Composition and Application of this Book

◆ Characters included in this book

The book *Kanji Tamago Elementary Level* includes 162 characters. Together with *Kanji Tamago Elementary and Intermediate Level*, it covers the characters required for passing levels N5 and N4 of the Japanese Language Proficiency Test.

The characters included in each section are divided into the following three categories.

- "提出漢字 *Featured characters*": Learners will study the reading and writing of each character.
- "読める *Characters for reading*": Learners will only study the meaning and reading of each character. The characters included in this category will reappear in later sections as "提出漢字 *Featured characters*."
- "見て、わかる *Characters for recognition*": Learners will gain knowledge of the meaning of each character as a sign, but will not have to study its reading and writing. With some exceptions, the characters included in this category will reappear in later sections as "提出漢字 *Featured characters*."

◆ Composition of the book

(1) "漢字のはじまり *The origin of characters*": a segment that introduces the origins of characters

(2) "漢字のきほん *The basics of characters*": a segment that introduces the fundamental rules regarding characters

(3) Sections 1 through 15, "漢字のパーツ *The components of characters*"

(4) "楽しく覚えよう１／２／３ *Enjoy studying 1/2/3*": a segment that introduces the components (structural elements) of characters, phono-semantic compound characters, and mnemonic methods.

(5) "もう少しやってみよう *Let's study some more*": a collection of questions that help learners review the contents of sections 1 through 15 and the components of characters.

◆ Composition of each section

(1) Title page

(2) "提出漢字 *Featured characters*," "読める *Characters for reading*," and "見て、わかる *Characters for recognition*."

(3) "練習１：書いてみよう *Exercise 1: Let's write*"

(4) "練習２：やってみよう *Exercise 2: Let's try*"

[(5) Column]

◆ *Ruby* (glosses placed alongside characters to indicate their reading, etc.)

"練習１：書いてみよう *Exercise 1: Let's write*": in questions regarding the reading or writing of characters, *ruby* are not provided for characters learners have already studied.
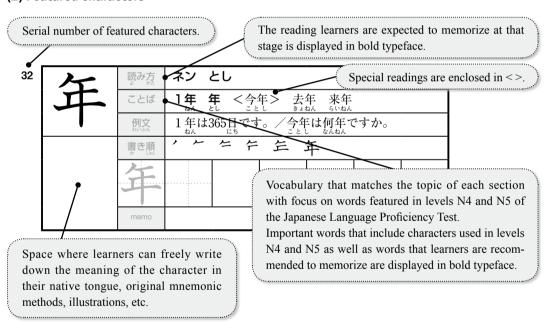
"練習２：やってみよう *Exercise 2: Let's try*": in materials that require learners to independently obtain information (e.g. figures and charts, posters, maps, etc.), *ruby* are not provided.

◆ How to proceed through each section

(1) Title page

The illustrations on the title page feature the characters presented in that section. The title page helps learners develop awareness of the situations in which each character is used, and what kind of abilities learners will acquire through studying each character. If the title page features characters learners already know, they are prompted to remember where and in what kind of situation they encountered those characters, and think of their meaning and reading.

(2) Featured characters

Serial number of featured characters.

The reading learners are expected to memorize at that stage is displayed in bold typeface.

Special readings are enclosed in < >.

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年	読み方	ネン　とし				
	ことば	**1年　年**　＜今年＞　去年　来年				
	例文	1年は365日です。／今年は何年ですか。				
	書き順	ノ　ヒ　ム　午　圭　年				
	年					
	memo					

Vocabulary that matches the topic of each section with focus on words featured in levels N4 and N5 of the Japanese Language Proficiency Test.
Important words that include characters used in levels N4 and N5 as well as words that learners are recommended to memorize are displayed in bold typeface.

Space where learners can freely write down the meaning of the character in their native tongue, original mnemonic methods, illustrations, etc.

In this segment, learners practice each of the characters presented on the title page one by one. It is recommended to refer to the segments "漢字のはじまり *The origin of characters*," "漢字のきほん *The basics of characters*," "漢字のパーツ *The components of characters*," and "楽しく覚えよう *Enjoy studying*," and practice each character while considering methods to memorize it. The book presents various ideas for mnemonic devices and helps learners discover the method that matches best their abilities and preferences.

In "ポイント *Points*," learners can check and verify various commonly mistaken points, such as the form of the character and its reading, the *okurigana* (kana added after a character to show its Japanese inflection), its components, etc.

"*Kanji Tamago: Hints and Points*" can be downloaded from the website below.

Acras Japanese Language Education Institute (ACRAS)

（**http://www.acras.jp/**）

(3) "練習１：書いてみよう *Exercise 1: Let's write*"

After completing the exercises in (2), in this section, learners will practice the featured characters with the objective of acquiring reading and writing skills. Exercises in breaking characters down to their components and, vice versa, in assembling characters from various components will develop learners' awareness of the complex structure of characters.

At the same time, the exercises will establish associations with characters learners have already studied, and will help them organize their knowledge of featured characters. Furthermore, learners will practice sorting characters in groups by their meaning, and will conduct exercises that focus on the Chinese and Japanese reading of each character and phono-semantic compound characters (phonetic components). By repeating similar drills over and over, these exercises will help learners firmly commit the featured characters to memory.

(4) "練習２：やってみよう *Exercise 2: Let's try*"

In this section, learners will get hands-on practice in conditions close to actual communication situations that will help them develop abilities to obtain necessary information through reading and to write characters. In each task, learners are expected to come up with correct answers, but what is even more important is to learn the process necessary to arrive at the correct answer and to master techniques to accomplish tasks. Learners will study through practical drills what to focus on in order to obtain correct information, and how to guess the meaning of new character vocabulary.

There are two types of exercises for obtaining of information: through reading of written text, and through listening to audio materials and tying them up to written text. In both types, learners should first try to complete the tasks on their own, without using dictionaries.

In the listening comprehension exercises, learners should make sure to take the time and read through the information section before listening to the audio material. The written text will probably contain a large volume of information, and characters and vocabulary that the learners have not studied yet, but there is no need to read through these sections and try to grasp their meaning. The important thing is to take full advantage of the already acquired knowledge and obtain necessary information within the limits of one's own understanding.

◆ Legend

◎ 02 Displays CD and track numbers.

【👁】 Indicates that, before listening to a CD, learners need to first look at the figure in the task in order to fully understand the situation.

【👂】 Indicates the beginning of a listening and reading comprehension task.