

Structure of this book, and how to use it

◆ Kanji characters covered in this book

Kanji Tamago Intermediate Level 2 covers 352 *kanji* characters. Together with *Kanji Tamago Intermediate Level 1*, it covers the *kanji* characters needed for passing levels N3 and N2 of the Japanese-Language Proficiency Test.

The *kanji* characters included are divided into the following two categories.

提出漢字 (Featured characters) : Learners will learn how to read and write each character.

読める (Characters for reading) : Learners are only required to learn the meaning and pronunciation of these *kanji* characters. These *kanji* characters may also reappear in later lessons as 提出漢字 (Featured characters).

◆ Structure of this book

(1) Lesson 11 to Lesson 20

(2) 楽しく覚えよう 1～5 (Enjoy studying 1-5) : This section introduces knowledge about *kanji* components (structural elements) and word composition.

(3) 読み方に気をつけよう 1 / 2 (Watch out for the pronunciation 1/2) : Segment 1 compiles *kanji* characters with *kunyomi* (Japanese pronunciation) readings of three or more *hiragana* characters. Segment 2 sets out questions for *kanji* with multiple *onyomi* (Chinese-derived pronunciation) and *kunyomi* (Japanese pronunciations), and for checking homonyms.

(4) コラム (Column) : This section summarizes and introduces useful *kanji* characters based on scenarios and themes.

(5) もう少しやってみよう (Let's study some more) : This section is a collection of review questions for Lesson 11 to Lesson 20. Segment I covers review questions, and Segment II introduces other ways of the reading the *kanji* characters the learner has already studied.

◆ Structure of each lesson

Each lesson covers four topics.

The illustrations on the title page show the scenarios and topics covered in that lesson.

◆ Structure of each topic

(1) チャレンジ (Challenge)

(2) 提出漢字 (Featured characters), 読める (Characters for reading), ポイント (Key points),
1 回書いてみよう (Try writing it once)

(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)

◆ Ruby (small *hiragana* or *katakana* characters printed alongside *kanji* characters to aid with reading)

チャレンジ (Challenge), 練習 2 : やってみよう (Exercise 2: Let's try): Ruby characters are not provided for *kanji* characters in materials used for information-gathering tasks (for example, graphs and figures, posters, maps).

練習 1 : 書いてみよう (Exercise 1: Let's write): Ruby characters are not provided for *kanji* characters that learners have already studied, and in texts asking learners how to read or write *kanji* characters. Ruby characters are provided for proper nouns such as the names of places.

◆ How to proceed through each section

(1) チャレンジ (Challenge)

This section covers the scenarios where learners will actually have many opportunities to see or use certain *kanji* characters. There are free-response questions as well as problem-based questions. By using the knowledge they have, learners infer the meaning and pronunciation of new *kanji* characters and challenge themselves to answer the questions. Learners should be conscious of when and where to use the new *kanji* characters they are studying, and what they can achieve by learning the *kanji* characters in that topic. They do not need to worry even if the “Challenge” questions seem difficult. Instead, they should try to infer based on the words that are used together with the *kanji* characters, or search for *kanji* characters that they already know. Then, they should think about when and where the *kanji* characters are used and how to read them.

(2) 提出漢字 (Featured characters)

The pronunciation that learners should remember at this stage is printed in bold typeface.

Serial number of featured characters.

Pronunciations that are not provided in the list of frequently used *kanji* characters are marked with an asterisk *.

15	読み方 <small>よみかた</small>	たに や* コク
	ことば <small>ことば</small>	谷 渋谷 <長谷川さん>
	例文 <small>れいぶん</small>	渋谷は谷になっている。

Special pronunciations, such as *jukujikun* (combination of *kanji* characters with Japanese pronunciation), are enclosed in <> in the ことば (Vocabulary) section.

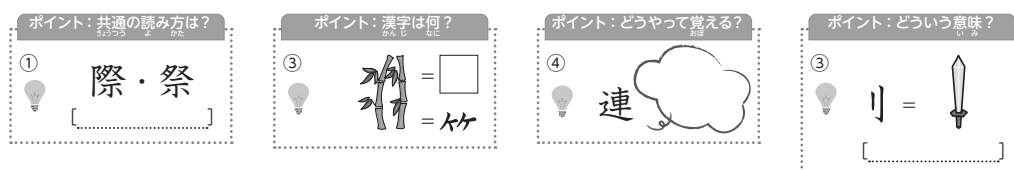
Words corresponding to the topics of each lesson are featured, with a focus on vocabulary covered in the N3 and N2 levels of the Japanese-Language Proficiency Test. Words printed in bold typeface are important words used in the N3 and N2 levels, as well as other words that learners are recommended to memorize.

Ruby characters are not provided for featured *kanji* characters in the example sentences. As they are provided for all other *kanji* characters, learners can focus on the new *kanji* characters and practice reading them without the help of ruby characters.

Here, learners practice the *kanji* characters introduced in the チャレンジ (Challenge) section, one character at a time. Using the 楽しく覚えよう (Enjoy studying) section as a reference, learners should

practice while thinking about how to memorize the *kanji* characters. They should discover as many different ideas for memorizing *kanji* characters as possible, and find a method for learning *kanji* that best suits themselves.

In the ポイント (Key points) section, learners check the places where it is easy to make mistakes, such as the form and shape of characters, pronunciation, and *okurigana* (kana characters following *kanji* characters). Key points related to *kanji* learning strategies are marked out (💡). Learners should carefully check the meaning and pronunciation of the parts (structural elements) of a *kanji* character. They should think of their own unique mnemonic techniques for memorizing *kanji* characters marked with a “💡.”



1 回書いてみよう (Try writing it once) provides a space for learners to try writing the featured *kanji* character once on their own. The amount of writing practice needed in order to memorize a *kanji* character is different for every individual. It also varies depending on the *kanji* character. As we would like each learner to think about how much independent practice they need, we created a space here for writing the *kanji* character once instead of many boxes for practicing. Even for learners whose goal is not to learn how to write, we recommend writing each character just once to understand how they are shaped.

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

Kanji Tamago Support Page (on Bonjinsha's website)

https://www.bonjinsha.com/wp/kanjitamago_intermediate



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

After completing the exercises in (2), learners will use the exercises in this section to remember the featured *kanji* characters and acquire reading and writing skills. Through various practices, learners gradually become aware that *kanji* characters are made up of multiple parts. At the same time, the featured *kanji* characters are organized in association with *kanji* characters that learners have already studied. Learners will also practice grouping *kanji* characters by their meaning, pay attention to *onyomi* and *kunyomi* as they practice, and repeatedly check and practice phono-semantic characters (notations). The intermediate level focuses on vocabulary comprising of *kanji* characters and incorporates many exercises that involve making words by combining *kanji* characters. With the aim of giving learners a real

sense that their vocabulary is growing through memorizing *kanji* characters, learners are encouraged to repeat the same drills over and over to help commit the characters to memory.

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

れんしゅう

In this section, learners get hands-on practice in conditions close to actual scenarios where the *kanji* characters are used, so that they can develop the skills to obtain the necessary information through reading, as well as to write the *kanji* characters. In each task, learners are expected to come up with the correct answers, but more importantly, to learn how to arrive at the correct answers and complete tasks. Through practical drills, they will learn what to focus on in order to obtain the correct information, and how to infer the meaning of any unknown vocabulary containing *kanji* characters.

There are two ways of obtaining information: by reading written text, and by combining written text with audio materials to obtain information. For both methods, learners first tackle the challenge on their own, using only their skills but not a dictionary. For listening comprehension exercises, learners should take their time to look through the information before listening to the audio material. The tasks contain much information and include *kanji* characters and vocabulary that learners have not studied yet, so there is no need to read these sections and try to understand their meaning. Rather, it is important for them to fully utilize the knowledge they already have and think about how to obtain the information they need within the limits of their understanding.

◆ Legend



Shows the audio file numbers.



Shows the start of a listening comprehension task.

***Audio files (MP3) can be streamed and downloaded from the website below.**

Kanji Tamago Support Page (on Bonjinsha's website)

https://www.bonjinsha.com/wp/kanjitamago_intermediate

