

SECOND  
EDITION

# Yookoso!

An Invitation to  
Contemporary Japanese



**Yasu-Hiko Tohsaku**

ようこそ

SECOND  
EDITION

# **Yookoso!**

## An Invitation to Contemporary Japanese

**Yasu-Hiko Tohsaku**

University of California, San Diego



**McGraw-Hill  
College**

Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis  
Bangkok Bogotá Caracas Lisbon London Madrid  
Mexico City Milan New Delhi Seoul Singapore Sydney Taipei Toronto

ようこそ

**McGraw-Hill**

A Division of The McGraw-Hill Companies



This is an book.

*Yookoso! An Invitation to Contemporary Japanese*

Copyright © 1999 and 1994 by The McGraw-Hill Companies, Inc. All rights reserved.  
Printed in the United States of America. Except as permitted under the United States  
Copyright Act of 1976, no part of this publication may be reproduced or distributed in  
any form or by any means, or stored in a data base or retrieval system, without the prior  
written permission of the publisher.

This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 VNH VNH 9 0 3 2 1 0

ISBN 0-07-072336-2

Editor-in-Chief: Thalia Dorwick  
Senior sponsoring editor: Leslie Hines  
Development editors: Peggy Potter and Patricia Murray  
Senior marketing manager: Karen Black  
Project manager: Natalie Durbin  
Production supervisor: Pam Augspurger  
Designer: Adriane Bosworth  
Cover designer: Francis Owens  
Cover art by: Sally Vitsky  
Illustrators: Akiko Shurtleff and Rick Hackney  
Photo researcher: Diane Austin  
Compositor: Interactive Composition Corporation  
Typeface: Shinsei kaisho  
Printer: Von Hoffmann

**Library of Congress Cataloguing-in-Publication Data**

Tohsaku, Yasuhiko.

Yookoso! : an invitation to contemporary Japanese / Yasu-Hiko

Tohsaku. — 2nd. ed.

p. cm.

ISBN 0-07-072336-2 (alk. paper)

1. Japanese language—Textbooks for foreign speakers—English.
2. College readers. I. Title.

PL539.5.E5T64 1999

495.682'421—dc21

98-52403

CIP

Because this page cannot legibly accommodate all the copyright notices, page 565  
constitutes an extension of the copyright page and includes photo and realia credits.

<http://www.mhhe.com>

**Yookoso!**

ようこそ

# Preface

Welcome to the Second Edition of ***Yookoso! An Invitation to Contemporary Japanese***. This is Book 1 in a complete package of instructional materials for beginning and intermediate Japanese. When the first edition of ***Yookoso!*** was published five years ago, the response was so overwhelming that we knew we had something special. The program struck a chord with instructors around the world who were looking for a text that matched what they were doing in the classroom. ***Yookoso!*** was the first Japanese series to integrate the teaching of all four language skills (listening, speaking, reading, writing) and to promote interaction in the classroom.

The ***Yookoso!*** approach has been used by thousands of beginning and intermediate Japanese students. ***Yookoso!*** integrates grammar in a more useful and flexible way to accommodate various approaches to language teaching and different learning styles. In our experience, students' proficiency in Japanese develops better and faster when grammar is used as a tool for developing language proficiency rather than as the focal point of learning.

## Changes in the Second Edition

In responding to feedback about the first edition of ***Yookoso!***, our goal has been to make suggested changes that will enhance instruction, while at the same time retaining the key features that were praised by reviewers and that set ***Yookoso!*** apart from other beginning and intermediate-level Japanese programs. The visual ***Guided Tour Through Yookoso!*** explains all major features, some of which are new.

Enhancements to the Second Edition of Book 1 include the following:

- The text has been streamlined by reducing slightly the amount of content with no loss in the number of vocabulary and grammar topics and activities.
- The presentation of vocabulary and grammar has been reorganized so that related vocabulary and grammar are grouped together in sections. Each chapter now has three such Vocabulary and Grammar sections.
- Certain oral activities now appear after the grammar explanations to which they are related. Students and instructors will find grammar-related oral activities in a logical sequence.
- **Hurigana** now appears on new **kanji** for a total of three chapters.
- Some grammar points have been revised to provide more clarity.
- Some oral and written activities have been either revised or replaced in order to make them more accessible to students.
- Many cultural notes have been updated.
- A list of functional objectives appears at the beginning of every chapter. A similar checklist appears at the end of each chapter so students can check their progress.



- Chapter vocabulary lists and **kanji** lists have been moved to the end of each chapter and now follow the Language Skills section of Reading and Writing, Language Functions and Situations, and Listening Comprehension.
- The first edition's review chapters, which appeared only twice in the book, have been replaced by a two-page review section following each chapter.
- The font size for Japanese characters has been increased for easier readability.
- The exercise answer key formerly in the Appendices has been moved to the Instructor's Manual.
- Exciting new ancillaries have been added to the program. They include new CD-ROMs and a Web Site (see "Program Components," below, for a description of all the ancillaries).

## Objectives of the *Yookoso!* Program

- To teach the listening skills needed to understand basic everyday conversations
- To teach the oral skills needed to express oneself in a variety of everyday situations in Japanese
- To teach skimming, scanning, and intensive reading skills
- To teach basic writing skills, including descriptions and some functional writing tasks, such as letter writing
- To provide grammar explanations that help students acquire functional skills more readily
- To provide sociocultural information useful to beginning and intermediate-level Japanese language students

## Methodology

*Yookoso!* was developed based on the results of recent research into second language acquisition and language pedagogy. All activities and exercises have been designed so that students develop proficiency in Japanese rather than simply acquiring grammatical knowledge.

- The main purpose of *Yookoso!* is to teach students how to use Japanese in real-life situations for different communicative purposes. Since activities involving interaction promote communicative abilities, *Yookoso!* includes a variety of activities that serve as a starting point for communicative interaction in the classroom.
- Current research has shown that the role of explicit grammar instruction in language learning is less important than previously believed. The study of grammar is neither a sufficient nor a necessary condition for learning to communicate, and it is best learned through self-study outside of class. For this reason, grammar is presented in simple terms and via charts whenever possible. Easily understood explanations and abundant examples make it possible for students to study grammar on their own. Thus, instructors can devote precious class time to more meaningful communicative, interactive activities.

- The *Yookoso!* approach to orthography expects students to master the reading and writing of **hiragana** and **katakana** while working with the chapter called Getting Started. All texts in Getting Started are romanized to provide students who are still in the process of learning **hiragana** and **katakana** with an aid for preparing and reviewing class activities outside the classroom. Students should learn the reading and writing of **hiragana** and **katakana** as soon as possible and avoid using romanization, which has been known to retard the learning of **hiragana** and **katakana** and to promote poor pronunciation. We recommend that instructors avoid the use of romanization in the classroom and in tests as much as possible. In the textbook, romanization is limited to Getting Started. Throughout the text, **hiragana** accompany a **kanji** in the chapter in which it is first presented and in the following two chapters. The materials in the grammar exercises also follow this principle, but students need not use **kanji** that have not yet been presented for active learning, and they may write these words in **hiragana**.
- In each chapter, all activities are related to the main theme, and students can practice listening, speaking, reading, and writing about this theme in an integrated way.
- Topics and content in the textbook have been selected for their relevance to the life and interests of college students. Topically based organization presents meaningful contexts for language learning and raises students' motivation for learning the language.
- For successful language acquisition, learners must be exposed to meaningful input. Activities throughout the text are designed to encourage instructors and students to engage in meaningful interactions.
- The acquisition of vocabulary is of great importance for achieving proficiency, especially at the early stage of language learning. For this reason, a relatively large number of vocabulary items is presented throughout the text.
- Language acquisition takes place when learners attempt to comprehend a conveyed message. Also, students must be able to comprehend before they can produce language of their own. Priority is given to the development of comprehension abilities over production abilities. In order to facilitate students' language acquisition, the activities are carefully sequenced from comprehension activities to simple production activities to creative, personalized production activities. Since Total Physical Response (TPR) is a proven and effective technique in helping beginning-level language students develop their comprehension abilities, it is used to introduce new vocabulary and expressions in *Getting Started*.
- Reintroduction of vocabulary, grammar, and language functions at regular intervals facilitates the development of students' proficiency. The cyclical organization of this textbook helps students review materials consistently and repeatedly.
- Group work encourages interaction and communication. For this reason, *Yookoso!* includes a variety of pair work, small-group work, and interviews, during which students can practice using Japanese in a stress-free, non-threatening atmosphere.

# Guided Tour Through *Yookoso! Book 1*

## Part One

ives  
ng others and introducing yourself  
day greetings  
room expressions  
Japanese writing system (1) Introduction

## Meeting Others and Introducing Yourself

Dialogue 1: A Simple Introduction

KAWABATA Hajime: Hajime-kun, how do you do?  
KAWABATA Hajime: Hajime-kun, how do you do?  
KAWABATA Hajime: Hajime-kun, how do you do?



## NOTE お茶 (おちや)

tea, a water  
In Japan,  
the first thing  
visit a rest-  
green tea is  
however,  
common  
Many  
way of  
keeping  
of tea is  
might  
come  
le it  
tally  
there



The Language Note presents helpful information about the Japanese language as well as useful expressions.

When Japanese greet each other, they bow. Bowing is very important in Japanese culture. They may also bow while shaking hands. How deeply and how often Japanese bow depends on the social status of the people involved, their age, and other factors.

Getting Started

Food

## CHAPTERS 1-7

The opening page of each chapter lists the functional goals of the chapter and contains a photo related to the theme of the chapter. This can be used as a starting point for oral activities or class discussion.

## Vocabulary and Grammar 6A

### Vocabulary and Oral Activities

#### Foods and Beverages

Vocabulary: Foods and Beverages		
飲み物	の飲み物	drinks/beverages
食べ物	たべもの	foodstuffs
おなかがすく	いそがしうみん	to get hungry
のどがかわく		to get thirsty
Meat		
肉	にく	meat
牛肉	ぎゅうにく	beef
豚肉	ぶたにく	pork
鶏肉	とりにく	chicken
ラム		lamb
ミンチ		ground meat
ステーキ	ステーキ	ground meat
Fish		
魚	さかな	fish
魚	さかな	fish
まぐろ		tuna
さけ		salmon
えび		crustaceans
なまこ		octopus
Vegetables		
野菜	やさい	vegetable
レタス		lettuce
にんじん		carrot
豆	まめ	bean/pea
じゃがいも		potato
きゅうり		cucumber
えんどう		carrot
トマト		tomato
ピーマン		green pepper



Fruit	
りんご	apple
みかん	mandarin orange
いちご	strawberry
バナナ	banana
グレープ	grape
レモン	lemon
パイナップル	pineapple
いちじく	melon
Beverages	
お茶	tea (in general), Japanese tea
紅茶	black tea
コーヒー	coffee
ジュース	juice
サイダー	soda
ビール	beer
ワイン	wine
ウイスキー	whisky
水	water (tapwater)
お湯	hot water/boiling water

## アクティビティー 1

Answer each question. Then rank the items in the order of your preference.

- どの肉が一番好きですか。牛肉、豚肉、鶏肉、ラム。
- どの野菜が一番好きですか。レタス、にんじん、ピーマン。
- どの果物が一番好きですか。バナナ、りんご、いちご。
- どの飲み物が一番好きですか。お茶、コーヒー、ジュース。
- どのジュースが一番好きですか。オレンジ、アップル、パイナップル。
- どのアイスクリームが一番好きですか。バニラ、チョコレート、ストロベリー。

Vocabulary and Grammar 6A

## Organization of the Textbook

### Getting Started

*Yookoso! An Invitation to Contemporary Japanese, Second Edition*, begins with a preliminary chapter called Getting Started. The five parts of this chapter are a functional introduction to the Japanese language. In them, students learn to express themselves in a variety of situations without formally studying grammar. At the same time, students learn to read and write hiragana and katakana and are introduced to the basic concepts and uses of **kanji**.

## 6

### Food



- Objectives**
- In this chapter you are going to
- Talk about foods and beverages
  - Talk about meals and restaurants
  - Talk about cooking, flavors, and seasonings
  - Learn how to express experiences
  - Learn how to express desire
  - Learn how to express an opinion
  - Practice using ます
  - Learn about indirect quotation ...という
  - Learn how to express intention
  - Practice using the 4c form of verbs ...みる、しる、やる、くる
  - Learn how to convey simultaneous action ...ながら

1. Vocabulary and Oral Activities is intended for vocabulary building and oral communication practice in the classroom. Activities in this section are designed so that students can build up their knowledge of vocabulary and practice using it in natural communicative situations in an integrated fashion.





# CULTURE

Culture notes provide information on Japanese culture that is important or pertinent for understanding vocabulary and facilitating oral or written activities.

文化ノート

## CULTURE NOTE • Japanese Names

**W**hen Japanese give their full names, they say their family name first and given name last (Japanese do not have middle names). Japanese typically introduce themselves with their family name alone and address others (except close friends and family

members) by family name followed by a respectful title. For now, the only titles you need to know are - **san** (Mr./Ms.) for your friends or classmates and - **sensee** (Professor) for your instructor. *Never attach these titles to your own name.*

Some of the marginal notes offer sociolinguistic information, and many language notes provide linguistic information that can help students use the language more effectively and communicate smoothly in a variety of real-life situations.

**N**ote that it is rude to ask your superior's intention using ...つもりですか。 You should use ...おつもりですか, as in 何をしておつもりですか。

言語ノート

### 食(た)べ物屋(ものや) *Eateries*

You can make words representing specialized restaurants by adding 屋 to the names of foods. For instance

すし → すし屋

sushi restaurant

そば → そば屋

soba restaurant

ラーメン → ラーメン屋

ramen restaurant

中華料理 → 中華料理屋

Chinese restaurant



Realia, photos, and line drawings may serve as a starting point for oral and written activities, and all are intended to expose students to real culture.

A cast of characters appears throughout the text. The main characters are foreign students who are studying Japanese language and culture at the University of Tokyo. These people reappear in dialogues, grammar examples, reading materials, and listening comprehension activities. The characters are meant to illustrate the social relationships in Japanese culture that determine speech style and the use of honorifics. They also help students better understand the contexts in which the conversations take place.



# LANGUAGE SKILLS

The series of activities in Vocabulary and Grammar begins with contextualized mechanical drills and proceeds through meaningful, communicative exercises to creative, free-answer sequences. This enables students to begin with the basics and move gradually on to more thoughtful communication as they gain skill and confidence with the vocabulary and grammar being learned.

---

Many language notes present brief information on grammar that is helpful for conducting oral activities or understanding reading materials. Study hints provide advice about how to acquire language skills: how to learn vocabulary, **kanji**, verb conjugations, and so forth.

---

The Reading and Writing section contains two sets of reading materials and writing tasks.

- Reading selections are based on authentic materials such as magazine articles, personal messages, and advertisements. They are preceded by activities that facilitate students' comprehension and help develop good reading strategies. Post-reading activities are mostly comprehension-oriented; in some cases, students apply their reading skills to related materials.
  - Writing exercises are extensions of the preceding reading activities. Students write a response to the content of the reading selection, write a similar passage on their own, or write about their own lives and ideas by using the chapter vocabulary and grammatical structures.
- 

In the Language Functions and Situations section, students learn how to express themselves in specific real-life situations. They study dialogues that illustrate functional language and situations related to chapter themes, then practice interacting in role plays that engage them in real communication in meaningful contexts.

---

In the Listening Comprehension section, students practice comprehending the general content of conversations or narratives related to chapter themes. They receive training in listening for meaning and perform tasks based on what they have heard. The section is the basis for a variety of interactive oral activities in class. A cassette with the listening comprehension selections is part of the Audio Program; a transcript of the selections appears in the Instructor's Manual.

# Program Components

Available to adopters *and* to students:

- *Main text.* (See “Organization of the Textbook,” below.)
- *Workbook/Laboratory Manual to accompany Yookoso! An Invitation to Contemporary Japanese.* The *Workbook/Laboratory Manual* is intended to (1) help students review the grammar, vocabulary, and language functions presented in the main text and (2) practice writing **hiragana**, **katakana**, and **kanji**. There are three sections for each of the seven main chapters.
  1. *Listening Comprehension Activities* (coordinated with the *Audio Program*). The activities in this section develop listening comprehension through dialogues, interviews, and narratives. Pronunciation exercises are also included.
  2. *Kanji practice and Exercises.* This section consists of a list of newly introduced **kanji**, including the pronunciations, meanings, examples of use, and stroke order, followed by exercises. This section also includes some interesting and useful notes about **kanji** and the writing systems of Japanese (for example, the radicals, the principles of stroke order).
  3. *Writing Activities.* This section provides additional vocabulary and grammar practice through a variety of activities, from controlled, mechanical exercises to creative, free-response activities. Several activities in this section are realia-based, and many of them can also be used for speaking practice.
- *Audio Program to accompany Yookoso! An Invitation to Contemporary Japanese.* The *Audio Program* for the textbook contains recordings of all of the dialogues from the main text as well as vocabulary lists and passages for extensive and intensive listening practice.
- *Audio Program to accompany the Workbook/Laboratory Manual.* Corresponding to the laboratory portion of the *Workbook/Laboratory Manual*, this *Audio Program* contains the listening passages for every laboratory exercise. Students receive abundant practice in listening for the gist and for details in a wide variety of aural activities that utilize the vocabulary and grammar of the chapter.
- *CD-ROM.* A new CD-ROM, developed for each level of the *Yookoso!* program, provides students with a wealth of additional dialogues, vocabulary and grammar practice, cultural readings and video clips.
- *Web site.* This new web site, developed exclusively for *Yookoso!*, allows students to explore topics related to the chapter themes by jumping from <http://www.mhhe.com/japanese> into selected Japanese web sites as well as to do on-line activities that practice the vocabulary and structures of each chapter.

Available to adopters only:

- *Instructor's Manual/Testing Program/Tapescript*. Revised for **Yookoso! An Invitation to Contemporary Japanese**, Second Edition, this practical guide includes a general introduction to the communicative approach to language teaching and learning, general guidelines for using the textbook, a sample lesson plan and syllabus, sample semester and quarter schedules, suggestions for using and expanding the text materials, additional exercises, models for vocabulary introduction and expansion, other teaching hints and techniques, sample tests and quizzes, listening comprehension materials, and scripts for the Listening Comprehension section of each chapter. A transcript of the listening comprehension activities from the *Audio Program* for the *Workbook/Laboratory Manual* is also included.
- *Video to accompany Yookoso!* This 30-minute video includes some of the situations and dialogues presented in the textbook and others related to chapter topics. The majority of segments were filmed in Japan and include a variety of interactions in natural settings.

## Acknowledgments

Many people have contributed to the process of developing the second edition of *Yookoso!* First of all, I would like to thank the following language-teaching professionals and friends whose valuable suggestions and feedback contributed to the preparation of this revised edition. The appearance of their names does not necessarily constitute an endorsement of this textbook or its pedagogical approach.

Tom Abbott  
(California State University,  
Monterey Bay)  
Mako Beecken  
(Colorado State University)  
Mark Blum  
(Florida Atlantic University)  
Minako Brunelle  
(Seattle Central Community  
College)  
Amy Christiansen  
(Wittenberg University)  
Lydia Coyle  
(Northern Kentucky University)  
Yoko Collier-Sanuki  
(University of British Columbia)  
Tamaye Csyionic  
(Scottsdale Community College)  
Janet Fair  
(Southern Illinois University at  
Carbondale)

Carl Falsgraf  
(University of Oregon)  
Fumiko Foard  
(Arizona State University)  
Jeff Fox  
(College of Southern Idaho)  
M. Fuke  
(University of Tulsa)  
Yumiko Guajardo  
(U.S. Air Force Academy)  
Suzuko Hamasaki  
(University of California, Irvine)  
Jean Hanna  
(Windward Community College)  
Lawrence Herzberg  
(Calvin College)  
Kyoko Hijirida  
(University of Hawaii at Manoa)  
Junko Hondo  
(Philadelphia College of Textile  
and Science)



Fumiko Ishii ( <i>Irvine Valley College</i> )	Toyoko Okawa ( <i>Punaho School, Honolulu</i> )
Yasuko Ito-Watt ( <i>Indiana University</i> )	Yoshiko Ozeki ( <i>James Madison University</i> )
Akiko Jones ( <i>Bowling Green State University</i> )	Tamae Prindle ( <i>Colby College</i> )
Akiko Kakutani ( <i>Earlham College</i> )	Yoko Pusavat ( <i>California State University, Long Beach</i> )
Akiko Kamo ( <i>Episcopal School, Baton Rouge, Louisiana</i> )	Joe Ree ( <i>Florida State University</i> )
Yoko Kano ( <i>University of North Carolina at Wilmington</i> )	Christopher M. Rich ( <i>Northern Arizona University</i> )
Hiroko Kataoka ( <i>California State University, Long Beach/Japan Foundation and Language Center</i> )	Kyoko Saegusa ( <i>University of Colorado, Boulder</i> )
Akiko Kowano Jones ( <i>Bowling Green State University</i> )	Yoshiko Saito ( <i>California State University, Monterey Bay</i> )
Mieko Kimura Philips ( <i>Lansing Community College</i> )	Kazuki Sawanoi ( <i>Southern University A&amp;M College</i> )
Toshiko Kishimoto ( <i>Clemson University</i> )	Nobuko Sugamoto ( <i>Monterey Institute of International Studies</i> )
Ryuko Kubota ( <i>University of North Carolina</i> )	Naoki Takei ( <i>Tokyo Institute of Technology</i> )
Junko Kumamoto-Healey ( <i>University of Melbourne</i> )	Akira R. Takemoto ( <i>Whitman College</i> )
Toshiyumi Kumashiro ( <i>University of California, Irvine</i> )	Yuzuru Takigawa ( <i>Western Washington University</i> )
Yoko Maruyama Wong ( <i>Case Western Reserve University</i> )	Roger Thomas ( <i>Illinois State University</i> )
Yukari McCagg ( <i>American School in Japan</i> )	Chizuko Uema ( <i>Lewis and Clark College</i> )
Akemi Morioka ( <i>University of California, Irvine</i> )	Noriko Vergel ( <i>American School in Japan</i> )
Mutsuko Motoyama ( <i>Illinois Wesleyan University</i> )	Yuko Yamada ( <i>Nebraska Wesleyan University at Lincoln</i> )
Hiromi Muranaka ( <i>University of Western Sydney, Nepean</i> )	Hilofumi Yamamoto ( <i>University of Tsukuba</i> )
Emi Ochiai Ahn ( <i>Mesa Community College</i> )	Toshiko Yokota ( <i>University of California, Irvine</i> )

Student feedback played a crucial role for the revision, too. My thanks go to all the students who sent me their comments while using the first edition.

I also would like to express my appreciation to many people at McGraw-Hill and their associates for their excellent work on this complicated project, their

patience, and perseverance: Peggy Potter, Patricia Murray, Karen Sandness, Karen Judd, Francis Owens, Margaret Metz, Natalie Durbin, Pam Augspurger, Sally Vitsky, Rick Hackney, Chris de Heer, Cristene Burr, Bill Glass, and Leslie Hines. In particular, I owe much to Gregory Trauth for his tireless work and insightful ideas for this project. Special thanks are due to Chieko Altherr, who checked the linguistic accuracy and cultural authenticity of the text.

This project could not have been completed without the generous support, assistance, and encouragement of the people at the University of California, San Diego: all of my colleagues at the Graduate School of International Relations and Pacific Studies, especially, Peter Gourevitch and Miles Kahler, Sherman George, Ron Quilan, Gary Hoffman, Hifumi Ito, Dennis Kelliher, Masao Miyoshi, Christena Turner, Jennifer Schroeder, Linda Murphy, Masato Nishimura, Noriko Kameda, Yutaka Kunitake, Noriko Knickerbockers, and Mayumi Mochizuki. I especially thank my former and current assistants, Sheri Bruschi and Alejandrina Quintero-McCluskey, without whose daily help and encouragement I could not have finished this project.

A word of warmest thanks is due to Hiroko Kataoka for her steadfast friendship, patient criticism, helpful advice, insightful suggestions, and constant encouragement, all of which were indispensable to me at various stages of the development of this text.

I would like to extend my deepest gratitude and appreciation to Thalia Dorwick, for her constant support for *Yookoso!*, her enthusiasm for and commitment to developing an innovative Japanese language text, her encouragement, generosity, patience, thoughtfulness, and care. Her insights, creativity, dedication, wisdom, expertise have been a constant source of inspiration to me and have been my guiding light throughout this project.

I thank Umechiyo and Takechiyo for their unconditional affection and positive spirit.

A final simple but very sincere appreciation goes to my wife, Carol, for her inspiring love, spirit, understanding, patience, and support beyond the call of duty. I thank you for giving so much of you as well as putting up with me during the revision of *Yookoso!* This text is dedicated to Carol as well as to my parents, Morio and Ritsuko Tohsaku.

Yasu-Hiko Tohsaku  
ytohsaku@ucsd.edu

Dear Student,

**Yookoso** means *welcome* in Japanese, and I am delighted to welcome you to this program for learning contemporary Japanese. You'll be able to listen with understanding, speak, read, and write Japanese by the time you finish the program if you take to heart the hints below.

- Your classroom is probably the only place you have to interact with other people in Japanese. Your instructor is your major resource and your classmates are your other contacts. Attend class regularly and make an effort to interact as much as possible with all of them.
- Keep up with daily assignments. They are essential if you are to be able to participate and learn in class.
- Use all of the supplementary materials that accompany the text. Use the Workbook/Laboratory Manual to review vocabulary and grammar in listening, speaking, reading, and writing, and to practice Kanji. Use the Audiotape, Videotape, and CD for listening and speaking practice and to develop a stronger cultural knowledge. Regularly check the *Yookoso!* home page (<http://www.mhhe.com/-japanese/yookoso.html>) for study hints, additional activities, and cultural information.
- Don't force yourself to memorize all the vocabulary words at the start. Learn and use vocabulary necessary to express yourself first. Then, since the acquisition of vocabulary is of great importance for achieving proficiency at the early stage of language learning, learn as much as you can of the other vocabulary as well, to broaden your ability to express ideas.
- Before starting each chapter, review the learning objectives found on the opening page. At the end of each chapter, use the checklist on the last page to check your progress.
- Familiarize yourself with the organization of the text.

**The Characters:** You will meet a cast of characters who will appear throughout the text. Some of them are students at the university and others are their neighbors and families.

**Vocabulary and Grammar:** Every chapter has three sections that start by introducing and practicing new vocabulary and then present grammar explanations and activities that use the grammar in meaningful context with previously-presented vocabulary.

**Language Skills:** Once you have learned the grammar and vocabulary of the chapter, you can practice them as you strengthen your abilities with the four language skills. In Reading and Writing, you will learn to read for content, guess contextually, and understand the gist of what you read. Then you'll build on what you have read as you write. Language Functions and Situations help you develop your ability to cope with many daily contexts and situations through speaking. The activities in Listening Comprehension help you develop listening abilities for everyday contexts.

**Vocabulary and Kanji:** At the end of each chapter is a list of vocabulary and Kanji (Chinese characters). Use this list as a reference for review, reading, and writing activities.

**Review Activities:** These activities offer a final review of the chapter's vocabulary and grammar.

- Keep studying little by little every day, don't wait until just before a test. Language learning takes time and is a gradual process. If you work at it day by day, you will become a proficient user of Japanese.

Now, let's get started.

Yasu-Hiko Tohsaku

## About the Author

Yasu-Hiko Tohsaku is a Professor at the University of California, San Diego, where he is Director of the Language Program at the Graduate School of International Relations and Pacific Studies and Coordinator of the Undergraduate Japanese Language Program. He received his Ph.D. in Linguistics from the University of California, San Diego, in 1983. He is the author of numerous articles on second-language acquisition and Japanese-language pedagogy. In addition, he has been involved with the development of Japanese-language teaching videos, computer-assisted language-learning programs, and a Web-based training program for language teachers.