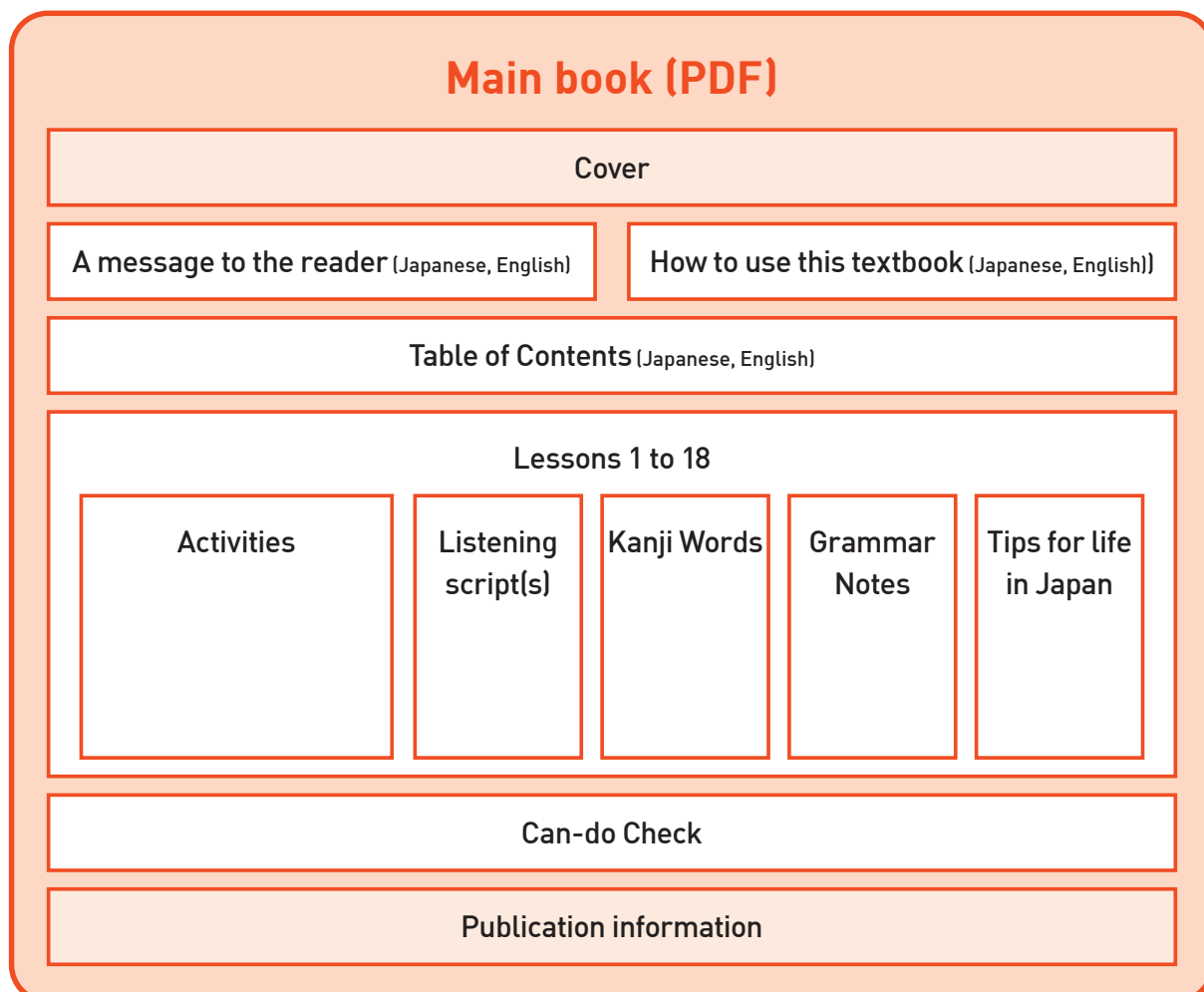
The topics and grammar points in each lesson of Irodori are loosely connected to “Marugoto: Japanese Language and Culture” a Japanese coursebook for overseas learners created by the Japan Foundation. You can use Irodori and Marugoto together, use part of Marugoto as a supplement when you study Irodori, or use Marugoto-related websites, such as Marugoto+ (Marugoto Plus), 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 is made up of three parts: Starter (A1), Elementary 1 (A2), and Elementary 2 (A2). Each of these learning materials have the following:



*Other resources are to be released.

How to use this textbook

1 How each lesson is organized

Starter, Elementary 1 and Elementary 2 each have nine topics, and are organized into 18 lessons. The suggested time for each lesson is around 150 to 180 minutes. However, the number of activities is different in each lesson, so please adjust the lesson time to match these.

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 6 activities. They will help you learn Japanese that you can use in real life.

- **Listening script(s)**

- **Kanji Words**

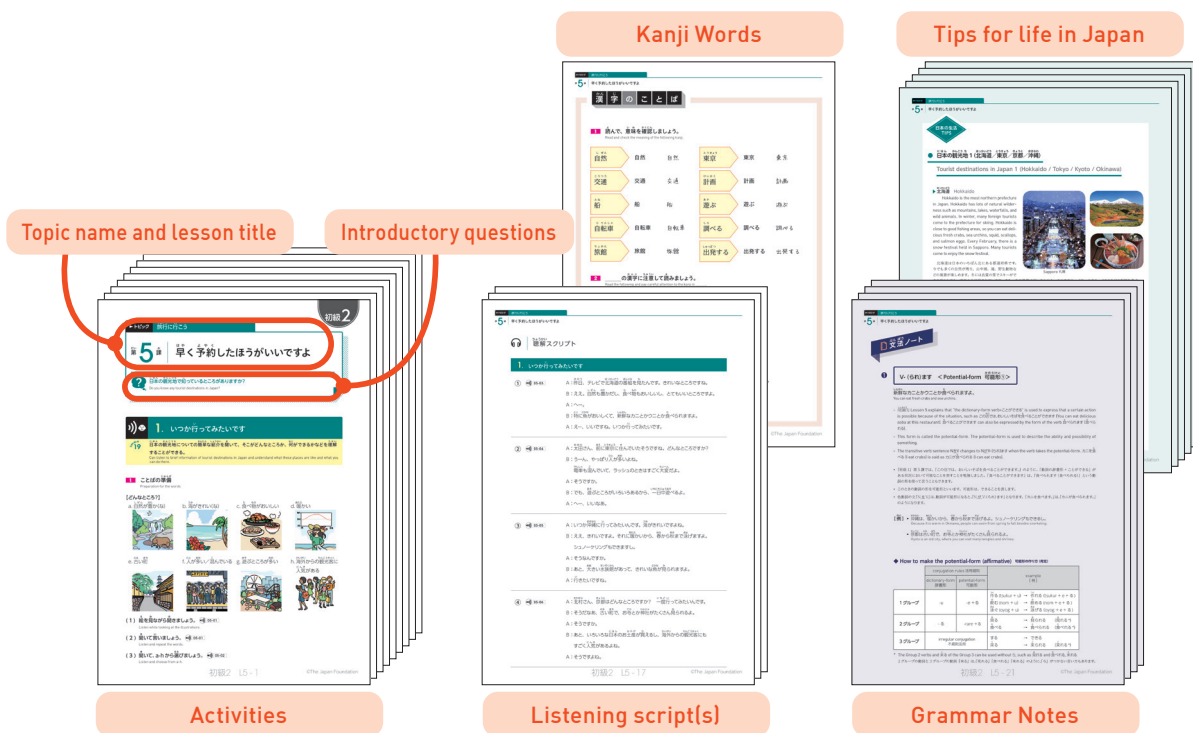
Study the kanji words that appear in the activities. (In Starter, you will study hiragana in Lesson 1 and katakana in Lesson 2.)

- **Grammar Notes**

Explanations of the grammar and expressions that you study in each lesson. (There are none in Starter Lesson 1 and Lesson 2.)

- **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: 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. The overall aims of the four types of activity are:

	Speaking	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	The aim is to become able to understand the important parts of everyday conversations, and to obtain the necessary information from simple news, public announcements, and similar broadcasts.
	Reading	The aim is to get the necessary information in written texts in everyday life, such as announcements, notices posted in public facilities, and menus at restaurants, as well as to read and understand the content of pamphlets written in simple Japanese for non-Japanese residents.
	Writing	The aim is to learn skills such as filling in the forms needed for everyday life, sending messages to friends and other people, and creating simple social media posts about things that are familiar to you.

(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.

The screenshot shows a 'Can-do チェック' (Can-do Check) page for '初級1 (A2)'. It contains a table with columns for 'Can-do' and '評価' (Self-evaluation). The first activity is 'お久しぶりです' (It's been a long time), with the objective 'Can exchange greetings with a person you are meeting for the first time in a long time.' and a self-evaluation of three stars (☆☆☆).

Can-do	評価
1. お久しぶりです 久しぶりに会った人とあいさつをすることができる。 Can exchange greetings with a person you are meeting for the first time in a long time.	☆☆☆

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



Speaking activities

1 Can-do objective

2 Preparation for the words

Study the words that you will need for the activity by following the steps below. (Some activities have these, and some do not.)

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.

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 shorter example dialogs in several different situations, or listen to one longer example dialog in one situation. Generally, if there are several shorter dialogs there will be no script in the main text, but a “listening script” in the back. If there is one longer 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

初級2 L9-8 ©The Japan Foundation

3. 田舎に帰って家族でお祝いします

40 田舎の家の作りや様子について、簡単に紹介することができます。

ことばの準備

【祭りや行事でやること】

a. 田舎に帰る b. 祭りを見る c. 特別な料理を食べる d. パーティーをする

e. 買ったり話したりする f. 旅行に行く g. プレゼントや花をあげる

(1) 絵を見ながら聞きましょう。 (2) 聞いて書きましょう。 (3) 聞いて、a-gから選びましょう。

初級2 L9-9 ©The Japan Foundation

3. 英語を聞きましょう。

田舎の家の作りや様子について、簡単に紹介することができます。

(1) どんな祭りですか。

1. どんな祭りですか、a-dから選びましょう。

a. 新嘗祭の祭り b. 田舎の祭り c. キリスト教のお祝い d. 茶の祭り

2. いつ行きますか、ア-エから選びましょう。

ア. 4月 イ. 9月~2月 ウ. 2月ごろ エ. 毎によって違う

① 新嘗祭 (ア)	② ソングラウン (ウ)	③ パン (イ)	④ クリスマス (エ)
← 30秒	← 30秒	← 30秒	← 30秒

1. どんな祭り? 2. いつ?

(2) もういちど聞きましょう。

1. 何をすると書っていますか、a-eから選びましょう。

a. 海内旅行に行く b. パーティーをする c. 祭りを見る d. 田舎に帰る e. 受け合ふ

2. 何を食いますか、ア-エから選びましょう。何も書かないときは、[] を書きましょう。

ア. トマト イ. 餃子 ウ. 餅の丸餅 エ. クッキー

① 新嘗祭 (ア)	② ソングラウン (ウ)	③ パン (イ)	④ クリスマス (エ)
← 30秒	← 30秒	← 30秒	← 30秒

1. 何を? 2. 何を食?

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.



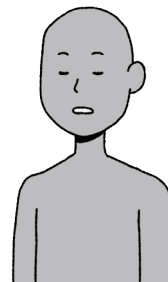
おんがくをきくことです。

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



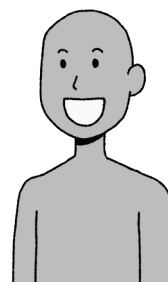
おんがくを
きくことです。

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





Listening activities

The steps for these activities are similar to those for the speaking activities, but the aim is listening comprehension. You have achieved the objective if you can listen and understand the necessary parts.

1 Can-do objective

2 Preparation for the words

Study the words that you should know before listening. Some activities have these, and some do not. The steps are the same as for the speaking activities.

3 Listening

This part is the goal of the activity.

1. Check the situation

Before you listen, look at the illustrations and check the situation, purpose and material of the listening task.

2. Understand the content step by step

Listen and understand the key content while answering the questions. Activities will have different ways to practice, including selecting the illustrations that match the content, selecting keywords, making notes of key points, and writing True or False. You do not need to understand everything you hear. If you can answer the questions, you have achieved the Can-do.

3. Check the words and listen again

This is an extra activity to help you to listen to the content in a little more detail. Listen again after you have checked the meaning of the new words and expressions in the textbook. There are some slightly difficult words, so you do not have to memorize everything.

➡ If you want to check the parts that you do not understand, you can look at the listening script at the back.

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 Can-do check

トピック 季節と天気 初級1

3 冬はとても寒くなります

あなたは国にはどんな季節がありますか？

1 春は桜の花が咲きます

日本の四季についての短い動画を見て、季節の特徴を理解することができます。

ことばの準備

単語の読み方

a. 暑い b. 寒い c. 暑い d. 暖かい e. じつじつと暑い

f. 雨が降る g. 雪が降る h. 桜の花が咲く i. さかひがせつしつ j. とせごけく

(1) 最も長くなる音を選びましょう。 (2) 聞いてください。 (3) 聞いて、a-j から選びましょう。

初級1 L3-1 ©The Japan Foundation

トピック 季節と天気 初級1

3 春は桜の花が咲きます

日本の四季の特徴を、a-j から選びましょう。

日本を紹介する映像をみてください。

日本の季節の特徴を、a-j から選びましょう。

春 () 4月 5月 6月 7月

3月 8月 9月 10月

2月 11月 12月 1月

梅雨 ()

夏 ()

秋 ()

冬 ()

(1) 最も長くなる音を選びましょう。 (2) 聞いてください。 (3) 聞いて、a-j から選びましょう。

たくさん many / much | 学校 school

初級1 L3-2 ©The Japan Foundation

トピック 季節と天気 初級1

4 形に注目

(1) 音声を聞いて、____ にことばを書きましょう。

春は桜の花が咲きます。桜は____。

夏は暑いですが、学校が休みには____。

秋は____。

(2) 形に注目して、音声を聞いてください。

初級1 L3-3 ©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. In some cases, the reading activity that comes just before is a model (example) for this.

3. Write

In real-life situations, you will write by hand when filling in forms, or use a smartphone or keyboard when sending messages. For messages and social media, try to actually type on a smartphone or keyboard, send, and post if you can.

4. Get feedback on what you have written

Read each other's writing with your classmates, make comments, and create replies. By getting feedback from a reader's point of view, you will learn to write from their perspective. Some activities have this step, and some do not.

3 Can-do check

4. 30分おくれます

23 待ち合わせに遅れることを伝えるメッセージを書くことができます。

1

1. メッセージを書きましょう。
Write a message.

待ち合わせの時間遅れるので、相手にメッセージを送ります。
You are sending a message to tell you will be late for the arranged time.

2. 例を参考に、メッセージを書きましょう。遅れる理由や時間は自由に考えましょう。
Write a message. Freely think about the reason and how late you will be.

2

宛先 Recipient
本文 Body
送信 Send

2. メッセージもらった人は、返信を書いて返しましょう。
If you receive a message, write your reply and send it.

初級1 L7-8 ©The Japan Foundation

3 Other sections and their steps

Kanji Words

This is a section for you to practice elementary 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 429 kanji in total in Starter, Elementary 1, and Elementary 2.) 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.

漢字のこ と ば

1 読んで、意味を確認しましょう。
Read and check the meaning of the following kanji.

学生	学生	学生	仕事	仕事	1
学校	学校	学校	元気(女)	元気	元気
生活	生活	生活	忙しい	忙しい	忙しい
去年	去年	去年	働く	働く	働く
先週	先週	先週	作る	作る	作る

2 の漢字に注線して読みましょう。
Draw a line through the kanji in the sentence.

3 上の____のことも、キーボードやスマートフォンで入力しましょう。
Enter the kanji in the blank using a keyboard or smartphone.

初級1 L1-14 ©The Japan Foundation

Starter Lesson 1 and Lesson 2 have Hiragana Words and Katakana Words sections, instead of the Kanji Words section.

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. After-

文法ノート

V-られます < Potential-form 可能形 >

練習はかごとかごとかあべられますよ。
You can eat lunch and see a show.

例: Lesson 5 explains that “the dictionary form verb V + られます” is used to express that a certain action is possible because of the situation, such as “この店はおいしい料理を出すことができます” (You can eat delicious food at this restaurant). “食べられます” can also be expressed by the form of the verb “食べられます” (食べられます).

This form is called the potential-form. The potential-form is used to describe the ability and possibility of something.

The u auxiliary verb sentence N_2 changes to N_2 (お) when the verb takes the potential-form. 次の表をご覧ください。例: 食べられます。

dictionary form (辞書形)	potential form (可能形)	example (例)
1グループ u	-e + u	見る (miru) + u → 見られます (mirarete + e + u) 飲む (nomu) + u → 飲めます (nomu + e + u) 行く (yuku) + u → 行けます (yuku + e + u)
2グループ -u	-rare + u	読む (yomu) → 読めます (yomaremasu) 書く (kaku) → 書けます (kakaremasu) 食べる (taberu) → 食べられます (taberaremasu)
3グループ irregular conjugation (不規則活用)	する	→ できます (dekiru) → 使えます (tsukaremasu)

例: 問題は、難いから、後から後で解けるよ、シノブがリンゴで食べるよ。
Example: The problem is difficult, so you can solve it later. Shobu is eating an apple with a knife.

例: 問題は、難いから、後から後で解けるよ、シノブがリンゴで食べるよ。
Example: The problem is difficult, so you can solve it later. Shobu is eating an apple with a knife.

How to make the potential-form (affirmative) 肯定形の作り方

The Group 2 verbs and most of the Group 3 can be used without “ら” as 見ると 見られる、飲むと 飲まれる、2グループ動詞は3グループ動詞と同じように使えます。見ると 見られる、飲むと 飲まれる、2グループ動詞は3グループ動詞と同じように使えます。

初級2 L5-21 ©The Japan Foundation

wards, 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.

This textbook does not offer focused grammar exercise. If necessary, please use another textbook, such as “Marugoto’s Rikai” (coursebook for communicative language competences). 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 '日本の生活' (Life in Japan). There are two main sections:

- バーベキュー Barbecue**: Includes an image of a barbecue grill. The English text says: "Barbecues are a way of grilling and eating food outdoors. Many countries enjoy barbecuing, especially Japan. Japanese barbecues are special in the following ways." It lists several points in Japanese, such as grilling with various vegetables and meats, and that it's common to eat barbecue at parks and campsites.
- スーパーの惣菜コーナー Cooked dishes in supermarkets**: Includes an image of a supermarket's cooked food section. The English text says: "In the cooked-dish section of a supermarket, side dishes are sold. You can buy them, bring them home, and eat a meal without cooking." It lists several points in Japanese, such as common side dishes like croquettes and yakitori, and that people often buy them to save time.

The page is numbered '初級1 L11 - 20' and includes '©The Japan Foundation'.