

CONTENTS

Welcome Aboard!	2
My Intentions and Commitment for Learning Japanese	3
Learning Journey Map - Lesson Organization	7

Unit 1 じゅんぴ OK! Get Ready! 13

Lesson 1 ひつようなもの Things We Need	13	Learning Cycle 1 私の きょうしつ My Classroom	14
		Learning Cycle 2 私の もちもの My Belongings	20
Lesson 2 ひつような ことば Classroom Japanese	27	Learning Cycle 1 じゅぎょうをはじめます! Starting the Japanese Class	28
		Learning Cycle 2 一しょに べんきょうしよう! Learning Japanese Together	35

Unit 2 ともだちをつくろう! Making Friends! 45

Lesson 1 じこしょうかい Self-introduction	45	Learning Cycle 1 はじめまして! Nice to Meet You!	46
		Learning Cycle 2 何が 好き? My Favorite Things	56
Lesson 2 しりあいになる Finding Commonalities	67	Learning Cycle 1 何が とくい? Things I Am Good At	68
		Learning Cycle 2 どんな せいかく? My Personality	78

Unit 3 学校へ ようこそ! Welcome to My School! 91

Lesson 1 学校しょうかい School Introduction	91	Learning Cycle 1 私の 学校 My School	92
		Learning Cycle 2 私の クラス My Classes	102
Lesson 2 学校生かつ My School Life	113	Learning Cycle 1 私の 一日 My Daily Routine	114
		Learning Cycle 2 私の なやみ My Concerns	124

Unit 4 何が 大せつ? What's Important to Us? 137

Lesson 1 大せつな 人 Important People	137	Learning Cycle 1 私の かぞく My Family	138
		Learning Cycle 2 あこがれの 人 The Person I Admire	148
Lesson 2 大せつな もの Important Things	159	Learning Cycle 1 大せつな ものは? What Do You Value in Your Life?	160
		Learning Cycle 2 大せつな 人と すること Things You Do with People Who Matter to You	170

Unit 5

どこに住みたい? Home and Lifestyle

183

Lesson 1

日本のいえ

Japanese House

183

Learning Cycle 1

ようこそ!

Welcome!

184

Learning Cycle 2

私のへや

My Room

194

Lesson 2

りそうのいえ

Ideal Home

205

Learning Cycle 1

とかいと いなか

Urban and Rural Life

206

Learning Cycle 2

私の ゆめの いえ

My Dream Home

216

Unit 6

何になりたい? Dream Comes True

229

Lesson 1

私と しごと

My Career and Me

229

Learning Cycle 1

なりたい しごと

What I Want to Be

230

Learning Cycle 2

私の ちょうしょ

My Strengths

240

Lesson 2

しょう来の ゆめ

Future Dream

251

Learning Cycle 1

私の やりがい

My Meaningful Work

252

Learning Cycle 2

私が したい こと

Things I Want to Do

262

Appendix 275

Numbers/Calendar/Time/
Family/Body Parts/Counters/
Position Words/Colors

Vocabulary Index 283

Grammar List 292

Supplemental Resource:

Japanese Writing Practice Book
for Novice Learners

COMPASS JAPANESE 1 INTERACTIVE WORKBOOK WEBSITE

- ▶ PowerPoint
- ▶ Audio
- ▶ Vocabulary List
- ▶ Teacher's Guide

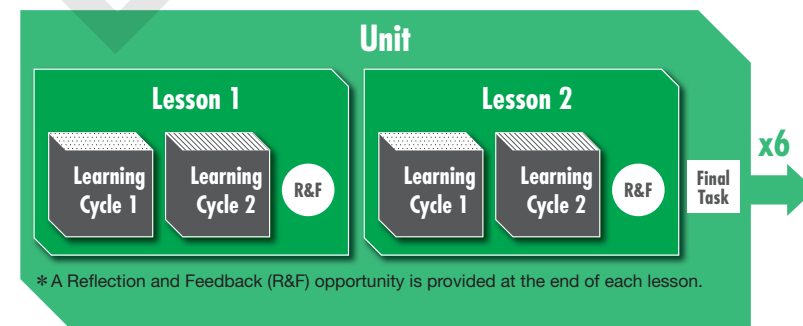
<https://www.9640.jp/compass/>



Learning Journey Map - Lesson Organization -

Just like with any journey, knowing the plan is important for one's success. What does your learning journey look like? The Compass Interactive Workbook offers six units featuring urgent and intriguing global themes, such as learner communities in modern times, evolving family structures, changing student lives, personal and collective identities. Each unit is organized by 2 lessons with focused topics. Each lesson includes 2 short Learning Cycles to promote language skill building while acquiring new knowledge. A Learning Cycle offers opportunities to reflect and interact with your learning partner, classmates, and communities outside of the classroom!

A sense of accomplishment is key for language learning. Final task ensures great opportunities for you to use Japanese to make an impact in the world. Finally, end your lesson by reflecting on your learning.



Supplemental Resource: Japanese Writing Practice Book for Novice Learners

Before you begin,

First, the lesson begins with essential questions that make you wonder. These questions are essential to activate your curiosity. You and your teacher may modify or add more questions. After all, life without wonder is not exciting. The I-Can List offers what you should be able to do with Japanese at the end of the lesson. Knowing what skills you are developing helps you focus during lesson.

Essential Questions:	I-Can List:
<ul style="list-style-type: none"> How do we begin connecting with each other? What brings us closer? 	<p>Check one goal that you are most interested in achieving.</p> <p><input type="checkbox"/> Introduce myself and languages I speak</p> <p><input type="checkbox"/> Describe my preferences and hobbies</p> <p><input type="checkbox"/> Ask questions about preferences and hobbies</p>

Learning Cycle

Each learning cycle is organized by the **Global Competence Framework** to guide your learning:



The flow of each cycle is described at the beginning to give you an idea of how a lesson progresses.

Unit 2
Lesson 1

Learning Cycle 1

はじめまして!
Hajimemashite!
Nice to Meet You!

What cultural assets do we bring to the classroom? What connections do we make with each other? In this learning cycle, you will share your cultural and linguistic assets with classmates and make connections with one another.

Let's Explore!

Before you begin your journey, take a moment to think about what you already know about the topic. What do you notice in the picture and infographics? Brainstorm what you know or think you know about the topic.

- Q1: How do we make a good first impression in different countries?
Q2: What do you notice in the pictures below? Jot down what you noticed.



1 Investigate the World

In this section, your teacher introduces the topic and key information about it. Pay attention to the teacher's presentation and jot down notes, ask questions, and share your thoughts. Connect with the topic through the "Take a Look into Japanese Culture" and "Play with Words" activities.



Activity 1

Take a Look into Japanese Culture

1 Checking Your Knowledge about the Topic

How do you feel about the following statements regarding the topic? Rate their likelihood based on your experience.

Statements	Unlikely ——— Very Likely
1) Bowing (<i>Ojigi</i>) is a fundamental part of Japanese greetings.	<div style="text-align: center;"> ----- </div>
2) Teachers in Japan typically address their students by their first names.	<div style="text-align: center;"> ----- </div>

2 Sensei's Presentation

The teacher engages learners in the content through the slide presentation. Learners focus on the meaning of the story and key vocabulary. Extended vocabulary list can be found at the end of each lesson.

Sample presentation is available online.



Activity 2

Play with Words

We learn new words through listening, visuals, and interaction with others. The "Play with Words" section offers multiple ways to engage with new words, helping you remember and use them quickly.

1 Flash Cards Activity

Sample activities

- Hear and Show:** Students listen to the teacher and show the appropriate picture.
- Slap Game:** Students work in pairs with one set of flashcards. The teacher calls out the cards, and students slap the correct card as quickly as possible. The teacher then points out the answers on the board so students can compare them with their own. At the end, students count how many cards they captured.

3. **Listen and Categorize:** Students organize the cards into categories as they listen to their teacher. Alternatively, students, either independently or with a partner, categorize the flashcards while describing the cards.
4. **Guessing Game:** Student A holds up a card, facing Student B, without looking at it. Student B describes the card without naming it, and Student A guesses which card they are holding.
5. **Memory Game:** Students work in pairs. Place two sets of cards face down. Each player flips cards to find a match. The player who matches the cards must say the correct word for the card to collect points.
6. **Partner Quiz:** Students work in pairs and quiz each other on the vocabulary flashcards by asking, "What is it?"

2 Check for Understanding

Listen to the audio and write the corresponding letters or words. Audio files are available online.



2 Recognize Diverse Perspectives

After investigating the topic from the presentation, you will go deeper into perspectives through reading articles, stories, infographics, etc. While some content may resonate with you right away, you may also notice your judgment creeping in as you are learning different perspectives. That's normal. Just stay curious for now as you continue your learning.



Activity 3

Read and Learn

1 Let's Read!

Interact with text and answer the questions.

Audio for the reading is also available online.

Download vocabulary list online.

2 3 Various ways to organize new information are offered here.

- Categorizing
- True and False
- Checklist
- Fill in the Blank



Activity 4

Practice Asking Questions

Good questions are key for a good conversation. Practice creating questions in Japanese. You may want to use the strategies such as shadowing as you use the audio to strengthen your listening and speaking.



3 Communicate Ideas

Now that you have analyzed information and reflected on new perspectives, you must have a lot to talk about! This section provides you opportunities to communicate with others about the topic in Japanese. New language structures that help you express your ideas will be highlighted and examined here. In addition to new Japanese language structures, you will also practice how to be a good listener and conversationalist in Japanese.



Activity 5

Let's Explore Language Structure!



Language is a collection of patterns. This activity gives you an opportunity to notice, understand, and use the new language pattern you are learning.

1 Sensei's Presentation

Observe the teacher's presentation and pay attention to the meaning.

Sample presentation is also available online.

2 Where is the New Language Structure?

Examine the provided sentences and look for the pattern(s).

3 What Could It Mean?

Discuss the possible meaning and patterns as class.

4 How Can We Use It?

Discuss ways we can use the language patterns in class.

5 Let's Use the New Language Structure!

Use the new language pattern in new situations. If you are still learning hiragana, you may answer verbally instead of writing.



Activity 6

Write It Out

Use the language template to express your thoughts.



Activity 7

Pair/Group Share

Exchange ideas with your classmates using the language structure.



Activity 8

Read Fluently

Read the text (Activity 3) to your partner. Pay attention to pronunciation, intonation, and tempo as you read aloud.

4 Let's Show What We Can Do!

We can only build confidence by actually doing things ourselves. Here's an opportunity for you to accomplish a task by using what you know and newly learned language skills. Don't worry too much about doing things perfectly the first time. Instead, think about it as an opportunity to receive helpful feedback from your teacher and classmates. How can we get better without trying on our own, right?

Extended Vocabulary

Here's a list of extended vocabulary to enhance your Japanese skills, featured in Activity 2.

I-Can List & Reflection

Reflect what you can do with Japanese. Celebrate your accomplishments and notice how and what you can do better next time.

Final Task

You've learned a lot! Now, it's your chance to use your knowledge and skills to take action and make a small impact in your community. The final tasks are designed to help you connect with the world using Japanese. Rubric will be provided to ensure high-quality work.

Unit 1

じゅんび OK !

Junbi

Get Ready!

What are the positive attributes of a good language learner?

Lesson 1

ひつような もの

Hitsuyoona

mono

Things We Need



Essential Questions:

- How does the learning environment contribute to our positive learning experiences?
- What kind of attributes do successful learners have?

I-Can List:

Check!



Check one goal that you are most interested in achieving.

- ☐ Describe and compare common classroom items in Japan and my country
- ☐ Describe and compare typical school stationery in Japan and my country

Unit 1
Lesson 1
**Learning
Cycle 1**

わたし
私の きょうしつ
Watashi no kyooshitsu
My Classroom

What does a typical Japanese classroom look like? How is it similar to or different from your classroom? What does it say about how students learn and teachers teach in those classrooms? Our living environment tells us a lot about ourselves such as how we connect and learn. In this learning cycle, you will learn what a typical Japanese classroom looks like and think about how teachers and students relate to each other.

Let's Explore!

Q1: What does a typical Japanese classroom look like?

How is it similar to or different from your classroom?

Q2: What do you notice in the pictures below? Jot down what you noticed.



1 Investigate the World



Activity 1

Take a Look into Japanese Culture



1 Sensei's Presentation

Listen to Sensei's presentation and jot down key information.

2 Recognize Diverse Perspectives



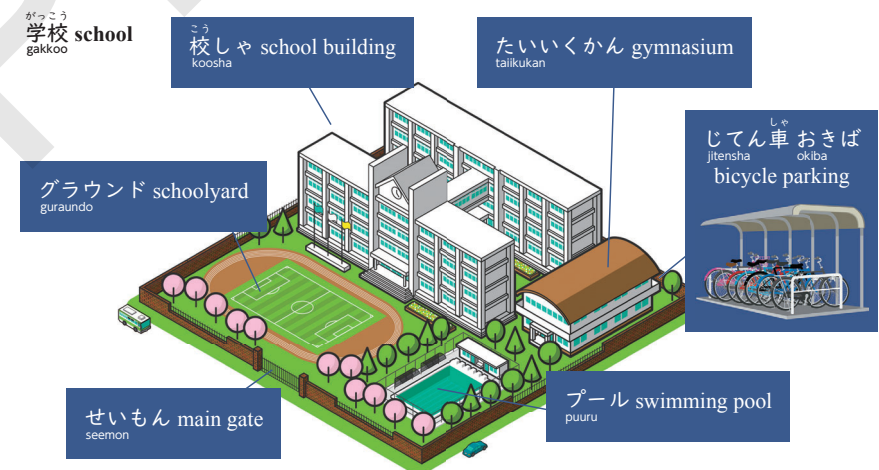
Activity 2

Read and Learn



1 Let's Read!

Take a look at the example of a Japanese school layout below. How is it similar to or different from your school?



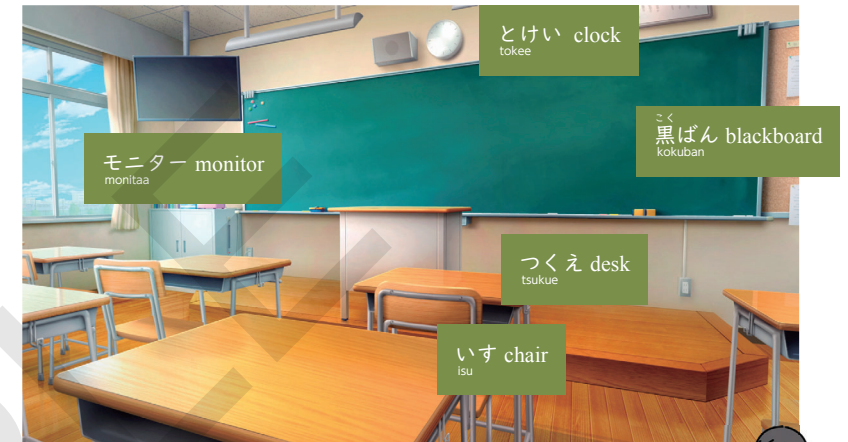
たいいくかんがあります。
Taikukan ga arimasu.



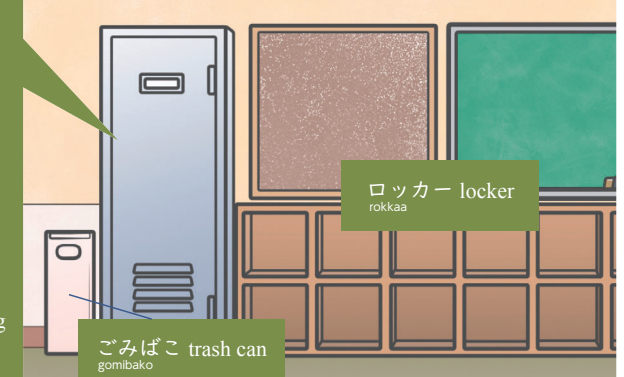
□ ~があります。 There is/are ~.
ga arimasu

きょうしつ Classroom
Kyooshitsu

Unit
1
Lesson
1
Cycle
1



つくえがあります。
Tsukue ga arimasu.



How are they similar to or different from your school?



おなじです。
Onaji desu.



ちがいます。
Chigaimasu.

☐ おなじです。 It's the same.
Onaji desu.

☐ ちがいます。 It's different.
Chigaimasu.



げ 下たばこがあります。
Getabako ga arimasu.



Match the words and pictures below.

A. つくえ B. とけい C. ^い下たばこ D. たいいくかん
tsukue tokei getabako taiikukan

E. トイレ F. 黒^{こく}ばん G. いす H. しょくいんしつ
toire kokuhan isu shokuinshitsu

Choose the words that fit each category from below and fill them in.

A. つくえ tsukue	B. とけい tokei	C. ^{if} 下たばこ getabako	D. たいいくかん taiikukan
E. トイレ toire	F. ^{こく} 黒ばん kokuban	G. いす isu	H. しょくいんしつ shokuinshitsu
I. モニター monitaa	J. ロッカー rokkaa	K. グラウンド guraundo	L. きょうしつ kyooshitsu
M. プール puuru	N. ごみばこ gomibako	O. せいもん seimon	

18

Compare the contents of your classroom to the Japanese classrooms you observed. Present your findings to your partner using pictures and speaking in Japanese.

Unit
1
Lesson
1
Cycle
1

Unit 1
Lesson 1
**Learning
Cycle 2**

わたし
私の もちもの
Watashi no mochimono
My Belongings

What do Japanese students carry in their bags? In this learning cycle, you will learn about common items Japanese students carry in their bags and compare them to your personal belongings.

Let's Explore!

Q1: What do Japanese students carry in their bags?

Q2: What do you notice in the pictures below? Jot down what you noticed.



1 Investigate the World



Activity 1

Take a Look into Japanese Culture



1 Sensei's Presentation

Listen to Sensei's presentation and jot down key information.



2 Recognize Diverse Perspectives



Activity 2

Read and Learn



1 Let's Read!

View the following pictures and identify common personal belongings of Japanese students.

A さん
san



かばん bag
kaban

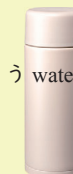
スマホ smartphone
sumaho



かぎ key
kagi



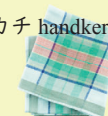
すい
水とう water bottle
suito



ノート notebook
nooto



ハンカチ handkerchief
hankachi



ていき(けん) commuter pass
teeki(ken)



イヤホン earphones
iyahon



すい
水とうがあります。べんりです！
Suito ga arimasu. Benri desu!

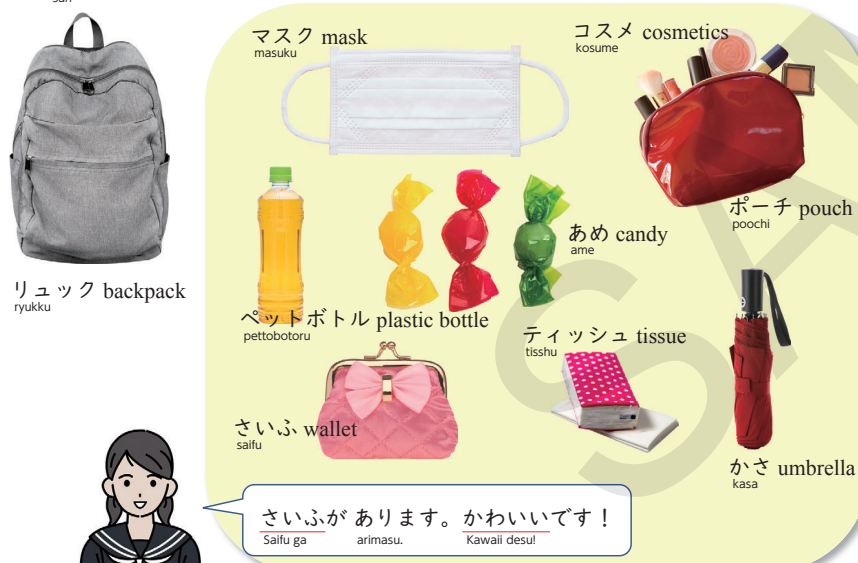
□ ~さん (a phrase that follows someone's name to show respect)
san

□ べんりです。 It's convenient.
Benri desu.

Bさん
san



Cさん
san



☐ おもしろいです。 It's interesting.
Omoshiroi desu.

☐ かわいいです。 It's cute.
Kawaii desu.



なん
何ですか。
Nan desu ka.



はさみです。
Hasami desu.



なん
何ですか。
Nan desu ka.



けしゴムです。
Keshigomu desu.

☐ なん 何ですか。 What is it?
Nan desu ka.

How are common Japanese students' personal belongings similar to or different from yours?

おなじです。
Onaji desu.

ちがいます。
Chigaimasu.

2 Matching

Match the keywords and pictures below.

Ex. 	1) 	2) 	3) 
A			
4) 	5) 	6) 	7) 

A. ふてばこ
futebako

B. めがね
megane

C. かぎ
kagi

D. あめ
ame

E. さいふ
saifu

F. おべんとう
obentoo

G. 本
hon

H. 水とう
suito

3 Fill in the Blank

Read the following situations and choose the most appropriate words from below.

Situation	Words
Ex. I have a cold. I have a cough.	A、B、E、N
1) I have a class.	
2) I have lunch.	
3) It will rain in the afternoon.	
4) I ride a train or bus.	
5) I listen to music on the way to school.	

A. マスク
masuku

B. あめ
ame

C. イヤホン
iyahon

D. ていき (けん)
teeki (ken)

E. ティッシュ
tishu

F. ノート
nooto

G. おべんとう
obentoo

H. スマホ
sumaho

I. かさ
kasa

J. さいふ
saifu

K. 水とう
suito

L. ふてばこ
futebako

M. きょうかしょ
kyookasho

N. ハンカチ
hankachi

3 Let's Show What We Can Do!

Items in My Bag

Japanese students want to know what is in your backpack. Please write a short report about your belongings and give your opinions about them.

1) Opening	はじめます。 Let's begin/start (it). Hajimemasu.
2) Describe 3-4 items in your bag	<ul style="list-style-type: none"> ・ _____ があります。 ga arimasu _____ です。 desu.
3) State your opinions	<ul style="list-style-type: none"> ・ _____ があります。 ga arimasu _____ です。 desu. ・ _____ があります。 ga arimasu _____ です。 desu. ・ _____ があります。 ga arimasu _____ です。 desu.
4) Closure	終わります。 Let's finish (it). Owarimasu.



U1L1 Vocabulary List

School:

<input type="checkbox"/> 学校 gakkoo	school	<input type="checkbox"/> せいもん seemon	main entrance/ main gate	<input type="checkbox"/> 校しや koosha	school building
<input type="checkbox"/> グラウンド guraundo	schoolyard	<input type="checkbox"/> たいいくかん taiikukan	gymnasium	<input type="checkbox"/> プール puuru	swimming pool
<input type="checkbox"/> じてん車おきば jitensha okiba	bicycle parking	<input type="checkbox"/> しょうこうぐち shookooguchi	shoe-changing entrance	<input type="checkbox"/> 下たばこ getabako	shoe locker
<input type="checkbox"/> 上ばき uwabaki	indoor slippers/ shoes	<input type="checkbox"/> しょくいんしつ shokuinshitsu	staff room	<input type="checkbox"/> トイレ toire	restroom

Classroom:

<input type="checkbox"/> きょうしつ kyooshitsu	classroom	<input type="checkbox"/> 黒ばん kokuban	blackboard	<input type="checkbox"/> つくえ tsukue	desk
<input type="checkbox"/> いす isu	chair	<input type="checkbox"/> とけい tokiei	clock	<input type="checkbox"/> モニター monitaa	monitor
<input type="checkbox"/> ロッカー rokkaa	locker	<input type="checkbox"/> ごみばこ gomibako	trash can	<input type="checkbox"/> ちりとり chiritori	dustpan
<input type="checkbox"/> ほうき hooki	broom	<input type="checkbox"/> ぞうきん zookin	cloth for wiping	<input type="checkbox"/> バケツ baketsu	bucket

Belongings:

<input type="checkbox"/> かばん kaban	bag	<input type="checkbox"/> リュック ryukku	backpack	<input type="checkbox"/> スマホ sumaho	smartphone
<input type="checkbox"/> タブレット taburetto	tablet	<input type="checkbox"/> イヤホン iyahon	earphones	<input type="checkbox"/> かぎ kagi	key
<input type="checkbox"/> ていき(けん) teiki(ken)	commuter pass	<input type="checkbox"/> さいふ saiifu	wallet	<input type="checkbox"/> 水とう suito	water bottle
<input type="checkbox"/> ペットボトル pettobotoru	plastic bottle	<input type="checkbox"/> (お)べんとう (o)bentoo	lunch box	<input type="checkbox"/> きょうかしよ kyookasho	textbook
<input type="checkbox"/> 本 hon	book	<input type="checkbox"/> ノート nooto	notebook	<input type="checkbox"/> ふでばこ fudebako	pencil case
<input type="checkbox"/> えんぴつ enpitsu	pencil	<input type="checkbox"/> けしゴム keshigomu	eraser	<input type="checkbox"/> じょうぎ joogi	ruler
<input type="checkbox"/> はさみ hasami	scissors	<input type="checkbox"/> めがね megane	glasses	<input type="checkbox"/> かさ kasa	umbrella
<input type="checkbox"/> ハンカチ hankachi	handkerchief	<input type="checkbox"/> ティッシュ tissu	tissue	<input type="checkbox"/> マスク masuku	mask
<input type="checkbox"/> ポーチ poochi	pouch	<input type="checkbox"/> コスメ kosume	cosmetics	<input type="checkbox"/> あめ ame	candy

I-Can List & Reflection

Reflect what you can do with Japanese. Celebrate your accomplishments and notice how and what you can do better next time.

I can	Yes, with confidence!	Yes, with little help.	Yes, with much help.	Not yet.
<input type="checkbox"/> Describe and compare common classroom items in Japan and my country				
<input type="checkbox"/> Describe and compare typical school stationery in Japan and my country				

Reflection : _____

Contents

Japanese Text	2
Japanese Sound	3

Hiragana 4

Hiragana Chart	4
Hiragana Practice (あ〜お, ん)	6
Hiragana Practice (か〜こ, が〜ご)	8
Hiragana Practice (さ〜そ, ざ〜ぞ)	10
Hiragana Practice (た〜と, だ〜ど)	12
Hiragana Practice (な〜の)	14
Hiragana Practice (は〜ほ, ば〜ぼ, ぱ〜ぽ)	16
Hiragana Practice (ま〜も)	18
Hiragana Practice (ら〜ろ)	20
Hiragana Practice (や, ゆ, よ, わ, を)	22
Contracted Sounds (Small や, ゆ, よ)	24
Double Consonants (Small っ)	26
Long Vowels	28
Transcription Rules	30

Katakana 31

Katakana Chart	32
Katakana Practice (ア〜オ, ン, カ〜コ, ガ〜ゴ)	34
Katakana Practice (サ〜ソ, ザ〜ゾ, タ〜ト, ダ〜ド)	36
Katakana Practice (ナ〜ノ, ハ〜ホ, バ〜ボ, パ〜ポ)	38
Katakana Practice (マ〜モ, ヤ, ユ, ヨ, ラ〜ロ, ワ, ヲ)	40
Contracted Sounds (Small ヤ, ユ, ヨ)	42
Double Consonants (Small ッ)	44
Other Combinations of Katakana	46

- Have you ever seen Japanese writing? Do you know what they look like?

Japanese Text

Japanese text consists of hiragana, katakana, kanji, and Western style alphabet, roomaji. In the following example, roomaji is provided on the top for your reference, kanji are underlined, katakana are marked with a wavy line, and everything else is in hiragana. What do you notice about their shapes? Hiragana are curvier than katakana, and kanji are more complex, right?

nihongo o masutaa shimashoo
日本語を マスター しましょう。 Let's master Japanese.
kanji katakana Hiragana

Content words are usually written in kanji, grammatical particles and inflections are written in hiragana, and many foreign words are written in katakana along with academic names of animals and plants.

はいまる #自分 好き! 好き♡ 技術
世界を目指す 数字 見た! 学ぶ
Smile 自由な テクノロジー 英語
でいこう! みんな もう古い 授業 スマイル♡

- Have you ever heard the Japanese language? How does it sound?

Japanese Sound

Japanese has five vowels /a i u e o/, eight consonants /k s t n h m r N/, and two semi-vowels /y w/. Japanese has less variety in syllable forms than English, with most syllables ending in vowels. Therefore, *McDonald's* in English is a six syllable word *ma-ku-do-na-ru-do* in Japanese with many vowels inserted.

Each hiragana or katakana letter represents a “mora” (a beat or a rhythmic unit). *Konnichiwa* “good day; hello” in Japanese is pronounced as *ko-n-ni-chi-wa* with five moras. English speakers often make the mistake of putting stress on Japanese words, pronouncing that part of the word loud and long as in *kənNichiwah*, while reducing other parts of the word. However, unlike English that uses stress to accent virtually every word, an accented syllable in Japanese is only marked by a drop in pitch, and furthermore, many words are unaccented. These differences make Japanese sound relatively monotonous to English speakers. In standard Japanese, the unaccented initial syllable starts and rises in pitch and keeps high with only gradual drop until after the accented syllable. *ko-n-ni-chi-wa* is unaccented, so the pitch pattern is LHHHH, without a drop in pitch. *Arigatoo* “thank you,” on the other hand, is pronounced as *a-ri-ga-to-o* LHLLL because the second syllable is accented. Pay attention to the pitch pattern when learning new words.

こんにちは ありがとう
ko-n-ni-chi-wa a-ri-ga-to-o
L H H H H L H L L L

Let us look at printed hiragana. Here are some notes to keep in mind as you decode the chart.

- There are 46 hiragana, except for the last ん, each represents either a vowel, or a consonant-vowel combination. For example, か represents a syllable consisting of the consonant /k/ and the vowel /a/.
- The application of two dots on the upper right side makes a voiced sound (e.g., か* /ga/).
ぱびぶべぼ・ばびぶべぼ correspond to each other due to historical sound changes.
- し, ち, つ are pronounced as [shi][chi][tsu].
- じ, ず and ぢ, づ are both pronounced as [ji][zu]. ぢ, づ are rarely used except for compound words whose second element begins with ち or つ as in the case of はなぢ (はな + ち) “nose-bleeding” and こづつみ (こ + つつみ) “small-package.”
- The actual pronunciation of ん, indicated by N, varies as [n][m][ŋ] depending on the context.
- Different fonts yield slightly different shapes: ききき etc.

Hiragana Chart

	a	i	u	e	o	n
	あ [a]	い [i]	う [u]	え [e]	お [o]	
k	か [ka]	き [ki]	く [ku]	け [ke]	こ [ko]	
s	さ [sa]	し [shi]	す [su]	せ [se]	そ [so]	
t	た [ta]	ち [chi]	つ [tsu]	て [te]	と [to]	
n	な [na]	に [ni]	ぬ [nu]	ね [ne]	の [no]	
h	は [ha]	ひ [hi]	ふ [fu]	へ [he]	ほ [ho]	
m	ま [ma]	み [mi]	む [mu]	め [me]	も [mo]	
y	や [ya]		ゆ [yu]		よ [yo]	
r	ら [ra]	り [ri]	る [ru]	れ [re]	ろ [ro]	
w	わ [wa]				を [o]	ん [n]

	a	i	u	e	o
g	が [ga]	ぎ [gi]	ぐ [gu]	げ [ge]	ご [go]
z	ざ [za]	じ [ji]	ず [zu]	ぜ [ze]	ぞ [zo]
d	だ [da]	ぢ [ji]	づ [zu]	で [de]	ど [do]
b	ば [ba]	び [bi]	ぶ [bu]	べ [be]	ぼ [bo]
p	ぱ [pa]	ぴ [pi]	ぷ [pu]	ぺ [pe]	ぽ [po]

• Syllables consisting of consonant + y + vowel such as **kyo** are transcribed as follows.

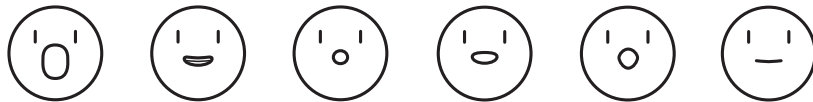
	a	u	o		a	u	o		a	u	o
ky	きゃ [kya]	きゅ [kyu]	きょ [kyo]	hy	ひゃ [hya]	ひゅ [hyu]	ひょ [hyo]	gy	ぎゃ [gya]	ぎゅ [gyu]	ぎょ [gyo]
sh	しゃ [sha]	しゅ [shu]	しょ [sho]	my	みゃ [mya]	みゅ [myu]	みょ [myo]	j	じゃ [ja]	じゅ [ju]	じょ [jo]
ch	ちゃ [cha]	ちゅ [chu]	ちょ [cho]	ry	りゃ [rya]	りゅ [ryu]	りょ [ryo]	by	びゃ [bya]	びゅ [byu]	びょ [byo]
ny	にゃ [nya]	にゅ [nyu]	にょ [nyo]					py	ぴゃ [pya]	ぴゅ [pyu]	ぴょ [pyo]

Hiragana Practice

1. Practice saying hiragana aloud. First, listen to the audio, and then try repeating it.



a	i	u	e	o	n
あ [a]	い [i]	う [u]	え [e]	お [o]	ん [n]



2. Read the following words aloud. First, listen to the audio, and then try repeating it.

A line over a character indicates that it is pronounced at a higher pitch.



1) あい love



2) う え above



3) おい nephew



4) あお blue



5) えい stingray



6) えん circle



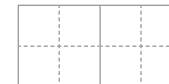
3. Practice writing hiragana. First, trace the lines paying close attention to the stroke order.

Always imagine a circle within a square, and fill it with a hiragana.

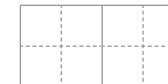


4. Write the following words.

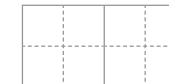
1) a i



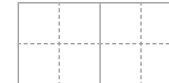
2) u e



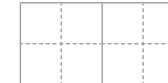
3) o i



4) a o



5) e i



6) e n

