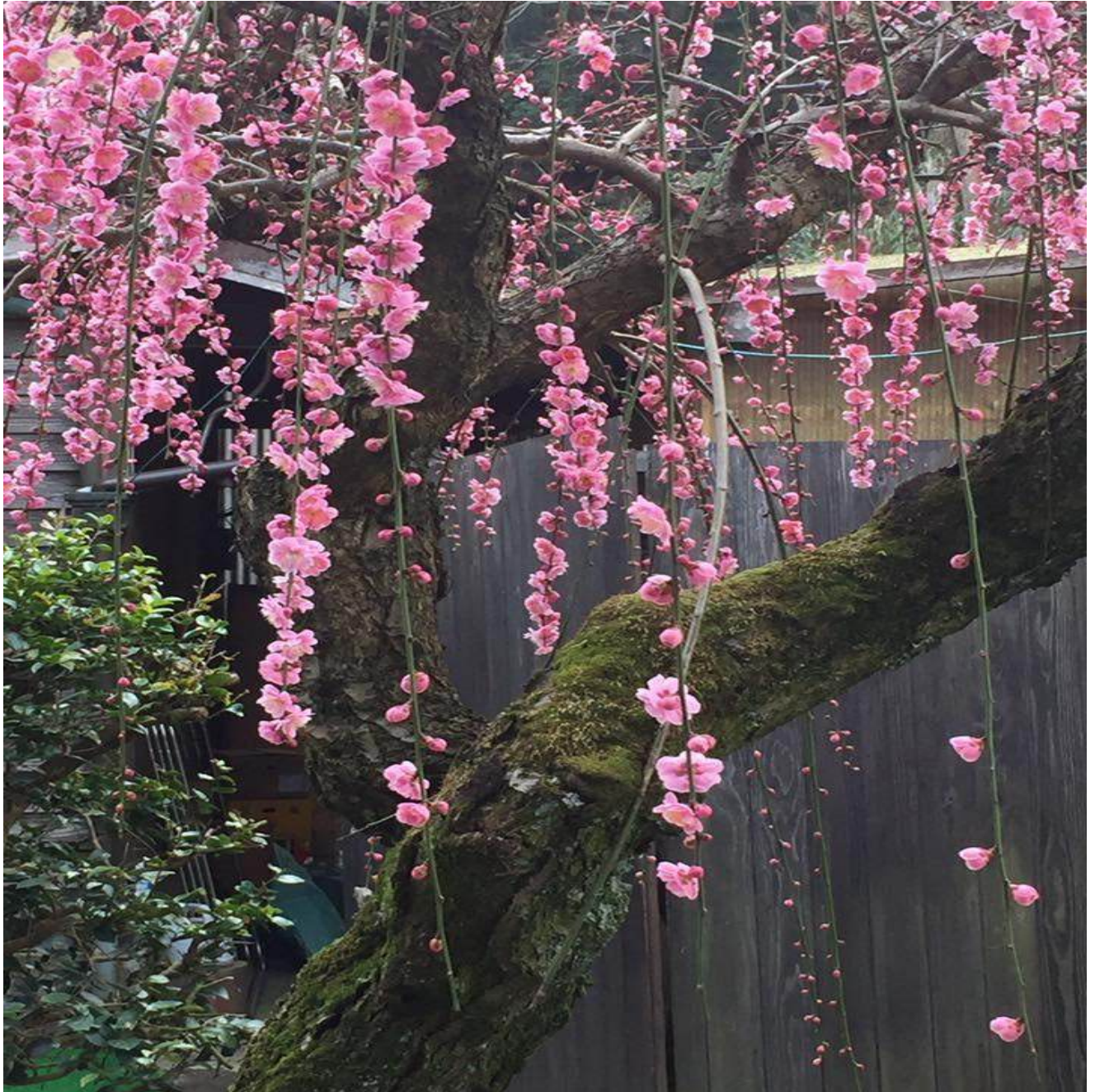


BEGINNING JAPANESE FOR PROFESSIONALS: BOOK 2



Emiko Konomi

Beginning Japanese for Professionals: Book 2

Emiko Konomi

Portland State University

2017

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- Content is organized under headings and subheadings, which appear in sequential order and are reflected in the corresponding Table of Contents

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- All images contain alternative text
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Tables

- Tables are not used for layout purposes
- All tables include header rows and cell padding
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Before We Begin

1. For whom is this textbook designed?

This is Book 2 of the textbook series *Beginning Japanese for Professionals*. The series is designed for beginning learners who want to learn basic Japanese for the purpose of living and working in Japan. It focuses more on social and professional life beyond school.

This textbook can be used for self-study, as part of an online course, or as a traditional college course. As a beginning level textbook, this book includes many elementary grammar patterns (Japanese Language Proficiency Test Levels 5 and 4), but the vocabulary and situations are selected specifically for working adults. Explanations are kept concise so as to only cover key points. The main focus is on oral communication.

This textbook was originally written for the beginning Japanese courses in the graduate program of Masters of International Management in the School of Business at Portland State University. The goals of the Japanese courses are to provide students with a foundation for acquiring future business language skills and to increase students' knowledge of Japanese culture within 150 instructional hours. This is the first edition that has been piloted in the program and will be replaced with revised editions in the future.

2. What kind of things can you do in Japanese after finishing this book?

Based on ILR (Interagency Language Roundtable) estimates, we assume that in order for an English-speaking learner with average language aptitude to achieve the proficiency level of ILR Proficiency Scale 2: Limited Working Competence in Japanese, over one thousand hours of instruction will be required. The MIM program at PSU provides 150 hours of instruction in total. So, what can we expect our students to be able to do at the end of the program? It is not likely that they can negotiate business in Japanese or handle many professional interactions. However, it is possible that they can handle many everyday interactions, avoid well-known taboos, answer routine questions about themselves, and network for business purposes. The topics to be covered in this textbook series are:

- Greetings and Ritual Expressions
- Meeting People and Self-Introductions
- Exchanging Business Cards
- Schedules and Calendar
- Shopping
- Eating and Drinking
- Locations and Directions
- Public Transportations
- Family and My Profile
- Leisure and Hobbies
- Manners and Customs


3. How is this textbook structured?

This textbook is comprised of ten lessons that follow the introductory *Before We Begin* and Lesson 0 *Greetings and Ritual Expressions* sections. Each lesson consists of four dialogues. Each dialogue is followed by a vocabulary list, grammar notes, drills and exercises. At the end of each lesson, you will find a grammar review and application activities.

4. How is reading and writing handled in this textbook?

The modern Japanese is written using a combination of *kanji* (characters borrowed from China) along with *hiragana* and *katakana* (two independent systems representing Japanese syllables). While the textbook introduces *hiragana* and *katakana*, no reading or writing instruction is included in this volume.

5. How is Japanese pronunciation presented in this textbook?

The headphones symbol  indicates that there is an audio recording for the section marked by this symbol. There is an audio recording for all the dialogues, vocabulary lists, and drills. The accompanying audio should be maximally used to learn all the dialogues and vocabulary lists and to practice drills. Keep in mind as you learn how to speak Japanese that you can only learn accurate pronunciation by listening to and mimicking the pronunciation of native speakers. Avoid reading off the written scripts.

When using the audio, make sure you do not refer to the written scripts. For many of us, visual input affects audio processing so much that it may interfere with accurately perceiving the audio input. You should refer to the written scripts only when you need help with particular parts of the audio. After peeking at the script, go back to the audio again.

In the first four lessons in the textbook, Japanese words and sentences are presented in Romanization (Roman alphabet representing Japanese sounds) along with the authentic Japanese script. Romanization is not meant to be an accurate representation of Japanese sounds but rather just a reminder of the sounds you hear when listening to your instructor or the audio recordings. Be particularly mindful not to pronounce Romanized Japanese as if you were reading English or any other language.

Starting in Lesson 5, the model exchanges for drills are presented using the authentic Japanese orthography. *Hiragana* will be placed above *kanji* to indicate the correct reading. This use of *kana* is called *furigana* and is common in comic books and other publications where the writer wants to ensure the correct reading of the *kanji* used. By this point, you must be familiar with the correct procedure of doing drills described below, and not need written scripts anyway.

6. How should you use this textbook?

Dialogues: The dialogues present frequently observed exchanges that are part of a longer conversation. It is practical and useful to memorize these to the point where you can

recite them automatically and naturally. Make sure you memorize dialogues using the audio and while integrating body language. You can expand each dialogue by adding elements before and after each to create a longer conversation. You can also change parts of the dialogue to fit a different context. Either way, the original dialogue serves as a base to explore other possibilities.

Drills: Each dialogue has at least two drills that target key grammar patterns and vocabulary. These are rather mechanical drills that are meant to train quick and automatic formation of language. The recommended procedure for these drill practices is to first listen to the two model exchanges and understand what changes to make in responding to the cues. Look at the scripts for the models if you are not sure what to do. Follow this 4-step procedure: 1) Listen to the first cue, 2) insert your response during the following pause, 3) listen to the model answer, and 4) repeat the model answer during the second pause. Repeat this procedure for the following cues. It is recommended that you loop back to the beginning of the drill frequently. Always give yourself a chance to respond to the cues before you listen to the model answer. Also think of the meaning as you do these drills. Needless to say, it doesn't make sense to just keep repeating the sounds you hear without knowing what you are saying.

Exercisers: Two types of exercises will follow the mechanical drills. The first is 'Say It in Japanese,' which is a translation activity. The last exercise 'Act in Japanese' is a role-play exercise, in which students can freely respond to each other within the given context and expand the suggested interchange into a longer interaction. For this exercise, students are encouraged to perform the roles as naturally as possible integrating body language, facial expressions, etc.

Review Questions: By answering the grammar review questions at the end of each lesson, you will self assess your understanding of the grammar before moving onto the next lesson. The parentheses at the end of each question indicate in which grammar note to find the answer to the question.

Practical Applications: This concludes each lesson and suggests that relevant authentic materials such as restaurant menus, shopping mall directories, apartment listings, etc. are extensively used to accommodate the real-world application of what has been practiced. Students are encouraged to freely and realistically ask and answer questions and exchange comments regarding those materials.

7. Last but not least...

Make a clear distinction between knowing the material (Fact) and being able to use the material in spontaneous conversations (Act). You may learn grammar quickly, but it takes a great deal of repetitive practice to develop the skills to speak Japanese in real-life situations. At the end of the day, it doesn't mean much if you cannot respond orally to a native speaker in a culturally appropriate way no matter how well you can answer grammar questions or recite vocabulary in isolation. In studying Japanese, always keep in mind the objectives and how best to reach them.

Have fun!

Lesson 5
In the Town

会話 Dialogue 1

The project team is visiting a company.

Yamada: *Biru no iriguchi de aimashou.* Let's meet up at the entrance of the building.
い ぐち あ
ビルの入り口で会いましょう。

Emily : *Wakarimashita .* Got it.
わかりました。

The day of the visit, everyone seems to be there but....

Yamada: *Hayashi-san wa doko desu ka.* Where is Ms. Hayashi?
はやし
林さんは、どこですか。

Emily: *Asoko ni imasu.* She is over there.
あそこにいます。

Yamada: *Senpai wa?* How about *Senpai*?
せんぱい
先輩は？

Emily: *Senpai mo irassyaimasu yo. Hora.* He is there, too. Look!
せんぱい
先輩も、いらっしゃいますよ。ほら。

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>biru</i>		ビル	building
<i>iriguchi</i>	いりぐち	入り口	entrance
<i>de</i>	で		particle (location of activity)
<i>Hayash-san</i>	はやしさん	林さん	Mr/s. Hayashi
<i>doko</i>	どこ		where

<i>asoko</i>	あそこ		over there
<i>ni</i>	に		particle (location of existence)
<i>imasu</i>	います		be, exist (animate--people, animals)
<i>senpai</i>	せんぱい	先輩	senior member of a group
<i>irasshaimasu</i>	いらっしゃ います		be, exist, go, come (honorific) 5-1-3
<i>hora</i>	ほら		look, hey
+ <i>mooru</i>		モール	shopping mall
+ <i>depaato</i>		デパート	department store
+ <i>suupaa</i>		スーパー	super market
+ <i>kouen</i>	こうえん	公園	park
+ <i>toshokan</i>	としょかん	図書館	library
+ <i>mise</i>	みせ	店	store, shop
+ <i>deguchi</i>	でぐち	出口	exit
+ <i>dochira/docchi</i>	どちら、ど っち		which, which way, which area
+ <i>achira/acchi</i>	あちら、あ っち		over there, that way/direction
+ <i>koko/kochira/kocchi</i>	ここ、こち ら、こっち		here, this way, this area
+ <i>soko/sochira/socchi</i>	そこ、そち ら、そっち		there (near you), that way
+ <i>kouhai</i>	こうはい	後輩	junior member of a group

The *senpai-kouhai* relationship is a strong mentoring relationship in many areas in the Japanese society including in school, in team sports, and at work. Usually the relationship is determined by who became a member of the group first rather than individual merits and abilities. Once someone is your *senpai*, you are

expected to treat the person as such for a lifetime. Equally a *senpai* is expected to take care of *kouhai* members for a lifetime. This relationship can be most reliable connections in one's social network even long after one leaves the group.

Grammar Notes

5-1-1 Particle *De* indicating the Location of Activity

A place noun followed by particle *de* indicates the location where some activity takes place. Depending on the context, it can be translated as 'in', 'at', 'on', etc.

<i>Iriguchi de aimashou.</i>	Let's meet at the entrance.
<i>Amerika de benkyou-shimashita</i>	I studied in America.
<i>Doko de kaimashita ka.</i>	Where did you buy it?

The particles *wa* and *mo* can be added to particle *ni* to indicate contrast or addition.

<i>Nihon de wa ohashi o tsukaimasu.</i>	In Japan, we use chopsticks.
<i>Chuugoku de mo ohashi o tsukaimasu.</i>	In China, they use chopsticks, too.

Recall that *wa* and *mo* REPLACE particle *ga* for the subject or particle *o* for the object. However, *wa* and *mo* are ADDED to particle *de*. In other words, *de* remains there to make a double particle. This is because *de* has a specific meaning (Semantics to be translated as 'in' 'at') while *ga* and *o* indicate the grammatical roles (Cases: subject and object). The former is called a 'semantic particle' while the latter two are called 'case particles'. All the other particles that will be introduced from here on are 'semantic particles', and *wa* and *mo* are added to them rather than replace them. By the way, *wa* and *mo* are called 'discourse particles' because of their discourse-based meanings. The following summarizes these three types of phrase particles.

Discourse Particles:	<i>wa</i> (contrast), <i>mo</i>
(addition) Case Particles:	<i>ga</i>
(subject), <i>o</i> (object)	
Semantic Particles:	<i>de</i> (location of activity) and others

5-1-2 Particle *Ni* indicating the Location of Existence

Ni is a semantic particle. A place noun followed by particle *ni* indicates the place where something or someone is located. While /a place + *de*/ above is followed by an activity verb, /a place + *ni*/ is followed by a verb of existence such as *arimasu*, *imasu*, and their variations.

Compare the following.

<i>Toshokan ni imasu.</i>	He is in the library. (a person/ animal)
<i>Toshokan ni arimasu.</i>	It is in the library. (a thing)
<i>Toshokan de arimasu.</i>	It is held in the library.

(an event) Particles *wa* and *mo* may follow *ni*.

<i>Amerika ni mo arimasu.</i>	They are in America too.
<i>Amerika ni wa arimasen.</i>	It's not in America (it may be somewhere else.)

When the context makes it clear that the location of someone or something is under discussion, /a location noun plus *desu*/ can be used instead of /a location noun *ni arimasu/imasu*./

<i>Yamada-san wa?</i>	How about Mr. Yamada?
<i>-Toshokan desu.</i>	He is in the library.
<i>-Toshokan ni imasu.</i>	He is in the library.

5-1-3 *Irasshaimasu*: Honorific Verbs

There are many ways in Japanese to show deference to other people. Being proficient in polite language is a requirement for working adults. The politeness system of the language is complex and it is part of the language curriculum in Japanese schools. Many companies offer in-house training for new employees to speak business- appropriate language, which includes a lot of polite expressions.

One way to create linguistic politeness is to position yourself lower than the person you are talking about, by either lowering yourself (Humble forms) or raising the person (Honorific forms).

Honorific forms are used to raise the person being talked about. You use them when describing anyone to whom you want to show deference such as your customers and clients, strangers and people you have just met, and people senior to you including *senpai*, bosses, supervisors, teachers, etc. Needless to say, you do not use honorific verbs to describe yourself.

Some of the commonly used verbs have a special honorific version as shown in the chart below.

Plain	Honorific
<i>imasu, ikimsu, kimasu</i>	<i>irasshaimasu</i>
<i>tabemasu, nomimasu</i>	<i>Meshiagarimasu</i>

<i>shimasu</i>	<i>nasaimasu</i>
<i>mimasu</i>	<i>goran ni narimasu</i>

All other verbs can be converted into an honorific form by following the pattern below.

O+verb (*masu* replaced by *ni narimasu*)

kakimasu → *okaki ni narimasu* write
kaerimasu → *okaeri ni narimasu* go home

Sensei irasshaimasu ka. Is the professor here?
-Ie, okaeri ni narimashita. No, she went home.

5-1-4 Ko-so-a-do series #3

Kore, sore, are and *dore*, which came up in the last lesson, are representative of a pattern that you will see elsewhere in Japanese. In this lesson, we find three new *ko-so-a-do* series that indicate location.

	here	there near you	there away from both of us	where
location	<i>koko</i>	<i>soko</i>	<i>asoko</i>	<i>doko</i>
general area/direction	<i>kochira</i>	<i>sochira</i>	<i>achira</i>	<i>dochira</i>
direction (informal)	<i>kocchi</i>	<i>socchi</i>	<i>acchi</i>	<i>docchi</i>

The *kochira, sochira, achira, dochira* series indicates the general area or direction, or the alternative of two. (*Dore* means “which one of three or more while *dochira* means which one of the two). You may hear members of the *kochira* series used as more polite equivalents of the *koko* series—probably because the *kochira* series is more vague, it sounds more polite.

Kochira is also used to indicate the speaker’s side of a telephone conversation and *sochira* the other side:

Kochira wa Hiru desu This is Mr/s. Hill
Sochira wa dou desu ka. How are you?

Finally, the *kocchi, sotchi, atchi, dotchi* series is used among friends or in casual situations.

Drills and Exercises ☺

Listen to the audio. Following the first two model exchanges, respond to each cue.

- A. Cue: *Kaimasu ka?* Are you going to buy it?
 Response: *Hai, asoko de kaimasu.* Yes, I'm going to buy it
 over there. Cue: *Arimasu ka?* Do they have it?
 Response: *Hai asoko ni arimasu.* Yes, they have it over there.
- B. Cue: *Hayashi-san wa imasu kedo, senpai wa?* Mr. Hayashi is here but how about *senpai*?
 Response: *Senpai mo irasshaimasu yo.* *Senpai* is
 here too! Cue: *Hayashi-san wa mimasu kedo senpai*
wa? Mr. Hayashi watches it but how about
senpai?
 Response: *Senpai mo goran ni narimasu yo.* *Senpai* will see it, too!

C. Say it in Japanese.

You've been asked where everyone is.

1. They are at the entrance of the park. Look!
2. What? Aren't they at the entrance of the department store?
3. The students are here, but the teachers are over there.
4. They are in the bakery at that entrance of the mall.
5. The *senpai* is in the library of the university, but I wonder where Ms. Hayashi is.

You've been asked where your group should eat lunch.

6. Let's eat here because it's raining.
7. Let's buy *obento* in this store because they are really good.
8. Let's eat in the mall because it's convenient.
9. Let's eat in the park because it's a beautiful day.
10. Let's eat in the ramen shop over there because it's very famous.

D. Act in Japanese.

1. You've just met a professor at a conference. Find out where her university is.
2. A stranger has mistaken an exit for an entrance. Warn him that it is the exit. The entrance is over there.
3. At a restaurant, ask a *senpai* what she is going to eat.
4. You've had no luck finding a bag you like in this store. Tell Ms. Honda that you will buy one at the department store.
5. There is a big party at Ms. Hayashi's house tomorrow. Invite a *senpai*.

会話 Dialogue 2 🎧

Emily is looking for an ATM in the area.

Emily: *Sumimasen.* Excuse me.
Kono hen ni ATM arimasen ka. Isn't there an ATM around here?
へん
すみません。この辺に ATM ありませんか。

Man: *Achikochi ni arimasu kedo,* They're here and there,
ichi-ban chikai no wa but the closest one is
ano konbini no naka desu. inside that convenience store over there.
いちばんちか なか
あちこちにありますが、一番近いのは、あのコンビニの中です。

Emily: A, dou mo. Oh, thanks.
あ、どうも。

Vocabulary

Romanized Japanese	Japanese scripts	Other Japanese scripts	English
<i>hen</i>	へん	辺	area
<i>kono hen</i>	このへん	この辺	this area
<i>eetiemu</i>	エイティーエム		ATM
<i>achikochi</i>	あちこち		here and there, everywhere
<i>konbini</i>	コンビニ		convenience store
<i>naka</i>	なか	中	inside
+ <i>soto</i>	そと	外	outside
+ <i>mae</i>	まえ	前	front
+ <i>ushiro</i>	うしろ	後ろ	back, rear
+ <i>migi</i>	みぎ	右	right
+ <i>hidari</i>	ひだり	左	left

+ue	うえ	上	top, up
+shita	した	下	bottom, under, underside
+jihanki	じはんき	自販機	vending machine
+ginkou	ぎんこう	銀行	bank
+byouin	びょういん	病院	hospital
+kissaten	きっさてん	喫茶店	coffee shop
+yakkyoku	やっきょく	薬局	drug store
+resutoran	レストラン		restaurant

Grammar Notes

5-2-1 Location Nouns

A number of location words (all nouns) come up in this lesson, including the *ko- so-a-do* series along with *naka*, *soto*, *mae*, *ushiro*, *migi*, *hidari*, *ue* and *shita*. Recall that /X no Y/ is a kind of Y and the last noun is the main noun of the noun phrase. Be sure to distinguish between the following:

<i>mae no biru</i>	the building in front
<i>biru no mae</i>	the front of the building, in front of the building

These words are unlike other nouns also in that they combine with degree expressions.

<i>sukoshi migi</i>	a little to the right
<i>motto mae</i>	more to the front

Drills and Exercises 🎧

A. Cue: ビルの中なかですか。 Is it inside the building?

Response: いえ、ビルの中なかじゃないです。外そとです。
No, it's not inside the building. It's outside.

Cue: 病院びょういんの前まえですか。 Is it in front of the hospital?

Response: いえ、病院びょういんの前まえじゃないです。後うしろろです。

No, it's not in front of the hospital. It's in back.

B. Cue: ^{ちか}どのコンビニが近いですか。 Which convenience store is close?

Response: ^{いちばんちか}一番近いコンビニは、あれです。
The closest convenience store is that over there.

Cue: ^{ぎんこう おお}どの銀行が、大きいですか。 Which bank is big?

Response: ^{いちばんおおきいぎんこう}一番大きい銀行は、あれです。 The biggest bank is that over there.

C. ^{にほん まんが}Cue: 日本の漫画ありませんか。 Don't you have any Japanese comics?

Response: ^{にほん}日本のですか。 はい、あちらにありますよ。
Japanese ones? Yes, there are some over there!

Cue: ^{せんぱい}先輩のケータイありませんか。 Don't you have *senpai's* cell phone?

Response: ^{せんぱい}先輩のですか。 はい、あちらにありますよ。 *Senpai's?*
Yes, it's right over there!

D. Say it in Japanese.

You've been asked if there is a vending machine around here.

1. Yes, they are everywhere.
2. Yes, there are many outside of this building.
3. Yes, there is one in front of that drug store. Look!
4. Yes, they are to the right of the entrance.
5. No, there are none in this building. The closest one is in the convenience store next to the hospital.

E. Act in Japanese

1. Stop a stranger and: a) ask if there is an ATM in this area; b) ask for directions to the University Hospital.
2. Ask a co-worker who the man sitting behind Ms. Hayashi is.
3. Suggest that your group hold a meeting in the coffee shop downstairs.
4. You just saw a vending machine for food like ramen, *udon*, etc. Point it out to Ms. Honda and share your amazement.
5. At a movie theater, you've been asked if you want to sit elsewhere. You'd like to sit: a) further in the back, b) more to the left, c) upstairs.

会話 Dialogue 3 🔄

In an office building

Michael: *Toire wa docchi desu ka.* Where is the rest room?
 トイレは、どっちですか。
 Honda: *Ik-kai no uketsuke de kikumashou.* Let's ask at the reception on the first floor.
 いっかい うけつけ き
 一階の受付で聞きましょう。

At the receptionist desk

Michael: *Sumimasen.* Excuse me.
Anou, toire wa dochira deshou ka. Ummm, where is the rest room?
 すみません。あのう、トイレはどちらでしょうか。
 Reception: *Toire desu ka.* The rest room?
Achira ni kaidan ga gozaimasu ne. Over there is a stairway, right?
Ano kaidan no mou sukoshi saki ni gozaimasu. It's a little past that stairway.
 かいだん
 トイレですか。あちらに、階段がございますね。
 かいだん すこ さき
 あの階段のもう少し先にございます。
 Michael: *Sumimasen.* Sorry.
Mou ichi-do yukkuri onegai-shimasu. Once more, slowly please.
 いちど ねが
 すみません。もう一度、ゆっくりお願いします。

Vocabulary

Romanized Japanese	Japanese scripts	Other Japanese scripts	English
<i>toire</i>	トイレ		rest room
<i>~kai</i>	~かい	階	floor (of a building)
<i>ik-kai</i>	いっかい		first floor
<i>uketsuke</i>	うけつけ	受付	receptionist desk
<i>deshou</i>	でしょう		probably, tentative form <i>desu</i>

<i>kaidan</i>	かいだん	階段	stairway, stairs
<i>gozaimasu</i>	ございます		exist, have, be (polite); a polite equivalent of <i>arimasu</i> , typically used by clerks and service personnel.
<i>mou</i>	もう		more
<i>mou sukoshi</i>	もう少し	もう少し	a little more
<i>saki</i>	さき	先	ahead
<i>~do</i>	~ど	度	classifier for times
<i>ichi-do</i>	いちど	一度	one time
<i>yukkuri</i>	ゆっくり		slowly
+ <i>infomeeshon</i>	インフォメーション		information (desk)
+ <i>otearai</i>	おてあらい	お手洗い	rest room
+ <i>chizu</i>	ちず	地図	map
+ <i>eriamappu</i>	エリアマップ		area map
+ <i>erebeetaa</i>	エレベーター		elevator
+ <i>esukareetaa</i>	エスカレーター		escalator
+ <i>tonari</i>	となり	隣	next door
+ <i>yoko</i>	よこ	横	side, at the side of
+ <i>mukou</i>	むこう	向こう	opposite side, other side
+ <i>soba</i>	そば		vicinity, near

+ <i>chikaku</i>	ちかく	近く	neighborhood, near
+ <i>~kai</i>	~かい	回	classifier for times, occasions

Grammar Notes

5-3-1 *Deshou* ‘Probably’

Deshou is a tentative form of *desu* and indicates probability or likelihood. It can occur after an adjective or a noun:

<i>Takai deshou.</i>	It’s probably expensive.
<i>Sensei deshou.</i>	She’s probably a teacher.

When the particle *ka* is added to *deshou* sentences, it becomes even less sure. For this reason, *deshou ka* sounds more polite than *desu ka* in asking questions. Note the falling intonation on *ka*.

<i>Takai deshou ka.</i>	Do you suppose it’s expensive?
<i>Doko deshou ka.</i>	Where might it be?

When it is used alone with question intonation, *deshou?* is a response to something that the speaker feels to be self-evident: ‘Didn’t I tell you?’ or ‘I know you would agree.’

<i>Aa, oishii desu!</i>	Oh, it’s delicious!
<i>-Deshou?</i>	Isn’t it? (Didn’t I tell you?)

5-3-2 *Mou* and *Motto* ‘More’

Both *mou* and *motto* mean ‘more’ in English, but they are followed by different elements. The word *motto* was introduced in Lesson 3. It combines with a verb, adjective, noun+*desu* to indicate a greater degree than what has been mentioned.

<i>Motto douzo.</i>	Please have more.
<i>Motto yasui apaato</i>	cheaper apartments
<i>Motto kirei desu.</i>	It’s prettier.

The word *mou* combines with a quantity expression to indicate added amount. Unlike English, where ‘more’ follows the quantity, in Japanese it precedes the quantity.

<i>mou chotto</i>	a little more
-------------------	---------------

mou hito-tsu

one more

When you offer something, *motto* is more polite, but when you accept an offer, *mou sukoshi* is more polite.

Motto nomimasen ka. Won't you drink more?

-Ja, *mou sukoshi itadakimasu.* Well then, I'll take a little more.

5-3-3 More classifiers: *~kai*, *~do* / *~kai*

The classifier for floors of a building is *-kai/-gai* and the classifiers for counting the number of times are *-do* and *-kai* (recall *Mou ichi-do onegai-shimasu*. 'One more time, please.' from Lesson 1.) Note the difference between these two questions:

Nan-kai arimasu ka. 'How many floors are there?'

Nan-kai ni arimasu ka. 'On which floor is it?'

	floors	times/occasions	
1	一階 <i>ik-kai</i>	一度 <i>ichi-do</i>	一回 <i>ik-kai</i>
2	二階 <i>ni-kai</i>	二度 <i>ni-do</i>	二回 <i>ni-kai</i>
3	三階 <i>san-kai/ san-gai</i>	三度 <i>san-do</i>	三回 <i>san-kai</i>
4	四階 <i>yon-kai</i>	四度 <i>yon-do</i>	四回 <i>yon-kai</i>
5	五階 <i>go-kai</i>	五度 <i>go-do</i>	五回 <i>go-kai</i>
6	六階 <i>rok-kai</i>	六度 <i>roku-do</i>	六回 <i>rok-kai</i>
7	七階 <i>nana-kai</i>	七度 <i>nana-do</i>	七回 <i>nana-kai</i>
8	八階 <i>hachi-kai</i> or <i>hak-kai</i>	八度 <i>hachi-do</i>	八回 <i>hachi-kai</i> or <i>hak-kai</i>
9	九階 <i>kyuu-kai</i>	九度 <i>kyuu-do</i>	九回 <i>kyuu-kai</i>
10	十階 <i>juk-kai</i> or <i>jikkai</i>	十度 <i>juu-do</i>	十回 <i>juk-kai</i> or <i>jikkai</i>
?	何階 <i>nan-kai</i>	何度 <i>nan-do</i>	何回 <i>nan-kai</i>

Drills and Exercises ◡

- A. Cue: あの^{ひと}人、日本人^{にほんじん}ですか。 Is he a Japanese?
 Response: よくわかりませんが、日本人^{にほんじん}でしょう。
 I'm not sure, but he is probably a Japanese.
- Cue: あの^{たか}アパート、高くないですか。 Isn't that apartment expensive?
 Response: よくわかりませんが、高くないでしょう。
 I'm not sure, but it is probably not expensive.
- B. Cue: 一つ^{ひと}ですか。 One?
 Response: はい、もう一つ^{ひと}です。 Yes, one more.
 Cue: 食べ^たますか。 Will you have some?
 Response: はい、もっと^た食べます。 Yes, I'll have some more.
- C. Say it in Japanese.
 You've been asked where your apartment is.
 1. It's near the park.
 2. It's a little further ahead. There is a bank over there, right? It's beyond that bank.
 3. It's two more floors up. It's tiring because there is no elevator.
 4. It's on the third floor of the new condo near the university entrance.
 5. It's next to my company, so it's really convenient.
- D. Act these roles in Japanese with a partner.
 1. Ask at the information desk where you can find a) the ladies' room, b) the elevator
 2. You've been given directions, but didn't quite get them. Ask the other person to repeat it slowly.
 3. Urge your guest to eat more. As a guest, accept one more.
 4. You're talking about a) tomorrow's weather, b) your final grade in the class, c) what you will get for Christmas. What is your guess?

会話 Dialogue 4 🎧

In a gift shop

<p>Emily: <i>Omiyage o kaimashita.</i> <small>みやげ か</small> お土産を買いました。</p> <p>Yamada: <i>Waa, kawaii desu nee.</i> わあ、かわいいですねえ。</p> <p>Emily: <i>Deshou?</i> でしょう？</p> <p>Yamada: <i>Akai no wa kore dake desu ka.</i> <small>あか</small> 赤いのは、これだけですか。</p> <p>Emily: <i>Ie, mou ik-ko arimasu yo. Hora.</i> <small>いっこ</small> いえ、もう一個ありますよ。ほら。</p>	<p>I bought souvenirs.</p> <p>Wow, cute!</p> <p>Aren't they?</p> <p>Is this all of the red ones?</p> <p>No, there's one more! Look.</p>
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単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>omiyage</i>	おみやげ	お土産	souvenir
<i>kawaii</i>	かわいい		cute
<i>deshou</i>	でしょう？		Don't you think?
<i>akai</i>	あかい	赤い	red
<i>akai no</i>	あかいの	赤いの	red one(s)
<i>dake</i>	だけ		only, just
<i>~ko</i>	~こ	個	classifier for small objects or pieces
<i>ik-ko</i>	いっこ	一個	one piece, one item
<i>mou ik-ko</i>	もういっこ	もう一個	one more
<i>+kakko ii</i>	かっこいい		good-looking, stylish, cool

+ <i>aoi</i>	あおい	青い	blue
+ <i>kiroi</i>	きいろい	黄色い	yellow
+ <i>shiroi</i>	しろい	白い	white
+ <i>kuroi</i>	くろい	黒い	black
+ <i>iro</i>	いろ	色	color
+ <i>nani iro</i>	なにいろ	何色	what color?

Colors *iro* いろ 色

Romanized Japanese	Hiragana	Kanji	English
<i>aka</i>	あか	赤	red
<i>ao</i>	あお	青	blue
<i>kiiro</i>	きいろ	黄色	yellow
<i>shiro</i>	しろ	白	white
<i>kuro</i>	くろ	黒	black
<i>chairo (chairoi)</i>	ちやいろ (ちやいろい)	茶色	brown
<i>midori</i>	みどり	緑	green
<i>murasaki</i>	むらさき	紫	purple
<i>haiiro</i>	はいいろ	灰色	gray
<i>kon iro</i>	こんいろ	紺色	navy, indigo
<i>orenji</i>	オレンジ		orange
<i>pinku</i>	ピンク		pink
<i>nani iro</i>	な	何色	what color?

Grammar Notes

5-4-1 More classifiers : ^こ ~個, ^{まい} ~枚, ^{さつ} ~冊

The classifier *-ko* is used for counting pieces or other units that are relatively small—everything from pieces of cake to apples to packets of sugar. The classifier *-ko* overlaps in many respects with *-tsu*. One difference is that *-tsu* can be used for abstract things like ideas, meetings, or items in a list, while *-ko* is used only for concrete items. Observe the following examples:

^{にこ}りんご二個 ^{さとうい}ちこ *ringo ni-ko* or ^{ふた}りんご二つ *ringo futa-tsu* two apples
^{さとうい}ちこ ^{さとうい}ちこ *osatou ik-ko* or ^{さとうい}ちこ ^{さとうい}ちこ *osatou hito-tsu* one packet/cube of sugar
^{かいぎ} ^{ふた}会議が二つありました。 *Kaigi ga futa-tsu arimasita.* There were two meeting.

The classifier for thin, flat objects is ^{まい} ~枚 *-mai* and the classifier for bound volumes is ^{さつ} ~冊 *-satsu*. Note the sound changes with one, eight, and the question word.

	pieces	Flat objects	Bound volumes
1	<i>ik-ko</i>	<i>ichi-mai</i>	<i>is-satsu</i>
2	<i>ni-ko</i>	<i>ni-mai</i>	<i>ni-satsu</i>
3	<i>san-ko</i>	<i>san-mai</i>	<i>san-satsu</i>
4	<i>yon-ko</i>	<i>yon-mai</i>	<i>yon-satsu</i>
5	<i>go-ko</i>	<i>go-mai</i>	<i>go-satsu</i>
6	<i>rok-ko</i>	<i>roku-mai</i>	<i>roku-satsu</i>
7	<i>nana-ko</i>	<i>nana-mai</i>	<i>nana-satsu</i>
8	<i>hachi-ko or hak-ko</i>	<i>hachi-mai</i>	<i>has-satsu</i>
9	<i>kyuu-ko</i>	<i>kyuu-mai</i>	<i>kyuu-satsu</i>
10	<i>juk-ko</i>	<i>juk-mai</i>	<i>jus-satsu</i>
?	<i>nan-ko</i>	<i>nan-mai</i>	<i>nan-satsu</i>

5-4-2 Colors Nouns and Adjectives

Some of the colors have both an adjective and a noun form, as shown in the list above. Thus it is possible to say both *aka desu* and *akai desu* to mean 'It's red.' Equally the negative forms are *aka ja nai desu* and *akaku nai desu*. Which one to use largely depends on the convention, while you can probably assume the noun versions indicate classification rather than appearance or characteristics (*aka* for red wines and the red light, for example.) All the color words borrowed from other languages are nouns, and modify nouns with *no*:

Japanese script	Romanized Japanese	English
ブルーのバッグ	<i>buruu no baggu</i>	blue bag
かみ オレンジの紙	<i>orenji no kami</i>	orange paper

Drills and Exercises ㊦

A. Listen to the audio. Following the first two model exchanges, respond to each cue.

Cue: おみやげ、^か買いましたか。 Did you buy souvenirs?

Response: 友達は買いましたが、^{ともだち か}私^{わたし か}は買いませんでした。
My friend bought some, but I didn't buy any.

Cue: パワーポイント、^{つか}使いましたか。 Did you use PowerPoint?

Response: 友達は使いましたが、^{ともだち つか}私^{わたし つか}は使いませんでした。
My friend used it, but I didn't.

B. ^{かみ} Cue: 紙はこれだけですか。 Is this all the paper there is?

Response: いえ、もう一枚あります。^{いちまい} No, there's one more sheet.

Cue: 教科書^{きょうかしよ}はこれだけですか。 Is this all the textbooks there are?

Response: いえ、もう一冊あります。^{いっさつ} No, there's one more.

C. ^{あか} Cue: 赤いですね。 Is it red?

Response: いえ、赤くないです。^{あか} No, it's not.

Cue: 赤^{あか}いですね。 Is it red?

^{あか}

Response: いえ、赤じゃないです。 No, it's not.

D. Say it in Japanese.

Your co-worker asked what you did last weekend. Reply:

1. I stayed in my apartment because I had a lot of homework.
2. I studied in the library. The *senpai* was there, too.
3. I went out, but came home early.
4. I practiced Japanese, of course, because there is a test tomorrow.
5. I read three books. I will read one more today. I love books, so....

Ask a co-worker for:

6. one more sheet of blue paper
7. two more maps in English and one more in Japanese
8. more pencils
9. ten *obento* and five bottles of water
10. a lot more pens, pencils, etc.

E. Act in Japanese.

1. A friend is trying on new clothes. Mention a) how cute they are, b) how cool he looks, c) how amazing he looks.
2. Ask a clerk if this is the only a) red one, b) blue one, c) one in black and white.
3. You've been asked to deliver the following items. Confirm how many of them are needed. a) pencils, b) *onigiri*, c) bottles of water, d) the new textbooks, e) umbrellas, f) chairs, g) maps of Tokyo, h) slices of bread, h) Danish
4. Ask a classmate what her favorite color is.
5. You and a friend have been debating over an issue, and the friend finally admits you are right. Respond.

Review

Grammar Review

1. What is the difference between *arimasu*, *imasu*, *gozaimasu* and *irasshaimasu*?
2. What is the difference among *koko*, *kochira* and *kocchi*?
3. What particle is most appropriate in each of the following blanks?

You are looking for your cell phone. *Watashi no keetai soko _____ arimasu ka?*

You wonder where the meeting will be held. *Kaigi wa doko _____ arimasu ka?*

4. What is the difference in meaning between the following?

Takai desu.

Takai deshou.

Takai deshou ka.

5. How do you count sheets of paper? Books? Cookies? Meetings?
6. What two classifiers are used to count times/occasions?
7. What is the difference in meaning between the following:

San-gai ni arimasu yo.

San-gai arimasu yo.

8. How do you make the past form of a verb? The negative form?
9. How do you make the honorific form of a verb?
10. When do you use the honorific forms?
11. Both *motto* and *mou* mean ‘more’ in English. What follows each?
12. What is the difference between the following?

tonari no mise

mise no tonari

13. What does “*Deshou?*” mean?
14. How do you ask which of the two is better? Which of the three (or more) is best?

Practical Application

1. Using a map of a shopping mall, discuss the locations and number of stores eating places, entrances, bathrooms, elevators, information desks, etc.
2. Plan where you are going to shop and eat.
3. Afterwards, discuss where you went and what you bought and ate.

Sample Homework/Quiz

Listening 🎧

For each of the following exchanges, identify the item under discussion and its location in English.

	Item	Location
1		
2		
3		
4		

5		
6		
7		
8		
9		
10		

Grammar

- What is the difference in meaning between the following?
mae no mise
mise no mae
- What is the honorific form of each verb below?
shimasu
tsukaimasu
- What is the difference in meaning between the following?
Takai desu.
Takai deshō.
- What is the difference between the following?
Irasshaimasu
gozaimasu
- Fill in the blanks with Hiragana or Romanization.
 - You've been asked where your company offices are.
Amerika_____Nihon_____arimasu yo.
 - You are wondering where the class will be held.
Jugyou wa doko_____arimasu ka?
 - You want two more *onigiri*.
Sumimasen. Onigiri_____mou ni-ko_____kudasai.
 - A co-worker is looking for her book. Let her know where it might be.
Tsukue_____ue_____arimasen ka?
 - You cannot decide which one to buy. Ask a co-worker.
Kore to are to, dochira_____ii deshō ka.
 - You've been asked if your company has stores in France and Germany.
Furansu_____arimasu kedo, doitsu_____arimasen.

Circle the letter of the items that can occur in the blank to make a complete sentence. None, some, or all choices may be correct. For each choice checked as appropriate, provide an English equivalent of the entire sentence.

6. _____arimasen.
 a) *Kouen ja*
 b) *Byouin wa*
 c) *Mise mo*
 d) *Migi ni mo*
 e) *Kono hen ni wa*
7. *Omiyage o*_____.
 a) *meshiagarimasu ka.*
 b) *goran ni narimasu ka.*
 c) *irasshaimasu ka.*
 d) *gozaimasu.*
8. _____ *wa ichi-mai dake desu.*
 a) *Kasa*
 b) *Keitai*
 c) *Chizu*

Circle the number of the most appropriate response in the given context.

9. You are visiting Ms. Honda's office. Ask the receptionist where she is.
 1. *Dochira no Honda-san desu ka?*
 2. *Honda-san wa doko desu ka?*
 3. *Honda-san wa dochira deshousu ka?*
 4. *Doko ni Honda-san wa imasu ka?*
10. Ask the waiter to speak more slowly.
 1. *Mou-ichi-do onegai-shimasu.*
 2. *Motto yukkuri kudasai.*
 3. *Yukkuri shimashou ka.*
 4. *Motto yukkuri onegai-shimasu.*
11. A customer has asked if you have only blue ones. Let him know that you have white ones as well.
 1. *Shiro no desu yo.*
 2. *Shiroi no mo gozaimasu kedo...*
 3. *Aoi no ni mo gozaimasu yo.*
 4. *Kuro no mo arimasu kedo...*
12. The elevator door has opened. Check if it's going down.
 1. *Nan-kai desu ka?*
 2. *Shita desu ne?*
 3. *Ue desu ne?*

4. *Hora, shita desu yo.*

13. Ask a co-worker who is the person sitting next to Mr. Hayashi.

1. *Tonari-no Hayashi-san wa donata desu ka.*
2. *Hayashi-san wa tonari no hito desu ka.*
3. *Tonari no hito wa Hayashi-san desu ka.*
4. *Hayashi-san no tonarino hito wa donate desu ka.*

Drill Tape Scripts ◡ ◡

Dialogue 1

- A. Cue: 買いますか。Response: はい、あそこで買います。
 Cue: ありますか。Response: はい、あそこにあります。
1. 会いますか。
 2. いますか。
 3. 食べますか
 5. いらっしゃいますか。
 - 。
 4. 勉強しますか。
- B. Cue: 林さんは、いますけど、先輩は。Response: 先輩も、いらっしゃいますよ。
 Cue: 林さんは、見ますけど、先輩は。Response: 先輩も、ご覧になりますよ。
1. 林さんは、食べますけど、先輩は。
 4. 林さんは、帰りますけど、先輩は。
 2. 林さんは、運転しますけど、先輩は。
 5. 林さんは、使いますけど、先輩は。
 3. 林さんは、来ますけど、先輩は。
 - 。

Dialogue 2

- A. Cue: ビルの中ですか。Response: いえ、ビルの中じゃないです。外です。
 Cue: 病院の前ですか。Response: いえ、病院の前じゃないです。後ろです。
1. 図書館の上ですか。
 4. 公園の後ろですか。
 2. 部屋の外ですか。
 5. アパートの下ですか。
 3. デパートの右ですか。
- B. Cue: どのコンビニが近いですか。Response: 一番近いコンビニは、あれです。
 Cue: どの銀行が、大きいですか。Response: 一番大きい銀行は、あれです。
1. どの薬局がいいですか。しいですか。
 2. どの図書館が大きいですか
 - 。
 3. どのラーメン屋さんがおい

4. どのレストランが有名ですか。
5. どの公園がきれいですか。
- C. Cue: 日本の漫画ありませんか。Response: 日本のですか。はい、あちらにありますよ。
Cue: 先輩のケータイありませんか。Response: 先輩のですか。はい、あちらにありますよ。
1. いちごのケーキ、ありませんか。
2. 一年生の教科書、ありませんか。
3. スープとパスタの店、ありませんか。
4. 木村先生の授業のノート、ありませんか。
5. ビールとか酒の自販機、ありませんか。

Dialogue 3

- A. Cue: あの人、日本人ですか。Response: よくわかりませんが、日本人でしょう。
Cue: あのアパート、高くないですか。Response: よくわかりませんが、高くないでしょう。
1. あそこのパン、おいしいですか。
2. あの店、喫茶店ですか。
3. 林さん、上手じゃないですか。
4. ATM、一階ですか。
5. ここのトイレ、きれいじゃないですか。
- B. Cue: 一つですか。‘One?’ Response: はい、もう一つです。‘Yes, one more.’
Cue: 食べますか。Response: はい、もっと食べます。
1. 先ですか。
2. 三本ですか。
3. 早いですか。
4. 千円ですか。
5. 読みますか。

Dialogue 4

- A. Listen to the audio. Following the first two model exchanges, respond to each cue.
Cue: おみやげ、買いましたか。Response: 友達は買いましたが、私は買いませんでした。
Cue: パワーポイント、使いましたか。Response: 友達は使いましたが、私は使いませんでした。
1. 教科書、読みましたか。

2. 宿題、わかりましたか。
3. あの料理、食べましたか。
4. 授業、休みましたか。
5. 試験、できましたか。

B. Cue: 紙はこれだけですか。 Response: いえ、もう一枚あります。
Cue: 教科書はこれだけですか。 Response: いえ、もう一冊あります。

1. 地図はこれだけですか。
2. 鉛筆はこれだけですか。
3. お弁当はこれだけですか。
4. ノートはこれだけですか。
5. おにぎりはこれだけですか。

C. Cue: 赤いですね。 Response: いえ、赤く

Cue: 赤ですね。 Response: いえ、赤じゃないです。

1. 白ですね。
2. かわいいですね。
3. オレンジですね。
4. カッコいいですね。
5. 青いですね。

Lesson 6 Let's Take a Train

会話 Dialogue 1

Michael: *Minna de eiga ni ikimasen ka.* Do you want to go see a movie with everyone?
えいが い
 みんなで映画に行きませんか。

Honda: *Ii aidea desu ne.* Good idea!
 いいアイデアですね。

After checking the show times

Michael: *Shichi-ji Juu-go-fun no ga ii desu ne.* The 7:15 one is best, isn't it.
じ ふん
 7時15分のがいいですね。

Honda: *Ee. Ja, eki de roku-ji ni machiawasemashou.* Yes. So, let's meet up
 at the station at 6:00.

えき ろくじ ま あ
 ええ。じゃ、駅で六時に待ち合わせましょう。

Michael: *Wakarimashita.* Got it.
 わかりました。

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>minna de</i>	みんなで		everyone together
<i>eiga</i>	えいが	映画	movie
+ <i>eigakan</i>	えいがかん	映画館	movie theater
+ <i>umi</i>	うみ	海	ocean, sea
+ <i>yama</i>	やま	山	mountain
+ <i>onsen</i>	おんせん	温泉	hot spring
<i>ni</i>	に		to (goal of motion)

+e	へ		to (direction of motion)
<i>aidea</i>	あいであ	アイデア	idea
<i>eki</i>	えき	駅	station
+ <i>basutei</i>	バスてい	バス停	bus stop
~ <i>fun/pun</i>	~ふん／ぷん	分	minute (s)
<i>ni</i>	に		at (point in time)
<i>machiawasemasu</i>	まちあわせます	待ち合わせます	meet, rendezvous
<i>machiawase</i>	まちあわせ	待ち合わせ	get-together, date
+ <i>gozen</i>	ごぜん	午前	morning, a.m.
+ <i>gogo</i>	ごご	午後	afternoon, p.m.

文法 Grammar Notes

6-1-1 Location Particles *Ni* and *E*

A place noun followed by particle *ni* or *e*, written as へ in Hiragana, indicates the ending point or direction of motion. The particles *ni* and *e* are typically used with motion verbs such as *ikimasu*, *kimasu*, *kaerimasu*. The difference between *ni* and *e* is subtle. Precisely speaking, *ni* assumes arrival at the goal while *e* indicates movement towards a place. But the two can be used interchangeably in many cases.

がっこう い
学校に／へ行きます。 *Gakkou ni/e ikimasu.*
I'll go to school.

かえ
アメリカに／へ帰りました。 *Amerika ni/e kaerimashita.*
I returned to America.

Both *ni* and *e* can be used with other verbs indicating the direction or goal.

とも
友だちに／へメールします。 *Tomodachi ni/e meeru-shimasu.*
I'll email my friend.

かいしゃ しょうかい
あの会社に／へ紹介します。 *Ano kaisha ni/e shoukai-shimasu.*

I'll introduce you to that company.

Some verbs can only take に. In the following examples, you can see that there are a number of ways that this particle might be translated into English.

か
ノートに書きました。 *Nooto ni kakimashita.*
I wrote it down in the notebook.

はやし あ
林さんに会いましたよ。 *Hayashi-san ni aimashita yo.*
I met Ms. Hayashi.

の
エレベーターに乗りましょう。 *Erebeetaa ni norimashou.*
Let's take the elevator.

せんせい き
先生に聞きます。 *Sensei ni kikimasu.*
I'll ask the teacher.

6-1-2 ~fun/pun Naming and Counting Minutes

As we learn more time expressions, it's important to understand the difference between expressions that name things and those that count things. Naming expressions include the days of the week (e.g. *getsu-youbi*), clock time (e.g. *ku-ji*), and classifiers such as ~ban, for example. Counting expressions include classifiers such as ~tsu, ~~ko, ~mai, etc. Some classifiers are used for both naming and counting. ~kai for floors is one such classifier.

The classifier ~fun is for both naming and counting minutes. So, *jup-pun* can either mean ten minutes after the hour, (the point in time--naming), or ten minutes (the length of time --counting). For counting, ~fukan is sometimes used to avoid confusion. In telling clock time, the hour is followed by minutes (*ku-ji jup-pun.*)

Note the sound change of /f/ to /p/ in combinations with 1, 3, 4, 6, 8, 10 and in the question word *nan-pun*.

Minutes ㊦

Hiragana	Other Japanese scripts	English
いっぶん	一分	1 minute
にぶん	二分	2 minutes
さんぶん	三分	3 minutes
よんぶん	四分	4 minutes

ごぶん	五分	5 minutes
ろっぶん	六分	6 minutes
ななぶん	七分	7 minutes
はっぶん／はちぶん	八分	8 minutes
きゅうぶん	九分	9 minutes
じゅっぶん／じゅうぶん	十分	10 minutes
なんぶん	何分	how many minutes?

6-1-3 Time Particle に

A time expression with particle に indicates the time when something happens or happened. The particles は and も can be added to it.

にちようび かえ
日曜日に帰ります。 *Nichiyoubi ni kaerimasu.*
I'll return on Sunday.

はちじ で
八時には出ましょう。 *Hachi-ji ni wa demashou.*
Let's leave at 8:00 (at latest).

じゅうじ じゅぎょう
十時にも授業があります。 *Juu-ji ni mo jugyō ga arimasu.*
I have a class at ten, too.

Two types of time expressions usually do not take the particle *ni*. One type includes relative time expressions such as *kyou*, *ashita*, *ima*. These expressions refer to different points in time depending on the time frame in which they are used. The other type includes vague time expressions such as *asa*, *hiru*, *ban*. These expressions refer to a period of time without a specific starting or ending point. Compare the following examples with those above.

きょう かえ
今日、帰ります。 *Kyou kaerimasu.* I'll return today.

あさで
朝、出ましょう。 *Asa, demashou.* Let's leave in the morning.

ばん じゅぎょう

晩も、授業があります。 *Ban mo jugyou ga arimasu.*

I have a class in the evening, too.

Drills and Exercises ◡

- A. えいが
 Cue: 映画ですか。 Is it a movie (that you are going to)?
 えいがい
 Response: はい、映画に行きます。 Yes, I'm going to a movie.
 がっこう
 Cue: 学校ですか。 Is it a school (that you are going to)?
 がっこうい
 Response: はい、学校に行きます。 Yes, I'm going to school.
- B. しちじ
 Cue: アポは七時ですよ。 The appointment is at seven o'clock.
 しちじ き
 Response: わかりました。七時に来ます。 Got it. I'll come at seven.
 Cue: アポはあしたですよ。 The appointment is tomorrow.
 き
 Response: わかりました。あした来ます。 Got it. I'll come tomorrow.
- C. Say it in Japanese.
 Your group is discussing what to do together during the break. Suggest:
1. to go to a movie
 2. to go shopping
 3. to visit a hot spring in the mountains
 4. to visit *Senpai's* house because it is near the ocean
 5. to visit a nearby park
- You've been asked when to meet up at the station. Suggest to meet:
1. at 4:45
 2. at 9:20 p.m.
 3. on Saturday morning
 4. at 11:00 on Monday
 5. at 8:30 a.m. tomorrow
- D. Act in Japanese.
1. You and a co-worker are visiting a customer together tomorrow. Find out what time you should meet up at the station.
 2. You've been told the meeting will start at 7:45. Confirm that it's 7:45 a.m.
 3. You came late for class today. Apologize and tell your teacher that you will come

- ten minutes earlier tomorrow.
4. Your group is discussing a vacation. Ask which they like to go to, the beach or the mountains.
 5. Regarding your daily schedule, ask each other what time you a) eat breakfast, b) go to school/work, c) have lunch, d) return home, e) go to sleep.

会話 Dialogue 2 🔄

Michael: <i>Otaku wa dochira desu ka.</i> <small>たく</small> お宅はどちらですか。	Where is your house?
Honda: <i>Yokohama desu.</i> <small>よこはま</small> 横浜です。	It's in Yokohama.
Michael: <i>Tsuugaku wa densha desu ka.</i> <small>つうがく でんしゃ</small> 通学は電車ですか。	Do you commute by train?
Honda: <i>Ee, uchi kara daigaku made densha de ichi-jikan gurai kakarimasu.</i> <small>だいがく でんしゃ いちじかん</small> ええ、うちから大学まで、電車で一時間ぐらいかかります。	Yes, from home to university it takes about an hour by train.
Michael: <i>Sore wa taihen desu nee.</i> <small>たいへん</small> それは大変ですねえ。	That must be hard.

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>otaku</i>	おたく	お宅	home (polite)
+ <i>shusshin</i>	しゅっしん	出身	hometown, birthplace, where from
<i>yokohama</i>	よこはま	横浜	Yokohama
<i>tsuugaku</i>	つうがく	通学	commute to school (noun)
+ <i>tsuukin</i>	つうきん	通勤	commute to work (noun)

<i>densha</i>	でんしゃ	電車	train
+ <i>chikatetsu</i>	ちかてつ	地下鉄	subway
+ <i>basu</i>	バス		bus
+ <i>kuruma</i>	くるま	車	car
+ <i>jitensha</i>	じてんしゃ	自転車	bicycle
+ <i>takushii</i>	タクシー	taxi	
+ <i>toho</i>	とほ	徒歩	walk (noun)
+ <i>hikouki</i>	ひこうき	飛行機	airplane
+ <i>shinkansen</i>	しんかんせん	新幹線	bullet train
+ <i>fune</i>	ふね	船	boat
<i>uchi</i>	うち	内、家	home, house
<i>kara</i>	から		particle: from
<i>made</i>	まで		particle: as far as, up to
<i>de</i>	で		particle: by means of
<i>densha</i>	でんしゃで	電車で	by train
<i>~jikan</i>	~じかん	時間	~hours
<i>ichi-jikan</i>	いちじかん	一時間	one hour
<i>gurai</i>	ぐらい		about, approximately
+ <i>yaku</i>	やく	約	about, approximately
+ <i>yaku ichi-jikan</i>	やくいちじかん	約一時間	about an hour
+ <i>hodo</i>	ほど		about, as much as

<i>kakarimasu</i>	かかります		it takes (time, money, etc.)
+ <i>nagai</i>	ながい	長い	long
+ <i>mijikai</i>	みじかい	短い	short

Cities 📍

Hiragana	Kanji	English
とうきょう	東京	Tokyo
よこはま	横浜	Yokohama
なごや	名古屋	Nagoya
おおさか	大阪	Osaka
きょうと	京都	Kyoto
ひろしま	広島	Hiroshima
ふくおか	長崎	Nagasaki
さっぽろ	札幌	Sapporo

Islands

Hiragana	Kanji	English
きゅうしゅう	九州	Kyushu
きゅうしゅう	四国	Shikoku
ほっかいどう	北海道	Hokkaido
ほんしゅう	本州	Honshu
おきなわ	沖縄	Okinawa

Map of Japan



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Grammar Notes

6-2-1 Counting Hours

You saw the classifier *~ji* for telling time in Lesson 2, as in *ichi-ji* ‘one o’clock’ and *ichi-ji han* ‘1:30’. In this lesson, you’ll learn how to COUNT time, i.e., how to describe length of time. The first classifier of this type is *-jikan* for counting hours. It attaches to the Chinese numerals. *Ichi-jikan* means one hour and *ichi-jikan han* means one and a half hours. The question word for ‘how many hours’ is *nan-jikan*, while the question word for ‘what time’ is *nan-ji*. Also note that *jikan* alone means time in general.

じかん

時間がありません。 *Jikan ga arimasen.* There is no time.

じかん

時間がかかります。 *Jikan ga kakarimasu.* It takes time.

じかん

ちょっと、お時間、いいですか。 *Chotto, ojikan ii desu ka.*

Do you have some time (Can I talk to you)?

やく

6-2-2 Approximation: ~ぐらい、~ほど、約~

~*gurai*, ~*hodo* and *yaku* all mean ‘about’ and indicate an approximate quantity. ~*gurai* and ~*hodo* follow the quantity expression while *yaku*~ precedes it:

：
いちじかん
一時間ぐらいあります。 *Ichi-jikan gurai arimasu.* We have about an hour.
いちじかん
一時間ほどあります。 *Ichi-jikan hodo arimasu.* We have about an hour.
やくいちじかん
約一時間あります。 *Yaku ichi-jikan arimasu.* We have about an hour.

いちまんえん
一万円ぐらいかかります。 *Ichi-man-en gurai kakarimasu.*
It costs about ten thousand yen
やくいちまんえん
約一万円かかります。 *Yaku ichi-man-en kakarimasu.*
It costs about ten thousand yen.

You may even hear *yaku ichi-jikan gurai* or *yaku ichi-jikan hodo*. It may seem redundant to have approximation expressed twice in the same phrase, but this is common.

Dore grai and *dono gurai* both ask ‘how long/how much’ and *ikura gurai* asks how much (money).

かいしゃ
会社まで、どのぐらいかかりますか。 *Kaisha made dono gurai kakarimasu ka.*
How long does it take to get to work?
このアパート、いくらぐらいでしょうか。 *Kono apaato, ikura gurai deshou ka.*
How much do you suppose this apartment (rent) is?

Approximation, or making things vague, is preferred over being exact and considered more polite in many situations in Japan. This may be because the approximation allows wiggle room. So, when given an approximate number, you are expected to figure out what number is actually meant in each context. Unless it’s critical, Japanese people usually do not request clarification.

6-2-3 Particle *de* ‘by means of’

A noun followed by particle *de* indicates the means by which something is done. Note that there are a number of ways in which this might be translated into English. The particles *は* and *も* can be added to this particle.

め あ
おはしで召し上がりますか。 *Ohashi de meshiagarimasu ka.*
Are you going to eat with chopsticks?
い

タクシーで行きましょう。	<i>Takusii de ikimashou.</i> Let's go by a taxi.
にほんご はな 日本語では話しませんでした。	<i>Nihongo de wa hanashimasen deshita.</i> I didn't talk in Japanese.
でんしゃ いちじかん 電車でも一時間かかります。	<i>Densha de mo ichi-jikan kakarimasu.</i> It takes one hour by train, too.

6-2-4 the starting point ~*kara*、the ending point ~*made*

The particle *kara* indicates the point from which something starts and the particle *made* indicates the limit at which something ends.

さんじ かいぎ 三時から、会議です。	<i>San-ji kara, kaigi desu.</i> From 3:00, I have a meeting.
せんせい き 先生からメールが来ました。	<i>Sensei kara meeru ga kimashita.</i> An email came from the teacher.
きょうと 京都まで、いくらですか。	<i>Kyouto made ikura desu ka.</i> How much is it to go to Kyoto?
えき ねが 駅まで、お願いします。	<i>Eki made onegai-shimasu.</i> To the station, please. (in a taxi).
あさ ばん しごと 朝から晩まで、仕事です。	<i>Asa kara ban made shigoto desu.</i> I work from morning till night.

Compare the examples below with time expressions:

さんじ 三時にします。	<i>San-ji ni shimasu.</i>	I'll do it at three.
さんじ 三時からします。	<i>San-ji kara shimasu.</i>	I'll do it from three.
さんじ 三時までします。	<i>San-ji made shimasu.</i>	I'll do it until three.

Compare the examples below with location expressions:

とうきょう い 東京に行きます。	<i>Toukyou ni ikimasu.</i>	I'll go to Tokyo (I may go to other places as well).
とうきょう かいぎ い 東京で会議に行きます。	<i>Toukyou de kaigi ni ikimasu.</i>	I'll go to a meeting in Tokyo.
とうきょう い 東京から行きます。	<i>Toukyou kara ikimasu.</i>	

I'll go from Tokyo.

とうきょう い
東京まで行きます。

Toukyoumade ikimasu.

I'll go up to Tokyo (but not farther).

The noun plus these particles makes a noun phrase so they can be directly followed by *desu* and take *no* to modify another noun.

かいぎ さんじ よじ
会議は三時から四時までです。

Kaigi wa san-ji kara yoji-made desu.

The meeting is from three to four.

りゅうがくせい
アメリカからの留学生

Amerika kara no ryuugakusei

an exchange student from America

ぎんこう さんじ

銀行は三時までじゃないですか。 *Ginkou wa san-ji made ja naidesu ka.*

Isn't the bank open until three?

Drills and Exercises ◡

A. いちじかん

Cue: 一時間ですか。 Is it one hour?

うち だいがく いちじかん
Response: はい、家から大学まで一時間ぐらいかかります。

Yes, it takes about one hour from home to college

Cue: 30分ですか。 Is it thirty minutes?

うち だいがく ぷん
Response: はい、家から大学まで、30分ぐらいかかります。

Yes, it takes about thirty minutes from home to college.

* Repeat this drill using 約 *yaku*~ instead of ぐらい *gurai*.

B. でんしゃ べんり

Cue: 電車が便利ですね。 The train is convenient, isn't it.

Response: ええ、電車で行きましょう。 Yes, let's go by train.

べんり
Cue: バスが便利ですね。 The bus is convenient, isn't it?

い
Response: ええ、バスで行きましょう。 Yes, let's go by bus.

C. Say it in Japanese.

You are planning your business trip. Find out how long it takes:

1. from here to the subway station by foot
2. from Tokyo to Kyoto by Bullet train
3. from Osaka to Okinawa by plane
4. from the first floor to the top floor by stairs
5. from Ms. Yamada's company to the nearest station by bus

Having been asked the above questions, answer that it takes:

1. about 10 minutes
2. two and a half hours
3. about 1 hour and 45 minutes long
4. about 1 hour in the morning, but only 15 minutes in the afternoon

D. Act in Japanese

1. Ask a business associate a) where her home is, b) how she commutes, and c) how long it takes from her home to her work. With your classmates, ask and answer the same questions.
2. Find out a) what time the library opens, b) what time it closes, c) from what time to what time it's open on Saturday.
3. Ask the taxi driver to go to Tokyo Station. Mention that you are going to take the 9:00 Bullet Train.
4. You are thinking of writing this report using a) Word, b) Japanese and English, c) black pen only. Ask a co-worker if it would be alright.
5. At a parking facility, find out the fee for a) one hour, b) additional 15 minutes, c) Saturday and Sunday

会話 Dialogue 3 🎧

On the train

Michael : *Tsugi no eki de orimasu ne.* We get off at the next station, right?

つぎ えき お
次の駅で、降りますね。

Honda : *Hai. Sore kara chikatetsu ni norikaemasu.* Yes. Then we change to the subway.

ちかてつ の か
はい。それから、地下鉄に乗り換えます。

Michael : *Nan-ji goro tsukimasu ka.* About what time will we arrive?

なんじ つ
何時ごろ着きますか。

Honda : *Roku-ji-han ni wa tsukimasu yo.* We'll get there by 6:30.

ろくじはん つ
六時半には着きますよ。

Walking to the theater

Honda : *Ima nan-ji desu ka.* What time is it now?

いま なんじ
今、何時ですか。

Michael : *Jup-pun mae desu.* Ten (minutes) to (the hour)

じゅっぶんまえ
十分前です。

Honda : *Chotto isogimashou.* Let's hurry a little bit.

いそ
ちょっと急ぎましょう。

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>tsugi</i>	つぎ	次	next
<i>orimasu</i>	おります	降ります	get off, alight
<i>sore kara</i>	それから		then, next
<i>norikaemasu</i>	のりかえます	乗り換えます	change, transfer (transportation)

<i>tsukimasu</i>	つきます	着きます	arrive
+ <i>demasu</i>	でます	出ます	leave
<i>~goro</i>	ごろ		around X, approximately
<i>nan-ji goro</i>	なんじごろ	何時頃	around what time
<i>jup-pun mae</i>	じゅっぶんまえ	十分前	ten minutes before the hour
+ <i>sugi</i>	すぎ	過ぎ	after
<i>isogimasu</i>	いそぎます	急ぎます	hurry
+ <i>arukimasu</i>	あるきます	歩きます	walk
+ <i>hashirimasu</i>	はしります	走ります	run

文法 Grammar Notes

なんじ

6-3-1 何時ごろ Approximation of Naming Time

In 6-2-2 above, we saw that *~gurai* combines with counting classifiers to indicate approximation of quantity. *~Goro* on the other hand combines with naming time classifiers to indicate approximation of point in time. Thus, *ichi-ji goro* means ‘about one o’clock.’

We also saw in 6-1-3 that specific time expressions take particle に to indicate the specific time at which something happens. However, when these specific time expressions are followed by *~goro*, the particle *ni* becomes optional. This may be because *~goro* makes the expressions vague --without clear starting and ending points-- like time expressions such as *asa* ‘morning’. In many situations, *~goro* makes you sound softer and polite.

なんじ い
何時に行きますか。 *Nan-ji ni ikimasu ka.*
What time are you going?

なんじ い
何時ごろ行きますか。 *Nan-ji goro ikimasu ka.*
Around what time are you going?

It is also to be noted that in contemporary Japanese *~gurai* has begun to combine with naming time classifiers. In another word, *~gurai* is used like *~goro*.

However, in such cases, the particle に is required in order to avoid confusion:

げつようび
月曜日に帰ります。 *Getsuyoubi ni kaerimasu.*
I'll return on Monday.

げつようび
月曜日ごろ (に) 帰ります。 *Getsuyoubi goro (ni) kaerimasu.*
I'll return around Monday.

げつようび
月曜日ぐらいに帰ります。 *Getsuyoubi gurai ni kaerimasu.*
I'll return around Monday.

じゅっぶん い
十 分ぐらい行きましょう。 *Jup-pun gurai ikimashou.*
Let's go for about ten minutes. (counting)

じゅっぶん い
十 分ごろ行きましょう。 *Juppun goro ikimashou.*
Let's go around ten minutes (past the hour). (naming)

じゅっぶん い
十 分ぐらいに行きましょう。 *Jup-pun gurai ni ikimashou.*
Let's go around ten minutes (past the hour). (naming)

6-3-2- sugi/ mae More about telling time

In 6-1-2 above, we saw that in telling clock time, the hour is followed by minutes (*ku-ji jup-pun.*) You may also hear minutes before the hour followed by *mae* 'before' or minutes after the hour followed by *sugi* 'past':

Japanese script	Romanized Japanese	English
ろくじごふんまえ 六時五分前	<i>roku-ji go-fun mae</i>	five minutes before/until 6:00
はいじじゅっぶんす 八時十分過ぎ	<i>hachi-ji jup-pun sugi.</i>	Ten minutes after/past 8:00
ひる まえ お昼ちょっと前	<i>ohiru chotto mae</i>	a little before noon
くじはんすこ 九時半少しすぎ	<i>ku-ji han sukoshi sugi</i>	a little past 6:30

When the hour has already been mentioned or understood, it is common not to mention it:

ろくじ
六時ですか。 *Roku-ji desuka.* Is it six?
じゅっぶんまえ
いえ、十分前です。 *Iie, jup-pun mae desu.* No, it's ten to.

6-3-3 Learning Verbs with Particles

Selecting the right particle is always a challenge to many learners of Japanese. As you expand your vocabulary, it's recommended that you learn each new verb along with the particle that is typically used with it.

In this lesson we learn several verbs that are associated with transportation. Notice that these verbs take different particles and it is hard to guess the right ones simply on the basis of their English translations.

の
バスに乗ります。 *Basu ni norimasu.* I'll get on the bus.

お
バスを降ります。 *Basu o orimasu.* I'll get off the bus

の か
バスを乗り換えます。 *Basu o norikaemasu.* I'll change buses.

の か
バスに乗り換えます。 *Basu ni norikaemasu.* I'll transfer to a bus.

の か
バスから乗り換えます。 *Basu kara norikaemasu.* I'll transfer from a bus.

いえ で
家を出ました。 *Ie o demashita.* I left home.

いえ つ
家に着きました。 *Ie ni tsukimashita.* I arrived home.

Drills and Exercises ◡

A. Listen to the audio. Following the first two model exchanges, respond to each cue.

いちじ
Cue: 一時ですね。 It's one o'clock, right?

いちじ
Response: はい、一時ごろです。 Yes, it's around one.

いちじかん
Cue: 一時間ですね。 It's one hour, right?

いちじかん
Response: はい、一時間ぐらいです。 Yes, it's about one hour.

B. ろくじで
Cue: 六時にします。 It leaves at six.

Response: じゃあ、七時しちじごろには着つきますね。
Then, it will arrive around seven, right?

Cue: 六時半ろくじはんに出でます。 It leaves at 6:30.

Response: じゃあ、七時半しちじはん頃ごろには着つきますね。
Then it will arrive around 7:30, right ?

C. Say it in Japanese.

You've been asked at what time the next bus arrives:

1. 4:12
2. 5:50
3. 9:48
4. 18:04

You've been asked what time you arrived here. Answer that you arrived here:

1. one hour ago
2. ten minutes before the meeting
3. at 6:55
4. at 7:05
5. a little before 7:30
6. around noon

D. Act in Japanese.

1. It's fifteen minutes before the train leaves. Suggest that a) you hurry, b) you run, c) you take a taxi to the station, d) take the next train
2. You've just missed a boat. Find out what time the next one a) leaves here, b) arrives over there.
3. Find out where a) to get on the train, b) to transfer from train to subway, c) to get off the subway.
4. You've been asked what you do to stay healthy. Mention that a) you take a walk for about one hour every day, b) you run in the park during lunchtime, c) you get off the train here; then you walk to the next station.

会話 Dialogue 4 🎧

At the theater

Michael: *Girigiri deshita kedo, maniaimashita ne.*

We were close, but we made it in time, didn't we!

ギリギリでしたけど、^ま間に^あ合いましたね。

Honda: *Ee, hotto shimashita.*

Yes, What a relief!

ええ、ほっとしました。

After the movie

Michael: *Saikou deshita ne!*

That was the best.

^{さいこう}
最高でしたね。

Honda: *Ee, omoshirokatta desu ne.*

Yes, it was interesting, wasn't it?

ええ、おもしろかったですね。

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>ma ni aimasu</i>	まにあいます	間に合います	be in/on time
<i>+okuremasu</i>	おくれます	遅れます	be late
<i>hotto-shimasu</i>	ほっとします		be relieved
<i>+dokidoki-shimasu</i>	ドキドキします		be nervous, afraid, surprised
<i>dokidoki</i>	ドキドキ	ドキドキ	the sound of a heartbeat
<i>+gakkari-shimasu</i>	がっかりします		disappointed
<i>girigiri</i>	ぎりぎり		just barely, just in time
<i>saikou</i>	さいこう	最高	great, the highest, the best
<i>+imaichi</i>	いまいち	今一	not quite, not very good

<i>omoshiroi</i>	おもしろい		interesting
<i>omoshirokatta</i>	おもしろかった		was interesting
<i>+tsumaranai</i>	つまらない		boring, tiresome
<i>+subarashii</i>	すばらしい		wonderful, outstanding
<i>+kowai</i>	こわい		scary
<i>+tanoshii</i>	たのしい	楽しい	fun, enjoyable
<i>+kanashii</i>	かなしい	悲しい	sad
<i>+waraimasu</i>	わらいます	笑います	laugh, smile
<i>+nakimasu</i>	なきます	泣きます	cry

文法 Grammar Notes

6-4-1 Onomatopoeia

Hotto, *girigiri*, *dokidoki* and *gakkari* are examples of Japanese onomatopoeia (オノマトペ). Onomatopoeia are abundant in Japanese, as you can see on the pages of comic books, but we limit our selection here to those that are commonly used to express emotions. Many Japanese onomatopoeia consist of four syllables with the first two syllables repeated twice, like *dokidoki*, and you find them in either hiragana or katakana. Usually *shimasu* or *desu* follow them.

ドキドキしました。 *Dokidoki shimashita.* I got nervous/ thrilled.
 ドキドキでした。 *Dokidoki deshita.* I was nervous/thrilled.

ぎりぎり *girigiri* means being close to the limit or barely making the set goal.

ま あ
 バスに、ギリギリ間に合いました。 *Basu ni girigiri maniaimashita.*
 I barely caught the bus.

しけん べんきょう
 試験ぎりぎりまで勉強しました。 *Shiken girigiri made benkyou-shimashita.*
 I studied up to the last minute before the exam.

Onomatopoeia オノマトペ ♪

Romanized Japanese	Japanese script	English
<i>perapera</i>	ペラペラです	fluent
<i>iraira-shimasu</i>	イライラします	irritated, impatient
<i>harahara-shimasu</i>	ハラハラします	anxious about how things are going to turn out, apprehensive
<i>mukamuka-shimasu</i>	ムカムカします	have a surge of anger, feel sick, queasy
<i>nikoniko-shimasu</i>	ニコニコします	smile happily
<i>kuyokuyo-shimasu</i>	クヨクヨします	worry about a trivial matter, mope, brood

Drills and Exercises ◡

- A. つうがく でんしゃ
 Cue: 通学は、電車ですか。 Do you commute by train?
まえ でんしゃ いま でんしゃ
 Response: 前は、電車でしたけど、今は電車じゃないです。
 It was by train before, but now it's not.
- Cue: あのレストランは、おいしいですか。 Is that restaurant good?
まえ いま
 Response: 前は、おいしかったですけど、今はおいしくありません。
 It was good before, but now it's not.
- B. Cue: おいしかったですか。 Was it delicious?
 Response: いえ、おいしくなかったですよ。 No, it wasn't delicious.
- にほんご
 Cue: 日本語でしたか。 Was it Japanese?
にほんご
 Response: いえ、日本語じゃなかったですよ。 No, it wasn't Japanese.

* Repeat this drill replacing *nakatta desu* with *arimasen deshita*.

C. Say it in Japanese.

You've been asked about the movie you saw.

1. It was the best. I'll see it one more time tomorrow.
2. It was sad. I cried a lot.
3. It was scary. My heart was pounding, so I did not watch the whole thing.
4. It was not very good. It was a bit boring, although the hero was really cool.
5. It was wonderful. I laughed a lot. I like fun movies.

You admire Ms. Hayashi. Explain that:

6. she never gets irritated
7. she never worries about trivial matters
8. she is the best *Senpai*
9. she is never late for work

D. Act in Japanese

1. Ask a co-worker how she enjoyed the following items: a) the French movie b) the hot spring in Kyushu, c) the beaches/ocean in Okinawa, d) the fastest bullet train.
2. You've just passed an exam. Express a) how relieved you are, b) how nervous you were, c) how you barely passed it, d) how disappointed you are because your math was not quite good.
3. You've been asked how the conference was. Express your disappointment, explain that you were late for the 9:00 o'clock presentation, although you made the 10:00 o'clock one.
4. Describe a) the kind of movie you like, b) the kind of person you admire, c) the kind of person you are.

Review

Grammar Review

1. Identify whether each classifier below is a naming classifier, a counting classifier, or both.
 a) *~jikan* b) *~fun* c) *~kai* (floor) d) *~ko* e) *~ban* f) *~ji* g) *~mai*
2. Identify whether each of the approximation expression below is used with a naming classifier or with a counting classifier.
 a) *~goro* b) *~gurai* c) *yaku~* d) *~hodo*
3. Fill in the blanks below with the most appropriate particle(s).
 a) You'd like to decide where your group meet.
Doko _____ aimashou ka.
 b) Ask the bus driver if this bus goes to Tokyo Station.
Sumimasen. Kono basu, tokyoo-eki _____ ikimasu ka?

- c) Tell the taxi driver to take you to the Tokyo Station.
Sumimasen. Tokyo-eki_____onagai-shimasu.
- d) Suggest that you take a taxi to the hospital.
Byouin_____takushii_____ikimashou.
- e) At the station, ask what time the next bullet train leaves.
Sumimasen. Tsugi_____shinkansen_____nan-ji_____demasu ka.
- f) On the train, ask the conductor what time this train arrives at Kyoto.
Kono densha_____nanji goro_____kyouto_____tsukimasu ka.
- g) At the information desk, ask where you transfer to the subway.
Sumimasen. Doko_____chikatetsu_____norikaemasu ka.
- h) Express your concern about whether or not you'll make the flight on time.
Hikouki_____manaimasu ka nee.
- i) Let a co-worker know that you have just met *Senpai*'s friend.
Ima_____senpai_____tomodachi_____aimashita yo.
- j) Ask a classmate how long it takes here to the beach by train.
Koko_____umi_____dono gurai_____kakarimasu ka.

4. How do you make the past form of adjectives? Noun + *desu*?
5. What are the two ways to express that it's 6:50?

Practical Applications

1. You are making a plan for your group to attend business meetings in different cities in Japan. Research transportation options, discuss the pros and cons of each option, and make an itinerary including the departure and arrival times. Confirm the itinerary with everyone.
2. Upon return, review the trip.
3. Pretend that many things happened during the trip including bad weather, train delays, buying *Omiyage*, seeing famous people, having great presentations and not so great presentations, trying local foods, etc. Be imaginative!
4. Make a plan to spend one free day in Tokyo
 Do an on-line research, create PPT, and present it in Japanese It should include:
 - What to do
 - Where to go
 - Times that selected sites are open
 - How to get there (transportation, etc.) from your hotel
 - What is the travel time and fare
 - What to eat, where to eat
 - What to buy
 - How much the whole day costs

Sample Homework/Quiz

Listening 🎧

For each exchange, identify the item under discussion and its time-related information.

Item under discussion	Time-related information
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10	

Grammar

1. Identify whether each item below is a naming expression, a counting expression, or both. Mark each item with N (naming), C (counting), or B (both).
 - a) *go-ko*
 - b) *go-fun*
 - c) *ni-ji han*
 - d) *ni-jikan*
 - e) *ichi-ban*
 - f) *shichi-ji*

2. What is the difference between *otaku* and *uchi*?

3. Give two examples of Japanese onomatopoeias and their meanings.
4. Fill in the blanks below with what is most appropriate. Insert Z if nothing is possible.
- Find out what time this store opens. *Kono mise, nanji _____ desu ka.*
 - Tell the taxi driver go to the station. *Sumimasen. eki _____ onegai-shimasu.*
 - Suggest that you take a taxi. *Takushii _____ ikimashou.*
 - We'll get on the bus. *Basu _____ norimasu.*
 - I got off the bus here. *Koko _____ Basu _____ orimashita*
 - I left home at 8. *Hachi-ji _____ uchi _____ demashita.*
 - I arrived over there in the morning. *Asa _____ achira _____ tsukimashita.*
 - Please give me ABOUT five (apples). *Go-ko _____ kudasai.*
 - It takes about one hour on foot. *Toho _____ ichi-jikan _____ kakarimasu.*
 - I'll return AROUND 3:00. *San-ji _____ kaerimasu.*
 - Express your concern about whether or not you'll make the class on time.
Jugyou _____ maniaimasu ka nee.
 - Ask at the station if it takes 30 minutes from here to the beach by train.
Koko _____ umi _____ densha _____ san-jup--pun desu ka.
 - Ask a child what she is scared of. *Nani _____ kowai?*

Circle the letter of the items that can occur in the blank to make a complete sentence. None, some, or all choices may be correct. For each choice checked as appropriate, provide an English equivalent of the entire sentence.

- Ano eiga, _____ deshita nee.*
 - tsumaranai*
 - imaichi*
 - nagakatta*
 - wakarimasen*
- Purezen wa _____ goro desu ka.*
 - ni-ji han*
 - ichi-jikan han*
 - san-ji jup-pun*
 - nan-jikan*
- _____ norikaemasu.*
 - Tsugi no eki ni*
 - Ni-do*
 - Densha ga*
 - Chikatetsu ni*
- _____ no onsen ni ikimashou.*
 - Saikou*
 - Ichiban kirei*
 - Subarashii*
 - Tsugi*
- _____ kakarimasu.*
 - Ichi-ji*

- b) *Dono gurai*
 c) *Motto*
 d) *Ichi-man-en*

10. Fill in the blanks to complete the chart.

Non-past Affirmative	Non-past Negative	Past Affirmative	Past Negative
<i>Imaichi desu</i>			
<i>Tanoshii desu</i>			

Drill Tape Scripts

Dialogue 1

- A. Cue: 映画ですか。Response: はい、映画に行きます。
 Cue: 学校ですか。Response: はい、学校に行きます。

1. 温泉ですか。
2. アメリカの大学ですか。
3. 一番大きい病院ですか。
4. 山や海ですか。
5. 向こうのバス停ですか。

- B. Cue: アポは七時ですよ。Response: わかりました。七時にきます。
 Cue: アポはあしたですよ。Response: わかりました。あした来ます。

1. 九時半ですよ。
2. 明日の朝ですよ。
3. 三時十分ですよ。
4. 金曜日ですよ。
5. あさってですよ。

Dialogue 2

- A. Cue: 一時間ですか。Response: はい、家から大学まで一時間ぐらいかかります。
 Cue: 30分ですか。Response: はい、家から大学まで、30分ぐらいかかります。

1. 二時間ですか。
2. 一時間半ですか。
3. 五十分ですか。
4. 一時間15分ですか。
5. 二十五分ですか。

- B. Cue: 電車が便利ですね。Response: ええ、電車で行きましょう。
 Cue: バスが便利ですね。Response: ええ、バスで行きましょう。
1. 新幹線が便利ですね。
 2. 自転車が便利ですね。
 3. 車が便利ですね。
 4. 地下鉄が便利ですね。
 5. タクシーが便利ですね。

Dialogue 3

- A. Cue: 一時ですね。Response: はい、一時頃です。
 Cue: 一時間ですね。Response: はい、一時間ぐらいです。
1. 木曜日ですね。
 2. 千円ですね。
 3. 五時半ですね。
 4. 一時間半ですね。
 5. 十個ですね。

- Cue: 六時にでます。Response: じゃあ、七時ごろには着きますね。
 Cue: 六時半に出ます。Response: じゃあ、七時半頃には着きますね。
1. 四時十分に出ます。
 2. 午後七時に出ます。
 3. 五時二十分前に出ます。
 4. 十時15分過ぎに出ます。
 5. 午前11時半に出

Dialogue 4

- A. Cue: 通学は電車ですか。Response: 前は、電車でしたけど、今は電車じゃないです。
 Cue: あのレストランは、おいしいですか。Response: 前は、おいしかったですけど、今はおいしくありません。
1. 学校は、楽しいですか。
 2. 仕事は、面白いですか。
 3. 授業は、毎日ですか。
 4. お宅は、近いですか。
 5. 車は、白ですか。
- B. Cue: おいしかったですか。Response: いいえ、おいしくなかったですよ。
 Cue: 日本語でしたか。Response: いいえ、日本語じゃなかったですよ。
1. 高かったですか。
 2. 遅れましたか。
 3. 飛行機でしたか。
 4. 笑いましたか。
 5. 楽しかったですか。

Lesson 7 Calendar

会話 Dialogue 1

- Michael : ^{きょう なんにち}今日は何日ですか。 *Kyou wa nan-nichi desu ka.*
What date is it today?
- Honda : ^{ようか}ええっと、八日じゃないですか。 *Etto, youka ja nai desu ka.*
Umm, isn't it the 8th?
- Michael : ^{いっしゅうかん}じゃ、締め切りまであと一週間ですね。 *Ja, shimekiri made ato is-shuukan desu ne.*
Then, it's one week left until the deadline, right?
- Honda : ええ、がんばりましょう。 *Ee, ganbarimashou.*
Yes, let's do our best.
- Michael : ^{いっしょうけんめい}はい、一生懸命、がんばります。 *Hai, isshoukenmei ganbarimasu.*
Yes, I'll go all out and do my best.

単語 Vocabulary

<i>Romanized Japanese</i>	Hiragana	Other Japanese scripts	English
<i>nan-nichi</i>	なんにち	何日	what date? See 7-1-1
<i>youka</i>	ようか	八日	8 th (of the month) See 7-1-1
<i>shimekiri</i>	しめきり	締め切り	deadline
<i>ato</i>	あと	後	remaining, left (with a quantity)
<i>~shuukan</i>	~しゅうかん	週間	number of weeks See 7-1-2
<i>is-shuukan</i>	いっしゅうかん	一週間	one week
<i>isshoukenmei</i>	いっしょうけんめい	一生懸命	go all out, with utmost effort

文法 Grammar Notes

7-1-1 Calendar time: Counting and Naming Dates

The classifier for both naming and counting days is: *ka* 日 or *nichi* 日. When naming the days of the month, you only go up to the 31st, but when counting days you can go a lot higher. So, 50 *nichi* can only mean ‘fifty days’ while *tooka* can mean ‘the tenth of the month’ or ‘ten days.’ Please note the following:

- the first day of the month is *tsuitachi* (naming) while one day is *ichi-nichi* (counting).
- The Japanese number series with the classifier *~ka* is used up through ten, and then the Chinese number series with *~nichi* is used for the rest.
- two exceptions: *hatsuka* ‘the 20th’ or ‘twenty days’ and combinations ending with 4 such as *juuyok-ka* and *nijuuyok-ka*.
- *Nan-nichi* asks what date? or how many days? Please distinguish between ‘what day of the month’ *nan-nichi* and ‘what day of the week’ *nan-youbi*.

Days of the Month 📅

にち 日	げつ 月	か 火	すい 水	もく 木	きん 金	ど 土
1 ついたち	2 ふつか	3 みっか	4 よっか	5 いつか	6 むいか	7 なのか
8 ようか	9 このか	10 とおか	11 じゅういちにち	12 じゅうにち	13 じゅうさんにち	14 じゅうよっか
15 じゅうごにち	16 じゅうろくにち	17 じゅうしちにち	18 じゅうはちにち	19 じゅうくにち	20 はつか	21 にじゅういちにち
22 にじゅうにち	23 にじゅうさんにち	24 にじゅうよっか	25 にじゅうごにち	26 にじゅうろくにち	27 にじゅうしちにち	28 にじゅうはちにち
29 にじゅうくにち	30 さんじゅうにち	31 さんじゅういちにち				

7-1-2 Counting Weeks

The classifier for counting weeks is ~*shuukan* ^{しゅうかん} 週間. There is no naming classifier for weeks. Note the sound change (s → ss) with 1, 8 and 10.

Romanized Japanese	Japanese scripts	English
is-shuukan	いっしゅうかん 一週間	one week
ni-shuukan	にしゅうかん 二週間	two weeks
<i>san-shuukan</i>	さんしゅうかん 三週間	three weeks
yon-shuukan	よんしゅうかん 四週間	four weeks
go-shuukan	ごしゅうかん 五週間	five weeks
roku-shuukan	ろくしゅうかん 六週間	six weeks
nana-shuukan	ななしゅうかん 七週間	seven weeks
has-shuukan	はっしゅうかん 八週間	eight weeks
kyuu-shuukan	きゅうしゅうかん 九週間	nine weeks
jus-shuukan	じゅうしゅうかん 十週間	ten weeks
nan-shuukan	なんしゅうかん 何週間	How many weeks?

Drills and Exercises ◡

- A. Cue: 一日ですか。 Is it the first (day of the month)?
 Response: いえ、二日です。 No, it's the second.
 Cue: 十五日ですか。 Is it the fifteenth?
 Response: いえ、十六日です。 No, it's the sixteenth.
- B. Cue: 後一時間ですね。 There is one more hour left, right?
 Response: はい、もう一時間ががんばりましょう。
 Yes, let's work hard for one more hour.
 Cue: 後、一週間ですね。 There is one more week left, right?
 Response: はい、もう一週間、がんばりましょう。
 Yes, let's work hard for one more week.
- C. Say it in Japanese.

You've been asked when the exam is scheduled.

1. the 3rd
2. Wednesday, the 7th
3. 9:00 a.m. on Friday, the 13th
4. in two more weeks
5. the 4th, 8th, and 20th

- D. Act in Japanese.

1. Find out what day of the month it is today.
2. Your parking time is going to expire soon. Find out how many minutes are left.
3. Find out a) how many days, b) how many weeks are left before the deadline.
4. Your group is going to make an important presentation. Urge everyone to do his or her best.
5. You've been wished good luck. Respond.

会話 Dialogue 2 🎧

Ms. Tanaka, the project leader, talks to her team members using the informal style while the members maintain the formal style.

たんじょうび
Tanaka : 誕生日はいつ?

Tanjoubi wa itsu?
When is your birthday?

しがつついたち
Emily : 四月一日です。

Shigatsu tsuitachi desu.
It's April 1st.

なんねん う
Tanaka : 何年生まれ?

Nan-nen umare?
What year were you born?

ねん
Emily : 1996年です。

Sen-kyuu-hyaku-kyuujuu-roku-nen desu.
1996.

へいせいねん
Tanaka : ということは、平成8年ね。

To iu koto wa Heisei hachi-nen ne.
That means Heisei 8, right?

.....

なんさい
Tanaka : 何歳?

Nan-sai?
How old are you?

はたち
Michael: 二十歳です。

Hatachi desu.
I'm twenty years old.

わか
Tanaka : へえ。若いわねえ。

Hee, wakai wa nee.
Wow! So young.

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>Tanjoubi</i>	たんじょうび	誕生日	birthday
+ <i>Tanjoubi omedetou gozaimasu</i>	たんじょうびおめでとうございます	誕生日おめでとうございます	Happy birthday.
~ <i>nen</i>	~ねん	年	year(s)

<i>nan-nen</i>	なんねん	何年	what year?
<i>nan-nen umare</i>	なんねんうまれ	何年生まれ	what year were you born?
+ <i>umaremasu</i>	うまれます	生まれます	be born
<i>to iu koto wa</i>	ということ		in another words
<i>heisei</i>	へいせい	平成	Heisei Era
<i>hachi-nen</i>	はちねん	八年	year 8
<i>~sai</i>	~さい	~歳、~才	classifier for human age
<i>nan-sai</i>	なんさい	何歳、何才	how old
<i>hatachi</i>	はたち	二十歳	twenty years old
<i>wakai</i>	わかい	若い	young
+ <i>toshi</i>	とし	年	year(s), age
+ <i>nenrei</i>	ねんれい	年齢	age (formal)
+ <i>toshi ue</i>	としうえ	年上	older
+ <i>toshi shita</i>	としした	年下	younger

文法 Grammar Notes

7-2-1 Naming and Counting Months and Years

The naming classifier for months is ^{がつ} ~*gatsu* 月、 and when naming dates, the month proceeds the day. The counting classifier is ^{かげつ} ~*kagetsu* ヶ月. It is conventionally written with the small katakana ヶ. Note the sound change /ka/ → /kka/ with 1, 6, 8, and 10

Naming Months 🏹

Romanized Japanese	Hiragana	Kanji	English
<i>Ichigatsu</i>	いちがつ	一月	January
<i>Nigatsu</i>	にがつ	二月	February
<i>Sangatsu</i>	さんがつ	三月	March
<i>Shigatsu</i>	しがつ	四月	April
<i>Gogatsu</i>	ごがつ	五月	May
<i>Rokugatsu</i>	ろくがつ	六月	June
<i>Shichigatsu</i>	しちがつ	七月	July
<i>Hachigatsu</i>	はちがつ	八月	August
<i>Kugatsu</i>	くがつ	九月	September
<i>Juugatsu</i>	じゅうがつ	十月	October
<i>Juuichigatsu</i>	じゅういちがつ	十一月	November
<i>Juunigatsu</i>	じゅうにがつ	十二月	December
<i>Nangatsu</i>	なんがつ	何月	what month?

Counting Months

Romanized Japanese	Hiragana	Kanji	English
<i>ik-kagetsu</i>	いっかげつ	一ヶ月	one month
<i>ni-kagetsu</i>	にかげつ	二ヶ月	two months
<i>san-kagetsu</i>	さんかげつ	三ヶ月	three months
<i>yon-kagetsu</i>	よんかげつ	四ヶ月	four months

<i>go-kagetsu</i>	ごかげつ	五ヶ月	five months
<i>rok-kagetsu</i>	ろっかげつ	六ヶ月	six months
<i>nana-kagetsu</i>	ななかげつ	七ヶ月	seven months
<i>hachi-kagetsu</i>	はちかげつ／はっかげつ	八ヶ月	eight months
<i>kyuu-kagetsu</i>	きゅうかげつ	九ヶ月	nine months
<i>juk-kagetsu</i>	じゅっかげつ	十ヶ月	ten months
<i>juuik-kagetsu</i>	じゅういっかげつ	十一ヶ月	eleven months
<i>juuni-kagetsu</i>	じゅうにかげつ	十二ヶ月	twelve months
<i>nan-kagetsu</i>	なんかげつ	何ヶ月	how many months?

The classifier for naming and counting years is \sim ^{ねん}*nen* 年, but \sim ^{ねんかん}*nenkan* 年間 is often used for counting to avoid confusion. The question word is \sim ^{なんねん}*nan-nen* 何年 ‘what year/how many years’ or \sim ^{なんねんかん}*nan-nenkan* 何年間 ‘how many years?’ So, 15 *nen* can mean either 15 years or the year 2015/Heisei 15 depending on the context. The existence or non-existence of the particle *ni* and/or the kind of approximation expression that is used with it, *goro* or *gurai*, tells you if it’s the naming expression or counting expression. Compare the following:

ごねん い
五年に行きました。 *Go-nen ni ikimashita.* I went there in the year 5.

五年、行きました。 *Go-nen ikimashita.* I went there for five years.

五年ごろ行きました。 *Go-nen-goro ikimashita.* I went there around the year 5.

五年ぐらい行きました。 *Go-nen-gurai ikimashita.* I went there for about 5 years.

7-2-2 Counting age: \sim *sai* 才 for people and animals, \sim *nen* 年 for others

\sim *sai* 才 is used to express the age of people and animals while \sim *nen* 年 is used to express the age of inanimate things. Note the sound change of /sai/ → /ssai/ with the numbers 1, 8, and 10. People’s age are also expressed by the classifier \sim *tsu*, and *hatachi* is the special form of this series for a twenty year old. To ask how old someone is you can use one of the following. The last one is polite.

何歳ですか。 *Nan-sai desu ka.*
 (年は)いくつですか *(Toshi wa) ikutsu desu ka.*
 (お年は)おいくつですか。 *(Otohi wa) oikutsu desu ka.*

(Polite) Babies that are less than one year old are counted by days, weeks and months.

It's often pointed out that Japanese society is very much age conscious. Age determines many things including interpersonal relationships. Even just one year of difference in age usually results in seniority status and affects how people talk to each other. Therefore it is not uncommon to ask someone's age when meeting him/her for the first time. When you ask any personal questions, it's safer to first say *shitsurei desu kedo* 'It's rude of me to ask this, but...'

7-2-3 Japanese Calendar

There are two systems of naming years in Japan. In addition to the western calendar (西暦), Japan uses its own calendar (元号、和暦). The latter is often used in official documents. The Japanese year designations are based on the year of the reign of the emperors. When one emperor dies and a new emperor ascends to the throne, a new period or era starts. The first year of a period is called *gan-nen* 元年. The years are named and counted with the Chinese numbers plus ~*nen*. The most recent periods include:

Era (Romanized Japanese)	Era (Japanese)	Years of Era
Meiji	めいじ 明治	1868-1912
Taisho	たいしょう 大正	1912-1926
Showa	へいせい 昭和	1926-1989
Heisei	へいせい 平成	1989-present

It may be handy to remember your birthday according to the Japanese calendar.

National Holidays

Date	English name	Official name (Japanese script)	Official name (Romanized Japanese)
January 1	New Year's Day	元日	<i>Ganjitsu</i>
2 nd Monday of January	Coming of Age Day	成人の日	<i>Seijin no hi</i>
February 11	National Foundation Day	建国記念の日	<i>Kenkoku kinen no hi</i>
March 20 or March 21	Vernal Equinox Day	春分の日	<i>Shunbun no hi</i>
April 29	Shōwa Day	昭和の日	<i>Shōwa no hi</i>
May 3	Constitution Memorial Day	憲法記念日	<i>Kenpō kinenbi</i>
May 4	Greenery Day	みどりの日	<i>Midori no hi</i>
May 5	Children's Day	子供の日	<i>Kodomo no hi</i>
3 rd Monday of July	Marine Day	海の日	<i>Umi no hi</i>
3 rd Monday of September	Respect for the Aged Day	敬老の日	<i>Keirō no hi</i>
September 23 or September 24	Autumnal Equinox Day	秋分の日	<i>Shūbun no hi</i>
2 nd Monday of October	Health-Sports Day	体育の日	<i>Taiiku no hi</i>
November 3	Culture Day	文化の日	<i>Bunka no hi</i>
November 23	Labour Thanksgiving Day	勤労感謝の日	<i>Kinrō kansha no hi</i>
December 23	The Emperor's Birthday	天皇誕生日	<i>Tennō tanjōbi</i>

Source: http://en.wikipedia.org/wiki/Japanese_calendar

All Japanese sentences take either the formal style or informal style. *~masu*, *~desu*, and their variants (negative forms and past forms) all designate that the sentence is in the formal style. The formal style is typically used when talking to someone who is not very close to the speaker and some formality is expected. We covered this style first in this textbook because it is socially less risky to use.

In this lesson, we introduce the informal style, which is typically used when speaking to those close to you such as friends, family, children and yourself, in casual settings. We start with the noun sentences and adjective sentences here, and the verb sentences in the next lesson. Please note the following:

- For Adjective sentences, you just drop *~desu/~deshita* to make the informal style.
- For Noun sentences, you can replace *~desu* with *~da* and *~deshita* with *~datta*.
- However, the *~da* in the sentence final position is often dropped.
- The question particle *ka* is usually dropped and replaced by a rising intonation while other sentence particles such as *yo*, *ne*, *nee*, *ka nee*, etc. remain.
- It can be challenging for learners to figure out the right speech style for a given situation. Styles are chosen to indicate the right distance between speakers. However, distance can change even within a course of conversation, between the same pair of speakers. Each shift carries some linguistic and social meaning.

Drills and Exercises ◡

- A. Cue: 誕生日は六月？ Is your birthday in June?
 Response: はい、六月六日です。 Yes, It's June 6th.
 Cue: 誕生日は一月？ Is your birthday in January?
 Response: はい、一月一日です。 Yes, it's January 1st.
- B. Cue: 一時から三時までです。 It's from one o'clock to three.
 Response: じゃ、二時間ぐらいですね。 Then, it's about two hours, right?
 Cue: 九月から十二月までです。 It's from September to December.
 Response: じゃ、三ヶ月ぐらいですね。 Then, it's about three months, right?
- C. Say it in Japanese.

A friend has asked how old the following are.

1. Do you mean Ms. Honda? She is 21 years old.
2. Do you mean my car? It's about 5 years old.
3. Do you mean this house? It's about 150 years old.
4. Do you mean *Senpai*? She is three years older.
5. Do you mean Lucky, the dog? She is one and a half years old.

You've been asked when some event took place.

1. August 15, Showa 20 (1945)
2. July 4, 1776
3. September 11, 2001
4. About a month ago
5. About three years ago

D. Act in Japanese

1. Find out the birthday of a) a classmate, b) your teacher.
2. Ask a) a friend, b) a business associate how old she is.
3. A friend is going to study in France. Find out how long she will stay there.
4. Find out who are the oldest and the youngest persons in your class. How many years older/younger are they than you?

会話 Dialogue 3

らいしゅう とも りょこう

Michael : 来週、友達と旅行します。 *Raishuu tomodachi to ryokou-shimasu.*
I'll be traveling with a friend next week.

Tanaka : どちらへ? *Dochira e? Where to?*

きょうと い じんじゃ てら まわ

Michael : 京都に行って、神社やお寺を回ります。 *Kyouto ni itte, jinja ya otera o mawarimasu.*
We'll go to Kyoto and visit around shrines, temples, etc.

Tanaka : そう? いいわねえ。 *Sou? Ii wa nee.*

Really? Good for you. (I envy you)

Michael : お土産、買ってきますよ。 *Omiyage, katte kimasu yo.*

We'll bring back a souvenir for you!

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>raishuu</i>	らいしゅう	来週	next week
+ <i>konshuu</i>	こんしゅう	今週	this week
+ <i>senshuu</i>	せんしゅう	先週	last week
<i>to</i>	と		with

<i>tomodachi to</i>	ともだちと	友達と	with a friend
<i>ryokou</i>	りょこう	旅行	trip
+ <i>shucchou</i>	しゅっちょう	出張	business trip
<i>dochira e</i>	どちらへ		where to?
<i>jinja</i>	じんじゃ	神社	(Shinto) shrine
<i>otera</i>	おてら	お寺	(Buddhist) temple
+ <i>kyoukai</i>	きょうかい	教会	church
+ <i>oshiro</i>	おしろ	お城	castle
<i>mawarimasu</i>	まわります	回ります	go around
		Xをまわります	take a tour of X
<i>katte</i>	かって	買って	buy (te-form)
<i>katte kimasu</i>	かってきます	買ってきます	go and buy, buy and come back

文法 Grammar Notes

7-3-1 Verb *~te* Form

Every verb ends in *~masu/mashita* and their negative forms *~masen/~masen deshita*. In this lesson we introduce another form, the *~te* form. This form has many uses including for making requests and for linking sentences in chronological order.

1 To make an informal style request, just use the *~て* form. To make a formal style request, add *kudasai*.

見て。	<i>Mite.</i>	Look.
見てください。	<i>Mite kudasai.</i>	Please look.
ちょっと手伝ってください。	<i>Chotto tetsudatte kudasai.</i> Please give me a hand.	

2 To combine two or more sentences into one, change each verb to a *~て* form except for the final verb.

きょうとい てら み
 京都に行きます。お寺を見ます。 *Kyouto ni ikimasu. Otera o mimasu.*
 I'll go to Kyoto. I'll see temples.

→ きょうとい てら み
 京都に行って、お寺を見ます。 *Kyouto ni itte, otera o mimasu.*
 I'll go to Kyoto and see temples.

It may sound repetitive and immature if more than three sentences are combined in this manner.

How do you make the *~te* form of a verb? The conversion rules will be explained in later lessons. For now, memorize the *~te* forms of the verbs that have been introduced so far.

Type 1: *~te* (*tabete, mite, kite, shite, dekite, dete, hanashite, norikaete, orite,*) Type 2: *~tte* (*ikimasu-itte, kaimasu-katte, tsukaimasu-*

tsukatte, norimasu-notte,
arimasu-atte, aimasu-atte, wakarimasu-wakatte,
kaerimasu-kaette, tsukurimasu-tsukutte, tsukaimasu-
tsukatte, hashirimasu-hashitte,)

Type 3: *~ite* (*kakimasu-kaite, kikimasu-kiite, tsukimasu-tsuite, arukimasu-aruite*)

Type 4: *~ide* (*isogimasu-isoide*)

Type 5: *~nde* (*nomimasu-nonde, yomimasu-yonde*)

7-3-2 Verb *~te* form + motion verbs

We say *itte kimasu* when we leave home in the morning or leave the office for a meeting. It literally means 'I'll go and come back.' Similarly, *Koohii, katte kimasu* means 'I'll buy coffee and come back.'

When a *~te* form is combined with the *kimasu*, it has the same meaning as the English phrase 'go (and) do something.' In English the going is mentioned and the coming back is assumed. On the other hand, in Japanese the going is assumed and the coming back is mentioned:

ひる はんた
 昼ご飯食べてきます。 *Hirugohan Tabete kimasu.* I'll go and have lunch.
 ちょっと見てきます。 *Chotto mite kimasu.* I'll just go (and) take a look.

In this pattern, the two activities are seen as one sequence, and the negative form negates usually the first activity, not the last. Note the following.

おみやげ、^か買ってきませんでした。 *Omiyageu katte kimasen deshita.*
 I (went there) but didn't buy gifts. (I forgot to buy gifts.)
 しゅくだい

宿題してきませんでした。 *Shukudai shite kimasen desita.*
I didn't do my homework before I came.

A *~te* form can be combined with other verbs of motion such as *ikimasu* and *kaerimasu* as well. Compare the following.

か
買ってきます。 *Katte kimasu* I'll go and buy it (and come back).
か
買って行きます。 *Katte ikimasu.* I'll buy it and go.

7-3-3 Particle *To* indicating accompaniment 'with'

We learned earlier that the particle *to* connects nouns.

きょうとあした *kyou to ashita* Today and tomorrow

In this lesson, we introduce the particle *と* meaning 'with.' It connects the preceding noun to the verb.

ともだち きょうと
友達と京都へ行きます。 *Tomocachi to Kyouto e ikimasu.*
I'm going to Kyoto with a friend.
せんせい はな
先生と話しました。 *Sensei to hanashimashita.* I talked with a teacher.

Drills and Exercises ◡

A. Listen to the audio. Following the first two model exchanges, respond to each cue.

Cue: 見ましょうか。	Shall I look at it?
Response: はい、見てください。	Yes, please look at it.
Cue: 手伝いましょうか。	Shall I help?
Response: はい、手伝ってください。	Yes, please help.

B. Cue: 買いますか。	Will you buy it?
Response: はい、ちょっと買ってきます。	Yes, I'll just go and buy it.
Cue: 聞きますか。	Will you ask?
Response: はい、ちょっと聞いてきます。	Yes, I'll just go and ask.

C. Say it in Japanese.

You've been asked where you are going.

1. I'm going to a hot spring with friends.
2. I'm going to Hokkaido and ski.

3. I'm going to Osaka and see the castle, temples, etc.
4. I'm going back home and see my old friends.
5. I'm going to Tokyo University and study history.

Make the following requests to a) a colleague b) a friend:

6. Please email me.
7. Please come 15 minutes early tomorrow.
8. Please write this in Japanese.
9. Please speak slowly.
10. Please go and buy some coffee for me.

D. Act in Japanese.

1. You see a neighbor dressed up to go out. Ask where she is going?
2. Let Ms. Honda know that you are taking a trip to Okinawa with friends in May and invite her to come as well.
3. Comment that there are temples and shrines everywhere in Japan. Ask which one is the oldest.
4. You and a co-worker are visiting a customer's office in Kyoto. Suggest that a) you call them first and then go, b) go and buy famous gifts from Kyoto for your staff.
5. Describe what you did over the weekend. Sequence activities. Describe how they were.

会話 Dialogue 4 🔄

In the office, Michael has just finished creating a file.

Michael : ^{らいげつ}来月からのスケジュールですけど、^みちょっと見ていただけませんか。
Raigetsu kara no sukejuuru desu kedo, chotto mite itadakemasen ka.
 About the schedule for next month (and after), can I have you look at it for me?

Tanaka : ^{おく}いいわよ。ファイルを、送って。 *Ii wa yo. Fairu o okutte.*
 Sure. Please send me the file.

Michael : ^{ねが}はい、よろしくお願いします。 *Hai. Yoroshiku onegai-shimasu.*
 Got it. Thanks in advance.

Later

Tanaka: ^{くん れい}スミス君、例のファイルは？ *Sumisu-kun, rei no fairu wa?*
 Mr. Smith, what about that file (you mentioned)?

Michael : ^{じかんまえ おく}あれ？一時間前に送りましたけど。
Are? Ichi-jikan mae ni okurimashita kedo.
 What? I sent it an hour ago but...

Tanaka : 変^{へん}ねえ。

Hen nee.
That's odd, isn't it.

Michael : もう一度、送^{ど おく}ります。

Mou ichi-do okurimasu.
I'll send it again.

単語 Vocabulary

Romanized Japanese	Japanese scripts	Other Japanese scripts	English
<i>raigetsu</i>	らいげつ	来月	next month
+ <i>shiryou</i>	しりょう	資料	documents, materials, data
+ <i>reppoto</i>	レポート		report
<i>itadakemasen ka</i>	いただけませんか		can I have?
<i>Mite itadakemasen ka.</i>	みていただけませんか	見ていただけませんか	can I have you look?
<i>okurimasu</i>	おくります	送ります	send
<i>okutte kudasai</i>	おくってください	送ってください	please send
<i>rei</i>	れい	例	(X) in question, (X) discussed earlier
<i>are?</i>	あれ?		What? Huh? (I'm puzzled)
<i>hen (na)</i>	へん (な)	変	odd, strange

文法 Grammar Notes

7-4-1 ~te itadakemasen ka More on Requests

We have learned how to request things using *kudasai* and *onagai-shimasu*. We will now add a slightly more polite way of asking, *itadakemasen ka*, which means 'can't I have X?' So, you can request for coffee in the

following three ways.

コーヒー、ください。	<i>Koohii kudasai.</i>
<small>ねが</small>	
コーヒー、お願いします。	<i>Koohii onegai-shimasu.</i>
コーヒー、いただけませんか。	<i>Kohii itadakemasne ka.</i>

When requesting an action, you have learned to use a *~te* form alone (informal) or a *~te* form plus *kudasai*. You can also substitute *itadakemasen ka* for *kudasai* to make a more polite request. So, you can ask for help in the following three ways now.

てつだ	
手伝って。	<i>Tetsudatte.</i>
てつだ	
手伝ってください。	<i>Tetsudatte kudasai.</i>
てつだ	
手伝っていただけませんか。	<i>Tetsudatte itadakemasen ka.</i>

These are the most common request forms in Japanese, but there are many more—dozens, perhaps. It's important to choose a right request form for each situation. The choice is made based on the elements such as the relationship between the speakers, the nature of the request you are making, the setting, etc.

7-4-2 Relative Time Words

Time expressions such as *san-ji* '3 o'clock' and *mik-ka* 'the 3rd' indicate specific times. In contrast, expressions such as *kyou* 'today' and *ima* 'now' refer to relative times defined by their relationship to the timing of an utterance. These relative time words usually do not require the time particle *に* while specific time expressions do.

あした、します。	<i>Ashita shimasu.</i>	I'll do it tomorrow.
どようび		
土曜日に、します。	<i>Doyoubi ni shimasu.</i>	I'll do it on Saturday.

In the chart below, note the regular elements such as *mai~* 毎 'every X', *sensen~* 先々 'X before last', *sen~* 先 'last X', *kon~* 今 'this X', *rai~* 来 'next X', *sarai~* 再来 'X after next'. Watch out for the irregular items, marked in yellow below.

Relative Time Words ㇿ

ひ 日 day	おととい day before yesterday	きのう 昨日 yesterday	きょう 今日 today	あした たあ す tomor row	あさって day after tomorrow	まいにち 毎日 every day
あさ 朝 morning	あさ おとといの朝 day before yesterday morning	きのう あさ 昨日の朝 yesterday morning	けさ 今朝 this morning	あさ あしたの朝 tomorrow morning	あさ あさっての朝 day after tomorrow morning	まいあさ 毎朝 every morning
ばん 晩 or よる 夜 evening	ばん おとといの晩 よる おとといの夜 day before yesterday evening	ゆう 夕べ yesterday evening	こんばん 今晚 こんや 今夜 this evening	ばん あしたの晩 よる あしたの夜 tomorrow evening	ばん あさっての晩 よる あさっての夜 day after tomorrow evening	まいばん 毎晩 まいよ 毎夜 every evening
しゅう 週 week	せんせんしゅう 先々週 week before last	せんしゅう 先週 last week	こんしゅう 今週 this week	らいしゅう 来週 next week	さらしゅう 再来週 week after next	まいしゅう 毎週 every week
つき 月 month	せんせんげつ 先々月 month before last	せんげつ 先月 last month	こんげつ 今月 this month	らいげつ 来月 next month	さらげつ 再来月 month after next	まいつき 毎月 every month
とし 年 year	おととし year before last	きょねん 去年 last year	ことし 今年 this year	らいねん 来年 next year	さらねん 再来年 year after next	まいとし 毎年 まいねん 毎年 every year
がっき 学期 semester, quarter, academic term		せんがっき 先学期 last term	こんがっき 今学期 this term	らいがっき 来学期 next term		まいがっき 每学期 every term

7-4-3 来月からのスケジュール Noun + Particle as a Noun Phrase

A noun + certain particles can constitute a noun phrase. The particles include *kara*, *made*, *de*, *e*, and *to*. Just like a regular noun phrase, the resulting combination can be followed by *desu* and its variants and can be connected to another noun by particle *no*.

イギリスからです。 *Igirisu kara desu.* It is from England.

とも
友だちとじゃないです。 *Tomodachi to ja nai desu.* It's not with a friend.

イギリスからのおみやげ *Igirisu kara no omiyage* a souvenir from England

とも りょこう
友だちとの旅行です。 *Tomodachi to no ryokou desu.* It's a trip with a friend.

Note the difference in the following:

らいげつ しゅっちょう
来月から出張です。 *Raigetsu kara shucchou desu.*

From next month, I have a business trip.

らいげつ しゅっちょう
来月からの出張です。Raigetsukara no shucchou desu.
It is [a business trip from next month].

The first sentence answers the question of ‘what does your schedule look like?, for example, while the second one answers ‘which business trip are you talking about?’

Drills and Exercises ◡

- A. Cue: ^み見ましようか。 Shall I take a look?
Response: じゃ、ちょっと、^み見ていただけませんか。
Well, could you take a look for me?
- Cue: ^{てつだ}手伝いましようか。 Can I help?
Response: じゃ、ちょっと、^{てつだ}手伝えていただけませんか。
Well, could you give me a hand?
- B. Cue: きょうですか。 Is it today?
Response: いや、あしたです。 No, it’s tomorrow.
- Cue: ^{せんしゅう}先週でしたか。 Was it last week?
Response: いや、^{こんしゅう}今週です。 No, it is this week.
- C. Say it in Japanese.

Politely make the following requests of a supervisor.

1. Could you send me that file (we talked about)?
2. Could you read Ms. Honda’s report one more time?
3. Could you take a look at the documents from China?
4. Could you meet my *senpai* next week?
5. Could you make next year’s schedule?

You’ve been asked about an event. Inform the times of the event as follows:

1. This morning
2. The tenth of last month
3. Next August
4. From 9:00 last night
5. Since last academic term
6. For three weeks starting this week

- D. Act in Japanese

1. Ask a) Tanaka, a male classmate, b) Tanaka, a co-worker, c) Tanaka, a supervisor to email you the file.
2. You pushed the button on the vending machine but nothing happened. Express your puzzlement. Ask a store clerk to take a look.
3. Find out what a co-worker did a) last night, b) last Sunday, c) on the break last month, d) on last year's birthday.
4. Find out what he/she is going to do a) tomorrow night, b) on Sunday next week, c) on the break next month, d) on next year's birthday.

Review

Grammar Review

1. Identify whether each classifier below is a naming classifier, a counting classifier, or both.
 - a) *~nichi/~ka* b) *~fun/pun* c) *~shuu* d) *~kagetsu* e) *~nen* f) *~gatsu* g) *~sai*
2. How do you make the Informal style of adjective sentences? Noun sentences?
3. What are the two ways to count human age?
4. Explain the two systems to name years in the Japan calendar.
5. The verb *te* form is used in many ways, but what are the two ways that were introduced in this lesson?
6. Explain three ways to ask for water.
7. Explain three ways to ask someone to call you.
8. What is the difference in meaning among the following:

Kaimasu.
Katte kimasu
Katte ikimasu.
9. Explain the difference of the particle *to* between the following:

Tokyou to Kyouto ni ikimashita.
Tomodachi to Kyouto ni ikimashita.
10. Fill in the blanks below with the most appropriate particle(s). If no particle is possible, enter Z.
 - a) You've heard a supervisor is taking a business trip. Find out where to?
Dochira_____?
 - b) Ask the intern to send the file to Ms. Honda.

Tanaka-kun, Honda-san_____fairu, okutte.
 - c) Ask a co-worker in what year she went to France.
Nan-nen_____Furansu ni ikimashita ka.
 - d) Ask a co-worker for how many years she went to France.
Nan-nen_____furansu ni ikimashita ka.
 - e) Ask a co-worker is she is going to France next year.
Rainen_____Furansu ni ikimasu ka.
 - f) You've heard Ms. Honda is getting married. Find out to whom.
Dare_____?

Practical Applications

1. Project

- a) Make a timeline for a group project. It should include: What tasks need to be done
When and where they need to be done
Who is assigned to each task, alone or with someone
- b) Explain the timeline to your group, assign tasks, and confirm the assignments and timeline with everyone.
- c) Pretend that after some delays and other problems, the project is finally completed. Exchange feedback with everyone. Be imaginative!

2. History

- a) Review the dates of important historical events.
- b) In your self-introduction, include important dates from your personal life.

Sample Homework/ Quiz

Listening

For each exchange, identify the item under discussion and its time-related information.

Item under discussion	Time-related information
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10	

Grammar

Read each context and circle the item that best fits the blank.

1. Context: Ask a coworker to look at this.
Hora! Kore o_____. 1. *mimasu* 2. *mimashou* 3. *mimasu ka* 4. *mite kudasai.*
2. Context: Confirm that the exam is on the 8th.
Shiken wa_____desu ne. 1. *yok-ka* 2. *yoo-ka* 3. *hatsu-ka* 4. *hachi-nich*
3. Context: Politely ask how old the professor is.
Shitsurei-desu kedo,_____deshou ka. 1. *nan-nen* 2. *Ikura* 3. *nan-sai* 4. *dono gurai*
4. Context: Find out the arrival date of the package.
 _____*tsukimasu ka.* 1. *nan-nichi goro* 2. *nan-nichi gurai*
 3. *yaku nan-nichi* 4. *nan-youbi goro*
5. Context: Find out a friend's birthday.
Tanjoubi wa_____desu ka. 1. *nan* 2. *nan-sai* 3. *iku-tsu* 4. *itsu*
6. Context: You've been asked what you will do for the vacation.
Kyouto de otera_____mawarimasu. 1. *o* 2. *de* 3. *ni* 4. *Ga*
7. Context: You've been asked how long you've been in America.
 _____*imasu.* 1. *Ichi-gatsu* 2. *Ichi-nen-han* 3. *Too-ka ni* 4. *Sengetsu*
8. Context: You've been asked when the deadline is.
 _____*desu.* 1. *Is-shuukan* 2. *Yaku mik-ka* 3. *Raishuu* 4. *Senshuu*
9. Context: Ask a friend in what year he was born.
 _____*umare?* 1. *Nan-nen* 2. *Nan-gatsu* 3. *Nan-nichi* 4. *Nan-kagetsu*
10. Context: you've been told that the parking fee is 500 yen for one hour.
 _____*ni-jikan sen-en desu ne.* 1. *Demo* 2. *Toriaezu* 3. *Are?* 4. *To iu koto wa*
11. Context: Tell a co-worker that you'll go and buy gifts.
Omiyage_____. 1. *katte kimasu* 2. *kaimasu* 3. *kaette kimasu* 4. *kaite ikimasu.*
12. Context: A friend is about to make a presentation at a meeting. Wish her good luck.
Purezen,_____. 1. *Omedetou!* 2. *Kanpai!* 3. *Ganbatte!* 4. *Saikou!*
13. Context: Ask a friend who sent this email.
Kore dare_____meeru? 1. *kara* 2. *kara no* 3. *made* 4. *ga*
14. Context: Ask a supervisor to send you the file.
Sumimase. Fairu o okutte,_____. 1. *onegai-shimasu* 2. *kudasai* 3. *iadakemasen ka* 4. *ne*
15. Context: You are puzzled about a situation. Comment how weird it is.

_____desu nee. 1. imaichi 2. kowai 3. tsumaranai 4. hen

Answer the questions in English.

1. There are two systems of naming years in Japan. Explain.
2. Change the following into the informal style. Write in Romanization.

Ame
deshita.
Takaku
arimasen.
Nan-ji
desu ka?

Circle the letter of the items that can occur in the blank to make a complete sentence. None, some, or all choices may be correct. For each choice checked as appropriate, provide an English equivalent of the entire sentence.

1. _____ ni shucchou-shimasu.
 7. Ichi-nichi
 8. Hokkaidou
 9. Rainen
2. Tomodachi to _____
 - a) senpai desu.
 - b) ryokou-shimasu
 - c) kyokai ni ikimasu
3. Koko ni _____ kudasai.
 - a) okutte
 - b) nonde
 - c) kite
4. _____ no sukejuuru desu.
 - a) Shichi-gatsu made
 - b) Hen
 - c) Kotoshi
5. _____ nai desu.
 - a) Wakai
 - b) Shiryou wa
 - c) Hatachi ja

Drill Tape Scripts 🎧

Dialogue 1

- A. Cue: 一日ですか。 Response: いえ、二日です。
 Cue: 十五日ですか。 Response: いえ、十六日です。
- | | |
|------------|-------------|
| 1. 五日ですか。 | 4. 三十一日ですか |
| 2. 十日ですか。 | 5. 二十三日ですか。 |
| 3. 二十日ですか。 | |
- E. Cue: 後一時間ですね。 Response: はい、もう一時間がんばりましょう。
 Cue: 後、一週間ですね。 Response: はい、もう一週間、がんばりましょう。
- | | |
|--------------|-------------|
| 1. 後二日ですね。 | 4. 後九日ですね。 |
| 2. 後一時間半ですね。 | 5. 後30分ですね。 |
| 3. 後二週間ですね。 | |

Dialogue 2

- A. Cue: 誕生日は六月？ Response: はい、六月六日です。
 Cue: 誕生日は一月？ Response: はい、一月一日です。
- | | |
|------------|------------|
| 1. 誕生日は十月？ | 4. 誕生日は七月？ |
| 2. 誕生日は八月？ | 5. 誕生日は三月？ |
| 3. 誕生日は四月？ | |
- B. Cue: 一時から三時までです。 Response: ということは、二時間ぐらいですね。
 Cue: 九月から十二月までです。 Response: ということは、三ヶ月ぐらいですね。
- | | |
|-----------------|---------------------|
| 1. 四日から七日までです。 | 4. 四月一日から五月十五日までです。 |
| 2. 二月から六月までです。 | 5. 一月十日から、二十四日までです。 |
| 3. 五時から七時半までです。 | |

Dialogue 3

- A. Listen to the audio. Following the first two model exchanges, respond to each cue.
 Cue: 見ましょうか。 Response: はい、見てください。
 Cue: 手伝いましょうか。 Response: はい、手伝ってください。
- | | |
|---------------|-------------|
| 1. メールしましょうか。 | 4. 食べましょうか。 |
| 2. 書きましょうか。 | 5. 急ぎましょうか。 |
| 3. 読みましょうか。 | |
- B. Cue: 買いますか。 Response: はい、ちょっと買ってきます。
 Cue: 聞きますか。 Response: はい、ちょっと聞いてきます。

- | | |
|-----------|------------|
| 1. 話しますか。 | 4. 出かけますか |
| 2. 話しますか。 | 5. 作りますか。 |
| 3. 会いますか。 | 6. コピーしますか |

Dialogue 4

A. Cue: 見ましょうか。 Response: じゃ、ちょっと、見ていただけませんか。

Cue: 手伝いましょうか。 Response: じゃ、ちょっと、手伝っていただけませんか。

- | | |
|------------------|--------------------|
| 1. 電話しましょうか。 | 4. スケジュール、作りましょうか。 |
| 2. レポート、書きましようか。 | 5. 昼ご飯、買ってきましようか。 |
| 3. 資料、コピーしましようか。 | |

B. Cue: きょうですか。 Response: いや、あしたです。

Cue: 先週でしたか。 Response: いや、今週です。

1. おとといでしたか。
2. 来月ですか。
3. 去年でしたか。
4. タベでしたか。
5. 今朝ですか。

Lesson 8
よか
余暇 Pastime

会話 Dialogue 1 🎧

- Yamada : ^{しゅうまつ}ねえ、この週末、忙しい? *Nee, kono shuumatsu, isogashii?*
Hey, are you busy this weekend?
- Emily : ううん、別に。なんで? *Uun, betsuni. Nan de?*
No, not particularly. Why?
- Yamada : ^{すもう み}相撲、見たくない? *Sumo, mitaku nai?*
Wanna see sumo?
- Emily : ^み見たい! *Mitai!*
I do!
- Yamada : ^{あと}じゃ、後でメールする。 *Ja, ato de meeru-suru.*
Then, I'll email you later.
- Emily: オッケー。 *Okkee.*
Okay.
- Yamada : じゃ、バイバイ。 *Ja bai bai.*
See you later.

単語 Vocabulary

Romanized Japanese	Japanese scripts	Other Japanese Scripts	English
<i>nee</i>	ねえ		hey (to get attention, casual)
<i>shuumatsu</i>	しゅうまつ	週末	weekend
+ <i>getsumatsu</i>	げつまつ	月末	end of the month
+ <i>nenmatsu</i>	ねんまつ	年末	end of the year
<i>isogashii</i>	いそがしい	忙しい	busy
+ <i>hima (na)</i>	ひま (な)	暇	free time
<i>uun</i>	ううん		no (informal)

+un	うん		yes (informal)
betsu ni	べつに	別に	not particularly (always negative meaning)
nan de	なんで		why? what for? (casual)
sumou	すもう	相撲	sumo (wrestling)
+omatsuri	おまつり	お祭り	festival
mitai	みたい	見たい	want to see/watch
mitaku nai	みたくない	見たくない	do not want to see/watch
ato de	あとで	後で	later
meeru-suru	メールする		email (informal) See 8-1-1
okkee	おっけい	オッケー	okay
baibai	ばいばい	バイバイ	bye bye

文法 Grammar Notes

8-1-1 Verb Plain Form, Non-Past, Affirmative

Verbs have many forms. We have so far covered the formal form (~*masu* forms), ~*te* form, ~*tai* form and the honorific form. In this lesson, we introduce the plain (informal) form. The plain forms are typically used in the three ways below. Due to these uses the plain form is sometimes called by different names as shown in the parenthesis.

1. Dictionaries list verbs in this form (thus called Dictionary forms)
2. Other elements can be attached to this form to create more complex grammatical patterns (thus called Basic Forms)
3. It is used in the informal style conversations (thus called Informal Forms)

As explained in Lesson 7, in the informal style conversations you can simply drop *desu* from adjective and noun sentences. However, for verb sentences, you need to know the plain form of each verb.

Japanese verbs are divided into the following four major groups on the basis of their conjugation patterns.

Group 1: U-verbs (~u ending verbs)

This is the largest verb group. If you drop ~*masu* from the ~*masu* form,

you get the verb stem. The stem of all the verbs in this group ends in *~i*. To make the plain form, replace the final *~i* of the stem with *~u*.

Stem		Plain Form	English
<i>wakar-i</i>	→	<i>wakar-u</i>	‘understand’
<i>ka-i</i>	→	<i>ka-u</i>	‘buy’
<i>kak-i</i>	→	<i>kak-u</i>	‘write’
<i>nom-i</i>	→	<i>nom-u</i>	‘drink’
<i>isog-i</i>	→	<i>isog-u</i>	‘hurry’
<i>hanash-i</i>	→	<i>hanas-u</i>	‘talk’

Group 2: RU-verbs (*~iru*, *~eru* ending verbs)

To make the plain form of the verbs in this group, simply drop *~masu* and add *~ru*. In other words, you add *~ru* to the stem. The stem of the verbs in this group ends in *~e* or *~i*.

Stem		Plain Form	English
<i>tabe</i>	→	<i>tabe-ru</i>	‘eat’
<i>de</i>	→	<i>de-ru</i>	‘leave, go out’
<i>okure</i>	→	<i>okure-ru</i>	‘get late’
<i>i</i>	→	<i>i-ru</i>	‘be’
<i>mi</i>	→	<i>mi-ru</i>	‘look’
<i>deki</i>	→	<i>deki-ru</i>	‘can do’

Warnings! Consider the two following questions.

1. Is it possible to determine which group a verb belongs to by just looking at the *~masu* form? Yes and No.

Yes, because the *~emasu* ending indicates that the verb is in Group 2.

No, because verbs with the *~imasu* ending can be either in Group 1 or Group 2. This is because the stem of Group 1 verbs and some Group 2 verb both end in *~i*, and therefore have the *~imasu* ending in their formal forms.

Formal form		Plain form	Group	English
<i>irimasu</i>	→	<i>ir-u</i>	Group 1	‘need’
<i>imasu</i>	→	<i>i-ru</i>	Group 2	‘be’

2. Is it possible to determine which group a verb belongs to by just looking at the plain form? Yes and No.

Yes, because verbs that have endings other than *~eru* and *~iru* are in Group 1 (except for the few irregular verbs below).

No, because verbs with the *~eru* or *~iru* ending can be either Group 1 or 2. *Iru*, for example, can be either in Group 1 or Group 2 depending on where the cut is. If it is */i-ru/*, then it's group 2, meaning ‘be’, and if it is */ir-u/*, then it's in Group 1, meaning ‘need’.

Similarly, *kaeru* can be either in Group 1 or Group 2 depending on where the cut is. If it is */kae-ru/*, then it's in Group 2, meaning ‘change’ and if it is */kaer-u/* then it's in Group 1 meaning ‘go home’.

Formal form		Plain form	Group	English
<i>kaemasu</i>	→	<i>kae-ru (kae-ru)</i>	Group 2	‘change’
<i>kaerimasu</i>	→	<i>kaer-u (kaer-u)</i>	Group 1	‘go home’

Therefore, it's important to check other forms to determine whether a verb belongs to Group 1 or Group 2 if the verb has these endings.

Group 3: Irregular Verbs

There are only four irregular verbs in Japanese.

Formal form		Plain form	English
<i>kimasu</i>	→	<i>kuru</i>	‘come’
<i>shimasu</i>	→	<i>suru</i>	‘do’
<i>arimasu</i>	→	<i>aru</i>	‘be’
<i>ikimasu</i>	→	<i>iku</i>	‘go’

The reason why *arimasu* and *ikimasu* are in this group and not in Group 1 will be explained when we discuss the plain negative forms and plain past forms.

Group 4: Special Polite Verbs

This group has only five verbs, all of which have polite meanings. We have seen the first four so far.

Formal form		Plain Form	English
<i>irassyaimasu</i>	→	<i>irasshar-u</i>	‘be, go come’
<i>gozaimasu</i>	→	<i>gozar-u</i>	‘be’
<i>kudasaimasu</i>	→	<i>kudasar-u</i>	‘give (to me)’
<i>nasaimasu</i>	→	<i>nasar-u</i>	‘do’
<i>osshaimasu</i>	→	<i>osshar-u</i>	‘say’

The reasons why these are separated from Group 1 is because the /r/ marked in red above in the plain form drops in the formal form--before *masu*.

Here is a list of all the verbs we have had so far.

Group 1: U Verbs			
Formal form	Plain form	-te form	English
1. <i>kaimasu</i>	<i>kau</i>	<i>katte</i>	buy
2. <i>aimasu</i>	<i>au</i>	<i>atte</i>	meet
3. <i>tsukaimasu</i>	<i>tsukau</i>	<i>tsukatte</i>	use
4. <i>tetsudaimasu</i>	<i>tetsudau</i>	<i>tetsudatte</i>	help
5. <i>wakarimasu</i>	<i>wakaru</i>	<i>wakatte</i>	understand
6. <i>norimasu</i>	<i>noru</i>	<i>notte</i>	get on
7. <i>tsukurimasu</i>	<i>tsukuru</i>	<i>tsukutte</i>	make
8. <i>mawarimasu</i>	<i>mawaru</i>	<i>mawatte</i>	go around, turn
9. <i>kaerimasu</i>	<i>kaeru</i>	<i>kaette</i>	go back

10. <i>hashimasu</i>	<i>hashiru</i>	<i>hashitte</i>	run
11. <i>irimasu</i>	<i>iru</i>	<i>itte</i>	need
12. <i>ganbarimasu</i>	<i>ganbaru</i>	<i>ganbatte</i>	do your best
13. <i>kakimasu</i>	<i>kaku</i>	<i>kaite</i>	write
14. <i>okurimasu</i>	<i>okuru</i>	<i>okutte</i>	send
15. <i>kikimasu</i>	<i>kiku</i>	<i>kiite</i>	listen
16. <i>arukimasu</i>	<i>aruku</i>	<i>aruite</i>	walk
17. <i>tsukimasu</i>	<i>tsuku</i>	<i>tsuite</i>	arrive
18. <i>nomimasu</i>	<i>Nomu</i>	<i>nonde</i>	drink
19. <i>yomimasu</i>	<i>yomu</i>	<i>yonde</i>	read
20. <i>yasumimasu</i>	<i>yasumu</i>	<i>yasunde</i>	rest
21. <i>isogimasu</i>	<i>isogu</i>	<i>isoide</i>	hurry
22. <i>hanashimasu</i>	<i>hanasu</i>	<i>hanashite</i>	talk

Group 2: Ru Verbs

Formal form	Plain form	-te form	English
23. <i>tabemasu</i>	<i>taberu</i>	<i>tabete</i>	eat
24. <i>mimasu</i>	<i>miru</i>	<i>mite</i>	look
25. <i>imasu</i>	<i>iru</i>	<i>ite</i>	exist (animate)
26. <i>dekimasu</i>	<i>dekiru</i>	<i>dekite</i>	can do
27. <i>demasu</i>	<i>deru</i>	<i>dete</i>	leave, go out
28. <i>orimasu</i>	<i>oriru</i>	<i>orite</i>	get off

29. <i>dekakemasu</i>	<i>dekakeru</i>	<i>dekakete</i>	go out
30. <i>norikaemasu</i>	<i>norikaeru</i>	<i>norikaete</i>	transfer
31. <i>machiawasemasu</i>	<i>machiawaseru</i>	<i>machiawasete</i>	meet up
32. <i>itadakemasu</i>	<i>itadakeru</i>	<i>itadakete</i>	can receive

Group 3: Irregular Verbs

Formal form	Plain form	-te form	English
33. <i>shimasu</i>	<i>suru</i>	<i>shite</i>	do
34. <i>kimasu</i>	<i>kuru</i>	<i>kite</i>	come
35. <i>ikimasu</i>	<i>iku</i>	<i>itte</i>	go
36. <i>arimasu</i>	<i>aru</i>	<i>atte</i>	exist

Group 4: Special Polite Verbs

Formal form	Plain form	-te form	English
37. <i>irasshaimasu</i>	<i>irassharu</i>	<i>irasshatte</i>	exist (animate, polite)
38. <i>gozaimasu</i>	<i>gozaru</i>	<i>gozatte</i>	exist (inanimate, polite)
39. <i>kudasaimasu</i>	<i>kudasaru</i>	<i>kudasatte</i>	give to me (polite)
40. <i>nasaimasu</i>	<i>nasaru</i>	<i>nasatte</i>	do
41. <i>osshaimasu</i>	<i>ossharu</i>	<i>osshatte</i>	say

Drills and Exercises ◡

- A. Cue: 相撲、見たくない? Don't you want to see *Sumo*?
 Response: あ、見たい。 Oh, I want to.
 Cue: すし、食べたくない? Don't you want to eat *Sushi*?
 Response: あ、食べたい。 Oh, I want to.
- B. Cue: すし、食べますか? Will you eat *Sushi*?
 Response: うん、食べる。 Yeh, I will.
 Cue: 勉強、しますか? Will you study?
 Response: うん、する。 Yeh, I will.

C. Say it in Japanese.

A friend has asked you what you want to do this weekend.

1. I'd like to go to Fukuoka and see the festival.
2. I'd like to study because there will be an exam next week.
3. I'd like to read the new book by Murakami.
4. I'd like to clean my apartment and do laundry.
5. I'd like to see my friends and go shopping.

Ask a friend the following questions.

6. Do you drink coffee?
7. Do you have homework this weekend?
8. Do you speak French?
9. Is Prof. Yamamoto in today?
10. Do you need chopsticks?

D. Act in Japanese.

1. Ask a friend if he is free a) next weekend, b) the end of the month, c) the end of the year.
2. Ask a friend if she feels like a) having coffee, b) having ramen, c) going to an *onsen*.
3. Reply a) yes, you want to, b) no you do not, c) no, not particularly.
4. As you part with a friend, tell her that you are going to call her later.
5. Ask a friend to send you that file you two talked about because you want to take a look.

会話 Dialogue 2 

Tanaka, the project leader, sees Emily getting ready to leave the office.

- Tanaka : ^{かえ} 帰るの? *Kaeru no?*
So, are you going home?
- Emily : ^{すもう み} いえ、相撲を見に行くんです。 *Ie, Sumou o mi ni iku n desu.*
^い No, Actually I'm going to see *sumo*.
- Tanaka : すもう? *Sumou?*
Sumo?
- Emily : ええ、初めてなんです。 *Ee, hajimete na n desu.*
Yes, it's my first time. (So, I'm excited.)
- Tanaka : ^{たの} 楽しいだろうね。 *Tanoshii darou ne.*
Must be fun!
- Emily : ^{しゃしん と} 写真、いっぱい撮ってきます。 *Shashin ippai totte kimasu.*
I'll take many pictures there.

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>kaeru</i>	かえる	帰る	go home, return
<i>no</i>	の		it's the case that... See 8-2-1
<i>kaeru no</i>	かえるの?	帰るの?	So you are going home?
<i>mi ni iku</i>	みにいく	見に行く	go to see See 8-2-2
<i>hajimete</i>	はじめて	初めて	first time
<i>darou</i>	だろう		probably (Plain form of <i>deshou</i>) See 8-2-3

<i>shashin</i>	しゃしん	写真	photo
<i>ippai</i>	いっぱい		a lot
<i>toru</i>	とる	撮る	take

文法 Grammar Notes

8-2-1 Plain Form + *n desu*

How to form it: This pattern is made to add /~*n desu*/ or /~*no desu*/ (more formal) to the plain form of an adjective, noun, or verb. Note that for a noun sentence, you need to insert *na* before *n desu*.

Adjective:	<i>Takai n desu.</i>	It's expensive. (That's why.)
Verb:	<i>Kaeru n desu.</i>	I'm going home. (That's why.)
Noun:	<i>Ame na n desu.</i>	It's raining. (That's why.)

To make an informal style sentence, change /~*n desu*/ to /*no*/.

Adjective:	<i>Takai no.</i>	It's expensive. (That's why.)
Verb:	<i>Kaeru no.</i>	I'm going home. (That's why.)
Noun:	<i>Ame na no.</i>	It's raining. (That's why.)

The ~ *n desu* can be added to the Negative forms and Past forms as well. (These forms of verbs will be introduced later.)

Non-past Negative	Past Affirmative	Past Negative
<i>Takaku nai n desu</i>	<i>Takakatta n desu</i>	<i>Takaku nakatta n desu</i>
<i>Ame ja nai n desu</i>	<i>Ame datta n desu</i>	<i>Ame ja nakatta n desu</i>

The meaning: The /*n*/ in the /~*n desu*/ pattern refers to the situation, circumstance, or case, namely how things are. So, this pattern is often translated as 'It's that...', 'It's the case that...' or 'The thing is' It provides an explanation or background information regarding the situation or to present a new interpretation or explanation of that situation.

In the dialogue above, the project leader sees Emily getting ready to leave. She wants to confirm that Emily is in fact going home by saying *Kaeru*

no? She asks to validate her interpretation of what she sees. In response, Emily corrects the leader's interpretation by using the */~ n desu/*. Emily further explains that it's her first time to see *Sumo*. Without the *~n desu* pattern, this conversation would lack mutual empathy, and might sound mechanical or distant.

How to use it: For a learner of Japanese, the biggest challenge posed by this pattern is probably to figure out when to use it and when NOT to use it. You cannot decide this on the basis of when the English equivalent of this pattern is used or is not used in spoken English. In English you probably do not always say, "It's that..." when you give an explanation, as seen below.

A: Let's go out tonight.

B: Sorry. I have homework.

In contrast, the *~n desu* pattern is VERY common and almost required in similar situations when speaking in Japanese.

A: *Konban dekakemasen ka.*

B: *Sumimasen. Shukudai ga aru n desu.*

It is not a viable strategy, though tempting, to use the *~n desu* pattern all the time, or conversely to completely dismiss it. Misuse can cause social awkwardness and in some cases more serious consequences. Why?

Remember this pattern indicates that the speaker is aware of something in the situation and her statements reflect this awareness. Thus, not using this pattern where it is expected may indicate that the speaker is indifferent or insensitive, or failed to "read the air". Paying attention to others and anticipating their needs is highly valued in Japan, probably more so than in some other cultures. Failing to do so may have more negative significance when speaking Japanese. Consider the following examples.

a) At a restaurant, you see something unusual on your plate. You are not sure if it's a decoration or whether you can eat it. *Kore, taberu n desu ka?* 'So, do you eat this?' (Is that why it's here?) is an appropriate question. On the other hand, the same sentence without *~n desu*--*Kore tabemasu ka*-- lacks any indication of your being confused. Thus it may give your fellow diner an impression that you are offering the item to her.

b) A co-worker returned from taking a test. You want to know how it went. *Muzukashikatta desu ka?* 'Was it hard?' is a simple question and appropriate. On the other hand the sentence with */~n desu/*--*Muzukashikatta n desu ka?*--would indicate that you see something wrong. It may be interpreted as if the co-worker looks distraught or unhappy.

c) You want to turn down the food you are offered. Compare the following. *Amari suki ja nai desu.* -- Informing about your food preference
Amari suki ja nai n desu. -- Explaining why you do not want the food

While both sentences presents the same information, the first one does not necessarily connect the statement with your not accepting the food. The second sentence does.

A similar difference can be observed between the following.

Ame desu. 'It's raining.' --Informing about the weather
Ame na n desu. 'It's raining, so...' --Explaining why

How is the *~n desu* pattern different from the *~kara* pattern? The *~kara* pattern specifically provides THE reason for something, while the *~n desu* pattern draws attention to a factor in the situation, thus is softer and more vague. The speaker can stay appropriately ambiguous, and asks the listener to get it.

In the examples c) above, the *~kara* pattern might be an option.

Amari suki ja nai desu kara. 'Because I don't like it very much.'
Ame desu kara. 'Because it's raining.'

However, these sentences explicitly give the reasons. The *~n desu* pattern, on the other hand, is more subtle and appealing for empathy. In responding to these indirect explanations, it is common to show your understanding by saying, *Aa sou na n desu ka.* 'Oh, that explains it' rather than *Aa sou desu ka* 'Is that so?'

8-2-2 [Purpose X] *ni iku* 'go to do X'

In Lesson 6, we learned that the */X ni iku/* means 'go to X' and X stands for the goal of the movement presented by verbs such as *iku*, *kuru*, and *kaeru*. Therefore X is usually a location. When X is NOT a location, this pattern usually means 'go to do X' and X stands for the reason for going. The purpose X is presented by two kinds of items: action nouns and verb stems.

1. Action nouns such as *benkyou* 'study', *renshuu* 'practice' *kaimono* 'shopping' *Tokyo ni kaimono ni ikimasu* I'll go to Tokyo for shopping. *Toshokan ni benkyou ni ikimashita.* I went to the library to study.
2. Verb stems = the *~masu* form without *~masu*
Koohii o kai ni ikimasu. I'll go to buy coffee.
Tomodachi ni ai ni kaerimasu. I'll go back to see my
 friends *MBA o tori ni kimashita.* I came to get an
 MBA.
Nani o shi ni iku n desu ka. What are you going there to do?

8-2-3 Plain Form + *deshou* / *darou*

Darou is the plain form of *deshou* 'probably'. However, some female speakers tend to avoid using *darou* in the sentence final position, and use *deshou* instead even in a casual conversation.

Both *deshou* and *darou* follow the plain form of adjectives, nouns, and verbs.

Formal	Plain	English
<i>Takai deshou.</i>	<i>Takai darou.</i>	It's probably expensive.
<i>Ame deshou.</i>	<i>Ame darou.</i>	It will probably rain.
<i>Kuru deshou.</i>	<i>Kuru darou.</i>	She will probably come.

Like *deshou*, when *darou* is used alone, it means 'Isn't it?' or 'Didn't I tell you so?'

Drills and Exercises ☺

- A Cue: 行きますよ。I'm going. Response: え、行くの? What? Are you going?
 Cue: 雨ですよ。It's raining. Response: え、雨なの? What? Is it raining?
 * Repeat this drill, replacing *no* with *n desu*.

- B Cue: 行きますか? Does he go?
 Response: 行くだらうねえ。 He will probably go.
 Cue: 楽しいですか? Is it fun?
 Response: 楽しいだらうねえ。 It is probably fun.

- C Say it in Japanese.
 A friend has asked you why you are leaving now.
1. I'm going to the library, so...
 2. I have an appointment, so...
 3. I'm busy, so...
 4. I'd like to do some shopping, so...
 5. It's Monday, so...

- A friend has asked why you are going to Kyoto.
6. I'm going there to see the old temples and shrines.
 7. I'm going there to eat Kyoto cuisines.
 8. I'm going there to take pictures of the festival.
 9. I'm going there to study at Kyoto University.
 10. I'm going there to see my old friends.

- D Act in Japanese

1. Stop a stranger and ask him to take your picture.
2. You are talking with a friend about your upcoming trip to Hokkaido.
 Mention that it will probably be cold, b) it will probably be beautiful, c)

- you will probably fly, d) Prof. Yamamoto will probably go, too.
3. You saw a co-worker looking at smartphones at an online shopping website. Ask if he is going to buy a new one.
 4. At a dinner, you see the fish left untouched on your friend's plate. Ask if he hates fish.
 5. A friend said that she left the movie after seeing only the first 15 minutes. Ask if that was because it was boring?

会話 Dialogue 3 🎧

やきゅう すもう ほう

Yamada : 野球と相撲とどっちの方がいい？

Yakyuu to sumou to docchi no hou ga ii?

Which is better, baseball or *sumo*?

やきゅう すもう ほう でんとうてき

Emily : 野球より、相撲の方がいい。伝統的なスポーツだし。

Yakyuu yori sumou no hou ga ii. Dentouteki na supootsu da shi.

I like *sumo* better than baseball because it is a traditional sport and...

Yamada : そうだね。せっかく日本にいるしね。

Sou da ne. Sekkaku nihon ni iru shi ne.

I agree. And you are here in Japan after all, so...

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>yakyuu</i>	やきゅう	野球	baseball
<i>docchi no hou</i>	どっちのほう		which alternative
X <i>yor</i>	～より		than ~; rather than ~
<i>yakyuu yori</i>	やきゅうより	野球より	rather than baseball
<i>dentou</i>	でんとう	伝統	tradition
+ <i>bunka</i>	ぶんか	文化	culture

<i>dentouteki</i> (na)	でんとうてき (な)	伝統的	traditional
<i>supootsu</i>	スポーツ		sports
<i>~shi</i>	~し		and (among other reasons)
<i>naruhodo</i>	なるほど		See 8-3-2 I see; now I understand;
<i>sekkaku</i>	せっかく		it makes sense with much effort; take the trouble to do

Supootsu スポーツ Sports 🏹

Romanized Japanese	Japanese script(s)	English
<i>yakyuu</i>	やきゅう / 野球	baseball
<i>suiei</i>	すいえい / 水泳	swimming
<i>sakkaa</i>	サッカー	soccer
<i>gorufu</i>	ゴルフ	golf
<i>tenisu</i>	テニス	tennis
<i>futtobouru</i>	フットボール	(American) football

ぶどう

Budou 武道 Traditional Martial Arts

Romanized Japanese	Hiragana	Kanji	English
<i>kendou</i>	けんどう	剣道	Kendo
<i>juudou</i>	じゅうどう	柔道	Judo

<i>kyuudou</i>	きゅうどう	弓道	Japanese archery
<i>karate</i>	からて	空手	Karate
<i>aikidou</i>	あいきどう	合気道	Aikido
<i>naginata</i>	なぎなた	薙刀	spear fencing

文法 Grammar Notes

8-3-1 Comparing Two or More Items

Earlier we learned the following patterns to compare two items:

Dochira ga ii desu ka. Which is better?
--X ga ii desu. X is better.

In this lesson we add the particle *~yori*, ‘than’ and *~hou* ‘this alternative of the two’.
 By using these, the sentences above can be restated as follows:

X to Y to dochira no hou ga ii desu ka. Which is better, X or Y?
--Y yori X no hou ga ii desu. X is better than Y.

When comparing more than three items you can specify the items compared by saying ‘*X no naka de* ‘among X (the group)’ or listing up each member of the group like *X to Y to Z no naka de* ‘among X, Y, and Z’

Kono naka de dore ga ichiban ii desu ka. Among these, which is the best.
X to Y to Z no naka de dore ga ichiban ii desu ka.
 Which is the best among X, Y, and Z?
--X ga ichiban ii desu. X is the best.

8-3-2 Sentence + *shi*

Shi added to the end of a sentence means “and” and indicates that it’s one factor or one reason among others that leads to the conclusion under discussion.

Ame da shi. Because it’s raining, and... (so, I’m not going)

You can link more than two sentences using *shi*. The last sentence in the sequence can be either another reason or the conclusion. When asked about a restaurant for example, you may link three characteristics or two characteristics and a conclusion as follows.

Oishii shi, yasui shi, kirei desu yo.

The food is good, and it’s cheap and it’s clean.

Oishii shi, yasui shi, daisuki desu yo.

The food is good, and it's cheap, so I like it a lot.

Since *shi* implies there are other reasons, it is often used to make a sentence sound inconclusive, thus polite in some cases, even when it is actually the only reason. You may notice younger speakers use *shi*-ending sentences a lot for this reason.

Drills and Exercises ◡

A. Cue: 野球と相撲とどっちの方がいい？

Which do you like better, baseball or Sumo?

Response: 野球より、相撲のほうがいい。 I like Sumo better than baseball.

Cue: うどんとラーメンとどっちの方がいい？

Which do you like better, *Udon* or *Ramen*?

Response: うどんより、ラーメンの方がいい。 I like *Ramen* better than *Udon*.

B. Cue: 伝統的ですね。

It's traditional, isn't it?

Response: ええ、伝統的だし、おもしろいし、大好きです。

Yes, it's traditional, it's interesting, and I like it a lot.

Cue: カッコいいですね。

It's cool, isn't it?

Response: ええ、カッコいいし、おもしろいし、大好きです。

Yes, it's cool, it's interesting, and I like it a lot.

C. Say it in Japanese.

You've been asked what you'd like to do.

1. Since I'm in Japan (after much effort), I'd like to speak Japanese.
2. Since I'm in Kyoto I'd like to take pictures of old temples and shrines.
3. Since I'm going to France, I'd like to drink French wine.
4. Since I'm going to Korea, I'd like to experience Korean tradition and culture.
5. Since I'm in Japan, I'd like to make a lot of Japanese friends.

Ask a friend the following.

6. Which would you like, chopsticks or a fork?
7. Which would you like to eat, ramen or sushi?
8. Which is faster, a taxi or a train?
9. Which class is most difficult this term among economics, history, and Japanese?
10. Which is your favorite among Japanese, Western, and Chinese cooking?

D. Act in Japanese

1. Discuss what your favorite sports are and why.
2. Discuss different country's traditional food and sports.
3. Discuss where you want to visit and why. Give more than one reason.
4. You've been invited to a dinner party this weekend. Turn the

- invitation down politely, mentioning that it is very kind.
5. Compare and discuss a) two or b) more than three items, including food and drink, languages, classes, movies, travel destinations, transportation, etc.

会話 Dialogue 4 

なに た い
Yamada: 何か食べに行かない? Nani ka tabe ni ikanai?
Wanna go eat something?

Emily: うん、いいわよ。 Un ii way yo.
Sure.

なに た
Yamada: 何が食べたい? Nani ga tabetai?
What would you like to eat?

Emily: う～ん、ファミレスでいい。というか、ファミレスがいい。
Nnnn, famiresu de ii..... To iu ka, famiresu ga ii.
Um, a family restaurant is fine. I mean I'd prefer a family restaurant.

単語 Vocabulary

Romanized Japanese	Hiragana	Other Japanese scripts	English
<i>nani ka</i>	なにか	何か	something
<i>tabe ni iku</i>	たべにいく	食べに行く	go to eat
<i>ikanai</i>	いかない	行かない	not go See 8-4-1
<i>tabe ni ikanai?</i>	たべにいかない? ?	食べにいかない	Won't you go to eat? (Invitation)
<i>wa</i>	わ		sentence particle (For female speakers; male speakers, often from Osaka area, use it with FALLING tone)
<i>nnn</i>	ううん		Hesitation Noise; I'm thinking
<i>famiresu</i>	ふぁみれす	ファミレス	family restaurant

<i>de</i>	で		て form of です
<i>to iu ka</i>	というか		I mean; rather (reiterating, self-correcting)
+ <i>te ka</i>	てか		casual form of <i>to iu ka</i>
+ <i>warikan</i>	わりかん	割り勘	equal split
+ <i>harau</i>	はらう	払う	pay
+ <i>okane</i>	おかね	お金	money
+ <i>okanemochi</i>	おかねもち	お金持ち	rich, rich person

文法 Grammar Notes

8-4-1 Non-Past Plain Negative Forms of Verbs

In 8-1-2 above, we learned how to make the non-past, affirmative plain form of verbs. We now move on to learn how to make the negative form of these verbs.

Group 1: U-Verbs

In order to make the negative form of a verb in this group, change the final /u/ of the affirmative form to /anai/.

nomimasu → *nomu* → *nomanai* ‘drink’

If there is no consonant before /u/ as in *kau* ‘buy’, drop /u/ and add

/wanai/. *kaimasu* → *kau* → *kawanai* ‘buy’

aimasu → *au* → *awanai* ‘meet’

As you remember from the kana chart, the sound /w/ in Japanese can only be followed by the vowel /a/. It disappears when followed by other vowels /i, u, e, o/. So, in the stem of *kaimasu*, we assume that /w/ is dropped before /i/ and it shows up when followed by /a/ in the negative form. In other words, the original forms of the verb ‘buy’ are *kawimasu* (formal) and *kawu* (plain) but they respectively become *kaimasu* and *kau* due to this phonological requirement.

Group 2: RU-Verbs

For the verbs in this group, replace /ru/

with *nai*. *tabemasu* → *taberu* →

tabenai ‘eat’

Group 3: Irregular Verbs

The four members of this group have the following negative forms.

kimasu → *kuru* → *konai* ‘come’ *shimasu* → *suru* → *shinai* ‘do’ *arimasu*
 → *aru* → *nai* ‘exist’
ikimasu → *iku* → *ikanai* ‘go’

Group 4: Special Polite Verbs

The stem of the verbs in this group actually end in /r/, although it disappears in the ~masu form. This is why these five verbs are separated from Group 1.

irasshaimasu → *irasshari* → *irassharu*

To make the negative form, follow the rule for Group 1: change /u/ to /anai/.

irasshaimasu → *irassharu* → *irassharanai*

Remember that adjectives and nouns have two alternative **formal** negative forms. Similarly, *desu* can follow the plain negative verb form to form the alternative **formal** negative forms.

Adjective: *Takaku nai desu.* *Takaku arimasen.*

Noun: *Ame ja nai desu.* *Ame ja arimasen.*

Verb: *Tabenai desu.* *Tabemasen.*

Both forms are formal, but the form on the left is a little more casual than the one on the right.

8-4-2 ~te form of *desu*; X de ii ‘X will do’

We introduced the ~te form of verbs in Lesson 7. Here we add Noun + *de* (the ~te form of *desu*.) The ~te form is used to link sentences.

Koohii wa 400-en desu. Keeki wa 500-en desu. →
 Coffee is 400yen. Cake is 500 yen.

Koohii wa 400-en de, keeki wa 500-en desu.
 Coffee is 400 yen and cake is 500 yen.

Note the difference between the following two.

Koohii de ii desu. Coffee is fine. (It being coffee, I’m fine.)

Koohii ga ii desu. Coffee is good. (Coffee is my first choice.)

In the dialogue above, Emily first mentioned that a family restaurant is fine with her, and then self-corrected to say that she actually prefers a family restaurant by switching *de* to *ga*.

Drills and Exercises ◡

A. Listen to the audio. Following the first two model exchanges, respond to each cue.

Cue: 相撲、見る？ Do you watch sumo?

Response: いや、見ない。 No, I don't.

Cue: 焼き肉、食べる。 Do you eat *Yakiniku* (Korean BBQ)?

Response: いや、食べない。 No, I don't.

B. Cue: 焼き肉でいい？ Would you be okay with *Yakiniku*?

Response: うん。というか、焼き肉の方がいいよ。

Yes. I mean I prefer *Yakiniku*.

Cue: 割り勘でいい？ Would you be okay with splitting (the bill)?

Response: うん。というか、割り勘の方がいいよ。

Yes. I mean I prefer that.

C. Say it in Japanese.

Make the following suggestions to a friend, using the negative verb form.

1. Why don't we see the new movie?
2. Why don't we do traditional sports rather than baseball?
3. Why don't we eat Bento in the park because it's a beautiful day?
4. Why don't we meet at the entrance of the station at 10:00?
5. Why don't we take a group picture with everyone?

Correct your statement and restate it as follows.

6. Ramen is fine... I mean I prefer ramen.
7. I'm busy on Friday...I mean I'm busy everyday.
8. I'm coming to your party...I mean I'd like to come to your party.
9. This is NOT my first time eating sushi...I mean I love sushi and eat it often.
10. I'm fine splitting the bill...I mean I'd like to pay...I mean I will pay the whole thing.

D. Act in Japanese.

1. Invite a friend to go eat something.
2. You'd like to eat Japanese food. Ask a friend if she is okay with it.
3. At the end of the meal, suggest that you split the bill with everyone.
4. *Senpai* insists that she will pay for everyone. Tell her that you prefer to split the bill.
5. It's the time to go to the office meeting. You see a co-worker still at his desk. Ask if that means he is not going?

Review

Grammar Review

1. What four groups are Japanese verbs divided into?
2. Describe how to make the non-past affirmative plain verb form from the *~masu* form.
3. Describe how to make the non-past negative plain verb form from the plain affirmative form.
4. Is it possible to tell which group a verb belongs by its *~masu* form? By its plain form?
5. What does the pattern /plain form + *n desu*/ mean?
6. What is the difference in meaning between the following?
Takai desu.
Takai n desu.
7. What is the difference between the following?
Kaeru n desu.
Kaeru no.
8. What happens to the noun sentence when /*n desu*/ is attached?
9. Explain the difference in meaning among the following.
Isogashii desu kara.
Isogashii n desu.
Isogashii shi.
10. We have covered three kinds of particle *ni* so far: Location, Goal, and Purpose. Give an example of each.
11. What kind of verbs follow the purpose expressions with the particle *ni*?
12. What two kinds of elements occur before the purpose particle *ni*?
13. What is the difference between the following?
Tanoshii deshou.
Tanoshii darou.
14. What does X *yor*i mean?
15. What does X *no hou* mean?
16. How do you list two items you are comparing? More than three items?
17. What is the difference in meaning between the following?
Koohii ga ii desu.
Koohii de ii desu.

Sample Homework/ Quiz

Listening

What is the question(s)? Answer in English.

1. _____
2. _____
3. _____
4. _____
5. _____

Give an English equivalent of each reply to the question “?”.

1. _____
2. _____
3. _____
4. _____
5. _____

Grammar

A. Read each context and circle the item that best fits the blank.

1. You'd like to invite a friend to see Sumo.
Sumo_____? a. *mitai* b. *minai* c. *miru* d. *mite*
2. You want to know when is the best among these dates to have a meeting.
Kono naka de _____ga ichiban ii? a. *dochira* b. *itsu* c. *doko* d. *dare*
3. You've been asked why you are not going for a walk.
Ame_____. a. *shi.* b. *na n desu.* c. *kara.* d. *no.*
4. At a restaurant, your friend has asked if he could order beer for everyone. You respond saying:
Okkee. Biiru_____ii yo. a. *ga* b. *o* c. *de* d. *wa*
5. Ask a friend to ask the question at the information desk.
Infomeeshion de_____. a. *kite* b. *kikimasu* c. *kiite* d. *kiku*
6. You've been asked where you are going. You are going out for a coffee break.
Koohee_____ni itte kuru. a. *tabe* b. *nomu* c. *nonde* d. *nomi*
7. Ask a friend if he is interested in seeing Sumo.
Sumo_____? a. *mita* b. *tabetaku nai* c. *tabe ni ikanai?* d. *tabe ni iku?*
8. You've been invited to a party by a business associate. Turn it down politely.
Sekkaku desu _____ a. *shi...* b. *kedo....* c. *kara...* d. *nee.*

9. You are at Tokyo Tower. Ask a stranger to take a picture of you.

Sumimasen, *shashin* ____.

- a. *kudasai* b. *totte* c. *torimashou ka* d. *totte itadakemasen ka.*

B. Circle the letter of the most appropriate item in the given context.

1. You've been asked which you like better, movies or *sport*.

- a. *Eiga yori suki desu.* b. *Eiga wa motto suki desu.*
c. *Eiga ga ichiban suki desu.* d. *Eiga no hou ga suki desu*

2. A friend is getting ready to leave. Check your assumption that she is going home.

- a. *Kaeru n desu ka?* b. *Kaeru no?* c. *Kaeranai no?* d. *Kaerimasu ka?*

3. You'd like to ask a friend a question. How do you get her attention?

- a. *Sumimasen.* b. *Anoo.* c. *Hora?* d. *Nee..*

C. Fill in the chart in Romanization or Hiragana.

<i>~masu form</i>	<i>~te form</i>	Plain Affirmative	Plain negative
<i>kikimasu</i>	1.	2.	3.
<i>aimasu</i>	4.	5.	6.
<i>arimasu</i>	X	7.	8.
<i>shimasu</i>	X	9.	10.
<i>kimasu</i>	X	11.	12.
<i>mazemasu</i>	<i>mazete</i>	13	14.
15	<i>yonde</i>	<i>yobu</i>	16.

D. Answer in English.

- Describe an example of situations where you might say '*Isogashii n desu*' rather than '*Isogashii desu.*'
- Describe a situation where the informal form of a honorific verb such as '*irassahru*' is typically used.

Drill Tape Scripts

Dialogue 1

- A. Cue: 相撲、見たくない? Response: あ、見たい。
 Cue: すし、食べたくない? Response: あ、食べたい。
- | | |
|--|--|
| <ol style="list-style-type: none"> 1. この漫画、読みたくない? 2. 温泉、行きたくない? 3. ビール、飲みたくない? | <ol style="list-style-type: none"> 4. 新しい新幹線、乗りたくない? 5. 仕事、休みたくない。 |
|--|--|
- B. Cue: すし、食べますか? Response: うん、食べる。
 Cue: 勉強、しますか? Response: うん、する。
- | | |
|---|---|
| <ol style="list-style-type: none"> 1. スマホ、使いますか。 2. 英語、話しますか。 3. 駅まで行きますか。 | <ol style="list-style-type: none"> 4. 毎日、来ますか。 5. 日本人の友だち、いますか。 |
|---|---|

Dialogue 2

- A. Cue: 行きますよ。 Response: え、行くの?
 Cue: 雨ですよ。 Response: え、雨なの?
- | | |
|--|--|
| <ol style="list-style-type: none"> 1. ファイル、いりますよ。 2. 日本人ですよ。 3. 地下鉄に、乗り換えますよ。 <p>* Repeat this drill, replacing <i>no</i> with <i>n desu</i>.</p> | <ol style="list-style-type: none"> 4. 相撲、みたいです。 5. 先輩がいらっしやいますよ。 |
|--|--|
- B. Cue: 行きますか? Response: 行くだらうねえ。
 Cue: 楽しいですか? Response: 楽しいだらうねえ。
- | | |
|--|---|
| <ol style="list-style-type: none"> 1. あの映画、面白いですか。 2. 明日、雪ですか。 3. 電車、遅れますか。 | <ol style="list-style-type: none"> 4. 試験、難しかったですか。 5. アメリカに帰りますか。 |
|--|---|

Dialogue 3

- A. Cue: 野球と相撲とどっちの方がいい? Response: 野球より、相撲のほうがいい。
 Cue: うどんとラーメンとどっちの方が食べたい? Response: うどんよりラーメンの方が食べたい。

1. 新幹線と飛行機とどっちの方が早い。
 2. 今月と来月とどっちの方が忙しい。
 3. アジアの文化とヨーロッパの文化とどっちの方が好き。
 4. 勉強とバイトとどっちの方が大変。
 5. 日本人の友だちとアメリカ人の友だちとどっちの方が多い。
- B. Cue: 伝統的ですね。Response: ええ、伝統的だし、大好きです。
 Cue: 安いですね。Response: ええ、安いし、大好きです。
1. かわいいですね。
 2. 古い文化ですね。
 3. むずかしくないですね。
 4. よくがんばりますね。

Dialogue 4

- A. Cue: 相撲、見る。Response: いや、見ない。
 Cue: 焼き肉、食べる。Response: いや、食べない。
1. 写真撮る。
 2. 野球する。
 3. ビール飲む。
 4. お金払う。
 5. 明日も来る
- B. Cue: 焼き肉でいい？ Response: というか、焼き肉の方がいいよ。
 Cue: 割り勘でいい？ Response: というか、割り勘の方がいいよ。
1. お弁当でいい？
 2. このアパートでいい？
 3. 来週の週末でいい？
 4. PDF のファイルでいい？
 5. 鉛筆でいい？