



First Year Japanese I JPN101

Yoko Sato




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Read this first

<p>What do we have here?</p> <p>14 Lesson slide sets and eight files These are put together for:</p> <ul style="list-style-type: none"> • Students to prepare before class and • Teachers to prepare before class and • Backside of the sheet is for additional practice. <p>There are also for:</p> <ul style="list-style-type: none"> • Self study without teachers. • Single grammar explanation • Single dialogue • Single exercises on each lesson • Single worksheet on each lesson <p>They include:</p> <ul style="list-style-type: none"> • Single grammar explanation • Single dialogue • Single exercises on each lesson • Single worksheet on each lesson 	<p>Lesson topics (24 slide sets)</p> <ol style="list-style-type: none"> About names Japanese writing systems How to write Kana and Kanji Greeting Classroom manners Self introduction Weather talk Name card exchange Classroom Japanese Japanese food Numbers When Basic verbs Words of frequency More verb sentences Time and commute More interrogatives Putting together sentences Adjectives and こそそのあのどの More self introduction Past tense sentences Describing existence Shall we? I want 	<p>Color coding of the lesson slides</p> <p>Copy link to grammar explanation</p> <p>Blue letters are translation in English.</p> <p>Red letters in this bracket is literal translation. (What is in this parenthesis is OK to omit)</p> <p>Yellow letters are native things that are good to know.</p> <p>Green letters are cultural stuff.</p> <p>This graphic has content automatically introduced items.</p> <p>Blue letters are things that are good to know.</p> <p>Yellow letters are things that are good to know.</p> <p>Green letters are things that are good to know.</p>
<p>Worksheets (PDF/Word)</p> <p>20 Kana worksheets</p> <ul style="list-style-type: none"> • Stroke order should be introduced in class. • Backside of the sheet is for additional practice. <p>Outcome check worksheets</p> <ul style="list-style-type: none"> #1 for slide set 1-6 #2 for slide set 7-10 #3 for slide set 11-12 #4 for slide set 13-14 #5 for slide set 15-18 #6 for slide set 17-18 #7 for slide set 19-20 #8 for slide set 21-22 <p>There is a list of words and phrases introduced in the lesson slides on the back side of each worksheet.</p>	<p>An example of how they are used</p> <p>JPN101 at Mt. Hood Community College</p> <p>5 credit hour course – total of approximately 45 hours of class time (twice a week for 10 weeks)</p> <ul style="list-style-type: none"> • Slide set 1 through 22 in mp4 format studied at home before class and PDF slide on big screen and or printed version is used in class. 23 and 24 are optional as they will be introduced again in JPN102. • Outcome check worksheet to be used as weekly assignments. • One Kana worksheet per class. Stroke order is introduced in class. Each sheet to be completed at home by the next class. 	

Lesson sets 1-12 of 24

<p>1. About names</p> <ol style="list-style-type: none"> How do we call each other? Asking for someone's name 	<p>2. Japanese writing systems</p> <p>There are four main types of writing systems that you should know about.</p> <p>They are:</p> <ol style="list-style-type: none"> Kanji (Chinese character) Hiragana Katakana Rōmaji (phonetic letters) refers to both Hepburn and Katakana. 	<p>3. How to write Kana and Kanji</p> <p>There are two things you need to pay attention to when learning the Japanese letters.</p> <ol style="list-style-type: none"> Types of strokes Stroke orders 	<p>4. Greeting</p> <ol style="list-style-type: none"> Early greetings Other date greetings and daily phrases More daily phrases 
<p>5. Classroom manners</p> <ol style="list-style-type: none"> Yes and No (hai and iie), Ikonaka, Omedetokada, Itadakimasu 	<p>6. Self introduction</p> <ol style="list-style-type: none"> First time introduction Yes/No simple question 	<p>7. Weather talk</p> <ol style="list-style-type: none"> Common weather phrases More phrases for weather and climate 	<p>8. Name card exchange</p> <ol style="list-style-type: none"> Giving and receiving Nominatees and schools 
<p>9. Classroom Japanese</p> <ol style="list-style-type: none"> Classroom situation Frequently used phrases by students How do you say this in Japanese? 	<p>10. Japanese food</p> <ol style="list-style-type: none"> Kana, sake, and sake Nihon ryōri - Japanese cuisine Tabemono and noimono – food and drink 	<p>11. Numbers</p> <ol style="list-style-type: none"> Numbers 1 through 100 Phone number Floors How much 	<p>12. When</p> <ol style="list-style-type: none"> Time Day of the week Months 

Lesson sets 13-24 of 24

<p>13. Basic verbs</p> <ol style="list-style-type: none"> Verbs without objects Verbs with objects Negative form of verbs Verbs with destination: Ikonaka, Ikonaka, Ikonaka Other verbs 	<p>14. Words for frequency</p> <ol style="list-style-type: none"> Words for frequency 	<p>15. More verb sentences</p> <ol style="list-style-type: none"> What are you going to do? What time? Which one (of the two) do you like? Which one (of the three) do you like? 	<p>16. Time and commute</p> <ol style="list-style-type: none"> Time (by 5 minutes) and duration Transportation 
<p>17. More interrogatives</p> <ol style="list-style-type: none"> Where, not, with whom What, why 	<p>18. Putting together sentences</p> <ol style="list-style-type: none"> Forming sentences Connectors 	<p>19. Adjectives and このそのあのどの</p> <ol style="list-style-type: none"> Two types of adjectives Adjective sentences Modifying nouns Modifying verbs 	<p>20. More self introduction</p> <ol style="list-style-type: none"> Academic major School grade Where about do you live? 
<p>21. Past tense sentences</p> <ol style="list-style-type: none"> Time related words that Verb sentences 1-adjective sentences 5-adjective and noun sentences 	<p>22. Describing existence</p> <ol style="list-style-type: none"> Time Adding location 1-adjective sentences 5-adjective and noun sentences 	<p>23. Shall we?</p> <ol style="list-style-type: none"> あーいーとーいーとーいー 	<p>24. I want</p> <ol style="list-style-type: none"> はいーとーいー 

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24 Lesson slide sets and mp4 files

These are put together for

- Students to preview before class and grasp concepts for the upcoming class.
- Teachers to use during the class. Teachers can modify however they want them to be modified.

They are not for

- Self-study without teachers.

They include

- simple grammar explanation
- simple dialogues
- basic vocabulary and phrases
- simple activities to check learning
- some cultural notes

Source document (Powerpoint 2016) is available but opening it in browser or not having the exact Powerpoint version and font (JUD Digi Kyokasho) might cause the format to change.

Supplemental material and worksheets (PDF/Word)

This includes

- Hiragana and Katakana charts
- Notes about Hiragana and Katakana writing
- Practice words for Hiragana and Katakana spelling
- Picture pages for reviewing words and phrases
- List of particles and interrogatives
- Verb and adjective conjugation charts
- In class activity sample

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1. About names
2. Japanese writing systems
3. How to write Kana and Kanji
4. Greeting
5. Classroom manners
6. Self introduction
7. Weather talk
8. Name card exchange
9. Classroom Japanese
10. Japanese food
11. Numbers
12. When
13. Basic verbs
14. Words of frequency
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16. Time and commute
17. More interrogatives
18. Putting together sentences
19. Adjectives and この・その・あの・どの
20. More self introduction
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23. Shall we?
24. I want

Color coding of the lesson slides

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Yellow box contains extra things that are good to know.

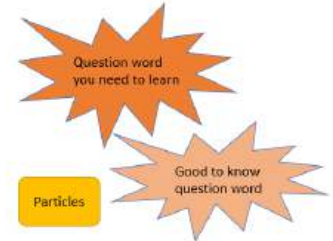
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Blue letters are translation in English.
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Worksheets (PDF/Word)

20 Kana worksheets

- Stroke order should be introduced in class.
- Backside of the sheet is for additional practice.

Outcome check worksheets

- #1 for slide set 1-6
- #2 for slide set 7-10
- #3 for slide set 11-12
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An example of how they are used

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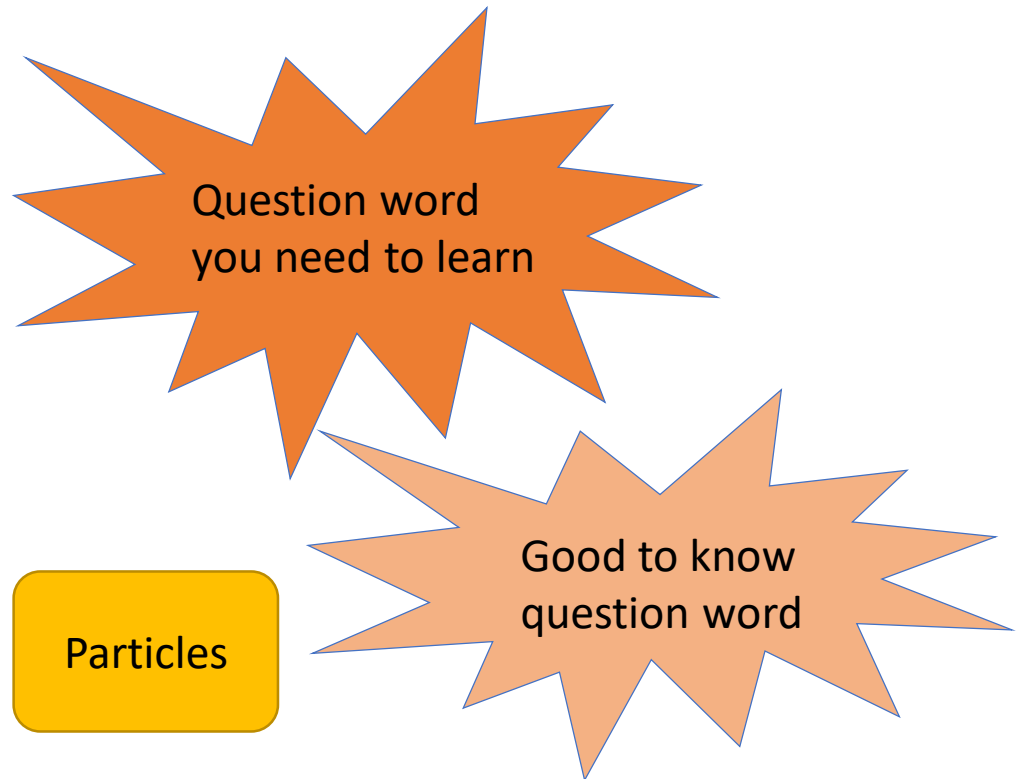
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1. About names

- 1) How do we call each other?
- 2) Asking for someone's name



3-33

2. Japanese writing systems

There are four main types of writing systems Japanese people use in Japan.

They are:

- 1) Romaji
 - 2) Kanji (Chinese characters)
 - 3) Hiragana
 - 4) Katakana
- "Kana" (phonetic letters) refers to both Hiragana and Katakana.



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3. How to write Kana and Kanji

There are two things you need to pay attention to when learning the Japanese letters.

- 1) Types of strokes
- 2) Stroke orders



3-23

4. Greeting

- 1) Daily greetings
- 2) Other daily greetings and daily phrases
- 3) More daily phrases



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- 1) Yes and No: Hai and Iie, Iidesuka, Damedesuka, Ikemasenka



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6. Self introduction

- 1) First time introduction
- 2) Yes/No simple question



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7. Weather talk

- 1) Common weather phrases
- 2) More phrases for weather and climate



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8. Name card exchange

- 1) Giving and receiving
- 2) Nationalities and schools



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9. Classroom Japanese

- 1) Classroom instruction
- 2) Frequently used phrases by students
- 3) How do you say this in Japanese?



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- 1) Kore, sore, are, dore
- 2) Nihon ryoori - Japanese cuisine
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11. Numbers

- 1) Numbers 1 through 100
- 2) Phone number
- 3) Floors
- 4) How much



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- 2) Day of the week
- 3) Month



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13. Basic verbs

- 1) Verbs without objects
- 2) Verbs with objects
- 3) Negative form of verbs
- 4) Verbs with destinations: ikimasu, kimasu, kaerimasu
- 5) Other verbs



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14. Words for frequency

- 1) Words for frequency



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15. More verb sentences

- 1) What are you going to do?
- 2) What kind?
- 3) Which one (of the two) do you like?
- 4) Which one (of the three) do you like?



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- 1) Time (by 5 minutes) and duration
- 2) Transportation



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- 2) Whose, why



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18. Putting together sentences

- 1) Forming sentences
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- 1) Two types of adjectives
- 2) Adjective sentences
- 3) Modifying nouns
- 4) Modifying verbs



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20. More self introduction

- 1) Academic majors
- 2) School grade
- 3) Where about do you live?



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21. Past tense sentences

- 1) Time related words: Past
- 2) Verb sentences
- 3) い-adjective sentences
- 4) な-adjective and noun sentences



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22. Describing existence

- 1) あります・います
- 2) Adding location
- 3) Positional words
 - a. Phrase
 - b. Sentence



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23. Shall we?

- 1) ~ましょうか・ましょう



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24. I want

- 1) ほしい and ~たい



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1. About names

- 1) How do we call each other?
- 2) Asking for someone's name



1) How do we call each other?

When Japanese people meet someone adult for the first time, they call them with (Name)-san.

Students call their teachers with (Name)-sensee.

When the teacher calls the students' names, the students would answer by saying "hai."

Just make sure that you do not put -san on your own name when you introduce yourself or when you say your name.

(Name)-san

Mr./Mrs./Miss./Ms. (Name)

(Name)-sensee

Instructor/Teacher/Dr./Prof.
(Name)

Do not call yourself with (Name)
-san or (Name)-sensee. Only
others will call you that way.

hai

yes

2) Asking for someone's name

Oosawa: Onamae wa?

Imori: Imori desu.

Oosawa: Oosawa desu.
Hajimemashite.

Imori: Hajimemashite.



“Hajimemashite” literally means “it is my first time meeting you.” Use this phrase only for the first time introduction.

Japanese say family name first and first name second. No middle name.

Oosawa: Your name?

Imori: I am Imori.

Oosawa: I am Oosawa. Nice to meet you.

Imori: Nice to meet you.

Honorific prefix “o” is used with “namae” to show respect in the dialogue. It is used only when you are asking someone’s name.

Often, the subject of the sentence and the ends of some sentences are omitted in Japanese when the omitted parts can be easily guessed from the context.

“Anata” is “you” in Japanese. However, avoid using it as much as possible. Japanese people prefer using names. “Anata” can sound very impersonal. However, “anata” can resemble “honey” in English when used by a wife to her husband.

Check if you can do this!

- Answer with “hai” when you hear your name called.
- Ask your classmates’ names and introduce yourself in Japanese.
- Address your teacher and your classmates properly with respect.



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

[Photographs]. Retrieved November, 2020 from <https://www.photo-ac.com/>

2. Japanese writing systems

There are four main types of writing systems Japanese people use in Japan.

They are:

- 1) Romaji
- 2) Kanji (Chinese characters)
- 3) Hiragana
- 4) Katakana

“Kana” (phonetic letters) refers to both Hiragana and Katakana.



1) Roomaji

Roomaji or Roman letters (alphabets), are used to spell some words in Japan for their visual impact as well as to aid foreigners who cannot read Hiragana, Katakana and/or Kanji. Roomaji will be used in Japanese language class until the students are able to read at least Hiragana.

Reading Roomaji might be tricky sometimes. Below are basic rules. But remember, using Roomaji is just temporary. You will start using Hiragana, Katakana and Kanji soon.

[NHK Hiragana chart with sound files.](https://www.nhk.or.jp/lesson/english/syllabary/)

<https://www.nhk.or.jp/lesson/english/syllabary/>



Pronunciation of
the vowels.

a like blah

i like gee

u like glue

e like episode

o like oh

Here are some tricky
sounds.

tsu like tsunami

hu like hoop

“r” in “ra ri ru re ro”

is produced

somewhat similar to

“d.”

Long sound can
be spelled with:

aa or ā

ii or ī

uu or ū

ee or ē

oo or ō

Try reading
the words
below.

hai

hi

iie

ie

2) Kanji

There are thousands of Kanji that came from China with the import of Buddhism. Most of them are ideographs, pictographs and phonetic-ideographic characters. Just like Chinese characters in China, each Kanji represents at least a meaning. However, unlike Chinese characters in Chinese language, most of Japanese Kanji has more than one way of reading.



3) Hiragana

There are 46 letters that represent 46 sounds. Each letter is completely phonetic and represents just a sound. Each letter is developed from simplifying a whole Kanji (Chinese characters) .

Example of Hiragana being developed from Kanji

礼 ⇒ れ



[NHK Hiragana chart with sound files](https://www.nhk.or.jp/lesson/english/syllabary/)

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4) Katakana

There are 46 letters that represent 46 sounds. Each letter is completely phonetic and represents just a sound. Each letter is developed from a part of Kanji.

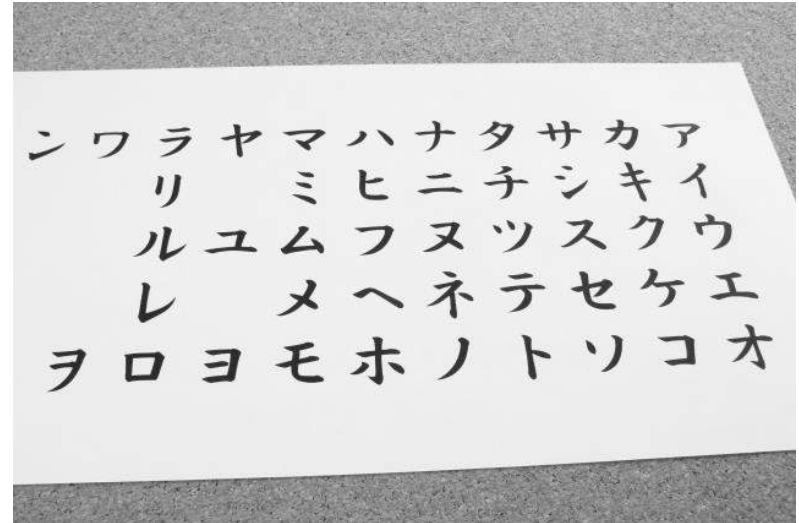
Each Katakana letter has a corresponding Hiragana letter. They are used to spell words from Western countries such as computer, coffee and McDonald's. They are also often used for writing onomatopoeia.

Example of Katakana being developed from Kanji

礼 ⇒ レ

[NHK Katakana chart with sound files](https://www.nhk.or.jp/lesson/english/syllabary/katakana.html)

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Check if you can do this!

- ❑ List four writing forms commonly used by Japanese people in Japan. Also explain the differences between them.

References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

[Photographs]. Retrieved June, 2019 from <https://www.photo-ac.com/>

NHK (Japan

Broadcasting Corporation). (2015). *Easy Japanese 2015* [Web site].

Retrieved from

<https://www.nhk.or.jp/lesson/english/syllabary/>

<https://www.nhk.or.jp/lesson/english/syllabary/katakana.html#tab>

3. How to write Kana and Kanji










There are two things you need to pay attention to when learning the Japanese letters.

- 1) Types of strokes
- 2) Stroke orders



1) Types of strokes

Three types of strokes are used when writing Hiragana, Katakana and Kanji. They are tome (stop), hane (hook) and harai (sweep).

Tome			
Hane			
Harai			

Developing eyes to look for details on letters while learning Hiragana and Katakana will be very helpful when you learn more difficult Kanji later.

2) Stroke order - Kakijun

When you write these letters, basic rules are ① writing from top to bottom and ② writing left to right.

When you practice, write slowly paying attention to the type of strokes and stroke order, as well as to other details. Never copy the stylized computer fonts when you are first learning how to write letters. They confuse you what each letter really should consist of.

UD Digi Kyokasho NK-R font below is much better font for beginners to copy rather than MS Mincho font.

う な ふ り れ

UD Digi Kyokasho NK-R

う な ふ り れ

MS Mincho

Check if you can do this!

- Explain what the three types of strokes are.
- Explain the basic rules of the stroke order for Kana and Kanji.

References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

4. Greeting

- 1) Daily greetings
- 2) Other daily greetings and daily phrases
- 3) More daily phrases



1) Daily greetings

asa
morning

hiru
afternoon

yuugata
evening

yoru
night



ohayoo (gozaimasu)
Good morning.

konnichiwa
Good afternoon.

konbanwa
Good evening.

In general, the longer the Japanese sentence, the more polite. “Ohayoo gozaimasu” is used when students greet their teachers in the morning. Students can use “ohayoo” to greet each other.



Check if you can do this!

Say what time of day the pictures below represent in Japanese.
Greet appropriately based on the time of the day in Japanese.

a)



c)



b)



d)



2) Other greetings and daily phrases

Sumimasen.

Excuse me.

Ohisashiburi desune. Ogenki desuka.

Shibaraku desune. Ogenki desuka.

Long time no see. How have you been?



Ee. Okagesamade genkidesu.

Yes. Thanks to you, I am fine.

Shitsuree shimasu.

Excuse me.

Ja mata.

See you again.

Sayoonara.

Farewell.



Ki o tsukete.

Be careful.

Oyasumi nasai.

Good night.

Arigatoo gozaimashita.

Thank you for what you did.



3) More daily phrases



Itadakimasu.
Thank you for the meal. [I will gladly receive it.]



Gochisoo sama (deshita.)
Thank you for the meal.
[It was a feast.]

Doozo.
Please go ahead and take it.

Doomo arigatoo gozaimasu.
Thank you very much.

Itterasshai.
You go.

Ittekimasu.
I will go [and come back].



“Sumimasen.” can be used for “thanks.” because it means “sorry for troubling you and thank you.”

If you want to decline an offer politely, use “ie. Kekkoo desu.”

No, thank you. <I am fine.>

Check if you can do this!

- What do you say in the situations below.
 - a) You are leaving the classroom before the teacher.
 - b) You and your friend are heading for different classrooms.
 - c) You just met your friend from 2 years ago.
 - d) You are staying at your Japanese host family's house and you are about to eat dinner with host.
 - e) You are staying at your Japanese host family's house and you just finished eating dinner with host.
 - f) You are giving a souvenir from USA to your host family in Japan.
 - g) You are receiving a souvenir from Japan from your host family.
 - h) You want to thank your partner at the end of your Japanese class.
- Think up the reply to what you said above in each situation.

References

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5. Classroom manners

- 1) Yes and No: Hai and Iie, Iidesuka, Damedesuka, Ikemasenka



1) Yes and No: Hai and Iie

Ii desuka? Dame desuka? Ikemasenka?

Ii desuka?
Is it OK? / Is it good?

“ka” at the end of the sentence indicates that it is a question.

Hai, ii desu.
Yes, it is.

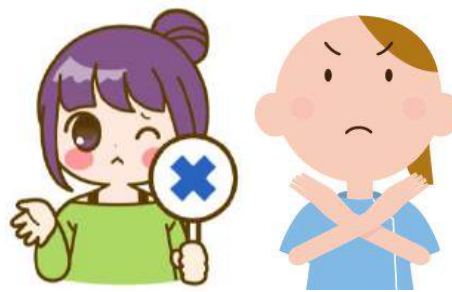
“Hai” is used when you agree even for the negative question.

Iie, dame desu.
Iie, ikemasen.
No, it is no good.

Ikemasenka.
Is it no good?
Hai, ikemasen.
Yes, that is correct. No good.



ii desu



dame desu / ikemasen

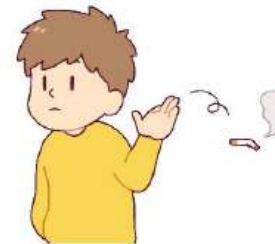
Daijoubu desuka?
Are you OK? Is it OK?
Doo desuka?
How are you? How is it?

Omoiyari & Sekinin VS Meewaku

Omoiyari, or empathy/sympathy/thoughtfulness, is one of the virtues in Japan. Always think about others and not just yourself. Whatever we do has some influence in others (a person, creature, or environment, etc.) around us. To live peacefully with others, each of us should always be aware of and have Sekinin or responsibility for the consequences of our own actions and behaviors regardless of its size and weight. When you lack the mind of Omoiyari and/or Sekinin, you end up causing Meiwaku or annoyance to others.



omoiyari
idesu!

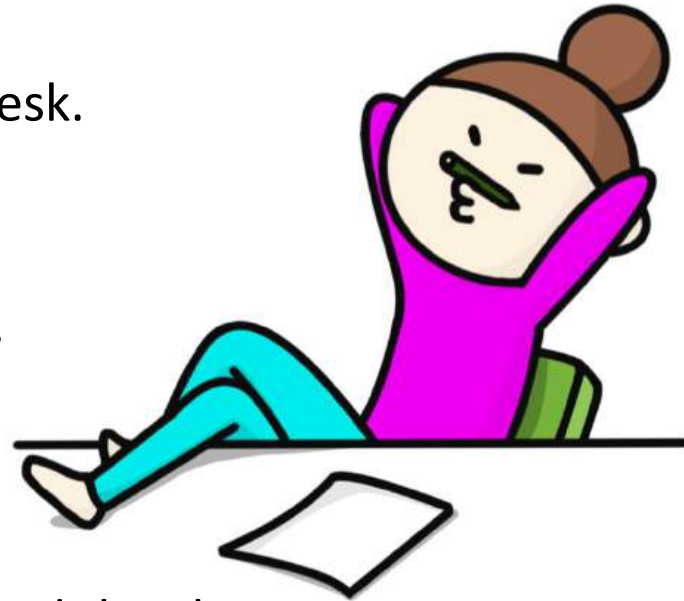


meewaku
Damedesu. Ikemasen.

Check if you can do this!

Iidesuka? Ikemasenka?

- a) Putting legs and/or feet on chairs.
- b) Sitting on desks.
- c) Leaving chairs untucked.
- d) Wearing pj in class.
- e) Having cellphone out on the desk.
- f) Asking teacher questions.
- g) Eating food in class.
- h) Drinking water in covered cup.
- i) Chewing gums in class.
- j) Wearing hat in class.
- k) Taking notes in class.
- l) Helping the students who missed the class.



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

6. Self introduction

- 1) First time introduction
- 2) Yes/No simple question



1) First time introduction

Hajimemashite.
Kawasaki desu.
Doozo
yoroshiku
onegaishimasu.
Nice to meet
you. I am
Kawasaki.



Hajimemashite.
Murano desu.
Kochira koso
doozo
yoroshiku
onegaishimasu.
Nice to meet
you, too. I am
Murano.

Both “yoroshiku” and “onegaishimasu” mean “please take care of (something).” These can be used just like “please” in English.

Murano desu.
Murano.
Watashi wa Murano desu.
I am Murano.
(Watashi no) namae wa Murano desu.
(My) name is Murano.

Kochira koso
I should be the
one to say
that. <This
side, too.>

2) Yes/No simple question

Kobayashi: Sumimasen. Katoo-san desuka?

Katoo: Hai soo desu.

Kobayashi: Sumimasen. Nakano-san desuka?

Hirota: Iie. Chigaimasu. Nakano ja arimasen. Hirota desu.

Kobayashi: Sumimasen.

Hirota: Iie.



Kobayashi: Excuse me.

Are you Ms. Katoo?

Katoo: Yes I am.

Kobayashi: Excuse me. Are you Ms. Nakano?

Hirota: No. That is wrong. I am not Nakano. I am Hirota.

Kobayashi: I am sorry.

Hirota: No problem.

- desu.

It is - .

- ja arimasen.

It is not - .

“desu” and “ja arimasen” convey the basic politeness level of the language.

Chigaimasu.

That is wrong. <That is different.>

Check if you can do this!

- What do you say in the situations below.
 - a) Approach a classmate and ask if he/she is Mr./Mrs. Jones.
 - b) If not, apologize and ask the person's name.
 - c) Introduce yourself.
- Watch the video below about the similar topic.

[More about this on video](#)



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

Kim, Tae. (2012, April 6). *Learn Japanese from Scratch 2.1.3 - Addressing People* [Video file]. Retrieved from https://www.youtube.com/watch?time_continue=13&v=QK7HCBqc_-c

7. Weather talk

- 1) Common weather phrases
- 2) More phrases for weather and climate



1) Common weather phrases



Samuidesune.
It is cold, isn't it?

li (o)tenki desune.
Good weather,
isn't it?



Hidoi (o)tenki desune.
Terrible weather, isn't it?
Atsui desune.
It is hot, isn't it?
Ame desune.
It is rainy, isn't it?

Soo desune.
Yes, it is.

Soo desuka.
Is it? Do you think so?

Soo desune.
I agree with you.
Soo desuka. (with upward pitch)
Is it so? Do you think so?
Soo desuka. (with downward pitch)
I see.

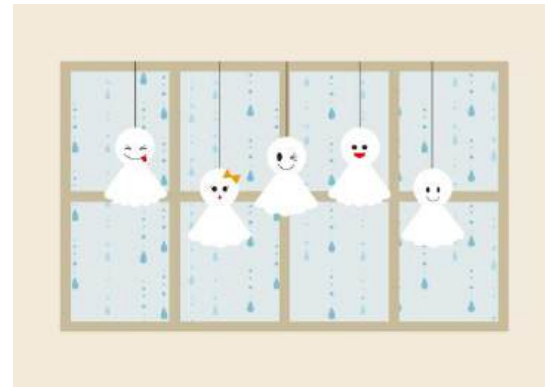
Check if you can do this!

Make a comment on the weather below.

a)



b)



c)



d)



Honda: Suzuki-san, ohayoo gozaimasu.

Suzuki: Aa Honda-san. Ohayoo gozaimasu.

Honda: Ii otenki desune.

Suzuki: Ee soo desune.

Honda: Good morning, Ms. Suzuki.

Suzuki: Oh, Mr. Honda. Good morning.

Honda: Nice weather, isn't it?

Suzuki: Yes, it is.



Tanaka: Hayashi-san, konbanwa.

Hayashi: Aa Tanaka-san. Konbanwa.

Tanaka: Samui desune.

Hayashi: Soo desuka?

Tanaka: Good evening, Ms. Hayashi.

Hayashi: Oh, Mr. Tanaka. Good evening.

Tanaka: It is cold, isn't it?

Hayashi: Is it?



Check if you can do this?

❑ Create the dialogues below in Japanese.



Honda: Good morning, Ms. Suzuki.

Suzuki: Oh, Mr. Honda. Good morning.

Honda: Nice weather, isn't it?

Suzuki: Yes, it is.

Tanaka: Good evening, Ms. Hayashi.

Hayashi: Oh, Mr. Tanaka. Good evening.

Tanaka: It is cold, isn't it?

Hayashi: Is it?



2) More phrases for weather and climate



kumori
cloudy



hidoi kaze
terrible wind



atatakai
warm



atsui
hot



ame
rain(y)

yuki
snow(y)



suzushii
cool



samui
cold

Check if you can do this!

- How do you greet/comment and/or respond?
 - a) You see your classmate in hallway in the sunny warm afternoon.
 - b) You greet your teacher in a cold morning at school.
 - c) You greet your teacher in a windy evening.
 - d) It is in the middle of July and it is supposed to be hot. But it is cloudy and cool.



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

[Photographs]. Retrieved June, 2019 from <https://www.photo-ac.com/>

8. Name card exchange

- 1) Giving and receiving
- 2) Nationalities and schools



1) Giving and receiving

Yoroshiku onegaishimasu.
Please (let the relationship grow).



meeshi
name card

Manners for giving and receiving:

1. Giving and receiving should be done with both hands if possible.
2. If the item has direction, turn it in the way that the receiver can see it in the correct way without turning it around.

Treat the name/business card with respect.

1. Don't put it in your pocket immediately, especially in your pocket on your rear end.
2. Don't write anything on the received card unless you have a permission from the giver.
3. Ask a question or make a comment to show that you are interested in the giver.



Hands on the side.

Heels together.
Head and back in one line.

How about bowing order and length?

Hajimemashite. MHCC no Harada desu. Meeshi desu. Doozo yoroshiku onegaishimasu.

Doomo arigatoo gozaimasu.

Iie. Sensee ja arimasen. Gakusee desu.

Kochirakoso doozo yoroshiku onegaishimasu.

ryoojikan
consulate



Doomo arigatoo gozaimasu. Ryoojikan no Masuda desu.

Sensee desuka?

Soo desuka. Doozo yoroshiku onegaishimasu.

To introduce yourself to anyone outside of your group, you start with the name of the group you belong to just as in “MHCC no Harada desu.” Particle “no” here is similar to “of” in English.

2) Nationalities

Mekishiko	Doitsu
Mexico	Germany
Betonamu	Igirisu
Vietnam	England
Kankoku	Firipin
Korea	Philippines
Chuugoku	Tai
China	Thailand
Ukuraina	Kanada
Ukraine	Canada
Roshia	Furansu
Russia	France

Amerikajin to Nihonjin
no haafu

Particle “to” is “and”
and connect nouns.

Particle “no” is like “of”
in English.

A: Amerika no kata desuka.

B: Iie, Amerikajin ja arimasen. Igrisujin desu.

A: Soo desuka.

A: Are you American <person from America>?

B: No, I am not. I am British.

A: I see.

A: Nihon no kata desuka.

B: Eeto. Amerikajin to Nihonjin no haafu desu.

A: Soo desuka.

A: Are you Japanese?

B: Well. I am half Japanese and half American.

A: I see.

Adding “jin” after the country name in Japanese makes it a citizen of the country. However, using “no kata” after the country name is more appropriate and polite when talking about someone other than yourself and/or people in your group.

and schools

gakkoo
school
daigaku
college
kookoo
high school

gakusee
student
daigakusee
college student
kookoosee
high school student

A: Gakusee (san) desuka.

B: Hai soo desu.

A: Gakkoo wa?

B: Oregon daigaku desu.

A: Are you a student?

B: Yes, I am.

A: Your school?

B: It is Oregon University.



Often topic, subject and/or object as well as the ending of the sentences are omitted especially when they are easily understood from the context.

Check if you can do this!

□ Choose someone in your class you have not talked with.

a) Guess his/her name and do the dialogue below in Japanese.

A: Excuse me, are you Mr./Ms._?

B: No.

A: I am so sorry. What is your name?

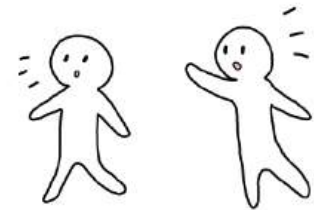
B: It is _____.

A: Nice to meet you. I am_____.

B: Nice to meet you, too.

b) Exchange your name card with other classmates. Make sure to include:

- Get attention.
- First time greeting.
- Your name as well as where you belong to.
- Bow and exchange the name cards.
- Ask a question such as a nationality about the other person.
- Close the introduction.



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

[Photographs]. Retrieved June, 2019 from <https://www.photo-ac.com/>

9. Classroom Japanese

- 1) Classroom instruction
- 2) Frequently used phrases by students
- 3) How do you say this in Japanese?

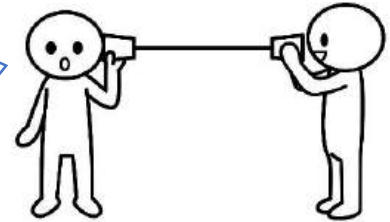


1) Classroom instructions



Mitekudasai.
Look, please.

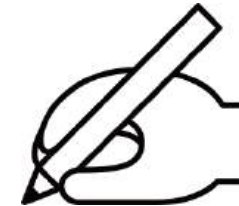
Hanashitekudasai.
Talk, please.



Yondekudasai.
Read it, please.

Kiitekudasai.
Listen, please.

Ittekudasai.
Say it, please.



Kaitekudasai.
Write it,
please.



Suwattekudasai.
Sit down, please.



Shukudai o
dashitekudasai.
Submit homework,
please.

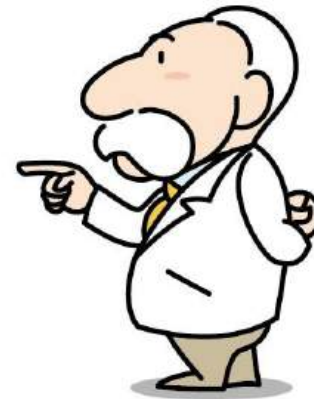


Tattekuda
sai.
Stand up,
please.

Hajimemashoo. Let's begin.
Owarimashoo. Let's end.
Tsuzukete kudasai. Please continue.

Check if you can do this!

- Act as you are instructed by the instructor.



2) Frequently used phrases by students



Wakarimasen.
I don't understand.
I don't know.
Wasuremashita.
I forgot.



Wakarimashita.
I got it!



Onegaishimasu.
Please.



Shitsumon ga
arimasu.
I have a question.

Mattekudasai.
Please wait.



The words below can be added to some phrases such as “onegaishimasu.”

Yukkuri onegaishimasu.
Slowly, please.

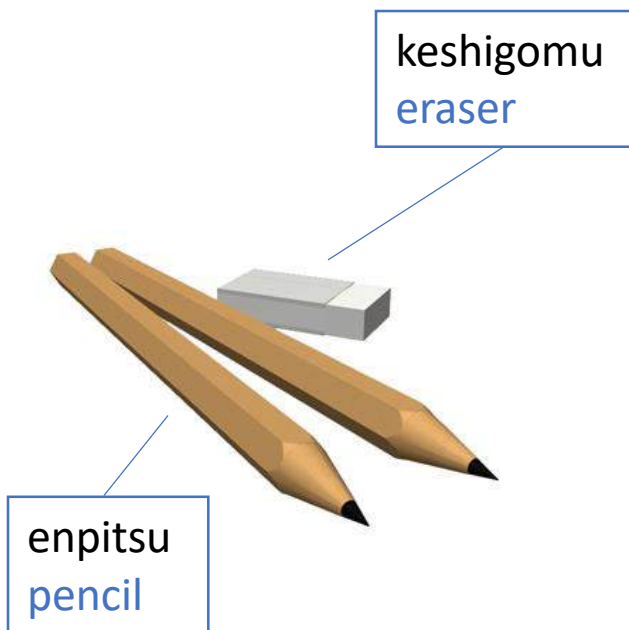
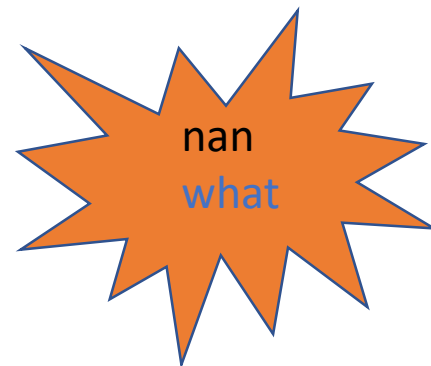
chotto
a little
yukkuri
slowly

moo ichido
one more time
atode
later

3) How do you say this in Japanese?

Q: “Eraser” wa nihongo de nan desu ka?
What is “eraser” in Japanese?

A: “Keshigomu” desu.
It is “keshigomu.”



Another way to ask “how do you say?” is
“nan to iimasuka.”

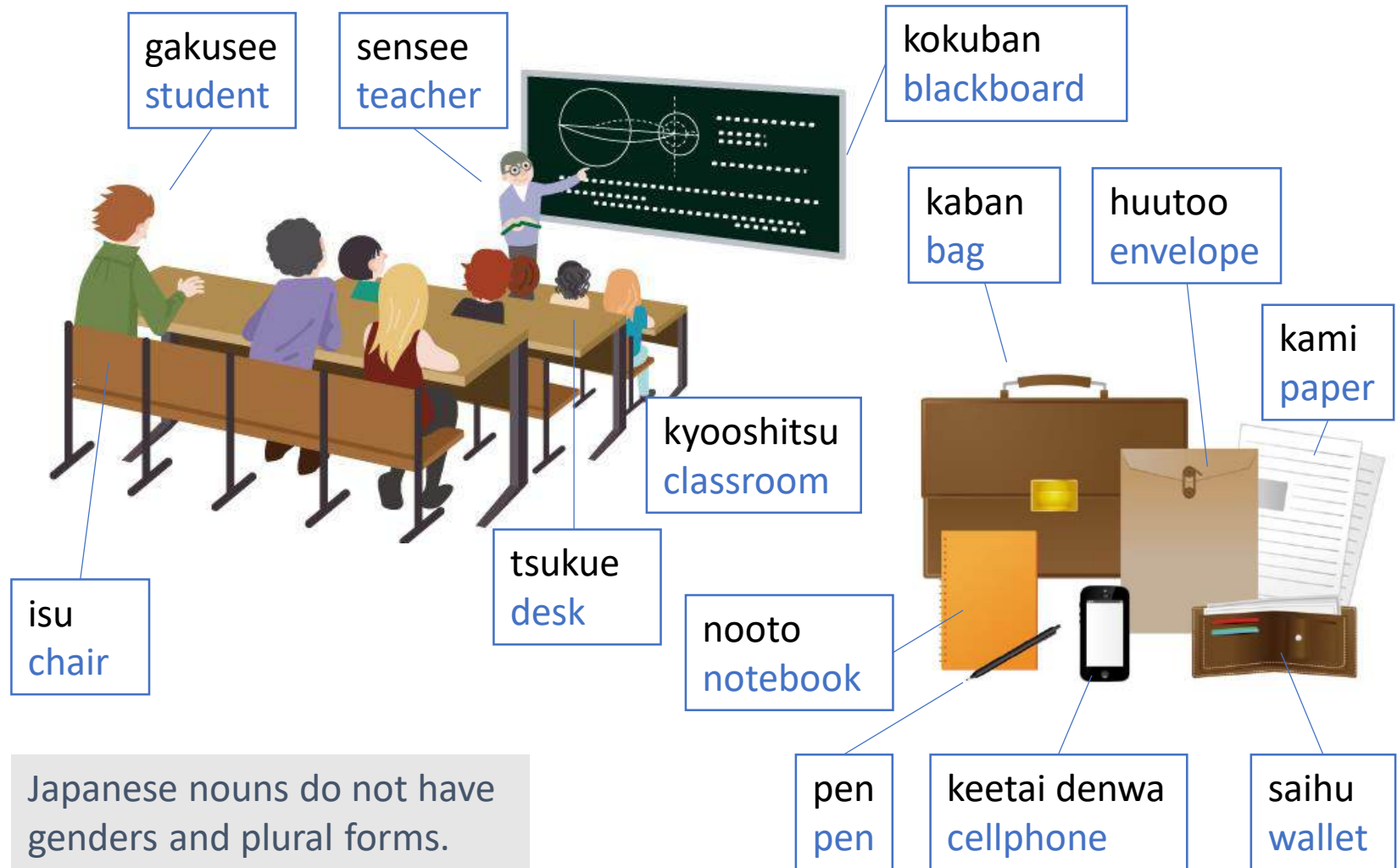
“Pencil” wa nihongo de nan to iimasu ka?
What is “pencil” called in Japanese?

“Enpitsu” to iimasu.
It is called “enpitsu.”

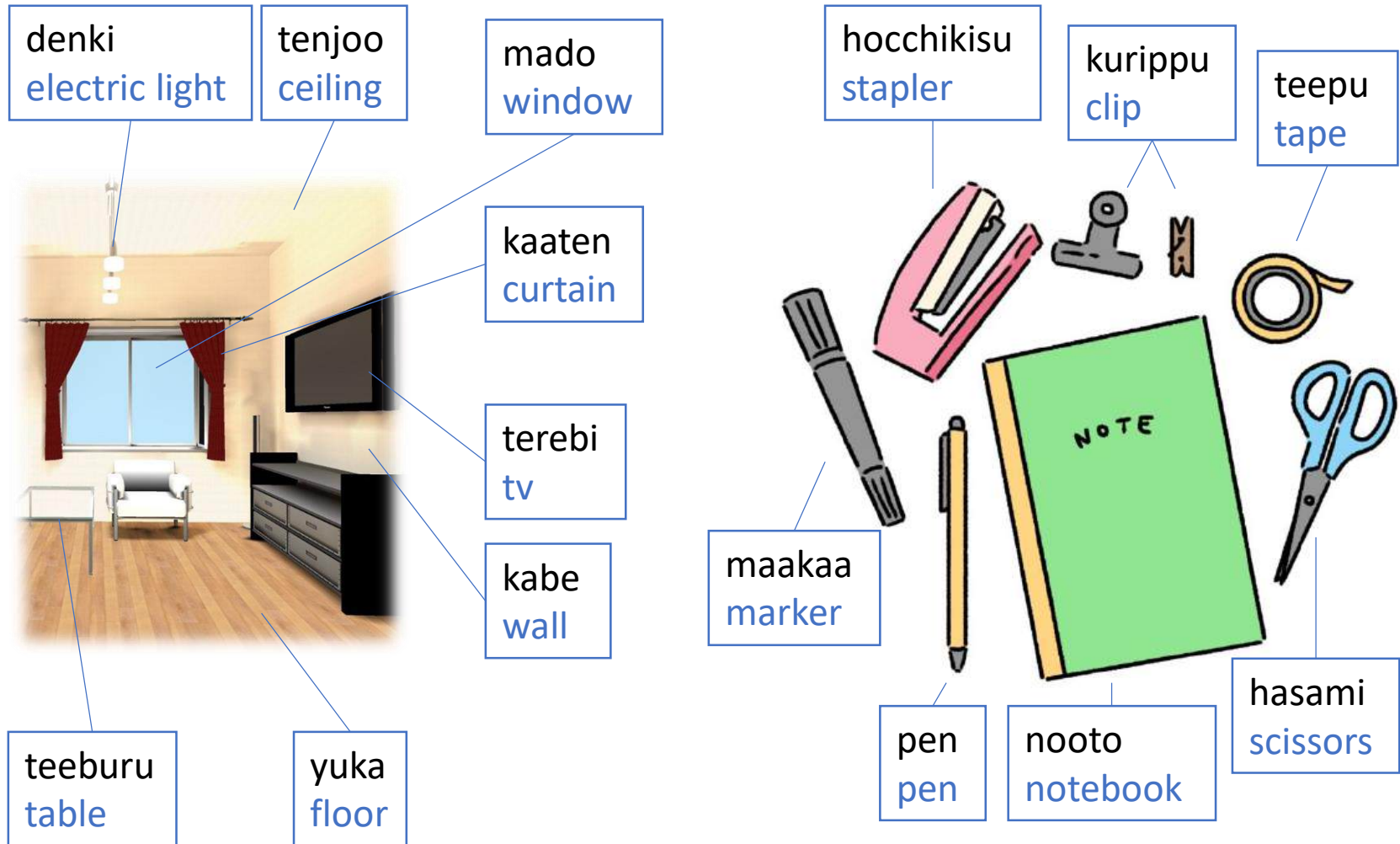
Eego
English language

kore
this thing by me

Nihongo de nan desuka?



Nihongo de nan to iimasuka?



Check if you can do this!

- Ask about the names of items in Japanese. Use the model below.

A: Sumimasen. _____ wa Nihongo de nan desuka.

B: Eeto, _____ desu.

A: Soodesuka. Arigatoo gozaimasu.

B: Iie, doo itashimashite.

A: Excuse me. What is __ in Japanese?

B: Let me think. It is _____.

A: I see. Thank you.

B: No. Don't mention it.



Speech fillers such as “eeto,” “anoo,” and “soo desunee,” will make the conversation less awkward.

Another technique is to repeat the question itself or just the noun used in the question while thinking about how to answer the question.

- Think with your partner which words in the previous slides are spelled with katakana rather than hiragana.

References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

10. Japanese food

- 1) Kore, sore, are, dore
- 2) Nihon ryoori - Japanese cuisine
- 3) Tabemono and nomimono – Food and drink



1). Kore, sore, are, dore

kore
this one I have
sore
that one by you
are
that one over there
dore
which one

A: Sore wa nan deska?

B: E? Dore deska?

A: Sore des.

B: Aa, kore deska? Kore wa kinoko des.
Doozo.

A: What is that you have?

B: What? Which one?

A: That one you have.

B: Oh, this one? This is a mushroom.
Here you take it.



2). Nihon ryoori - Japanese cuisine



Left
soba
raamen
yakisoba
udon



Middle
sashimi
sushi
sukiyaki
okonomiyaki



Right
katsudon
gyuudon
tempura
teeshoku





Here are some adjectives that are useful when talking about food.

oishii
delicious
mazui
tastes bad
karai
spicy

amai
sweet
suki
like
kirai
dislike

Although "like" and "dislike" are verbs in English, they are adjectives in Japanese.

A: Are wa nan desuka.

B: Are wa gyooza desu.

A: Nihon ryoori desuka.

B: Eeto. Chigaimas.

Gyooza wa Nihon ryoori ja arimasen.

Chuuka ryoori desu.

A: Soo desuka! Oishii desuka.

B: Hai, oishii desu. Suki desu.

Adding "ryoori" after the country name makes it a cuisine of that country. But Chinese cuisine is "chuuka ryoori" rather than "chuugoku ryoori."

A: What is that over there?

B: That is gyooza.

A: Is it Japanese food?

B: Well. It is not. Gyooza is not a Japanese food. It is a Chinese food.

A: Really! Does it taste good?

B: Yes, it is delicious. I like it.

Check if you can do this!

□ Ask what each cuisine is and ask another related question.

Example:



A: Are wa nan desuka?

B: Are wa karee desu.

A: Nihon ryoori desuka.

B: Iie. Indo ryoori desu.

A: Oishii desuka.

B: Hai, oishii desu.

Demo karai desu.

a)



b)



c)



d)



Here are some conjunctions at the beginning of the sentence.

demo

soshite

but

and

3) Tabemono - Food



yasai
vegetable



ringo



suika



ichigo



banana



meron



niku
meat



momo



mikan

kudamono
fruit

and Nomimono - Drink



The word “osake” or “sake” in Japan can indicate all kinds of alcohol drinks. “Japanese sake” made of rice is called “nihonshu” in Japan.



koocha

The word “ocha” can be used to mean any kind of tea, too.



koohii



gyuunyuu



juusu



ocha

☐ *Check if you can do this!*

With your partner, sort the food and drink items below into categories and ask related questions. Speak only Japanese when you do this activity.

Categories: nomimono, yasai, niku, kudamono

Adjectives: oishii, mazui, amai, karai, kirai, suki,



retasu



ramune



jagaimo



tamanegi



toriniku



ninjin



butaniku



koora



tomato

References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

[Photographs]. Retrieved June, 2019 from <https://www.photo-ac.com/>

11. Numbers

- 1) Numbers 1 through 100
- 2) Phone number
- 3) Floors
- 4) How much



1) Numbers 1 though 100

Japanese number

1-10

0 zero/ree

1 ichi

2 ni

3 san

4 yon/shi

5 go

6 roku

7 nana/shichi

8 hachi

9 kyu/ku

10 juu

Japanese number

11-100

11 juuichi

12 juuni

13 juusan

20 nijuu

26 nijuu roku

30 sanjuu

40 yonjuu

50 gojuu

70 nanajuu

90 kyuujuu

100 hyaku

Japanese people consider “8” to be a lucky number as the Kanji for 8 is 八 and the bottom of that is open suggesting “open ending” or a bigger and better future.

“4” and “9” are considered unlucky numbers as their pronunciation of “shi” reminds people the word “shi” which means “death” and the word “ku” which means “suffering” respectively.

2) Phone number

Hayashi: Suzuki-san no denwabangoo wa (nanban desuka)?

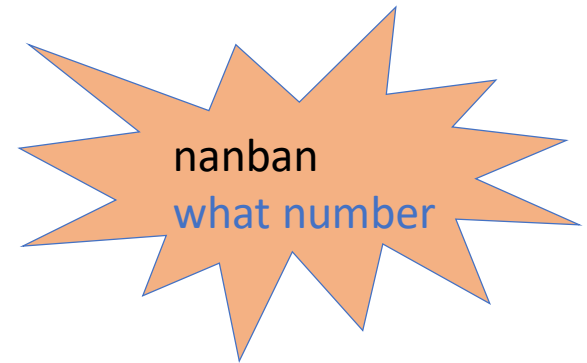
(What number is your) phone number, Mr. Suzuki?

Suzuki: 503-491-6422 desu.

“503” can be read “go zero san” or “go ree san” or maybe “go maru san.” “maru” means “circle” or “round.” “ – “ in the phone numbers is read in Japanese as “no.” So, “503-491-6422” is read “go zero san no yon kyuu ichi no roku yon ni ni.”

Try reading the phone numbers below.

- a) 907-582-1045
- b) 075-413-6621



Check if you can do this!

With your partner, create a dialogue below in Japanese.

Staff: Excuse me. Your name?

Suzuki: I am Suzuki.

Staff: Mr. Suzuki, right? Your
phone number?

Suzuki: 503-491-6422.

Staff: 503-491-6412?

Suzuki: No. It is 503-491-6422.

Staff: 6422?

Suzuki: Yes, it is.

Staff: Thank you very much.

Suzuki: You are welcome.



Collect phone numbers.

- 1) Get attention.
- 2) Ask name.
- 3) Ask phone number.
- 4) Confirm the number.
- 5) Tell thanks.

Check if you can do this!

☐ See if you can write down the phone numbers for the people below that your instructor says.

- Kawamura
- Tanaka
- Suzuki

Yukkuri onegaishimasu.
Slowly, please.

Moo ichido onegaishimasu.
One more time, please.



3) Floors and counters

When counting different items in Japanese, different counters are used. “Kai” is one of them and is used for counting floor. More will be introduced later.

Kyaku: Sumimasen. Kasa wa nan-kai desuka?

Tenin: Kasa wa ikkai desu.

Kyaku: Soo desuka. Arigatoo gozaimasu.

Tenin: (Bow).

Customer: Excuse me. On which floor are umbrellas (sold)?

Store clerk: They are on the 1st floor.

Customer: I see. Thank you very much.

Store clerk: (Bow).



Question word “doko” can be used instead of “nankai” as it means “where.”

Kasa wa doko desuka?

Where are umbrellas?



resutoran



bunboogu



huku



kutsu



kasa

ikkai first floor
 nikai second floor
 sankai third floor
 yonkai fourth floor
 gokai fifth floor

Check if you can do this!

□ Play customer and store clerk in Japanese, and find out where you can find what you are looking for.

- 1) Get attention.
- 2) Ask which floor the items are on.
- 3) Give thanks.



4) How much

Japanese number 100-900

100 hyaku

200 nihyaku

234 nihyaku sanjuu yon

300 sanbyaku

400 yonhyaku

500 gohyaku

600 roppyaku

700 nanahyaku

800 happyaku

900 kyuuhyaku

Japanese number 1,000-9,000

1,000 sen

2,000 nisen

2,792 nisen nanahyaku kyuujuu ni

3,000 sanzen

4,000 yonsen

5,000 gosen

6,000 rokusen

7,000 nanasen

8,000 hassen

9,000 kyusen

Japanese has an unit of “10,000” or “ichiman.” The number 98,765 will be read “kyuuman hassen nanahyaku rokujuu go.”

Try reading the numbers below in Japanese.

a) 246 b) 609 c) 1,053 d) 47 e) 850 f) 3,456 g) 197 h) 9,030

Kyaku: Aisukuriimu wa arimasuka?

Weitaa: Hai. Aamondo to pistachio ga arimasu.

Kyaku: Eetoo. Jaa pistachio o kudasai.

Weitaa: Doomo arigatoo gozaimasu.

Customer: Do you have ice cream?

Waiter: Yes, we have pistachio and almond.

Customer: Umm. Well then pistachio, please.

Waiter: Thank you.

Particle “to” is like English “and” but it can only connect nouns.



“Ja” or “jaa” roughly translates to “well then.”

Instead of “kudasai” which translates “give me, please,” “onegaishimasu” can be used, too.

Japanese unit of currency is “yen.” However, “y” is not pronounced.
 The symbol “¥” is used always before the price. But when the price is read, “en” comes after the number. For example, “¥100” is read “hyaku-en.”

Kyaku: Aisukuriimu wa ikura desuka?

Weitaa: 650-en desu.

Kyaku: Soo desuka.

Weitaa: Onomimono wa ikaga desuka.

Kyaku: Iie kekkoo desu.

Customer: How much is an ice cream?

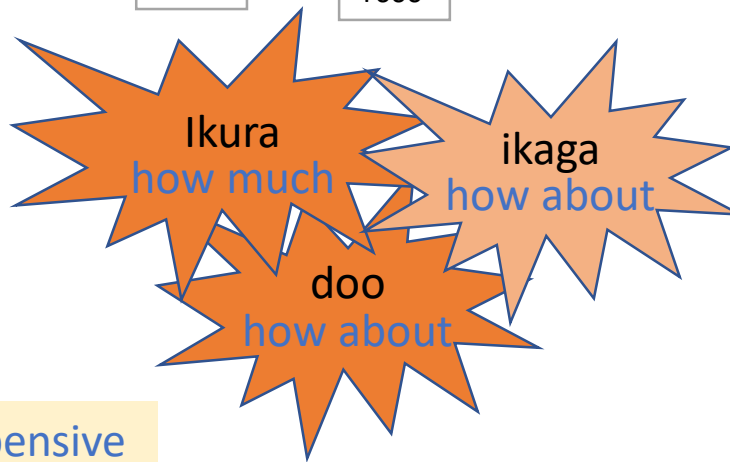
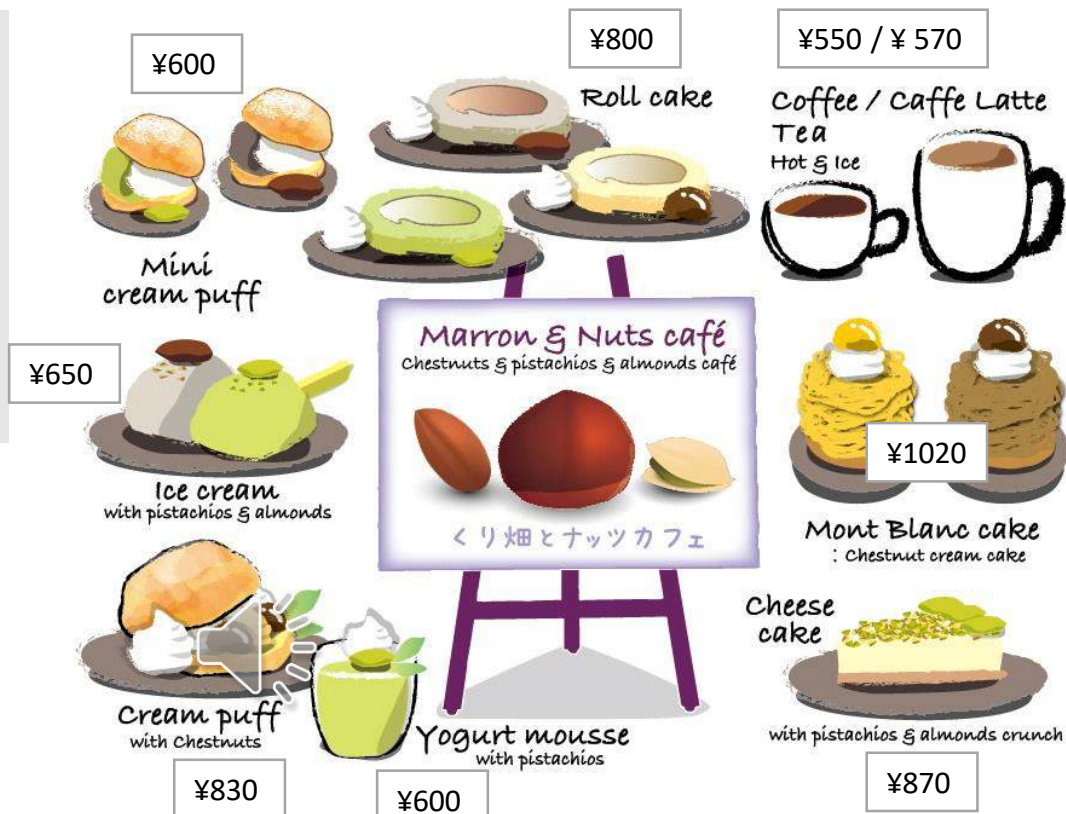
Waiter: It is 650-en.

Customer: I see.

Waiter: Would you like some drink?

Customer: No thanks.

takai expensive yasui inexpensive



“Doo desuka” can be used instead of “ikaga desuka” for less polite sentence.

Check if you can do this!

- ❑ Play customer and wait staff in Japanese. Order something to eat or drink. Picture below has only a few items shown for each type of cuisine. You can make up the price as well as the menu items that are appropriate. For price, think \$1 is about ¥100.



- Get attention.
- Ask if a certain type of cuisine is available. (Do you have Chinese cuisine?)
- Order what you want.
- If you are wait staff, ask if the customer wants something to drink.
- Ask for price.
- You can do more!

“Sumimasenga chotto” is a phrase often used by Japanese people when they mean “no” softly.

zenbu de in all urikire sold out

References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

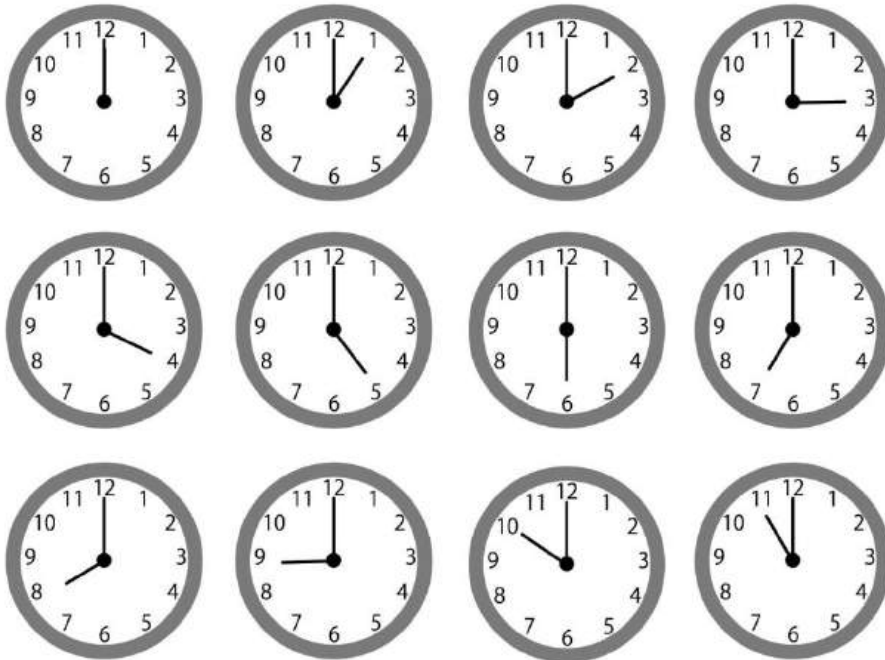
12. When

- 1) Time
- 2) Day of the week
- 3) Month

Sunday Thursday
Monday Friday
Tuesday Saturday
Wednesday

1) Time

Q: Nanji desuka? What time is it?
 A: Ichiji desu. It is 1:00.



12:00	juuniji / reeji (if 12am)
1:00	ichiji
2:00	niji
3:00	sanji
4:00	yoji
5:00	goji
6:00	rokuji
7:00	shichiji
8:00	hachiji
9:00	kuji
10:00	juuji
11:00	juuichiji
12:00	juuniji



1:30 ichiji han

han	half
gozen	am
gogo	pm

“Gozen” and “gogo” are used before the time.

gogo goji 5 pm

Check if you can do this!

☐ Read the time below in Japanese.

a)



b)



c)



d)



e)



f)



g)



h)



i)



j)



k)



l)



Ima nanji desuka?

Review the country names. And ask what time it is now in each country.

A: Nihon wa ima nanji desuka.

B: Ima 5ji desu.

A: Asa no 5ji desuka.

B: Hai soo desu. Gozen 5ji desu.

A: What time is it in Japan now?

B: It is 5 o'clock now.

A: Is it 5 in the morning?

B: Yes, it is. It is 5 am.



A: Ima nanji desuka.

B: 10ji desuyo.

A: E! Nihongo no kurasu ga arimasu!

B: Nihongo no kurasu wa nanji desuka.

A: 10 ji desu.

B: Hontoo desuka! Isoide!

A: What time is it now?

B: It is 10:00, you know.

A: What! I have a Japanese class!

B: What time does your Japanese class start?

A: It starts at 10:00.

B: Really? Hurry!



“Yo” at the end of the sentence resembles “you know” or “you see” in English.



asagohan
breakfast



undoo
exercise



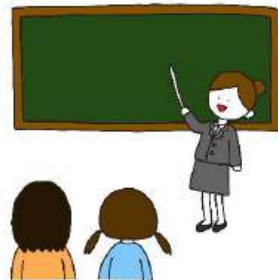
kaimono
shopping



karaoke
karaoke



hirugohan
lunch



gakkoo
school



sanpo
stroll



miitingu
meeting



bangohan
dinner



arubaito
part-time job



benkyoo
study



eega
movie

Eega wa nanji desuka?

8:00	exercise
8:30	school
11:30	lunch
12:00	part-time work
3:30	shopping
4:30	karaoke
5:30	dinner
6:30	stroll
7:30	study
9:00	movie



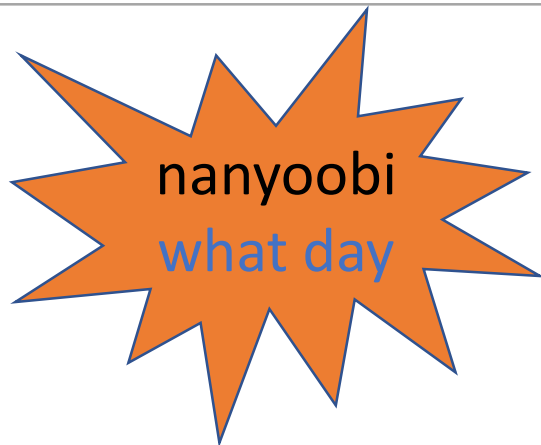
Check if you can do this!

- Ask and answer about the questions below. Also ask and answer related questions.
 - a) what time it is now.
 - b) what time it is now in Japan.
 - c) what time a certain activity/class/event starts.



2) Day of the week

getsuyoobi	Monday
kayoobi	Tuesday
suiyoobi	Wednesday
mokuyoobi	Thursday
kinyoobi	Friday
doyoobi	Saturday
nichiyooobi	Sunday



Q: Kyoo wa nanyoobi desuka?

Q: What day of the week is it today?

A: (Kyoo wa) mokuyoobi desu.

A: It is Thursday.

kyoo	today
ashita	tomorrow
asatte	day after tomorrow

konshuu	this week
raishuu	next week
shuumatsu	weekend
heejitsu	weekday

konshuu no suiyoobi
Wednesday this week
konshuu no shuumatsu
this weekend

3) Month

ichigatsu	January
nigatsu	February
sangatsu	March
shigatsu	April
gogatsu	May
rokugatsu	June
shichigatsu	July
hachigatsu	August
kugatsu	September
juugatsu	October
juuichigatsu	November
juunigatsu	December

Day of the month in Japanese will be introduced a little later.

Q: Kongetsu wa nangatsu desuka?

Q: What month is this month?

A: Ima 10 gatsu desu.

A: It is October right now.

kongetsu	this month
raigatsu	next month



Q: Nangatsu umare desuka.

Q: Which month were you born?

A: 1 gatsu umare desu.

A: I was born in January.

Check if you can do this!

- Say all days of the week in Japanese starting with Monday.
- Say all months in Japanese starting with January.
- Ask and answer what month it is now.
- Say which month you were born.
- Ask which month your classmate was born.
- Ask which months the following events happen in USA.
 - a) Halloween
 - b) Easter
 - c) Thanksgiving
 - d) Memorial Day
- Ask and answer what day of the week it is today.
- Ask on which day of the week the following event you have.
 - a) Japanese class
 - b) party
 - c) part-time job

References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

13. Basic verbs

- 1) Verbs without objects
- 2) Verbs with objects
- 3) Negative form of verbs
- 4) Verbs with destinations: ikimasu, kimasu, kaerimasu

- 5) Other verbs



1) Verbs without objects: okimasu, nemasu



okimasu
to get up



nemasu
to go to bed

“Masu” at the end of a verb phrase indicates basic politeness level. Just like “desu” which is used with adjectives and nouns to show basic politeness. “Masu” form of verbs can be used to describe something you are going to do in the future or something you do regularly or habitually.

Ashita 7ji ni okimasu.

I will get up at 7. (future)

Heejitsu wa 7ji ni okimasu.

I get up at 7 on week days. (habitual)

Though the word order of the Japanese language is very flexible as long as you have the proper particle following the word, verb always stays at the end of the sentence.



A: Nanji ni okimasuka?
B: Watashi desuka? Eeto, daitai 9ji ni okimasu.
A: Hontoo desuka? Osoi desune!
B: Soo desuka?

A: What time do you get up?
B: Me? Well, most of the time at 9.
A: Really? That is late!
B: Is it?

A: Jaa, nanji ni nemasuka?
B: Eeto, 10 ji goro nemasu.
A: Soo desuka. Watashi mo desu.

A: Well then, what time do you go to bed?
B: Well, I go to bed around 10.
A: I see. Me, too.

hayai	early/fast
osoi	late/slow

Particle “mo” resembles “also” and “too” in English.

Particle “ni” marks the non-relative times such as time, day of the week, month, dates, etc.

“Goro” means “about” or “around” in English. It is used following the time.

Japanese particles are post-positional. They go with the words that precede. Each particle does not have any meaning by itself but it has a grammatical function.

Particle “ni” has many different functions. There will be more introduced later.

Try asking your classmate what time they get up and what time they go to bed. Make sure to comment.

2) Verbs with objects



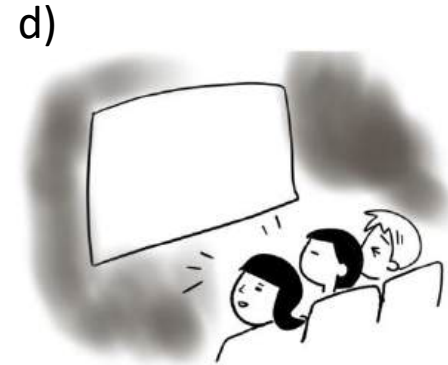
tabemasu
to eat



nomimasu
to drink



yomimasu
to read



mimasu
to watch/to look at



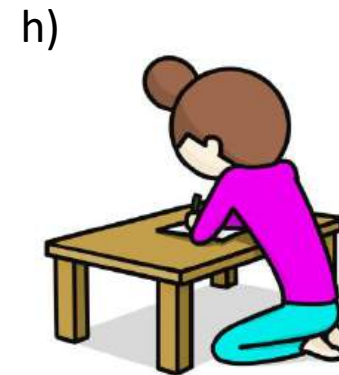
kikimasu
to listen



kakimasu
to write



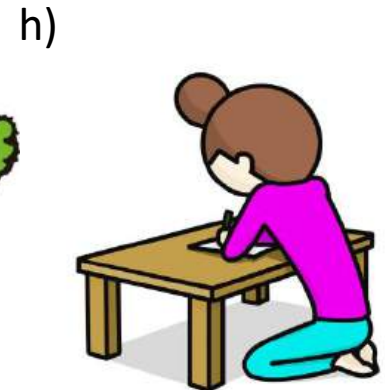
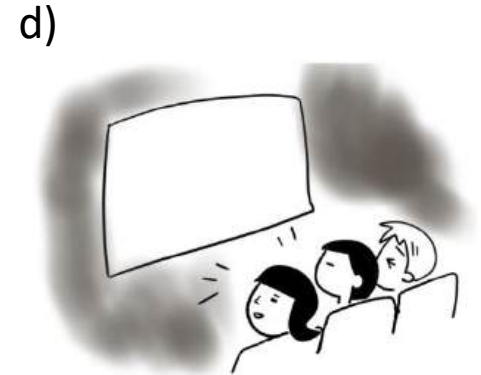
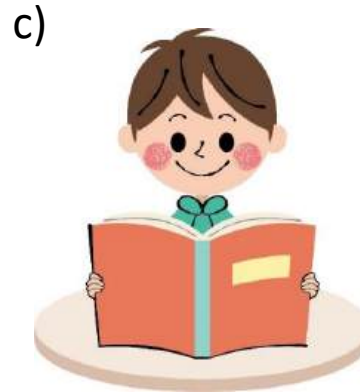
kaimasu
to buy



(benkyoo) shimasu
to do (study)

Check if you can do this!

Say the verbs in Japanese that describe the pictures below.



(Watashi wa) sarada o tabemasu.
I eat salad.

(Watashi wa) yasai ga sukidesu.
I like vegetables.

Particle “wa”
marks general topic
of the sentence.

Particle “o”
marks the direct
object of the verb.

mizu	water
rajio	radio
ongaku	music
kurashikku	classical
hanashi	a story
terebi	tv
hon	book
shigoto	work
arubaito	part-time job
shukudai	homework
supootsu	sport
tegami	letter
nyuusu	news
furansugo	French language
suugaku	math

“Benkyoo shimasu” and “benkyoo o shimasu” mean the same. They translate “I study” and “I do study” respectively. If you add another object in addition to “benkyoo,” however, you will need to omit the particle “o” between “benkyoo” and “shimasu.” “Nihongo o benkyoo shimasu” is a correct sentence but not “nihongo o benyoo o shimasu”. You can, however, use “nihongo no benkyo” as a noun phrase object to make “nihongo no benkyoo o shimasu.”

Try making a sentence with an object to go with the verb for each picture on previous slide.

3) Negative form of verbs

A: Asagohan o tabemasuka?

B: Hai, tabemas.

A: Soo desuka. Watashi mo desu.

A: Do you eat breakfast?

B: Yes, I do.

A: I see. Me, too.

Questions with verbs like this need to be answered by repeating the verb, not by saying “hai, soo desu.”

A: Asagohan o tabemasuka?

B: Iie, tabemasen.

A: E? Dame desuyo.

A: Do you eat breakfast?

B: No, I don't.

A: What? That is no good.

Negative form of “masu” is “masen.” Thus, the negative form of “tabemasu” is “tabemasen” and “nomimasen” for “nomimasu.”

Try saying the negative form of each verb on the previous slide.

4) Verbs with destinations: ikimasu, kimasu, kaerimasu



Particle “ni” or “e” marks the destination that precedes. They resemble “to” in English.

Particle “ni” and “e” are pretty much interchangeable. However, “ni” might be more versatile and used more commonly.

ikimasu	to go (away from where you are)
kimasu	to come (toward where you are)
kaerimasu	to return

Toshokan ni/e ikimasu.

I go to the library. (said not at the library)

Ashita gakkoo ni/e kimasu.

I come to the school tomorrow. (said at the school)

6ji ni ie ni/e kaerimasu.

I go home at 6.

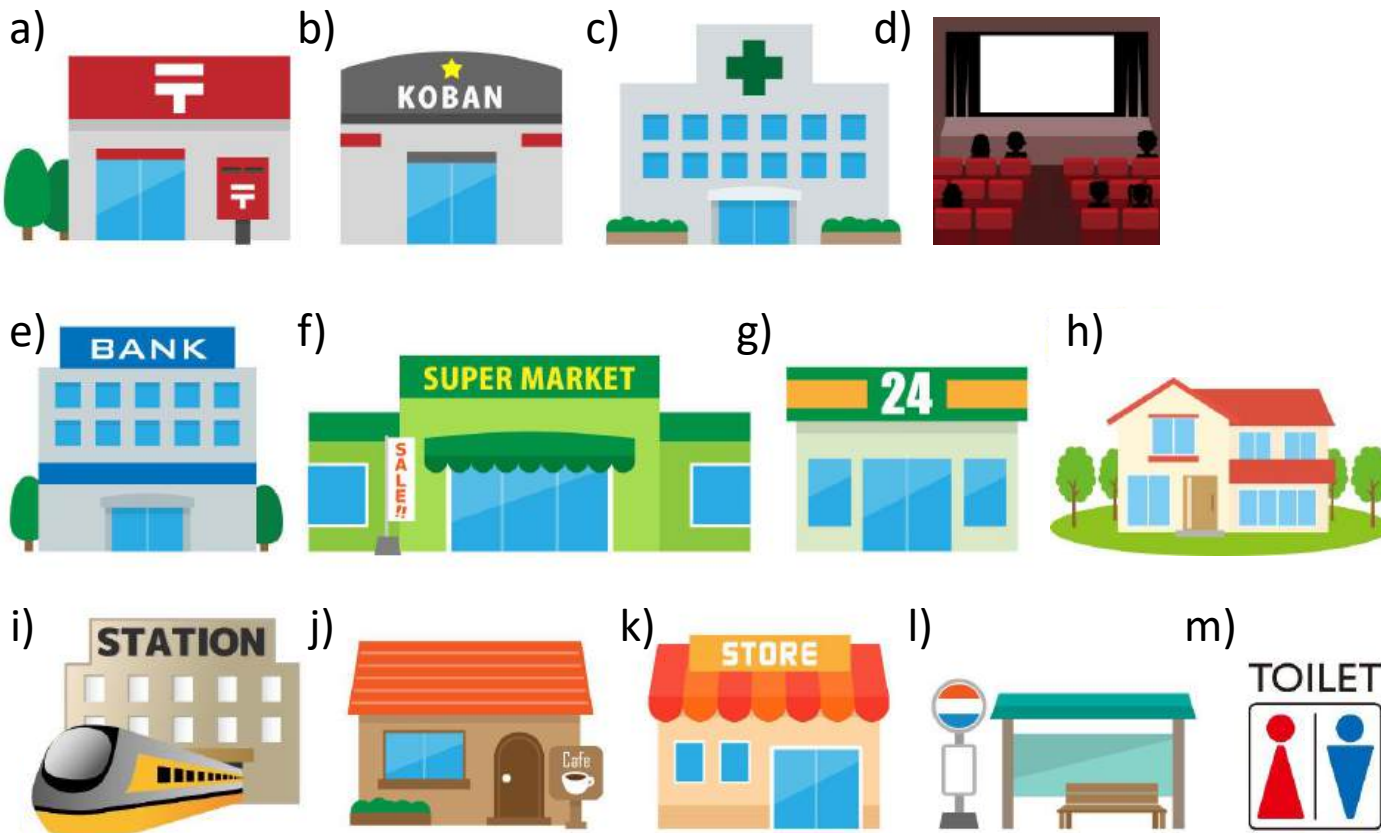
A: Kyoo chuutaringu sentaa ni ikimasuka?

A: Are you going to the tutoring center today?

B: Hai. Ikimasu.

A: Yes, I will.

Words for places



- a) yuubinkyoku
post office
- b) kooban
police box
- c) byooin
hospital
- d) eegakan
movie theater
- e) ginkoo
bank
- f) suupaa
super market
- g) konbini
convenience store
- h) uchi / ie
home/house
- i) eki
train station
- j) kissaten
coffee shop
- k) (o)mise
store
- l) basutee
bus stop
- m) toire / otearai
restroom



A: Doko ni ikimasuka?
 A: Where are you going?
 B: Konbini ni ikimasu.
 B: I am going to a convenience store.

Kooban

Sumimasen.
Yuubinkyoku wa doko desuka?
Excuse me. Where is the post office?

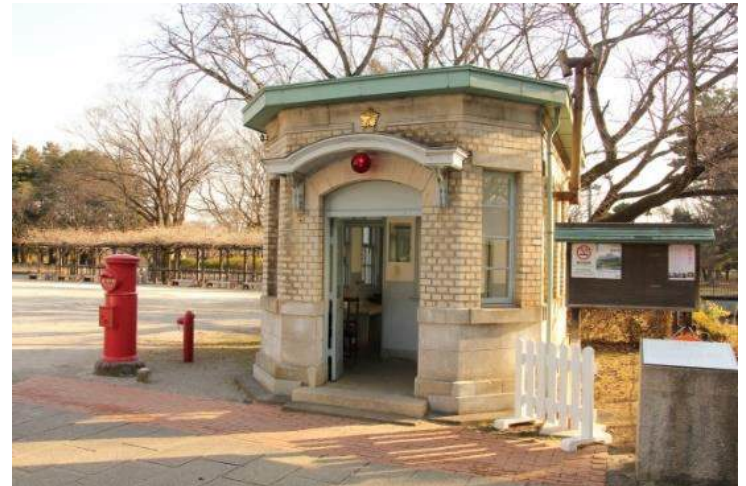
A asoko desuyo.
Oh, it is over there.

koko	here
soko	there by you, where you are talking about
asoko	over there
doko	where

[Read here more about Kooban](#)



Kooban, often translated in English as “police box,” is a small neighborhood building with one or more police officers. Their tasks include responding to emergencies and crimes, giving directions of local addresses, taking care of lost and found.



Konbini

Japanese convenience stores are very popular not only among people who visit to Japan but also among native Japanese people.

FamilyMart, 7-Eleven, Lawson and Circle K are very common in Japan. But the ones in Japan do a lot more than just provide food and beverages.

Below is the list of things many konbini have in Japan.

- Well stocked food and beverage – Good food including local specialty food. Often store clerk will warm up the boxed lunch for the customer.
- Neighborhood map at the counter – If no kooban is around, go in a konbini.
- ATM
- Tickets for concerts, etc.
- Shipping/mailing
- Photocopy
- 24 hours open everyday
- Some konbini have eating area and Free WIFI.

[What is inside a Japanese convenience store?](#)



5) Other verbs



Tomodachi to aimasu.
I am going to meet with my friend.
Tomodachi ni aimasu.
I am going to see my friend.

Verbs “aimasu”, “hanashimasu”, “denwa (o) shimasu” often go with the word that describes “who”. With that, a particle that means “with” or “to” is needed.



Tomodachi to hanashimasu.
I am going to talk with my friend.
Tomodachi ni hanashimasu.
I am going to talk to my friend.

Verb “shaberimasu” is similar to “hanashimasu” except that it is used mainly in spoken Japanese because of its casualness.



Tomodachi to denwa (o) shimasu.
I am going to talk with my friend over the phone.
Tomodachi ni denwa (o) shimasu.
I am going to phone my friend.

Particle “to” is similar to English “with.”

Particle “ni” is similar to English “to.”

Words for people and animals



kazoku
family

otoosan
dad

ojiisan
grandpa

inu
dog

kyoodai
siblings

okaasan
mom

obaasan
grandma

neko
cat



otoko no hito
man <male person>

onna no hito
woman <female person>

otoko no ko
boy <male child>
onna no ko
girl <female child>



Different set of terms is used to describe our own family members. It will be introduced later.

tomodachi
friend



Try using these words with the verbs “aimasu”, “hanashimasu” and “denwa shimasu.”

Check if you can do this!

- Below is Nagata-san's schedule for tomorrow. Read his schedule by connecting information and making sentences.

(Nagata-san wa) 6ji ni okimasu.

6:00am	get up	undoo exercise
6:30am	do exercise	
7:30am	eat breakfast	
8:30am	go to the college	
10:00am	meet with friend & drink coffee	
12:30pm	go to the library & study	
3:00pm	part-time job	soshite and
7:00pm	eat dinner	
7:30pm	go home	
8:00pm	do homework	
9:30pm	watch tv	
10:30pm	read book	
11:00pm	go to bed	

Then, ask questions about Nagata-san. Does Nagata-san eat breakfast? What time?

A: Nagata-san wa asagohan o tabemaska?

B: Hai tabemas.

A: Nanji ni (asagohan o) tabemaska?

B: 7ji han ni tabemas.

A: Soo deska.

12ji han kara 3ji made benkyoo shimasu.
I study starting at 12:30 and ending at 3.



Particle "kara" marks starting time or place.

Particle "made" marks ending time or place.

Check if you can do this!

Ask if your partner does the things below. Also ask what time.

- a) eat lunch
- b) work
- c) drink coffee
- d) go to library
- e) eat dinner
- f) watch TV
- g) read books
- h) do exercise
- i) go to karaoke
- j) part time job
- k) other



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14. Words for frequency

1) Words for frequency



1) Words for frequency



ichinichi juu
all day long
itsumo
always

mainichi
everyday

maiasa
every morning

maiban
every night

yoku
often

tokidoki
sometimes

amari
(use with negative ending)
not much

zenzen
(use with negative ending)
not at all

A: Yoku sanpo o shimaska?
B: Hai yoku shimas. Mainichi shimas.
A: Hontoo deska? Ii desne.
B: Hai.

A: Yoku sanpo o shimaska?
B: Iie amari shimasen.
A: Soo deska. Jaa undoo o shimaska?
B: Iie undoo mo zenzen shimasen.
A: Hontoo deska?

Pay attention to the placement of the particle “mo.”

A-san wa sanpo o shimasu.
B-san **mo** sanpo o shimasu.
Both A and B take a walk.

C-san wa sanpo o shimasu.
C-san wa tenisu **mo** shimasu.
C takes a walk and also plays tennis.

A: Do you take a walk often?
B: Yes, I do often. I do everyday.
A: Really? That is nice.
B: Yes.

A: Do you take a walk often?
B: No, not much.
A: I see. Well then, do you exercise?
B: No, not at all, either.
A: Really?



Check if you can do this!

□ Ask your classmates how often they do the things below. Start with: “Sumimasen. Yoku _____masuka?”

- a) write hiragana
- b) play basketball
- c) watch basketball
- d) go shopping
- e) talk with friend
- f) study Japanese
- g) make phone calls
- h) see family
- i) read books
- j) watch tv
- k) drink coffee
- l) listen to rap music
- m) buy drinks
- n) sleep
- o) do exercise
- p) go to tutoring center

kaimono
shopping



ichinichi juu
all day long

itsumo
always

mainichi
everyday

maiasa
every morning

maiban
every night

yoku
often

tokidoki
sometimes

amari
not much
(use with negative ending)

zenzen
not at all
(use with negative ending)

References

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15. More verb sentences

- 1) What are you going to do?
- 2) What kind?
- 3) Which one (of the two) do you like?
- 4) Which one (of the three) do you like?



1) What are you going to do?

はらだ: きしださんは、こんしゅうの しゅうまつ なにを しますか。

きしだ: ともだちと geemuを します。はらださんは。

はらだ: わたしは すうがくの べんきょうを します。

きしだ: はらださんは いつも まじめですね。

はらだ: げつようびに すうがくの tesutoが ありますから。

きしだ: そうですか。たいへんですね。

Harada: What are you going to do this weekend, Mr. Kishida?

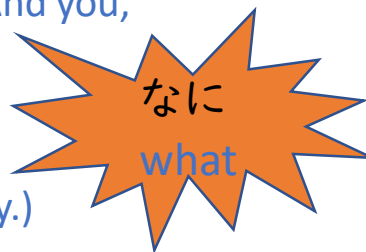
Kishida: I am going to play a game with my friends. And you, Ms. Harada?

Harada: I am going to study for math.

Kishida: You are always diligent.

Harada: There is a math test on Monday. (That is why.)

Kishida: I see. That is tough.



Review
12-99 and
practice
this dialog.

まじめ

diligent, hard working

たいへん

tough, difficult, trouble

Harada: Kishida-san wa konshuu no shuumatsu nani o shimasuka.

Kishida: Tomodachi to geemu o shimasu. Harada-san wa?

Harada: Watashi wa suugaku no benkyoo o shimasu.

Kishida: Harada-san wa itsumo majime desune.

Harada: Getsuyoobi ni suugaku no tesuto ga arimasukara.

Kishida: Soo desuka. Taihen desune.

Check if you can do this!

- While looking at the calendar for this month, review the words for
 - a) days of the week
 - b) this week, next week
 - c) today, tomorrow, the day after tomorrow
 - d) weekend, weekday

- Ask your partner what he/she will do on the days listed below. Make sure to give comments after his/her reply.
 - a) the day after tomorrow
 - b) Friday this week
 - c) this weekend
 - d) Monday next week



2) What kind?

はらだ: Maikuさんは、よく にほんりょうりを たべますか。
Maiku: にほんりょうりですか。そうですねえ。ときどき たべます。
はらだ: そうですね。どんな にほんりょうりが すきですか。
Maiku: なんでも すきです。でも とくに どんぶりが すきです。



Harada: Do you eat Japanese cuisine often?

Mike: Japanese cuisine? Let me think. I eat it sometimes.

Harada: I see. What kind of Japanese cuisine do you like?

Mike: I like everything. But I especially like donburi.

Interrogative **どんな**
must be followed by a
noun or a noun phrase.

Harada: Maiku-san wa yoku nihonryoori o tabemasuka?

Maiku: Nihonryoori desuka? Soo desunee. Tokidoki tabemasu.

Harada: Soo desuka. Donna nihonryoori ga suki desuka.

Maiku: Nandemo sukidesu. Demo tokuni donburi ga sukidesu.

Particle **が** is
used with the
adjective **すき**.



Try asking your classmates what kinds of music, movies, sports, and cuisines they like. Use “donna (noun) ga suki desuka?”

Check if you can do this!

- Ask your classmates if they often do the things below and ask related questions using the interrogatives, especially *どんな*.

Example: 「よく、えいがを みますか。」

「えいがですか。そうですね。ときどき みます。」

「どんなえいがを みますか。」

「わたしは anime を よく みます。Anime が だいすきです。」

- a) do exercise
- b) listen to music
- c) read books
- d) watch TV
- e) play game



“Yoku eega o mimasuka?”

“Eega desuka? Soo desune.
Tokidoki mimasu.”

“Donna eega o mimasuka?”

“Watashi wa anime o yoku
mimasu. Anime ga daisuki
desu.”

3) Which one (of the two) do you like?

はらだ: ぎゅうどんと おやくどん(と)、どちら(のほう)が すきですか。

Maiku: ええと。そうですねえ。たぶん ぎゅうどんですね。

はらだ: そうですか。わたしもです。

Harada: Which one do you like better, gyuudon or oyakodon?

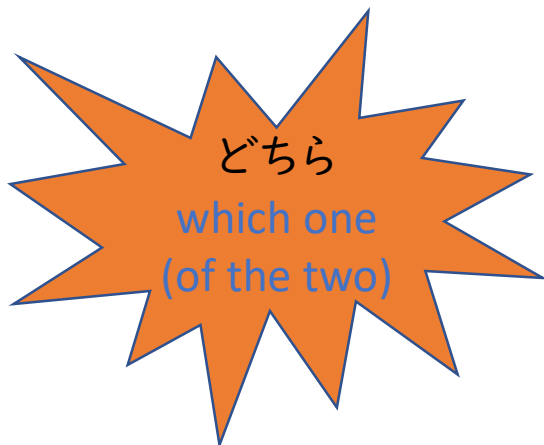
Mike: Well. Let me think. Probably gyuudon.

Harada: Really? Me, too.

Harada: Gyuudon to oyakodon (to), dochira (nohoo) ga sukidesuka?

Maiku: Eeto. Soo desunee. Tabun gyuudon desune.

Harada: Soo desuka. Watashi mo desu.



どちらも すきです。

I like them both.

どちらも すきじゃありません。I do not like either one.

Try asking your classmates which one they like better.

- a) dog, cat
- b) Japanese, math
- c) coffee, black tea
- d) Friday, Saturday
- e) hiragana, roomaji

4) Which one (of the three) do you like?

はらだ: じゃあ、Maikuさん。そばと うどんと raamen(と)、どれが いちばん すきですか。

Maiku: むずかしいですね。たぶん そばが いちばん すきです。

はらだ: そうですか。どれも おいしい ですよね。

Harada: Well then, Mike. Which one do you like best, soba, udon or ramen?

Mike: That is difficult. Probably, I like soba the best.

Harada: I see. They are all delicious, aren't they?

Harada: Jaa Maiku-san. Soba to udon to raamen (to), dore ga ichiban suki desuka.

Maiku: Muzukashii desune. Tabun soba ga ichiban sukidesu.

Harada: Soo desuka. Doremo oishii desu yone.

どれも すきです。

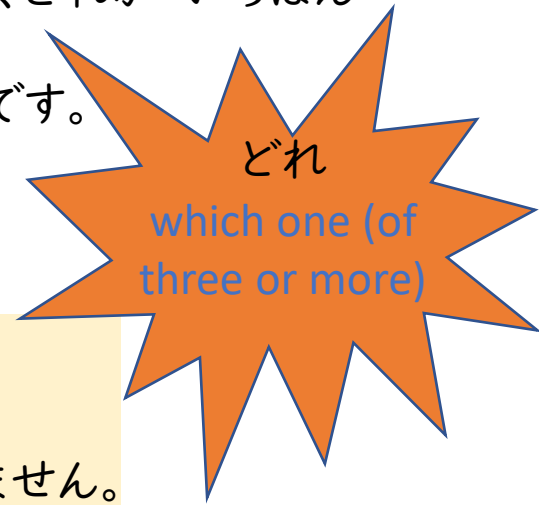
I like them all.

どれも すきじゃありません。

I do not like any one.

Try asking your classmates which one they like best.

- a) broccoli, carrots, asparagus
- b) Batman, Superman, Spiderman
- c) bus, train **densha**, car **kuruma**
- d) coffee, tea, pop
- e) Chinese cuisine, Japanese cuisine, Mexican cuisine



Check if you can do this!

- Ask your classmates if they like these things. Also ask especially what kind they like/dislike. Take notes of their answers.

Example:

にほんりょうりが すきですか。
とくに どんなにほんりょうりが すきですか。

- Japanese food “Nihon ryoori ga sukidesuka?”
- Japanese movie
- Japanese music “Tokuni donna nihon ryoori ga sukidesuka?”
- Create your own

- Make one full sentence based on the information you received from your partner.

Example:

Samさんは にほんりょうりが だいすきです。
とくに さしみが すきです。

Samu-san wa nihonryoori ga daisuki desu.

Tokuni sashimi ga sukidesu.

だいすきです。



すきです。



まあまあ すきです。



きらいじゃありません。



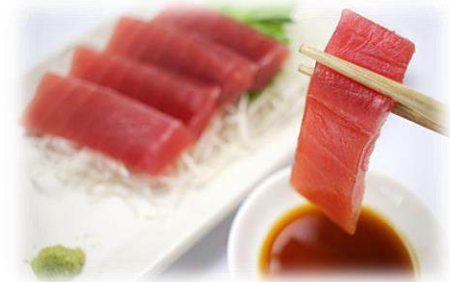
すきじゃありません。



きらいです。



だいきらいです。



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

[Photographs]. Retrieved June, 2019 from <https://www.photo-ac.com/>

16. Time and commute

- 1) Time (by 5 minutes) and duration
- 2) Transportation



1) Time (by 5 minutes) and duration

2:05	niji gohun
2:10	niji juppun
2:15	niji juugohun
2:20	niji nijuppun

gohun(kan)	for 5 minutes
juppun(kan)	for 10 minutes
juugohun(kan)	for 15 minutes
sanjuppun(kan)	for 30 minutes
ichijikan	for 1 hour
ichijikan han	for 1 and half hours

くらい/ぐらい
about

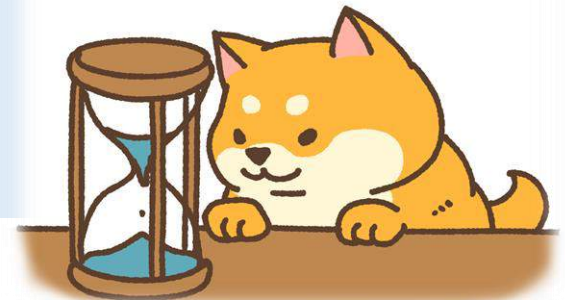
ごふんくらい
about 5 min.

Try reading these times in Japanese.

2:05	2:10
2:15	2:20
2:25	2:30
2:35	2:40
2:45	2:50
2:55	3:00

Try saying these in Japanese.

1.5 hours
About 3 hours
1 hour and 20 minutes
10 minutes
About 15 minutes
4 hours and 25 minutes



2) Transportation



くるま
car



takushii
taxi

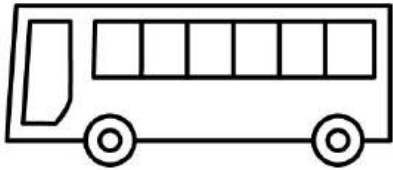


じてんしゃ
bicycle

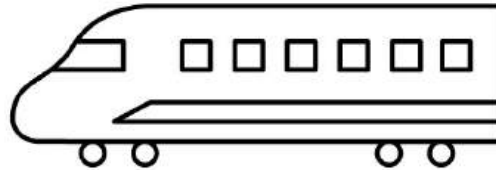


とほ
walking

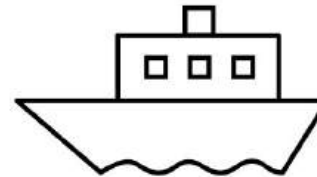
Particle **で** marks the method. It is like “by means of” in English.



basu
bus

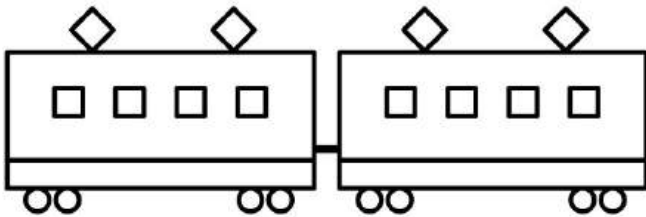


しんかんせん
bullet train



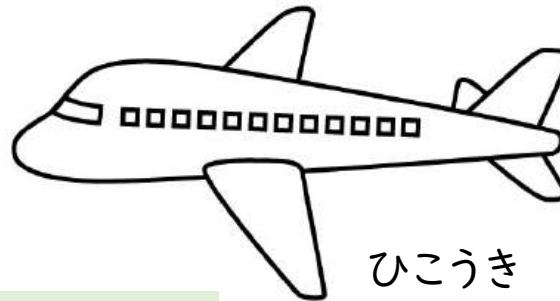
ふね
ship/ferry/boat

なに**で**
by what
means



でんしゃ
train

“Baiku” in Japanese means motorcycle, not bicycle.



ひこうき
airplane

Trying making sentences like
ひこうき**で** にほんへ
いきます。
I go to Japan by
airplane.

Shinkansen

Shinkansen or bullet train in English is a network of high-speed railroad systems in Japan. It can travel from Tokyo to Osaka, a little over 300 miles, in 2.5 hours for about \$120 one way. [BULLET TRAIN - Riding Japan's Super Shinkansen](#)



[7-Minutes Miracle](#)



がっこうまで なんぷんですか。

How many minutes to school?

がっこうまで なんじかんですか。

How many hours to school?

がっこうまで どのくらいですか。

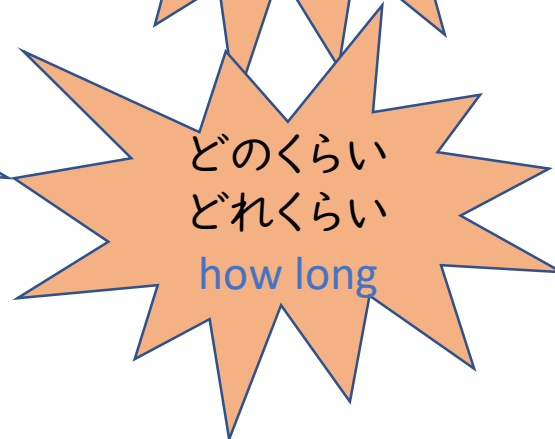
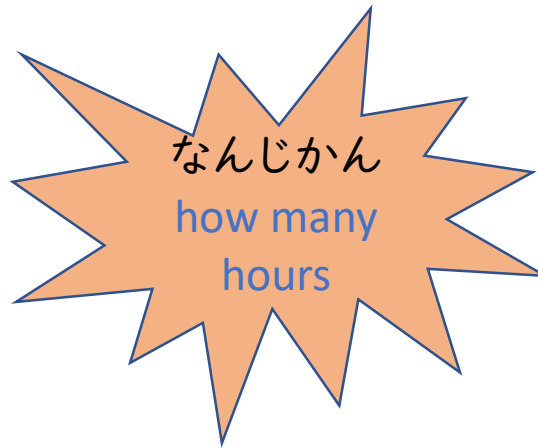
How long is it to school?

くるまで35ふんくらいです。

About 35 minutes by car.

でんしゃで1じかんくらいです。

About 1 hour by train.



Try saying in Japanese.

1 hr by bus

10 minutes by bike

5 minutes on foot

2.5 hrs by car

30 minutes by train

About 2 hrs by car

About 20 minutes on foot

ちかい	close/near
とおい	far
べんり	convenient
ふべん	inconvenient

Check if you can do this!

- ❑ Ask your partner where his/her house is.
うちは どこですか。 *Uchi wa doko desuka?*
- ❑ Ask how long it takes from the house to the college.
だいがくまで どのくらいですか。 *Daigaku made donokurai desuka?*
- ❑ Comment on the answer for the previous question. You might want to add ちょっと or とても to the phrase below, too.
とおいですね。
ふべんですね。
ちかいですね。
べんりですね。
いいですね。
たいへんですね。

ちょっと	a little
とても	very



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

[Photographs]. Retrieved June, 2019 from <https://www.photo-ac.com/>

American Rail Club. (2019, January 4). *BULLET TRAIN - Riding Japan's Super Shinkansen - 新幹線に乗りましょ!* [Video file]. Retrieved from <https://www.youtube.com/watch?v=RM6Fz48PH1U>

tokyo. (2015, January 16). *7-Minute Miracle/7分間の奇跡* [Video file]. Retrieved from <https://www.youtube.com/watch?v=kt92-ZDm-HM>

17. More interrogatives

- 1) Where (at), with whom
- 2) Whose, why



1) Where (at), with whom

さかい: やまださんは、ばんごはんを どこで たべますか。

やまだ: ばんごはんですか。だいたい うちで たべます。

さかい: そうですか。ひとりで たべますか。

やまだ: そうですね。へいじつは ひとりで たべます。でも しゅうまつは ともだちと たべます。さかいさんは。

さかい: わたしは だいたい かぞくと たべます。

やまだ: いいですね。

Sakai: Where do you eat dinner, Mr. Yamada?

Yamada: Dinner? Usually I eat at home.

Sakai: I see. Do you eat alone?

Yamada: Yes. I eat alone on week days. But I eat with my friends on weekend. What about you, Ms. Sakai?

Sakai: I usually eat with my family.

Yamada: That is nice.

だいたい

usually/mostly

ひとりで

alone

どこで

where (at)

だれと

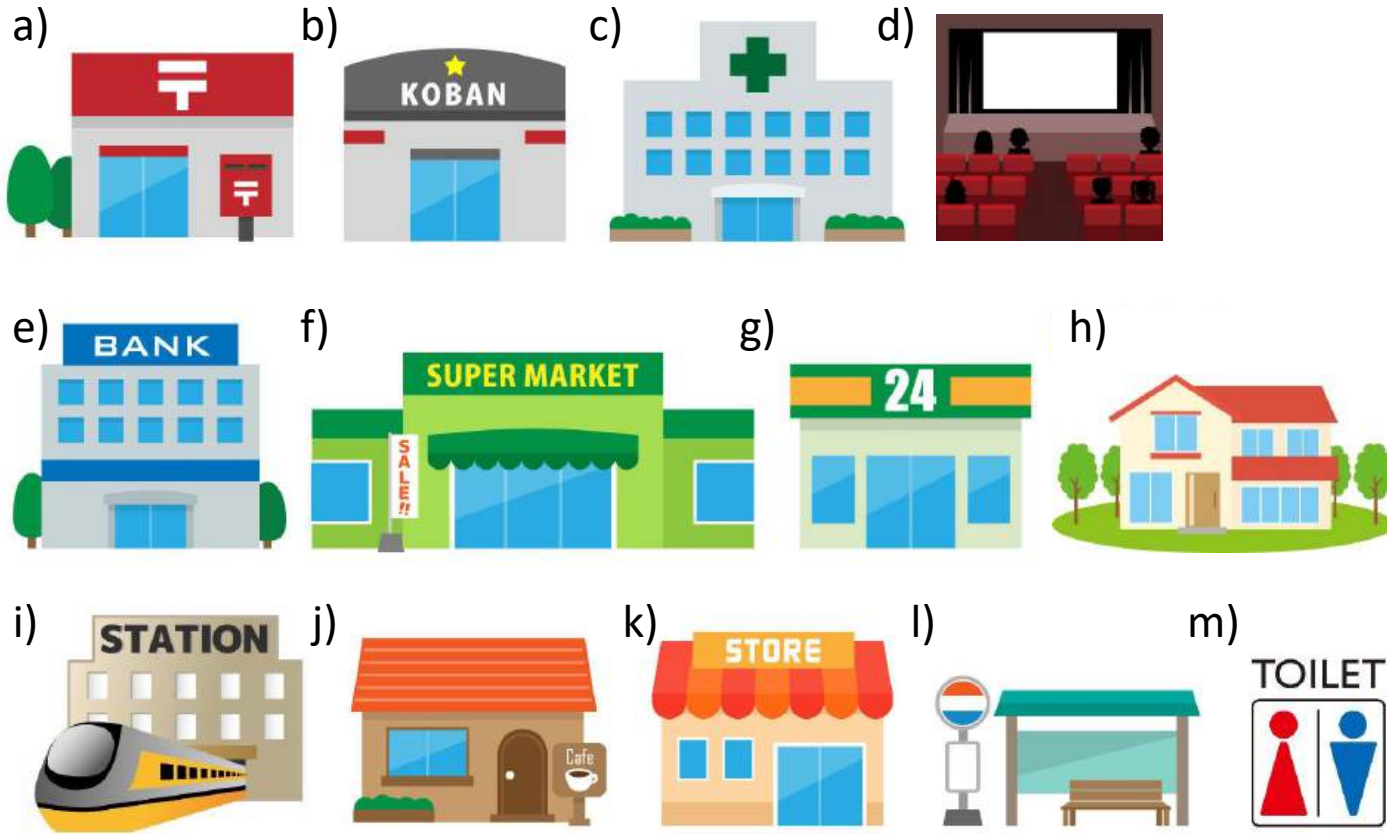
with whom

いつ

when

Particle で marks the location of the action.

Try asking your partner about his/her dinner place and company.



- a) ゆうびんきょく
post office
- b) こうばん
police box
- c) びょういん
hospital
- d) えいがかん
movie theater
- e) ぎんこう
bank
- f) スーパー
super market
- g) コンビニ
convenience store
- h) うち/いえ
home/house
- i) えき
train station
- j) きっさてん/カフェ
coffee shop
- k) (お)みせ
store
- l) バスてい
bus stop
- m) トイレ/おてあらい
restroom

A: どこで しゅくだいを しますか。
 A: Where do you do your homework?
 B: うちで します。
 B: I do at home.



おとうさん
 dad
 おかあさん
 mom
 おじいさん
 grandpa
 おばあさん
 grandma
 きょうだい
 siblings
 いぬ
 dog
 ねこ
 cat
 かぞく
 family
 おとこのひと
 man
 おんなのひと
 woman
 おとこのこ
 boy
 おんなのこ
 girl
 ともだち
 friend

A: だれと さんぽを しますか。
 A: Who do you take a walk with?
 B: きょうだいと します。
 B: I do with my siblings.

Check if you can do this!

- Ask your partner where he/she
 - a) eats dinner on weekend
 - b) plays computer game
 - c) exercises
 - d) listens to music

- Ask your partner who he/she
 - a) eats lunch with on weekdays
 - b) plays computer game with
 - c) studies Japanese language with
 - d) goes shopping with



2) Whose, why

せんせい: これは だれの しゅくだいですか。なまえが ありません。
Aasaaさんのですか。

Aasaa: いいえ、わたしのじゃありません。

Nikooru: あ、それは わたしのです。すみません。

せんせい: そうですか。じゃあ、いま なまえを かいてください。

Nikooru: はい、わかりました。

Teacher: Whose homework is this? There is no name.
Is it yours, Arthur?

Arthur: No, it is not mine.

Nicole: Oh, that is mine. I am sorry.

Teacher: I see. Well then, please write your name now.

Nicole: Yes, I understand.

Jeen: あした、カリフォルニアに いきます。

せんせい: そうですか。でも どうしてですか。

Jeen: ともだちの けっこんしきが あります。
それに いきます。

せんせい: そうですか。ひこうきで いきますか。

Jeen: いいえ、くるまで いきます。

せんせい: そうですか。きをつけて。



だれの
whose

The noun
after だれの
can be
omitted.



どうして
なぜ
why

Jane: I am going to California
tomorrow.

Teacher: I see. But why?

Jane: There is my friend's wedding.
I am going to that.

Teacher: I see. Are you going by airplane?

Jane: No, I will go by car.

Teacher: I see. Have a safe trip.
<Be careful.>

Check if you can do this!

- Ask your classmates the questions below. Ask your classmates what time they usually leave their houses. Comment on the answer and ask why.

Example:

A: いつも なんじに いえを ですか。

B: そうですねえ。9じ15ふんに ます。

A: はいいですね。どうしてですか。

B: だいがくまで くるまで 30ふんです。にほんごのkurasuが
10じからですから。すこし はやく いきます。

ます

to leave (place)

“から” can be attached to the end of the sentence when telling the reason. It resembles “because” in English although the position of that is very different. This is different from “から” that marks the starting time or location.

はやく **early**
This form of adjective is used when modifying a verb or a verb phrase.

This particle “を” with “ます” indicates “out of.”

- Your instructor gave you the items that belonged to your classmates by mistake. Ask your classmates if they belonged to them. Use これは ~さんのですか。

References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

18. Putting together sentences

- 1) Forming sentences
- 2) Conjunctions



1) Forming sentences

あした わたしは かぞくと レストランで ばんごはんを たべます。

わたしは あした かぞくと ばんごはんを レストランで たべます。

I will eat dinner with my family at a restaurant tomorrow.

Both sentences above are correct sentences. Word order of Japanese sentences is very flexible though the time related word often comes at the beginning and the main verb must stay at the end of the sentence. When you want to change the order of the words, make sure to move the particle with the word that precedes.



Try making two other variations of the example sentences above by changing the word order.

Check if you can do this!

- ❑ Create a sentence that includes “when,” “who,” “where,” “with who” and “what/verb.”
- ❑ Review other structures that you have learned and create sentences. Below are some example structures.
 - a) ~は・・・です。
 - b) ~は・・・が すきです。
 - c) ・・・が あります。
 - d) ~は・・・に いきます。

2) Conjunctions

わたしは まいあさ 6じはんごろ おきます。そして 7じごろ kooheeを のみます。
でも あさごはんは たべません。8じはんにいえを でます。だいがくまで くるま
で 30ぶんくらいです。すこし とおいです。

10じから 12じ20ぶんまで にほんごのkurasuが あります。にほんごのkurasuは
たのしいです。だから だいすきです。わたしのともだちのJoonzuさんは、basuで
だいがくに きます。basuは ときどき おそいです。それで、Joonzuさんは ときどき
kurasuに ちこくします。

わたしは Joonzuさんと ひるごはんを たべます。だいがくの kafeteriaは あまりす
きじゃありません。でも だいがくの koohiishoppuの sandoicchiは まあまあです。
そこで ときどき sandoicchiを かいます。

1じから 2じまで Joonzuさんと だいがくの jimude うんどうを します。それから
いえに かえります。そして arubaitoに いきます。げつようびと すいようびは
arubaitoが あります。4じから 8じまでです。

そして and	それから and then
だから/それで therefore	でも but

たのしい	fun
ちこくします	to be late
jimude	gym

Check if you can do this!

- ❑ Modify the sentences on the previous slide to talk about your typical week day or weekend.
- ❑ Ask your partner series of questions so that you can write about his/her typical week day or weekend.



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

19. Adjectives and この・その・あの・どの

- 1) Two types of adjectives
- 2) Adjective sentences
- 3) Modifying nouns
- 4) Modifying verbs



1) Two types of adjectives

There are two types of adjectives; i-adjectives and na-adjectives.

Dictionary form* of i-adjectives always have い at the end of the words while most of na-adjectives don't.

Examples of i-adjective: あつい・さむい

Examples of na-adjective: すき・だめ

There are some na-adjectives that end with い, however.

Example: きれい

- | | |
|----------|---------|
| a) あまい | n) たのしい |
| b) だいすき | o) たいへん |
| c) あつい | p) やすい |
| d) だいきらい | q) とおい |
| e) ちかい | r) たかい |
| f) はやい | s) すき |
| g) べんり | t) さむい |
| h) ひどい | u) まじめ |
| i) いい | v) おそい |
| j) ふべん | w) おいしい |
| k) くらい | x) きれい |
| l) まずい | y) すずしい |
| m) ねむい | z) だめ |



*Dictionary form is the form of the word that you can find in the dictionary.

Try recalling the adjectives above and sort them into two groups; i-adjective group and na-adjective group.

2) Adjective sentences

Ending of the adjectives conjugate when used as negatives.

i-adjectives

い changes to くない

さむい → さむくない

きょうは さむいですね。

It is cold today, isn't it?

でも あしたは さむくないですよ。

But it won't be cold tomorrow, you know?

There are two ways of making negatives. They are equally used.

さむくないです

さむくありません



Negative of i-adjective いい is よくない as the older form of いい was よい.

na-adjectives

dictionary form plus じゃないです or じゃありません

それは たいへんですね。

That must be tough!

いいえ、そんなに たいへんじゃないですよ。

いいえ、そんなに たいへんじゃありませんよ。

No, not that much.

こんなに
this much,
like this

そんなに
that much,
like that

Conjugation of na-adjectives are similar to that of nouns.

がくせいじゃありません。

I am not a student.

3) Modifying nouns

Japanese adjectives can be placed right before nouns or noun phrases to modify them.

i-adjectives

dictionary form as is

いいおてんき good weather

たのしいパーティー fun party

na-adjectives

dictionary form + な

べんりなかばん convenient bag

すきなえいが favorite movie



Try modifying an item around you by using an adjective or この, その, あの or どの.

この・その・あの・どの or prenominal forms of demonstrative pronouns can be used to modify nouns or noun phrases.

どのくつが いいですか。
Which shoes do you like?

このくつが いいです。
I like these shoes.



4) Modifying verbs

When adjectives modify verbs or verb phrases, they must be conjugated.

i-adjectives

い changes to く

はやい → はやく

たのしい → たのしく

いい → よく

へいじつは はやく おきます。

I get up early on week days.

でも しゅうまつは おそく おきます。

But I get up late on weekends.

よく たべます。

I eat often./I eat a lot.

na-adjectives

dictionary form + に

まじめ → まじめに

きれい → きれいに

まじめに してください。

Please act seriously.

きれいに かいてください。

Please write it neatly.

きれい beautiful, clean

きれい is a na-adjective.

Check if you can do this!

- ❑ Come up with as many adjectives as possible and group them into two groups: i-adjectives and na-adjectives. 19-155
- ❑ Conjugate the adjectives that you come up with to negative forms.
- ❑ Using the adjectives you come up with, make noun phrases that include the adjectives. 19-157
Example: おいしいコーヒー
- ❑ Point to the items that your partner has and ask if they are good, convenient, expensive, etc. Comment on the answer and/or ask why. Make sure you can also answer the questions that your partner asks. Try using negative form of adjectives.

Example:

A: そのかばんは いいですか。

B: あまり よくないです。

A: そうですか。どうしてですか。

B: あまり べんりじゃありません。

References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

20. More self introduction

- 1) Academic majors
- 2) School grade
- 3) Where about do you live?



1) Academic majors

anthropology	じんるいがく
biology	せいぶつがく
engineering	こうがく
fine art	びじゅつ
foreign language	がいこくご
general education	いっぱんきょうよう
history	れきし
linguistics	げんごがく
literature	ぶんがく
mathematics	すうがく
medical science	いがく
music	おんがく
nursing	かngoがく
physics	ぶつりがく
political science	せいじがく
science or chemistry	かがく
sociology	しゃかいがく
veterinary medicine	じゅういがく

A: (ご) せんこうは なんですか。

What is your academic major?

B: まだわかりません。

I don't know yet.

でも たぶん がいこくごです。

But probably, foreign language.

A: がいこくご? それは えいごでなんですか。

Gaikokugo? What is that in English?

B: Foreign languageですよ。

It is foreign language.

A: そうですか。すごいですね。

I see. That is great.

“ご” is an honorific prefix just like “お.” “ご” is used only when addressing or talking about someone other than you or someone in your group just like “お.”

Try asking your classmates their academic majors.

2) School grade

A: がくせい(さん)ですか。

Are you a student?

B: はい、そうです。だいがくせいです。

Yes, I am. I am a college student.

A: なんねんせいですか。

Which grade?

B: だいがく2ねんせいです。

I am sophomore in college.

しょうがっこう elementary school

ちゅうがっこう middle school

こうこう high school

だいがく college

しょうがくせい elementary school student

ちゅうがくせい middle school student

こうこうせい high school student

だいがくせい college student

1ねんせい

2ねんせい

3ねんせい

4ねんせい*

5ねんせい

6ねんせい

* pronounced as yonensee.

“だいがく1ねんせい” is college freshman. 12th grade is “こうこう3ねんせい” (and not “12ねんせい”) in Japan. “しょうがっこう” and “ちゅうがっこう” are compulsory education in Japan and about 95% of students graduate high schools.

しょうがっこう for 6 years

ちゅうがっこう for 3 years

こうこう for 3 years

だいがく for 4 years



Try asking your classmates what grades they are in college.

3) Where about do you live?

A: (お) すまいは どちらですか。

Where about do you live?

B: ポートランドです。

I live in Portland.

A: そうですか。オレゴンしゅっしんですか。

I see. Are you an Oregonian?

A: いいえ、しゅっしんはカリフォルニアです。
きょねん オレゴンに きました。

No, I am from California. I came to Oregon last year.



Both “すまい” and “じゅうしょ” mean “where you live.” However, while “じゅうしょ” is your official address, “すまい” can be where about you live.

When you are asked where “しゅっしん” is, you can answer with the name of the place, occupation, organization, school, etc. where you feel you belonged to and came from.

“どちら” is often used as a more polite version of “どこ.”



Try asking your classmates where they live. Also ask them where they are from.

Check if you can do this!

- ❑ Introduce yourself including the information about
 - a) name
 - b) nationality
 - c) academic major
 - d) school grade
 - e) where you are from
- ❑ Ask your classmate about
 - a) name
 - b) where the person is from
 - c) academic major
 - d) school grade
 - e) where about the person lives

なまえ
しゅっしん
せんこう
なんねんせい
おすまい

Asking for age is a tricky act. But Japanese people want to figure out as soon as possible how old the other person is in order to determine the politeness level of their speaking. Below are the question sentences you can use if you must ask for the age.

(お)いくつですか。/なんさいですか。

How old are you?

19さいです。

I am 19 years old.



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

[Photographs]. Retrieved June, 2019 from <https://www.photo-ac.com/>

21. Past tense sentences

- 1) Time related words: Past
- 2) Verb sentences
- 3) ㄴ-adjjective sentences
- 4) ㄹ-adjjective and noun sentences



1) Time related words: Past

おととい	きのう	きょう	あした	あさって
the day before yesterday	yesterday	today	tomorrow	the day after tomorrow
せんせんしゅう	せんしゅう	こんしゅう	らいしゅう	さらしゅう
two weeks ago	last week	this week	next week	two weeks from now
せんせんげつ	せんげつ	こんげつ	らいげつ	さらげつ
two months ago	last month	this month	next month	two months from now
おととし	きょねん	ことし	らいねん	さらねん
two years ago	last year	this year	next year	two years from now



2) Verb sentences

A: きのうのよる なにを たべましたか。

B: やきそばを たべました。

A: じぶんで つくりましたか。

B: はい。わたしが つくりました。

A: すごいですね! ほかには?

B: やきそばだけです。

A: What did you eat last night?

B: I ate yakisoba.

A: Did you make it by yourself?

B: Yes. I made it.

A: That is great! Anything else?

B: Just yakisoba.



Making past tense of verbs is pretty simple.
See the highlighted part in the chart below.

verb	affirmative	negative
つくる to make		
non-past	つくります	つくりません
past	つくりました	つくりませんでした

Try modifying the dialogue and create your own with your partner.

3) い-adjecitive sentences

A: そのやきそばは おいしかったですか。

B: はい、とても おいしかったです。でも、じつは
おとといも やきそばを つくりました。それは
あまり おいしくなかったです。

A: そうですね。

B: きのうは もうすこし ソースを つかいました。
だから おいしかったです。

A: そうですね。よかったですね。

A: Was the yakisoba delicious?

B: Yes, it was very delicious. But
to tell you the truth, I made
yakisoba the day before
yesterday, too. That was not
very tasty.

A: I see.

B: I used more sauce yesterday.
Thus, it was tasty.

A: I see. That is good.

Making past
tense of い-
adjectives is a
little tricky. See
the highlighted
part in the
chart.

i-adjective おいしい tasty	affirmative	negative
non-past	おいしいです	おいしくないです おいしくありません
past	おいしかったです	おいしくなかったです おいしくありませんでした

4) な-adjec-tive and noun sentences

A: きのは あめでしたね。

B: ええ。クラスもしずかでした。

A: そうですね。わたしのクラスは
しずかじゃなかったですよ。

A: It was rainy yesterday, wasn't it?

B: Yes. My class was quiet, too.

A: Really? My class was not quiet.

Sentence ending
conjugations of na-
adjectives and nouns
are the same.



Practice conjugating
adjectives on 19-155

na-adjective しずか quiet	affirmative	negative
non-past	しずかです	しずかじゃないです しずかじゃありません
past	しずかでした	しずかじゃなかったです しずかじゃありませんでした
noun あめ rain	affirmative	negative
non-past	あめです	あめじゃないです あめじゃありません
past	あめでした	あめじゃなかったです あめじゃありませんでした

Check if you can do this!

- ❑ Ask your classmates what they did during the last school break. Also ask how it was. Make sure you ask related questions to find out details, too.
- ❑ Talk about things you did yesterday and how they were.

どうでしたか。

How was it?



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

[Photographs]. Retrieved June, 2019 from <https://www.photo-ac.com/>

22. Describing existence

- 1) あります・います
- 2) Adding location
- 3) Positional words
 - a. Phrase
 - b. Sentence



1) あります・います

しつもんが あります。

I have a question/questions.

There is a question/questions.

ねこが います。

I have a cat/cats.

There is a cat/cats.

“あります” is used to denote the existence of inanimate objects and abstract concepts.

“います” is used to denote the existence of living things except for plants.



Try saying which verb; “います” or “あります” should be used when the word below is the subject of the sentence.

いぬ

がくせい

たなかさん

さくら

つくえ

しゅくだい

えんぴつ

おんなのひと

にほんごのクラス

さかな

Find out if your partner has things below. Use

～がありますか。or

～がいますか。

a) cat

b) blue pen

c) dog

d) car

e) cellphone

2) Adding location

このだいがくに プラネタリウムが あります。

This college has a planetarium.

そして ここに いけも あります。

And there is a pond here, too.

でも LLが ありません。

But there is no language lab.

Particle が is used to mark the object of the verb あります or います.

Particle に is used to mark the location of the object's existence.

place に object が あります/います。

だいがくの ほんやに ドーナツが あります。

There are donuts at the college bookstore.

Try making sentences like the example above using “place に object が あります/います.”

place

classroom

my house

my friend's house

college cafeteria

object

Japanese students

bicycle

dogs

udon

Try saying if this college has the things below.

このだいがくに ありますか。
いますか。

りょう

dormitory

プール

テニスコート

スタジアム

ちゅうごくのがくせい

うさぎ

rabbit

さかな

りす

squirrel

3) Positional words



うえ
on top, above, up



した
under, below



ひだり
left



みぎ
right

あいだ
between
となり
next to
よこ
alongside
そば
near



うしろ
back, behind

まえ
in front

なか
inside



まわり
around



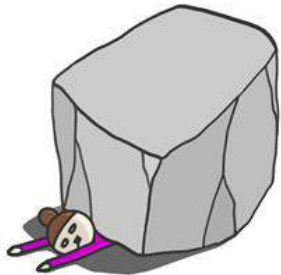
うえ



となり



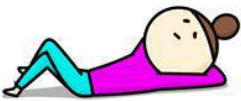
そと



した



あいだ



なか



まえ



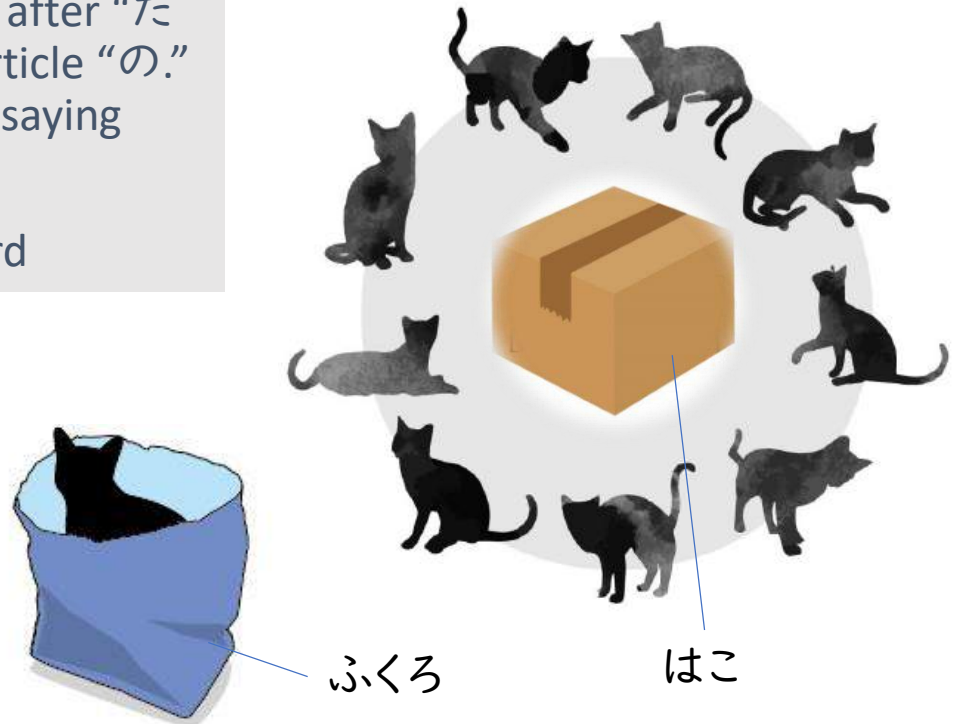
うしろ

いわ	boulder
き	tree

a. Phrase

“In front of the college” in Japanese is “だいがくのまえ.” “まえ/in front of” comes after “だいがく/college” connected by the particle “の.” You might want to think that you are saying “college’s front” in Japanese.

Reference point + の + positional word



Try saying “on top of the trash can,” “in front of the trash can,” “in the sack,” etc. in Japanese. Here you are only saying the phrase and not making sentences with “ねこ” as their subjects.

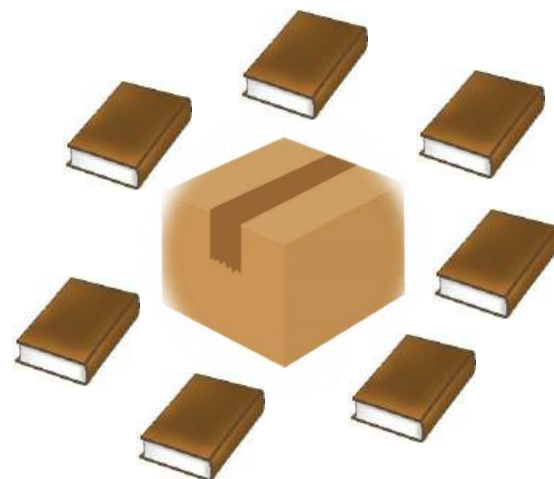
b. Sentence



このだいがくに りすが います。
There are squirrels at this college.

ふくろのなかに ねこが います。
There is a cat in the sack.

Location + に + object + が + verb



はこのまわりに ほんが あります。
There are books around the box.

Remember that “あります” is used for inanimate objects.



Try describing what is in the picture on left including the location.

Check if you can do this!

- Describe your location using a reference point.
- Describe the items around you. Make sure to include their locations.
- Suppose that the picture on right is that of your host family. Describe which is who by using other members of the family as reference points. For this practice, you are not pointing at the picture. Just use your words.



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

23. Shall we?

1) ~ましょうか・ましょう



1) ～ましょうか・～ましょう

A: さあ、いきましようか。

B: はい。いきましよう。

A: Shall we go now?

B: Yes. Lets' go.

A: わたしが しましようか。

B: はい。おねがいします。

A: Shall I do it?

B: Yes. Please.

～ましよう Let's ~.

～ましようか Shall we ~ ? Shall I ~ ?

Making “ましよう” form is simple. Just replace the verb ending “ます” to “ましよう.”



“だいじょうぶです。できます。”
might be used for “I am OK. I can do it.”

Try modifying the first dialogue by using the verb phrases below in Japanese. Use ～ましようか and ～ましよう.

- go to the tutoring center
- speak in Japanese
- go home

Check if you can do this!

- ❑ Suggest to your partner that you decide to do something together using ~ましょうか.
- ❑ Decide and tell your partner to do something using ~ましょう.

いっしょに	together
そうしましょう	Let's do it.



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>

24. I want

1) ほしい and ~たい



1) ほしい and ~たい

A: ねむくないですか。コーヒーが ほしいですね。

B: ほんとうですね。コーヒーが のみたいですね。

A: コーヒーショップに いきましょうか。

B: ええ、そうしましょう。

A: Are you not sleepy? We want coffee, don't we?

B: Really. I want to drink some coffee.

A: Shall we go to a coffee shop?

B: Let's do that.

“ほしい” resembles the English word “want.” However, it is not a verb in Japanese but an i-adjective. It is used when you want something that is either tangible or intangible.

“~たい” is used when you want to do something. To form “~たい” phrase, simply replace “ます” with “たい” of the verb. For example, “のみます” should be changed to “のみたい” to mean “I want to drink.”

Since these words are not verbs in Japanese, particle used to mark the object is not “を,” but it is “が.”

Particle “が” marks the object of “want” or “want to.”

“ほしい” and “たい” are used when you describe what you want or what you want to do.

It can also be used when you are asking someone what they want or what they want to do. However, using these words when asking someone older what they want or what they want to do is not very polite.

Check if you can do this!

- Talk about what you want for your birthday.
- Talk about what you want to do during the next school break.

たんじょうび
つぎのやすみ

birthday
the next break



References

[Illustrations]. Retrieved June, 2019 from <https://www.ac-illust.com/>