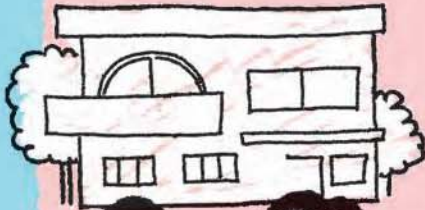


インドにくる

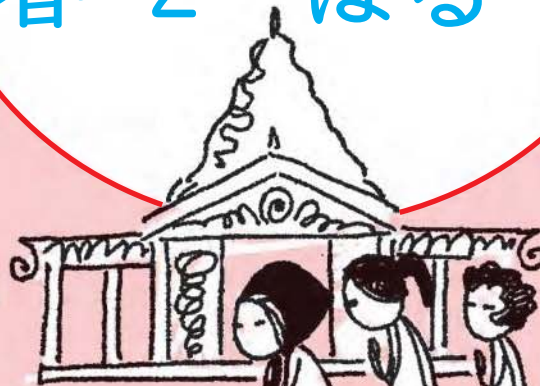
タクシーにのる



くうこうであう

HARU-2

春-2 はる-2



けんぶつする



にほんごがっこうへいく



かいものする



パオバジをたべる

にほんへかえる



さようなら



STANDARD XII

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 30.01.2020 and
it has been decided to implement it from the Academic Year 2020-21.



**Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune.**



Download DIKSHA App on your smartphone. If you scan the Q.R. Code on this page of your textbook, you will be able to access full text. If you scan the Q.R. Code provided, you will be able to access audio-visual study material relevant to each lesson, provided as teaching and learning aids.

First Edition : 2020

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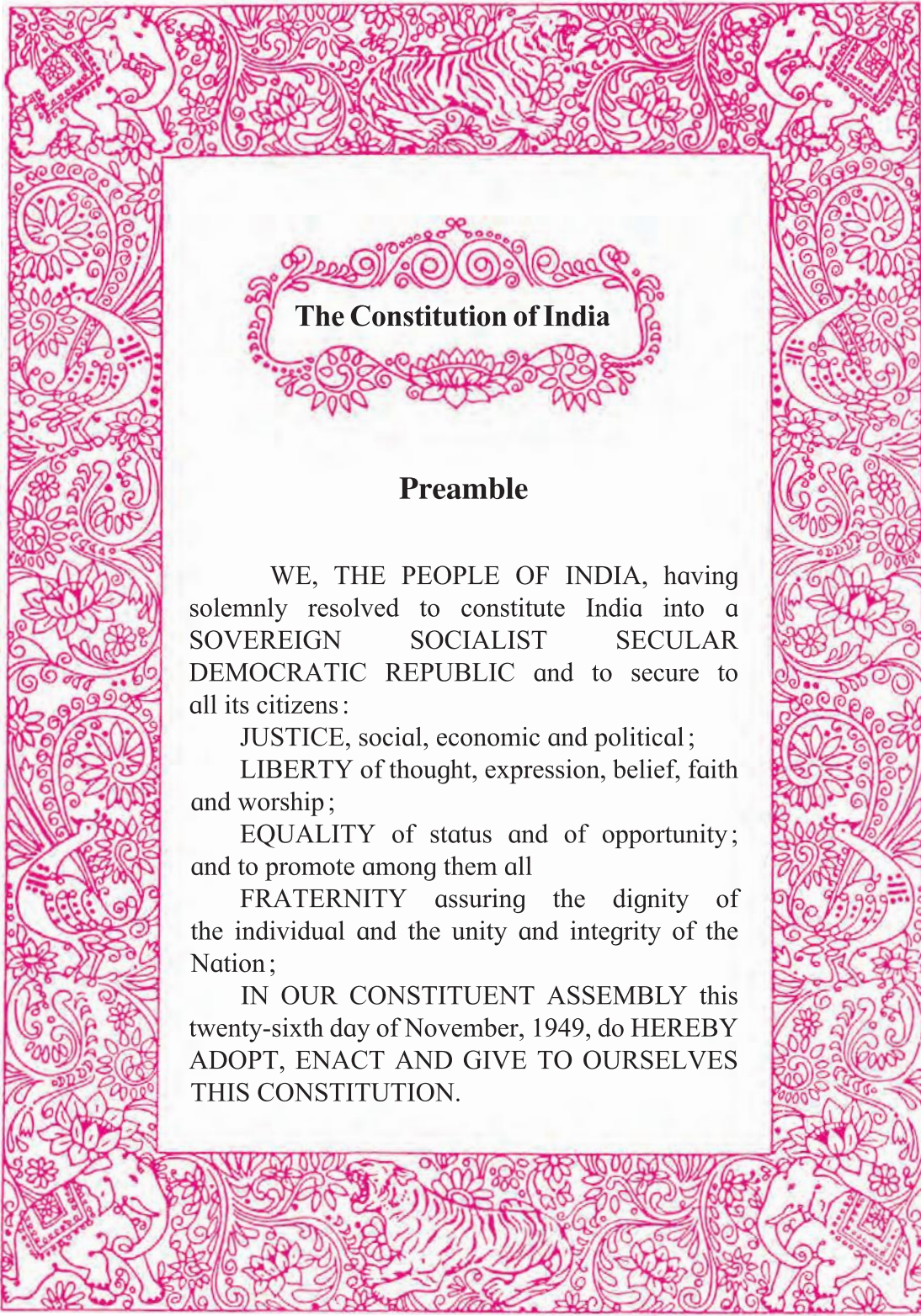
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ;
and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

Dear Students,

It gives us a great pleasure to present the Japanese language textbook for Standard XII, Haru II which will take you to the next level of the language in continuation with the last year, Haru I. You must have acquired some basic skills in Japanese reading, writing, speaking and listening. This year also, we expect you to take part in all the activities provided in this textbook, Haru II.

In this textbook, we have Lesson 0 as a warm up, in order to revise what you have learnt in Haru-1. Part 1 of the textbook Haru-2; has 5 chapters in all, with sections similar to Haru I. The Section 'Goals' explains the objectives of the lesson. 'Warming Up' (Think and Discuss) activates the prior knowledge on the topic. The section 'Comprehension and Tasks' improves the reading skills. Then we have section 'Information Corner' which provides social and cultural information about Japan. Section 'Word Power' builds vocabulary relevant to the topic and 'Language Study' with grammar explanation in English, helps in learning and practicing grammar. Conversation 1 and 2 presents conversation in various situations and helps in enhancing communication skills. 'Self-check' in every lesson enables to carry out self-evaluation of the learning. 'Achievement Check' section helps you to use and apply the learning to enhance speaking and writing skills. 'Let's check' section enables you to gauge the learning outcomes in lieu of the 'Goals' set in the beginning. The illustrations and pictures in the textbook help you in understanding of the topic.

Part II has 5 units consisting of 60 Kanji characters in total. It provides the reading, meaning and combination words with other kanji characters. Supplement 1 to 4 provide additional guideline for using various expressions and grammar points of Haru II.

Useful audio-video teaching-learning material given in each part of the textbook will be available through the Q.R. Code and through the medium of App for additional information. It will be definitely useful for your studies. We will be happy if you share your opinion and feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies!

Pune

Date : 21 February, 2020

Indian Solar Year :

Phalgun 2, 1941



(Vivek Gosavi)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

For Teachers

- (1) Please take into account the various competencies specified on the following pages alongside. They indicate the areas of language developments and stages which the students are expected to reach by the end of Standard XII.
- (2) You can plan your classroom interaction, activities and assessment of the students keeping these specific goals in mind.
- (3) This textbook is designed to help students in many ways.
 - To learn the basics of Japanese language.
 - To be able to make simple communication.
 - To be able to write simple Japanese sentences and expressions using all the 3 scripts; Hiragana, Katakana and basic Kanji characters.
 - To enjoy reading.
 - To get used to Japanese pronunciation and expressions.
 - To get to know more about the Japanese society and culture.
- (4) Please note that Haru II has not given any Furigana/Rubi (readings for Kanji characters) within lessons except the Kanji character called 「何」 as this character has two different readings depending upon the context. However, the table of Kanji characters and its reading relating to each lesson is shown at the end of the Vocabulary Section.
- (5) Please go through the entire book before you start teaching it. A variety of activities are provided in the 'Think and Discuss' and 'Achievement Check' sections. 'Note for Teachers' will also help you plan the lecture and make arrangements for the resource material.
- (6) An innovative teacher may come up with many parallel or extension activities but do take care to see that all tasks and activities given in the textbook are carried out first.
- (7) Japanese is one of the most difficult languages of the world. Hence, please simplify the learning process by dividing the units and lessons of this textbook in small chunks as per your convenience. At the time of teaching, use Japanese language as medium of instruction as far as possible; however, apply bilingual approach in case of difficulty in understanding.
- (8) Please refer Supplement-1 before listening the main text (Conversation 1 and 2).

Statement of Competencies

In case of Reading skills –

To enable the students to –

1. read at an appropriate pace with pauses, showing awareness of punctuation.
2. deduce the meaning of words, phrases with the help of the context.
3. read short comprehension passage written in Hiragana, Katakana and Kanji characters.

In case of Writing skills –

To enable the students to –

1. frame statements, questions, commands, and requests for their appropriate use in different contexts.
2. write essays and conversations with the help of given guidelines.

In case of Speaking skills –

To enable the students to –

1. pronounce words correctly in the Japanese Language (accents, intonation and prolongation).
2. make meaningful use of words, phrases and sentences in correct format.
3. produce long sentences and questions in a given situation.
4. answer questions based on texts which are relatively difficult compared to Standard XI.
5. describe a situation or a picture.
6. converse appropriately in various day-to-day situations.

In case of Listening skills –

To enable the students to –

1. distinguish sounds in Japanese language.
2. take notes.
3. understand day-to-day conversation other than textbook.
4. understand the nuances conveyed through emphasis and intonation.

About the Textbook

Part 1

This part contains total 6 lessons (Lesson 0 to Lesson 5). Lesson 0 covers the revision of the textbook Haru I. The structure of each lesson (Lesson 1 to Lesson 5) is given below.

- **Goals-** Learning Outcome is described.
- **Warming up** – This includes activity called ‘Think and Discuss’, which activates students’ prior knowledge about the situation.
- **Comprehension**-This section is called 「よみましょう」. It is a comprehension task which introduces the theme of the main text.
- **Information Corner**- Information about Japan and its culture.
- **Word Power**- Introduction of new vocabulary and expressions followed by Self- Check exercises.
- **Language Study**- Introduction of new grammar and explanation followed by Self- Check.
- **Listen and repeat**- This is called as 「きいて くりかえしましょう」. It provides oral practice of new grammar patterns and expressions, which is the base for the conversation (Main text).
- **Conversation (Main Text)**-This includes dialogues (かいわI and II) based on the theme of the lesson.
- **Achievement Check**-Activities for application of language.
- **Check**-This is 「チェックしましょう」.This is a self-check of learning outcomes in lieu of Goals set at the beginning of the lesson.

Part 2

This part is exclusively designed for learning of Kanji characters. Haru-II includes 60 Kanji characters. These Kanji characters are divided into 5 different categories.

1. Kanji characters of adjectives
2. Kanji characters of verbs
3. Kanji characters of time and frequency
4. Kanji characters of nature and others
5. Kanji characters of directions and body parts

Each unit has practice sheets and exercises. The readings of the Kanji characters and Jukugo words (words of Kanji character combinations) for practice are covered.

Suppliment 1 : This provides the points to be considered before listing the main text (Conversation 1 and 2).

Suppliment 2 : ‘Let’s Talk’ provides additional guideline for using various expressions with examples of short conversations.

Suppliment 3 : This provides the summarised list of all the ‘verbs and conjugations of verbs’ of Haru-1 and Haru-II.

Suppliment 4 : This provides the list of Language Study of Haru-1 and Haru-2.

Contents

Part I

Lesson 0: リナさんは インドに つきました。(Revision of Haru I)

Rina reached India.

Lesson 1: リナさんは ゆきこさんに おれいの 電話を します。

Rina makes a phone call to Yukiko to express her gratitude.

Lesson 2: ゆきこさんは インドに 来ました。

Yukiko came to India.

Lesson 3: ゆきこさんは リナさんと 見物を します。

Yukiko does sight-seeing along with Rina.

Lesson 4: ゆきこさんは くすりを 飲んで 元気に なりました。

After having medicine Yukiko gets well.

Lesson 5: ゆきこさんの さよならパーティー

Yukiko's Farewell Party

Part II

Kanji Characters

Unit 1. Kanji characters of adjectives

Unit 2. Kanji characters of verbs

Unit 3. Kanji characters of time and frequency

Unit 4. Kanji characters of nature and others

Unit 5. Kanji characters of directions and body parts

Suppliment 1: Points before listening Kaiwa 1 and Kaiwa 2.

Suppliment 2 : Let's Talk-Guideline.

Suppliment 3 : Verbs and Verb conjugations of Haru-1 and Haru -2.

Suppliment 4: List of Language Study of Haru-1 and Haru-2.



HARU 1

KANJI CHARACTERS

Unit 1

一 二 三 四 五 六 七 八 九 十 百 千 万

Unit 2

日 月 火 水 木 金 土 山 川 花 雨 魚 牛 雪

Unit 3

人 母 父 兄 妹 弟 姉 子

Unit 4

学 生 行 く 来 る 帰 る 休 む 見 る 食 べ る 飲 む 買 う

大 小 さい 高 い 安 い

Unit 5

上 下 中 外 東 西 北 南 前 後 ろ

Unit 6

車 電 円 国 駅 先 語 校 年 本 本 今

HARU 2

KANJI CHARACTERS

Unit 1

寒 い 広 い 古 い 長 い 明 る い 赤 い 青 い 正 しい 楽 しい

新 しい 暑 い 早 い 近 い 遠 い 親 しい

Unit 2

言 う 使 う 作 る 話 す 読 む 書 く 聞 く 待 つ 会 う

分 か れ る 乗 る 入 る 出 る 止 め る 切 る

Unit 3

毎 何 間 週 朝 昼 夜 晩 時

Unit 4

好 き 元 道 町 海 方 天 物 寺 名 有 気 友

Unit 5

右 左 口 体 手 足 目 耳