

BEGINNING JAPANESE FOR PROFESSIONALS: BOOK 1



Emiko Konomi

Beginning Japanese for Professionals:

Book 1

Emiko Konomi

Portland State University

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This book contains the following accessibility and usability features:

Multiple File Formats Available

- This book is available in multiple formats: this editable Word document, a PDF (with files for the whole book and individual Lessons), and a [webbook](#) on the Pressbooks platform. Like this Word version, [the PDF is available for free download](#) at Portland State University’s institutional repository, [PDXScholar](#).
- While the Word and PDF versions of this book were created and remediated for accessible and navigable classroom use, the webbook version primarily exists for those interested in editing, building, and/or remixing the material using the Pressbooks platform.

Organization of content

- Content is organized under headings and subheadings, which appear in sequential order and are reflected in the corresponding Table of Contents
- List structures (numbered and unnumbered) are used

Images

- All images contain alternative text
- Images do not rely on color to convey meaning
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- All tables deemed necessary include header rows and contain captions, alternative text, and cell padding.

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- A. All audio files have corresponding transcripts, found either throughout the corresponding exercise or at the end of the corresponding chapter. End-of-chapter transcripts can be found under H2 Drill Tape Script.

Font Size and formatting

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- Font size is 9 point or higher for footnotes, table captions, and hints
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Known Issues/Potential barriers to accessibility

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き
 1. *Kiite kudasai.* き聞いてください。 Please listen

Lists and Tagging in PDF

- Page 57 and Tables 6, 7, and 15 of the PDF may contain tag issues. Multi-level list structures that appear in the Drill Tape Scripts may not be correctly or consistently tagged in the PDF.

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About the Book

This textbook is designed for beginning learners who want to learn basic Japanese for the purpose of living and working in Japan. Unlike textbooks written primarily for students, whose content largely centers on student life, this book 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.

About the Author

Emiko Konomi received a PhD in Linguistics from Cornell University and has been on the faculty of the School of Business Administration at Portland State University since 2014. Prior to joining SBA, Emiko taught in the Department of World Languages and Literatures at PSU. She also has extensive experience training Japanese language instructors at various teacher-training programs across the country. Currently Emiko teaches all levels of Japanese to students in the Masters of International Management program.

Known for her passionate teaching style and dedication to quality teaching, Emiko received the 2011 and 2015 John Eliot Allen Outstanding Teaching Awards from the College of Liberal Arts and Sciences. Her academic research focuses on Japanese linguistics and pedagogy.

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Table of Contents

| | |
|---|-----|
| BEGINNING JAPANESE FOR PROFESSIONALS: BOOK 1 | a |
| Accessibility Statement | iii |
| Accessibility of Beginning Japanese I | iii |
| Multiple File Formats Available | iii |
| Organization of content | iii |
| Images | iii |
| Tables | iii |
| Multimedia | iv |
| Font Size and formatting | iv |
| Known Issues/Potential barriers to accessibility | iv |
| About the Book | v |
| About the Author | v |
| Acknowledgments | v |
| Table of Contents | vi |
| Before We Begin | 1 |
| For whom is this textbook designed? | 1 |
| What kind of things can you do in Japanese after finishing this book? | 1 |
| How is this textbook structured? | 2 |
| How is reading and writing handled in this textbook? | 2 |
| How is Japanese pronunciation presented in this textbook? | 2 |
| How should you use this textbook? | 2 |
| Last but not least | 3 |
| Lesson 0 | 4 |
| Instructor’s Directions ☞ | 4 |
| Greetings and Ritual Expressions ☞ | 4 |
| Notes on Pronunciation | 9 |
| Drills & Exercises ☞ | 11 |
| Review Questions | 13 |
| Drill Tape Script | 13 |
| Lesson 1: New to the Office | 14 |
| Dialogue 1 ☞ | 14 |
| Dialogue 2 ☞ | 17 |

| | |
|-------------------------------|----|
| Dialogue 3 🎧..... | 21 |
| Dialogue 4 🎧..... | 25 |
| Review | 27 |
| Drill Tape Script..... | 28 |
| Lesson 2: Meeting People..... | 31 |
| Dialogue 1 🎧..... | 31 |
| Dialogue 2 🎧..... | 35 |
| Dialogue 3 🎧..... | 41 |
| Dialogue 4 🎧..... | 44 |
| Days of the Week | 45 |
| Review | 48 |
| Drill Tape Scripts | 51 |
| Lesson 3: Settling Down | 53 |
| Dialogue 1 🎧..... | 53 |
| Dialogue 2 🎧..... | 59 |
| Dialogue 3 🎧..... | 64 |
| Dialogue 4 🎧..... | 66 |
| Review | 69 |
| Drill Tape Scripts | 75 |
| Lesson 4: Project Team | 78 |
| Dialogue 1 🎧..... | 78 |
| Dialogue 2 🎧..... | 83 |
| Dialogue 3 🎧..... | 87 |
| Additional Lunch Items | 88 |
| Dialogue 4 🎧..... | 92 |
| Review | 97 |
| Drill Tape Scripts | 99 |

Before We Begin

For whom is this textbook designed?

This textbook is designed for beginning learners who want to learn basic Japanese for the purpose of living and working in Japan. Unlike textbooks written primarily for students, whose content largely centers on student life, this book 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 first term (ten weeks) of the beginning Japanese course in the graduate program of Masters of International Management in the School of Business Administration 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. This is the first edition that has been piloted in the program and will be replaced with revised editions in the future.

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 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


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.

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.

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. 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, Japanese words and sentences 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.

How should you use this textbook?

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. As suggested above, 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.

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. Listen to the first cue, insert your response during the following pause, listen to the model answer, and 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.

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.

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.

For Practical Applications, which concludes each lesson, it is suggested 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.

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 0

せんり みち いっぽ

千里の道も一歩から (*Senri no michi mo ippo kara*)

“A journey of a thousand miles begins with a single step.” Lao Tzu

Instructor's Directions ㇿ

The following sentences are for in-class use by the teacher to provide students with directions. Students do not need to be able to use these; just learn what action is expected. The goal is to avoid using English in the classroom from the very beginning of the course.

| | | |
|-----------------------------------|----------------------|---------------------------|
| <i>Kiite kudasai.</i> | き 聞いてください。 | Please listen. |
| <i>Itte kudasai.</i> | い 言ってください。 | Please say it. |
| <i>Kotaete kudasai.</i> | こた 教えてください。 | Please answer. |
| <i>Mou ichido onegai-shimasu.</i> | いちどねが もう一度お願いします。 | One more time, please. |
| <i>X-san ni itte kudasai.</i> | い Xさんに言ってください。 | Please say it to Mr/s. X. |

Greetings and Ritual Expressions ㇿ

Common daily greetings and ritual expressions are introduced here. The dialogues below provide sample contexts. A vocabulary list follows each dialogue with some notes. Additional items are marked with +.

It is recommended that rather than memorizing words in isolation, you learn them through the dialogue along with appropriate body language.

First listen to the accompanying audio and practice each line aloud. Add on one line at a time. Stand up where appropriate. Practice alternatives for different contexts.

Greetings

| | | |
|-----------------------------|------------|-----------------------|
| A: <i>Ohayou.</i> | おはよう。 | Good morning. |
| B: <i>Ohayou gozaimasu.</i> | おはようございます。 | Good morning. |
| <i>Ohayou</i> | おはよう | Good morning |
| <i>Ohayou gozaimasu</i> | おはようございます | Good morning (polite) |
| + <i>Konnichiwa</i> | こんにちは | Hello |
| + <i>Konbanwa</i> | こんばんは | Good evening |

Gozaimasu indicates politeness and formality. People who know each other well (family members, good friends) can use the short form. You should never use the short form with your superiors (teacher, boss, supervisor). *Konnichiwa* and *konbanwa* cover both formal and informal situations.

Offering and Accepting, Thanking

| | | |
|---------------------------------|-------------|--------------------------------|
| A: <i>Douzo</i> | どうぞ。 | Go ahead. (Please take it) |
| B: <i>Aa, doumo.</i> | ああ、どうも。 | Oh, thanks. |
| <i>douzo</i> | どうぞ | go ahead, by all means |
| <i>a(a) あ (あ)</i> | oh, ah | |
| <i>doumo</i> | どうも | thank you, I'm sorry |
| + <i>arigatou</i> | ありがとう | thank you |
| + <i>arigatou gozaimasu</i> | ありがとうございます | thank you (polite) |
| + <i>arigatou gozaimashita.</i> | ありがとうございました | thank you for what you've done |

Douzo is used to offer things or invite people to go ahead.

Arigatou (gozaimasu) expresses thanks in general. You should never use the short form with your superiors (teacher, boss, supervisor). *Doumo* expresses gratitude or apology. It can also be combined with *arigatou gozaimasu* ('Thank you very much') or *sumimasen* ('I'm very sorry'). *Gozaimashita* indicates past and is used when the act is completed.

Addressing Someone

| | | |
|----------------------|--------------|---------------------------------|
| A: <i>Honda-san.</i> | ほんだ 本田さん。 | Mr/s. Honda. |
| B: <i>Hai.</i> | はい。 | Yes. |
| <i>~san~</i> | さん | Mr/s. X |
| <i>hai</i> | はい | yes (that's right), here you go |
| + <i>~sensei</i> | せんせい X先生 | Prof./Dr. X |

~san is a title that can be attached to a given name, a family name, and even some roles. Don't attach it to your own name or the names of people in your group when talking to outsiders.

~sensei is a title that can be attached to teachers, professors, doctors, etc. You should not use *~san* to refer to your teacher.

Hai means 'that's right,' 'present' (in roll call), or 'here you are' (handing something over).

Apologizing

| | | |
|--|-----------|--------------------------------------|
| A: <i>A, sumimasen.</i> | あ、すみません！ | Oh, sorry! |
| B: <i>Ie, ie.</i> | いえ、いえ。 | No, no. |
| <i>sumimasen</i> | すみません | thank you, I'm sorry |
| <i>ie, iie</i> (formal), <i>iya</i> (casual) | いいえ／いえ／いや | no, that's wrong |
| + <i>sumimasen deshita</i> | すみませんでした | thank you, I'm sorry for what's done |
| + <i>gomen</i> | ごめん | sorry, excuse me (casual) |
| + <i>gomen nasai</i> | ごめんなさい | sorry, excuse me (casual, gentle) |
| + <i>dou itashimashite</i> | どういたしまして | you're welcome, not at all |

Sumimasen expresses apology or gratitude when you are about to trouble or have troubled someone. *Sumimasen deshita* expresses apology or gratitude when you have troubled someone.

Starting and Ending Eating/Drinking

| | | |
|-----------------------------|-------------|----------------------------|
| A: <i>Douzo.</i> | どうぞ。 | Please (have some.) |
| B: <i>Jaa, itadakimasu.</i> | じゃあ、いただきます。 | Well, then I'll have some. |

Gochisou sama deshita. ごちそうさまでした。Thank you (That was delicious).

| | | |
|------------------------------|-----------|--|
| <i>jaa, ja</i> | じゃあ／じゃ | well then, if so |
| <i>itadakimasu</i> | いただきます | ritual expression before eating |
| <i>gochisou-sama</i> | ごちそうさま | ritual expression after eating |
| <i>gochisou-sama deshita</i> | ごちそうさまでした | formal version of <i>gochisou-sama</i> |

Ja is used to follow up on what has been said, to switch topic, etc. *Itadakimasu* literally means 'I'll humbly accept it' and is used before eating or receiving a gift. *Gochisousama* (*deshita*) shows gratitude for the food or drink one has been offered. Even when alone Japanese people tend to whisper *itadakimasu* and *gochisousama* to start and end eating.

Requesting

| | | |
|------------------------|------------------------------|--------------------------|
| A : <i>Sumimasen.</i> | すみません。 | Excuse me. |
| <i>Onegaishimasu.</i> | <small>ねが</small> お願いします。 | Can you give that to me. |
| B : <i>Hai, douzo.</i> | はい、どうぞ。 | Sure, here you go. |

ねが

Onegai-shimasu お願いします please help me, do me a favor

Entering a Room (Knock on the door TWICE)

A : *Shitsurei-shimasu.* 失礼します。 Excuse me.
 B : *Hai, douzo.* はい、どうぞ。 Yes, come in.
shitsurei-shimasu 失礼します excuse me
 +*shitsurei-shimashita* 失礼しました excuse me for what I've done

Shitsurei-shimasu literally means 'I'm going to do something rude' and is used when entering a room, interrupting, or leaving. *Shitsurei-shimashita* is used for what you've done.

Leaving and Coming Back to Home /Office

A : *Itte kimasu.* 行ってきます。 See you later.
 B : *Itte rasshai.* 行ってらっしゃい。 See you later.
 A : *Tadaima.* ただいま。 I'm home.
 B : *Okaerinasai.* おかえりなさい。 Welcome back.
itte kimasu 行ってきます ritual expression when leaving home
itte rasshai 行ってらっしゃい ritual response to *Itte kimasu*
tadaima ただいま ritual expression upon coming home
 かせ
okaerinasai お帰りなさい ritual response to *Tadaima*

Itte kimasu is used when leaving home or stepping out the office for an errand. It implies that you are coming back.

Meeting People for the First Time

A: *Hajimemashite.* はじめまして。 How do you do.
 ほんだ
 Honda desu. 本田です。 I'm Honda.
 ほんだ
 B: *Honda-san desu ka* 本田さんですか。 You're Mr. Honda?
 Sumisu desu スミスです。 I'm Smith.
 Douzo yoroshiku. どうぞよろしく。 Nice to meet you.

| | | |
|---------------------------------|---------------------------|--|
| <i>Hajimemashite</i> | はじめまして | How do you do? |
| <i>~desu</i> | X です | it is/I'm/you're/they are X, etc. |
| <i>~desu ka</i> | X ですか | is it/am I/are you/are they X? etc. |
| <i>yoroshiku</i> | よろしく | ritual expression when meeting someone, when needing a favor |
| <i>yoroshiku onegai-shimasu</i> | よろしく ^{ねが} お願いします | please treat me favorably, thank you in advance |

Hajimemashite literally means 'for the first time.' It is a ritual expression used in first meeting people. You can respond with your own *hajimemashite* or *douzo yoroshiku onegai-shimasu*. **Make sure you bow.**

After a person tells you their name, confirm it by asking *X-san desu ka*. Repetition may seem unnecessary, but it's customary to do so during introductions.

Taking Leave

| | | |
|---------------------------------------|-----------------------------|---|
| A : <i>Ja, shitsurei-shimasu.</i> | じゃ、失礼 ^{しつれい} します。 | Well then, I'll go (excuse me). |
| B : <i>Aa, otsukare-sama deshita.</i> | ああ、お疲れ ^{つか} さまでした。 | Ah, thanks for the good work. |
| <i>otuskare(-sama)</i> | おつかれ (さま) | thanks for your work, you must be tired |
| <i>otuskare-sama desu</i> | おつかれさまです | (formal) (on going) |
| <i>otuskare-sama deshita</i> | おつかれさまでした | (the work is over) |

The above are common greetings between co-workers. They are also used to thank service personnel or acknowledge anyone's hard work.

Parting

| | | |
|---------------------------|------------|--------------------------|
| A: <i>Ja, mata.</i> | じゃ、また。 | Well, see you. |
| B: <i>Sayonara</i> | さよなら。 | Good-bye. |
| <i>ja, mata</i> | じゃ、また | see you later (informal) |
| <i>sayonara/sayounara</i> | さよなら／さようなら | Good-bye. |

Retiring at Night

| | |
|----------------------------|-------------|
| A: <i>Ja, oyasumi</i> | じゃ、おやすみ。 |
| B: <i>Aa, oyasuminasai</i> | ああ、おやすみなさい。 |

oyasumi
oyasumi nasai

おやすみ
 おやすみなさい

Notes on Pronunciation

Syllables

Japanese syllables are constructed in the following four ways.

- a vowel (*a, i, u, e, o*)
- a consonant + a vowel (62 combinations)
- a consonant alone (*n, t, s, k, p*)
- a consonant + y + a vowel (33 combinations)

The chart below shows all the syllables in Japanese.

Table 1. Syllables in Japanese

| | <i>k</i> | <i>g</i> | <i>s</i> | <i>z</i> | <i>t</i> | <i>d</i> | <i>n</i> | <i>h</i> | <i>p</i> | <i>b</i> | <i>m</i> | <i>y</i> | <i>r</i> | <i>w</i> |
|----------|------------|------------|-------------------|------------------|-------------------|------------------|------------------------|------------|------------|------------|------------|-----------|------------|-----------|
| <i>a</i> | <i>ka</i> | <i>ga</i> | <i>sa</i> | <i>za</i> | <i>ta</i> | <i>da</i> | <i>na</i> | <i>ha</i> | <i>pa</i> | <i>ba</i> | <i>ma</i> | <i>ya</i> | <i>ra</i> | <i>wa</i> |
| <i>i</i> | <i>ki</i> | <i>gi</i> | <i>shi</i> | <i>ji</i> | <i>chi</i> | <i>ji</i> | <i>ni</i> | <i>hi</i> | <i>pi</i> | <i>bi</i> | <i>mi</i> | | <i>ri</i> | |
| <i>u</i> | <i>ku</i> | <i>gu</i> | <i>su</i> | <i>zu</i> | <i>tsu</i> | <i>zu</i> | <i>nu</i> | <i>fu</i> | <i>pu</i> | <i>bu</i> | <i>mu</i> | <i>yu</i> | <i>ru</i> | |
| <i>e</i> | <i>ke</i> | <i>ge</i> | <i>se</i> | <i>ze</i> | <i>te</i> | <i>de</i> | <i>ne</i> | <i>he</i> | <i>pe</i> | <i>be</i> | <i>me</i> | | <i>re</i> | |
| <i>o</i> | <i>ko</i> | <i>go</i> | <i>so</i> | <i>zo</i> | <i>to</i> | <i>do</i> | <i>no</i> | <i>ho</i> | <i>po</i> | <i>bo</i> | <i>mo</i> | <i>yo</i> | <i>ro</i> | |
| | <i>kya</i> | <i>gya</i> | <i>sha</i> | <i>ja</i> | <i>cha</i> | | <i>nya</i> | <i>hya</i> | <i>pya</i> | <i>bya</i> | <i>mya</i> | | <i>rya</i> | |
| | <i>kyu</i> | <i>gyu</i> | <i>shu</i> | <i>ju</i> | <i>chu</i> | | <i>nyu</i> <i>u</i> | <i>hyu</i> | <i>pyu</i> | <i>byu</i> | <i>myu</i> | | <i>ryu</i> | |
| | <i>kyo</i> | <i>gyo</i> | <i>sho</i> | <i>jo</i> | <i>cho</i> | | <i>nyo</i> | <i>hyo</i> | <i>pyo</i> | <i>byo</i> | <i>myo</i> | | <i>ryo</i> | |

Note the following special cases marked with emphasis in the chart:

- /s+i/ is pronounced /shi/
- /z+i/ is pronounced /ji/
- /t+i/ is pronounced /chi/
- /t+u/ is pronounced /tsu/
- /d+i/ is pronounced /ji/
- /d+u/ is pronounced /zu/

Long Vowels

There are five long vowels in Japanese: /aa/, /ii/, /uu/, /ee/, and /oo/. They are “long” in terms of spoken duration. In the writing system, the long versions of /a/, /i/, and /u/ are recognized as the same sound: /aa/, /ii/, /uu/. But the long version of /o/ (with certain exceptions) is represented by /ou/ and the long version of /e/ (with certain exceptions) is written as /ei/.

Long Consonants

The consonants /t/, /s/, /k/, and /p/ can be long. When these consonants constitute an entire syllable without a vowel, they are not pronounced but take a full syllable length.

- 6 syllables: *i-t-te ki-ma-su* ‘I’m leaving.’
- 3 syllables: *I-p-pon* ‘one long thing’
- 3 syllables: *I-k-ko* ‘one round thing’
- 3 syllables: *i-s-sho* ‘together’

The consonant /n/ can take up an entire syllable by itself, as in *konnichiwa* ‘hello’ (5 syllables: *ko-n-ni-chi-wa*).

Pitch Accent

As you listen to Japanese, you will notice rises and falls in pitch. Pitch can change from syllable to syllable in order to distinguish meaning. For example, there is a fall in pitch in *hai* ‘yes’, while there is a rise in *hai* ‘ash’. The difference in pitch pattern distinguishes these two words. This is called pitch accent.

HAi ‘yes’
hai ‘ash’ (The high pitch is indicated by the capital and emphasis.)

On the other hand, in English a difference in loudness serves this function. This is called stress accent. Compare the following.

*IN*sult (noun)
 in*SULT* (verb) (The loud syllable is indicated by the capital

and emphasis.) All Japanese words have one

of the following pitch patterns:

Fall: *JAa* ‘well then’
DOumo ‘thanks’
DOuzo ‘go ahead’

| | | |
|----------------|--------------------------|--------------------|
| Rise: | <i>iIE</i> | ‘no’ |
| | <i>saYONARA</i> | ‘good bye’ |
| | <i>taDAIMA</i> | ‘I’m home’ |
| | <i>oHAYOU</i> | ‘good morning’ |
| | <i>yoROSHIKU</i> | ‘Nice to meet you’ |
| Rise and Fall: | | |
| | <i>aRIgatou</i> | ‘thanks’ |
| | <i>shiTSUrei-shimasu</i> | ‘Excuse me’ |
| | <i>suMIMASEn</i> | ‘Sorry’ |

If a word has only one syllable, a fall or a rise occurs with the following word.

HA desu. ‘It’s a
tooth.’ *ha DEsu.*
‘It’s a leaf.’

A note on the cultural significance of pitch is in order. As you learn Japanese, pay attention to pitch at the sentence level as well as the word level. A slight change in pitch may indicate a subtle but significant change in meaning or mood. It is observed in many, if not all, languages that speakers tend to raise their pitch when talking to babies or when trying to sound gentle. Japanese is no exception in this regard. Talking in a high pitch is generally associated with politeness in Japanese. Women tend to talk in a higher pitch, but regardless of the gender, sales and customer service personnel, receptionists, waiters, etc. speak in overall higher pitch. Remember that when something is the norm and expected in a culture and you don’t follow it, you may be sending a certain message inadvertently. Just to be safe, bow, smile, and talk gently.

Drills & Exercises ♪

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

| | |
|--|----------------------------|
| Cue: <i>Guree desu.</i> グレーです。 | I’m Grey. |
| Response: <i>Guree-san desu ka. Hajimemashite.</i> グレーさんですか。はじめまして。 | Ms. Grey? How do you do? |
| Cue: <i>Honda desu.</i> ほんだ 本田です。 | I’m Honda. |
| Response: <i>Honda-san desu ka. Hajimemashite.</i> ほんだ 本田さんですか。はじめまして。 | Ms. Honda? How do you do?’ |

B. Say it in Japanese. ♪

Say it in Japanese yourself first, listen to the audio for the model answer, and then

repeat the model. Practice building up and expanding sentences.

1. Good evening.
2. Good morning. (to a friend)
3. Good morning. (to a teacher)
4. Ms. Honda, good morning.
5. Thanks. (to a friend)
6. Thank you. (to a teacher)
7. You are welcome!
8. Thank you very much. (for what you do or are about to do)
9. Thank you very much. (for what you did)
10. I'll start eating.
11. Well then, I'll start eating.
12. Thank you for the delicious treat. (to a family member, concluding eating)
13. Thank you for the delicious treat. (politely)
14. Thank you very much for the delicious treat.
15. I'm sorry.
16. I'm very sorry.
17. I'm very sorry. (for what happened)
18. Please [help me]. (Thank you in advance.)
19. Professor, excuse me.
20. Good-by.
21. Well, Professor, excuse me. Good-by.
22. Good Night! (to a friend)
23. Good night. (politely)
24. Good work! (Thank you for the hard work)
25. Good work. Good night.
26. Thank you. I'll have some...It was delicious.
27. Thank you very much. I'll have some.
28. Excuse me. (for what I am about to do)
29. Excuse me. (for what I did)
30. How do you do?
31. My name is Johnson. How do you do?
32. My name is Johnson. How do you do? Very glad to meet you.
33. Good morning. See you later. (heading out)
34. See you later. (Responding to 32)
35. I'm back.
36. Welcome back.

C. Act in Japanese

Imagine the situation and role-play with a partner in Japanese. Use appropriate gestures and facial expressions.

1. Greet your coworkers in the morning.
2. Leave the office to go to a meeting outside.
3. You are meeting Ms. Honda, a business associate, for the first time. Introduce yourself.

4. Offer a seat to a client.
5. Accept a gift from a visitor.
6. Start eating lunch.
7. Thank a supervisor for treating you at a restaurant.
8. Hand a report to the assistant to make copies.
9. Thank a coworker for making copies for you.
10. Visit the office of a supervisor.
11. Leave the office of a supervisor.
12. Ask a coworker to pass a document to you.
13. Say good-bye to a coworker who is about to go home.
14. Say good-bye to coworkers as you leave the office to go home.
15. Say good night to friends as you part after a night out
16. Say good-bye to coworkers as you leave the office party

Review Questions

1. What is the difference between *ohayou* and *ohayou gozaimasu*?
2. What is the difference between *arigatou gozaimasu* and *arigatou gozaimasita*?
3. What is the difference between *sayonara* and *itte kimasu*?
4. Which is more polite, *arigatou* or *dou mo*?
5. Why can't you attach *-san* or *-sensei* to your own name?
6. What is the difference between *gomen* and *gomen nasai*? Who typically uses the latter?
7. What are three ways to use *hai*?
8. When do you use *aa*? How about *jaa*?
9. What is the Japanese equivalent for "thank you in advance" for the job you've just requested?
10. Many Japanese equivalents for "thank you" have been introduced so far. How many can you list? Can you describe a typical situation where each can be used?
11. What is pitch accent?
12. What are the five vowels in Japanese? The long vowels in Japanese? The long consonants?

Drill Tape Script

Cue: グレーです。 Response: グレーさんですか。はじめまして。

Cue: 本田です。 Response: 本田さんですか。はじめまして。

1. ジョンソンです。
2. 山本です。
3. スミスです。
4. 山田です。
5. 木村です。
6. ヒルです。
7. 鈴木です。
8. 田中です。

Lesson 1: New to the Office

Dialogue 1 ㇿ

Along with the accompanying audio, practice each line aloud and keep adding one line at a time until you memorize the entire dialogue.

Mr. Smith and Ms. Honda, new employees, are talking about a project report.

- Smith : *Wakarimasu ka.* Do you understand it?
 わかりますか。
- Honda : *Iie, amari wakarimasen nee.* No, I don't understand very well.
 いいえ、あまりわかりませんねえ。
- Smith : *Wakarimasen ka.* You don't?
 わかりませんか。
- Honda : *Ee.* Right.
 ええ。

Vocabulary ㇿ

Additional related words, which do not appear in the dialogue, are marked with +. They are included in the drills and exercises.

| | | | |
|----------------------|--------|------|---------------------------------|
| <i>wakarimasu</i> | わかります | | understand |
| <i>ka</i> | か | | question particle |
| <i>amari</i> | あまり | | (not) very much |
| <i>wakarimasen</i> | わかりません | | don't understand |
| <i>nee</i> | ねえ | | particle indicating empathy |
| <i>ee</i> | ええ | | yes, that's right |
| + <i>zenzen</i> | ぜんぜん | 全然 | not at all (with negative verb) |
| + <i>yoku</i> | よく | | well, a lot, often |
| + <i>tokidoki</i> | ときどき | 時々 | sometimes |
| + <i>shimasu</i> | します | | do, play |
| + <i>tabemasu</i> | たべます | 食べます | eat |
| + <i>nomimasu</i> | のみます | 飲みます | drink |
| + <i>tsukurimasu</i> | つくります | 作ります | make |
| + <i>norimasu</i> | のります | 乗ります | ride, get on |

Grammar Notes

1-1-1 Verbs, Non-Past, Formal, Affirmative and Negative

Verbs occur at the end of a sentence in Japanese. A lone verb can comprise a complete sentence. Unlike English, where a subject is required, the subject and object are usually not mentioned in Japanese if they are understood from the context. So, in the dialogue above, Mr. Smith simply says *Wakarimasu ka* in order to find out if a coworker understands the report. He does not mention ‘you’ or ‘the report’, which are obvious from the context.

A Japanese verb ends in *-masu* (Affirmative, Non-Past, Formal) and *-masen* (Negative, Non-Past, Formal) as well as other forms, which will be introduced later.

Non-past refers to an act that is performed regularly or will be performed in the future. It does NOT refer to an act that is currently being performed.

Formal refers to speaking courteously. This form is used typically when speaking to superiors, people you meet for the first time, or strangers. It is a safer form to use when learners first start speaking Japanese.

1-1-2 *Hai* and *Iie*: Affirming and Negating

Hai means ‘what you said is right’ regardless of whether the sentence is affirmative or negative. *Ee* is a less formal than *hai*.

| | |
|-------------------------|------------------|
| <i>Wakarimasu ka.</i> | Do you get [it]? |
| <i>Hai, wakarimasu.</i> | Yes, I do. |

| | |
|------------------------|--------------------------|
| <i>Wakarimasen ka.</i> | You don’t get [it]? |
| <i>Ee, sumimasen.</i> | That’s right. I’m sorry. |

Iie means ‘what you said is incorrect’ regardless of whether the sentence is affirmative or negative. *Iya* is less formal than *iie*.

| | |
|--------------------------|------------------|
| <i>Wakarimasu ka.</i> | Do you get [it]? |
| <i>Iie, wakarimasen.</i> | No, I don’t. |

| | |
|----------------------------|---------------------------------|
| <i>Wakarimasen ne.</i> | You don’t get [it], right? |
| <i>Iya, wakarimasu yo.</i> | No, (that’s wrong) I do get it. |

1-1-3 Sentence Particles *Ka* and *Ne(e)*

Sentence particles such as *ka* and *ne(e)* attach to a sentence. *Ka* is a question marker.

| | |
|---------------------|----------------|
| <i>Tabemasu.</i> | I eat it. |
| <i>Tabemasu ka.</i> | Do you eat it? |

Ne(e) with falling intonation indicates that you assume the addressee shares your feelings. It helps create the culturally important impression that you and the addressee share the same feeling or opinion. When used with a question intonation, you are checking if your

assumption is in fact correct.

| | |
|---------------------------|-----------------------------|
| <i>Yoku nomimasu nee.</i> | You drink a lot, don't you! |
| <i>Wakarimasen nee.</i> | We don't know, do we. |
| <i>Tabemasen ne?</i> | You don't eat it, right? |

1-1-4 Adverbs

Adverbs appear before the verb in a Japanese sentence and indicate how much, how often, or in what manner something happens. *Amari* and *zenzen* combine with a negative and indicate the degree to which something happens. (*Zenzen* combined with an affirmative indicates an unexpected degree in colloquial Japanese)

| | |
|-----------------------------|---------------------------|
| <i>Amari tabemasen.</i> | I don't eat it very much. |
| <i>Zenzen hanashimasen.</i> | I do not speak it at all. |

Yoku means 'well, a lot, or frequently' depending on the context.

| | |
|-------------------------|-----------------------|
| <i>Yoku wakarimasu.</i> | I understand well. |
| <i>Yoku kaimasu.</i> | I buy it a lot/often. |

Drills and Exercises

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

| | |
|-------------------------------------|----------------------|
| Cue: <i>Shimasu ka.</i> | Do you play? |
| Response: <i>Ee, yoku shimasu.</i> | Yes, we play a lot. |
| Cue: <i>Tabemasu ka.</i> | Do you eat this? |
| Response: <i>Ee, yoku tabemasu.</i> | Yes, I eat it a lot. |

B. 🎧

| | |
|--|--------------------------|
| Cue: <i>Shimasu ka.</i> | Do you do it? |
| Response: <i>Iie, amari shimasen nee.</i> | No, we don't do it much. |
| Cue: <i>Tabemasu ka.</i> | Do you eat it? |
| Response: <i>Iie, amari tabemasen nee.</i> | No, I don't eat it much. |

C. 🎧

| | |
|--|--------------------------------|
| Cue: <i>Shimasen ka.</i> | Don't you play? |
| Response: <i>Ee, zenzen shimasen nee.</i> | Right, I don't at all. |
| Cue: <i>Tabemasen ka.</i> | Don't you eat it? |
| Response: <i>Ee, zenzen tabemasen nee.</i> | Right, we don't eat it at all. |

D. Say it in Japanese.

You are talking about a Japanese dish. You've been asked if you eat it.

1. No, I don't eat it at all.
2. No, I don't eat it very often.
3. Yes, I eat it often.
4. Yes, I make it sometimes.
5. Yes, I make it often.

E. Act in Japanese.

1. Ms. Honda is watching a Chinese video. Find out if she understands it.
2. Ms. Honda is talking about a video game. Ask if she plays it often.
3. Ms. Honda has asked you if you eat sushi a lot. Tell her not very often.
4. You heard Ms. Honda say that she does not drink at all. Check if you heard her correctly.

Dialogue 2 ◡

Ms. Honda and Mr. Smith are in a store.

| | |
|--|---------------------------------------|
| Honda: <i>Are, kaimasu ka.</i> | Will you buy that? か |
| あれ、買いますか。 | |
| Smith: <i>Ee, kaimasu kedo...</i> | Yes, I will, but... |
| か | |
| ええ、買いますけど.... | |
| Honda: <i>Kore wa?</i> | How about this? |
| これは? | |
| Smith: <i>Aa, sore mo chotto irimasu ne.</i> | Oh, we need a few of those, don't we? |
| ああ、それもちよっといりますね。 | |

Vocabulary ◡

| | | | |
|----------------|------|------|-------------------------------------|
| <i>are</i> | あれ | | that (GN 1-2-1) |
| <i>kaimasu</i> | かいます | 買います | buy |
| <i>kedo</i> | けど | | but (GN 1-2-2) |
| <i>kore</i> | これ | | this (GN 1-2-1) |
| <i>wa</i> | は | | Particle of contrast (GN 1-2-3) |
| <i>sore</i> | それ | | that near you (GN 1-2-1) |
| <i>mo</i> | も | | Particle of Addition (GN 1-2-4) |
| <i>chotto</i> | ちょっと | | little bit, a few |
| <i>irimasu</i> | いります | | need |
| + <i>ga</i> | が | | but (more formal than <i>kedo</i>) |

| | | | |
|---------------------|-------|------|-------------|
| + <i>takusan</i> | たくさん | | a lot |
| + <i>mimasu</i> | みます | 見ます | look, watch |
| + <i>tsukaimasu</i> | つかいます | 使います | use |
| + <i>kikimasu</i> | ききます | 聞きます | listen, ask |
| + <i>yomimasu</i> | よみます | 読みます | read |
| + <i>kakimasu</i> | かきます | 書きます | write, draw |
| + <i>hanasimasu</i> | はなします | 話します | talk, speak |

Grammar Notes

1-2-1 Noun + Verb

As seen in Dialogue 1 above, subject, object and other elements are usually not explicitly mentioned in Japanese when they are clear from the context. But when not clear, you can place them before the verb.

Are, tabemasu ka.

Do you eat that?

Kore, zenzen wakarimasen.

I don't understand this at all.

Nouns can relate to sentence verbs in a variety of ways.

Subject *Honda-san nomimasu ka.*

Does Ms. Honda drink?

Object *Kore tsukaimasu ne.*

We're going to use this, right?

More categories will be introduced later.

More than one of these can appear in a sentence. The common word order is:

Time--Subject--Object--Adverb--Verb

Watashi kore yoku wakarimasu.

I understand this well.

However, while the verb needs to appear at the end, noun order is relatively flexible. When sentence elements are not in the common order above, the element moved forward has more focus.

Kore, watashi yoku wakarimasu

This, I understand well.

1-2-2 *Ko-so-a-do* series

When referring to things in English, a two-way distinction between *this* (close to the speaker) and *that* (away from the speaker) is made. In Japanese, a three-way distinction is made:

kore this thing (close to me) or this thing I just mentioned

sore that thing (close to you) or that thing which was just mentioned

are that thing (away from both of us) or that thing we both know about

dore which one

This is the first set of expressions based on the *ko-so-a-do* distinction. There are more sets that are based on the same distinction. We refer to that group as the Ko-so-a-do series, which includes expressions such as ‘X kind’, ‘X way’, ‘X place’, etc. These will be introduced later.

1-2-3 Clause Particle *Kedo*

Kedo ‘but’ connects two sentences to make one. The two sentences typically contain contrasting ideas but sometimes the first sentence simply serves as an introduction and prepares the listener for the second sentence.

Kore wa kaimasu kedo, are wa kaimasen. I’ll buy this, but I won’t buy that.
Sumimasen kedo, wakarimasen. I’m sorry but I don’t understand.
Honda desu kedo, shiturei-shimasu. I’m Honda. Excuse me. (entering a room)

The second sentence is often left unexpressed because it is clear from the context or because the speaker hesitates to mention it for some reason. In the dialogue above, Mr. Smith probably wanted to sound less abrupt and is inviting comments from the other speakers.

Kaimasu kedo... I’ll buy it but ... (Is it okay with you? / Why did you ask?)

Ga is more formal than *kedo* and is more common in writing and formal speeches. There are also several variations of *kedo* such as *keredo*, *kedomo*, and *keredomo*, which are more formal than *kedo*.

1-2-4 Particle *Wa* indicating Contrast

Particle *wa* follows nouns and indicates a contrast between that noun under discussion and other possibilities. The noun can be subject, object, or some other category.

Watashi wa mimasu kedo... I watch it, but...(someone else may not)
Kore wa wakarimasu. I understand this (but not the other one)
Ashita wa kaimasu. Tomorrow, I will buy it (but not today)

When particle *wa* attaches to a noun with a question intonation, it means ‘how about X?’ as in the dialogue above. In answering this type of question, make sure you do not reply “yes” or “no”, since it’s not a yes-no question.

1-2-5 Particle *Mo* indicating Addition

The particle *mo* performs the opposite function of that performed by the particle *wa*. The particle *mo* means ‘too’ or ‘also’ with an affirmative verb and ‘(n)either’ with a negative verb. It can attach to a subject, object or time, among others.

Honda-san mo mimasu. Ms. Honda watches it, too (as well as someone else)

Kore mo wakarimasen. I don't understand this, either (in addition to something else)
Ashita mo kaimasu. Tomorrow, I will buy it, too (as well as some other time)

Drills and Exercises

A. ☞

Cue: *Kore, mimasu ka.* Do you watch this?
 Response: *Hai, sore wa mimasu kedo, are wa mimasen.* Yes, I watch it, but I don't watch that one.
 Cue: *Kore, shimasu ka.* Do you do it?
 Response: *Hai, sore wa shimasu kedo, are wa shimasen.* Yes, I do it, but I don't do that one.

A. ☞

Cue: *Mimasu yo.* I watch them.
 Response: *Kore mo mimasu ka.* Do you watch this, too?
 Cue: *Shimasu yo.* I do it.
 Response: *Kore mo shimasu ka.* Do you do this, too?

B. Say it in Japanese

You are talking about smartphone apps. You've been asked if you use them.

1. Yes, I use them sometimes.
2. Yes, I use them a lot, but I don't buy them.
3. No, I do not use these (while I do use others).
4. Yes, I will use this one, but not that one.
5. Yes, I often use that one you mentioned, but I don't use this one at all.
6. No, I don't use them. I don't need them at all.
7. I hear a lot about them but I don't understand.

C. Act in Japanese.

1. A coworker shows you a smartphone music application. Ask if she listens a lot.
2. You've been asked if you read Japanese newspapers online. Tell Ms. Honda that you read them a lot.
3. You've been asked if you know the meaning of a particular Japanese word. Tell Ms. Honda that you hear it every now and then, but you don't understand.
4. You are looking at a menu at a restaurant. Ask Ms. Honda if she would take a look at this one (a wine list) as well.
5. You've been asked if you buy Japanese comics. Tell Ms. Honda that you read them a lot but you don't buy them.

Dialogue 3 ㇀

A group of co-workers are going out tonight.

| | |
|--|---|
| Honda: <i>Ikimasen ka.</i> | Do you want to go? (lit. 'Won't you go?') |
| い 行きませんか。 | |
| Smith: <i>Kyou wa chotto...</i> | Today is a little... |
| きょう 今日はちょっと、、、 | |
| Honda: <i>Aa, sou desu ka. Ja, mata.</i> | Oh, I see. Well then, next time. |
| ああ、そうですか。じゃあ、 | また。 |
| <i>Yamada-san wa?</i> | How about you, Mr. Yamada? |
| やまだ 山田さんは? | |
| Yamada: <i>Watashi wa ikimasu yo.</i> | I'm going. |
| わたしい 私は行きますよ。 | |

Vocabulary ㇀

| | | | |
|---------------------|--------|--------|------------------------------|
| <i>ikimasu</i> | いきます | 行きます | go |
| <i>ikimasen ka</i> | いきませんか | 行きませんか | won't you go? |
| <i>kyou</i> | きょう | 今日 | today |
| <i>chotto</i> | ちょっと | | a little |
| <i>sou</i> | そう | | so |
| <i>sou desu ka</i> | そうですか | | Is that so |
| <i>Yamada</i> | やまだ | 山田 | Yamada |
| <i>watashi</i> | わたし | 私 | I |
| <i>yo</i> | よ | | Sentence Particle (GN 1-2-4) |
| + <i>boku</i> | ぼく | 僕 | I (male speaker) |
| + <i>ashita</i> | あした | | tomorrow |
| + <i>asatte</i> | あさって | | the day after tomorrow |
| + <i>mainichi</i> | まいにち | 毎日 | everyday |
| + <i>kimasu</i> | きます | 来ます | come |
| + <i>kaerimasu</i> | かえります | 帰ります | return, go home, come home |
| + <i>dekakemasu</i> | でかけます | | go out |
| + <i>yasumimasu</i> | やすみます | 休みます | rest, take time off |

Grammar Notes

1-3-1 Negative Questions as Suggestions

Negative questions are sometimes used to suggest or invite to do certain actions.

| | |
|---------------------|---|
| <i>Tabemasen ka</i> | Won't you have some? or Why don't we eat? |
| <i>Ikimasen ka.</i> | Won't you go? or Shall we go? |

When accepting the invitation, it's polite to say *Doumo* or *Arigatou gozaimasu*.

When turning down the invitation, avoid saying no directly. It's best to instead leave things ambiguous by saying *chotto* and sound hesitant by speaking slowly and elongating vowels.

| | |
|---------------------------|--|
| <i>Kore tabemasen ka.</i> | Would you like to have some? |
| Accepting: | <i>Arigatou gozaimasu. Ja, chotto itadakimasu.</i> Thank you. I'll have a little, then. |
| Turning down: | <i>Iyaa, chottooo... Well...just ...</i> |

1-3-2 *Chotto*: Impact Softener

Chotto literally means 'a little'. However, it is often used as an impact softener during a conversation when less-than favorable information is presented. For example, as explained in GN 1-3-1, it's polite to just say *chotto* when rejecting an invitation or request, rather than saying no. The efforts to avoid an unpleasant or awkward situation is evidenced in the frequent use of *chotto* in Japanese communication. Here are some examples.

- To get attention from others
- To be humble:
 - When accepting something offered:
Ja, chotto itadakimasu. Then, I'll take just a little.
 - When asked if you know something well:
Chotto wakarimasu kedo... I understand a little, but...
- To soften impact:
 - When making a request
Suimasen. Chotto onegai-shimasu. Excuse me. Can I just ask a favor?
 - When you do not know the answer to a question:
Chotto wakarimasen nee. I just do not know.
 - When you suggest taking a break, regardless of the actual length of the break:
Chotto, yasumimasen ka? Shall we take a short break?

1-3-3 *Aizuchi*: How to be a Good Listener

When you participate in a Japanese conversation you are expected to give frequent feedback and show that you are engaged. Feedback includes nodding, making facial expressions, and using short expressions such as *hai*, *soo desu ka*, *aa* and others. All these are called *Aizuchi*.

You probably hear Japanese speakers use the sentence particle *nee* frequently and see them nodding equally frequently. Nodding means ‘I’m listening’, but not necessarily means ‘I agree.’ So, don’t just stare and listen with a poker face. Nod, smile, and say, *Aa, soo desu ka.*

1-3-4 Personal References

Watashi ‘I’ is the most common reference to oneself in Japanese, which is probably the safest form to use for beginning learners. *Boku* is only used by male speakers, and less formal than *watashi*. Other forms will be introduced later, which have different shades of formality and other elements, and thus require more care in using them.

Unlike English, where the pronoun *you* is used for the addressee in most cases, there are many ways to address and refer to others in Japanese. To decide how to call a person in Japanese, you need to consider your relationship with the person and the circumstances. Last name + *san* is most common, but *sensei* ‘teacher’ and other titles are required to address and refer to people in such positions. Using *-san* instead of the titles can be rude. First name with or without *-san* is more informal and used among friends or to those in the subordinate positions. Be extra careful with the word *anata* ‘you’. Unlike its English equivalent, *anata* has very limited use, usually for anonymous addressees, and is inappropriate if you know the person’s name or title.

When deciding how to call a person, be conservative. Start with last name + *san* or a title such as *sensei*. Switch to more casual alternatives when requested. Be careful about timing. A switch is usually initiated by the superior.

Another caution is to not overuse *watashi* or any personal reference for that matter. Recall that the subject is not mentioned in Japanese when clearly understood from the context. Overuse of personal reference is one of the most common errors made by foreigners whose native language requires them in a sentence.

1-3-5 Sentence Particle *Yo* Indicating New Information

Unlike the particle *ne(e)*, which indicates the shared information, the particle *yo* indicates that the speaker thinks this is new information to the listener. So, it is often used to correct or assure someone. In the dialogue above, Mr. Yamada tries to assure Ms. Honda that he is going by using this particle at the end.

Needless to say, when correcting someone, you need to first make sure that you are in a position to do so, and then do it appropriately.

Drills and Exercises

A. ☺

Cue: *Ikimasu ka.*

Are you going?

Response: *Hai, ikimasu. Honda-san mo ikimasen ka.*

Yes, I am. Won't you go, too, Ms. Honda?

Cue: *Shimasu ka.*

Do you do it?

Response: *Hai, shimasu. Honda-san mo shimasen-ka.*

Yes, I do. Won't you do it, too, Ms. Honda?

B. ☺

Cue: *Ikimasu yo.*

I'm going.

Response: *Aa, sou desu ka. Jaa watashi mo ikimasu.* Oh, yea? Well then I'll go, too.

Cue: *Shimasu yo.*

I'll do it.

Response: *Aa, sou desu ka. Jaa, watashi mo shimasu.* Oh, yea? Well, then I'll do it, too.

C. Say it in Japanese.

You are talking about events for new employees. You've been asked if you are going.

1. Yes, I am. How about you (Ms. Honda)?
2. Today, I'm not going, but tomorrow, I will.
3. No, I'm going home. Won't you (Ms. Honda) go home, too?
4. Today is a bit... I'm sorry.

Invite Ms. Honda to:

5. go out today
6. write this (a form to fill out)
7. read that (a book over there)
8. drink this (coffee)
9. talk the day after tomorrow
10. come (to your house)

D. Act in Japanese.

1. You brought cookies for everyone in your office. Offer them.
2. Everyone is enjoying cookies, but Ms. Honda is holding back to be polite. Invite her to eat as well.
3. You've been asked if you go out often. Down play how much you actually go out.
4. Your group has been working hard. Suggest that you take a short break.
5. You've been offered a food you do not care for. Politely indicate that you do not want it.
6. Mr. Yamada has asked you if you read an online newspaper. Tell him that you do everyday, and find out if he does.

Dialogue 4 ㇀

Mr. Smith and Ms. Honda are preparing PPT for an upcoming presentation.

| | |
|---|-----------------------------|
| Honda : <i>Are, dekimasita ka.</i> あれ、できましたか。 | Is that done? |
| Smith : <i>Ee, kinou tsukurimasita.</i> きのう つく ええ、昨日、作りました。 | Yes, I made it yesterday. |
| Honda : <i>Chotto renshuu-shimasen ka?</i> れんしゅう ちょっと練習しませんか。 | Shall we practice a little? |
| Smith : <i>Hai, wakarimashita.</i> はい、わかりました。 | Sure, okay. |

Vocabulary ㇀

| | | | |
|--------------------------|----------|--------|---------------------------|
| <i>dekimasu</i> | できます | | can do, come into being |
| <i>dekimashita</i> | できました | | could do, came into being |
| <i>kinou</i> | きのう | | yesterday |
| <i>renshuu</i> | れんしゅう | 練習 | practice (noun) |
| <i>renshuu-shimasu</i> | れんしゅうします | 練習します | practice (verb) |
| <i>wakarimashita</i> | わかりました | | got it |
| + <i>benkyou</i> | べんきょう | 勉強 | study (noun) |
| + <i>benkyou-shimasu</i> | べんきょうします | 勉強します | study (verb) |
| + <i>meeru</i> | めいる | メール | email, text (noun) |
| + <i>meeru-shimasu</i> | めいるします | メールします | email, text (verb) |
| + <i>kopii</i> | こぴい | コピー | copy (noun) |
| + <i>kopii-shimasu</i> | こぴいします | コピーします | copy (verb) |
| + <i>denwa</i> | でんわ | 電話 | phone, phone call |
| + <i>denwa-shimsu</i> | でんわします | 電話します | make a phone call |
| + <i>unten</i> | うんてん | 運転 | drive (noun) |
| + <i>unten-shimasu</i> | うんてんします | 運転します | drive (verb) |
| + <i>ototoi</i> | おととい | | day before yesterday |

Grammar Notes

1-4-1 Verbs in the Past Form

As explained in 1-1-1 above, the verb *-masu* form is Non-Past and indicates both present and future. Past is indicated by changing *-masu* to *-mashita* (Affirmative) and *-masen* to *-masen deshita* (Negative). Here is a chart that shows all forms.

Table 2. Affirmative forms of verbs in both past and non-past

| | Affirmative | Negative |
|-----------------|--------------------|-----------------------|
| Non-past | <i>-masu</i> | <i>-masen</i> |
| Past | <i>-mashita</i> | <i>-masen deshita</i> |

1-4-2 Compound Verbs

/Noun + *shimasu* / combinations are compound verbs. Many nouns that mean actions such as *renshuu* ‘practice’ and *benkyou* ‘study’ appear in this pattern. When verbs in English are borrowed into Japanese, *-shimasu* is attached to them and they become Japanese verbs. Make sure you pronounce them in the Japanese way.

Meeru-shimasu yo. I’ll email (or text) you.

Getto-shimasu. I’ll get it/I’ll obtain it.

Appuroodo-shimasu. I’ll upload it.

Drills and Exercises

A. ☞

Cue: *Renshuu-shimasu ka.*

Will you practice?

Response: *Ee, chotto renshuu-shimasen ka.*

Yes, why don’t we practice a little?

Cue: *Kaimasu ka.*

Will you buy it?

Response: *Ee, chotto kaimasenka.*

Yes, why don’t we buy a little?

B. ☞

Cue: *Yasumimashita ne.*

You were absent, right?

Response: *Kinou wa yasumimashita kedo, ototoi wa yasumimasen deshita.*

I was absent yesterday, but I wasn’t the day before yesterday

Cue: *Ikimashita ne.*

You went, right?

Response: *Kinou wa ikimashita kedo, ototoi wa ikimasen deshita.*

I went yesterday, but I didn’t the day before yesterday.

C. Say it in Japanese.

You’ve been asked about your plan for this weekend.

1. I’ll study.

2. Why don't we talk tomorrow?
3. I emailed you yesterday. Didn't you read it?
4. I don't know, but why don't we go out?
5. I'll just take a break, but how about you, Mr. Yamada?

D. Act in Japanese.

1. You've just finished writing a report. Announce that it's done.
2. You have just given an intern some instructions. Check if he understood.
3. As you part, let Ms. Honda know that you'll email her.
4. A classmate is late in showing up. Suggest that somebody call her.
5. While driving, you see Ms. Honda walking. Offer her a ride.
6. Ms. Honda is looking for something. Ask if she didn't buy it yesterday.

Review

Grammar Review

- a. What endings does a Japanese verb have? (1-1-1)
- b. For verbs, what marks the non-past affirmative? The negative? (1-1-1)
- c. What does Non-Past mean? (1-1-1)
- d. For verbs, what marks the past affirmative? The negative? (1-4-1)
- e. What does *iie* mean? How different is it from "no" in English? (1-1-2)
- f. Where does a subject occur in a Japanese sentence? An adverb? (1-2-1, 1-1-4)
- g. What is the difference between *sore* and *are*? (1-2-2)
- h. Where does a sentence particle occur? Give three examples of sentence e particles with their meanings. (1-1-3, 1-3-5)
- i. How do you invite someone to do something in Japanese? (1-3-1)
- j. In the phrase *Are wa*? What does *wa* mean? (1-2-4)
- k. What is the difference in meaning among the following sentences: (1-2-4, 1-2-5)
 - *Ashita yasumimasu.*
 - *Ashita wa yasumimasu.*
 - *Ashita mo yasumimasu.*
- l. What is a compound verb? Give three examples. (1-4-2)
- m. How is *chotto* used? (1-3-2)
- n. How is *sou desu ka* used? (1-3-3)
- o. How is *kedo* used? (1-2-3)
- p. What caution is given regarding addressing the person you are talking to? (1-3-4)

Practical Application

- A. Look at each picture, apply an appropriate verb from this lesson, and a) ask a coworker if he does it often, b) invite an acquaintance to do it, c) ask if a coworker did it yesterday, and d) how would you answer if asked these questions?



Look at the memorandum. Read the context below and act in Japanese.

Going away party for
Yuuki
6:00, tomorrow (Friday)
Kyoto Garden
Restaurant

1. Ask a co-worker if she read this.
2. As an organizer of this event, invite an acquaintance to come to the event tomorrow.
3. You've been invited to the event by an organizer. Thank her and tell her that you are coming.
4. Apologize and turn down the invitation politely.
5. As an organizer, tell an acquaintance that Ms. Honda is coming as well.
6. Tell an organizer that you are going but Ms. Honda is not.
7. You are going to the event. Invite an acquaintance to come with you as well.
8. Confirm that he is coming.

Drill Tape Script

Dialogue 1

A.

Cue: しますか。 Response: ええ、よくします。

Cue: 食べますか。 Response: ええ、よく食べます。

1. 飲みますか。
2. 買いますか。
3. 作りますか。
4. 食べますか。

B.

Cue: しますか。 Response: いいえ、あまりしませんねえ。

Cue: 食べますか。 Response: いいえ、あまり食べませんねえ。

1. 乗りますか。
2. 食べますか。
3. 作りますか。
4. 飲みますか。

C.

Cue: しませんか。 Response: ええ、全然しませんねえ。

Cue: 食べませんか。 Response: ええ、全然食べませんねえ。

1. 飲みませんか。
2. 買いませんか。
3. 作りませんか。
4. わかりませんか。

Dialogue 2

A.

Cue: これ、見ますか。 Response: はい、それは見ますけど、あれはみません

Cue: これ、しますか。 Response: はい、それはしますけど、あれはしません。

1. これ、聞きますか。
2. これ、作りますか。
3. これ、書きますか。
4. これ、読みますか。

B.

Cue: 見ますか。 Response: 私は見ますけど、本田さんは、見ませんねえ。

Cue: しますか。 Response: 私はしますけど、本田さんは、しませんねえ。

1. 食べますか。
2. 話しますか。
3. 作りますか。
4. 飲みますか。

C.

Cue: 見ますよ。 Response: これも見ますか。

Cue: しますよ。 Response: これもしますか。

1. 聞きますよ。
2. 書きますよ。
3. 読みますよ。
4. 使います。

D.

Cue: 見ますよ。 Response: ああ、私も毎日見ますよ。

Cue: しますよ。 Response: ああ、私も毎日しますよ。

1. 聞きますよ。
2. 書きますよ。
3. 読みますよ。
4. 乗りますよ。

Dialogue 3

A.

Cue: 行きますか。 Response: はい、行きます。本田さんも行きませんか。

Cue: しますか。 Response: はい、します。本田さんもしませんか。

1. 出かけますか。
2. 帰りますか。
3. 読みますか。
4. 買いますか。

B.

Cue: 行きますよ。 Response: ああ、そうですか。じゃあ、私も行きます。

Cue: しますよ。 Response: ああ、そうですか。じゃあ、私もします。

1. 聞きますよ。
2. 会いますよ。
3. 書きますよ。
4. 飲みますよ。

Dialogue 4

A.

Cue: 練習しますか。 Response: ええ、ちょっと練習しませんか。

Cue: 買いますか。 Response: ええ、ちょっと買いませんか。

1. 勉強しますか。
2. コピーしますか。
3. 休みますか。
4. メールしますか。

B.

Cue: 休みましたね。

Response: きのうは、休みましたけど、おとといは休みませんでした。

Cue: 行きましたね

Response: きのうは行きましたけど、おとといは行きませんでした。

1. 出かけましたね。
2. 作りましたね。
3. 電話しましたね。
4. 来ましたね。

Lesson 2: Meeting People

Dialogue 1 ㇀

Emily, an exchange student, is staying with the Yamamoto family and is heading out in the morning.

Emily: Anou, ima nan-ji desu ka. Um, what time is it (now)?
いま なんじ
 あのう、今、何時ですか。
 Yamamoto: Etto...hachi-ji desu yo. Let's see...it's eight o'clock.
はちじ
 えっと、八時ですよ。
 Emily: Ja, itte kimasu.
い
 じゃ、行ってきます。 Well, see you later.

Outside, Emily sees Mr. Tanaka, a neighbor.

Emily: *Ii otenki desu nee.* It's a beautiful day, isn't it?
てんき
 いいお天気ですねえ。
 Tanaka: *A, Emily-san, gakkou desu ka.* Oh, Michael. Are you going to school?
がっこう
 あ、エミリーさん。学校ですか。
 Emily: *Ie, kyou wa gakkou ja nai desu.* No, not school, today.
Arubaito desu. I'm working.
きょう がっこう
 いえ、今日は、学校じゃないです。アルバイトです。

Vocabulary ㇀

| | | | |
|------------------|--------|-------|---------------------------------|
| <i>anou</i> | あのう | | um... (hesitation noise) |
| <i>ima</i> | いま | 今 | now |
| <i>nan-ji</i> | なんじ | 何時 | what time |
| <i>desu</i> | です | | is X |
| <i>etto</i> | えっと | | let's see... (hesitation noise) |
| <i>hachi-ji</i> | はちじ | 八時 | eight o'clock |
| <i>ii</i> | いい | | good |
| <i>o-</i> | お | | affix indicating politeness |
| <i>tenki</i> | てんき | 天気 | weather |
| <i>otenki</i> | おてんき | お天気 | weather (polite) |
| <i>ii otenki</i> | いいおてんき | いいお天気 | good weather |
| <i>gakkou</i> | がっこう | 学校 | school |

| | | | |
|--------------------|--------|-------|---------------------------------------|
| <i>ja nai desu</i> | じゃないです | | is not X |
| <i>arubaito</i> | あるバイト | アルバイト | part-time job (of students), side job |
| + <i>baito</i> | バイト | バイト | abbreviated form of <i>arubaito</i> |
| +~ <i>han</i> | ~はん | 半 | half (past the hour) |
| + <i>ame</i> | あめ | 雨 | rain |
| + <i>yuki</i> | ゆき | 雪 | snow |
| + <i>atsui</i> | あつい | 暑い | hot |
| + <i>samui</i> | さむい | 寒い | cold |
| + <i>shigoto</i> | しごと | 仕事 | work, job |
| + <i>kaisha</i> | かいしゃ | 会社 | company, work |
| + <i>kaimono</i> | かいもの | 買い物 | shopping |
| + <i>sanpo</i> | さんぽ | 散歩 | walk |
| + <i>yasumi</i> | やすみ | 休み | time off, absence, (store) closed |

Clock Time ◡

| | | | |
|--------------------|--------|-----|------------------------|
| <i>Ichi-ji</i> | いちじ | 一時 | 1 o'clock |
| <i>Ni-ji</i> | にじ | 二時 | 2 o'clock |
| <i>San-ji</i> | さんじ | 三時 | 3 o'clock |
| <i>Yo-ji</i> | よじ | 四時 | 4 o'clock |
| <i>Go-ji</i> | ごじ | 五時 | 5 o'clock |
| <i>Roku-ji</i> | ろくじ | 六時 | 6 o'clock |
| <i>Shichi-ji</i> | しちじ | 七時 | 7 o'clock |
| <i>Hachi-ji</i> | はちじ | 八時 | 8 o'clock |
| <i>Ku-ji</i> | くじ | 九時 | 9 o'clock |
| <i>Juu-ji</i> | じゅうじ | 十時 | 10 o'clock |
| <i>Juu-ichi-ji</i> | じゅういちじ | 十一時 | 11 o'clock |
| <i>Juu-ni-ji</i> | じゅうにじ | 十二時 | 12 o'clock |
| <i>Rei-ji</i> | れいじ | 零時 | 12 o'clock (0 o'clock) |
| <i>Nan-ji</i> | なんじ | 何時 | what time |
| <i>han</i> | ~はん | 半 | half |
| <i>ichi-ji-han</i> | いちじはん | 一時半 | 1:30 |

Grammar Notes

2-1-1/Noun + *desu* / 'is N' / Noun + *ja nai desu* / 'is not N'

/X desu/ means 'is X' (Affirmative) and */X ja nai desu/* means 'is not X' (Negative). These noun sentences are Non-Past and Formal.

Ame desu yo. It's raining.

Kore wa gakkou desu ka. Is this a school?

Honda-san ja nai desu ka? Aren't you Ms. Honda?

A negative question can be also used 1) to show some uncertainty, and

2) to politely correct someone.

1) *Ima, na-ji desu ka.* - What time is it?
Yo-ji ja nai desu ka? - Isn't it four?

2) *San-ji desu yo.* - It's three.
Anou, yo-ji ja nai desu ka. - Umm, isn't it four?

Recall that what is obvious from the context is usually not mentioned in Japanese. In the dialogue above, Ms. Tanaka sees Michael going somewhere, and checks if he is going to work. All she has to say is 'Is it work (that you are going to)?'

A sentence *X wa Y desu* is usually translated as 'X is Y'. However, unlike the English translation, where X equals Y (Y is the identity of X), the interpretation of the Japanese sentence is more open and flexible. Consider the following:

Honda-san wa shigoto desu.

This sentence does not mean 'Ms. Honda IS work', but rather for Ms. Honda what is under discussion is the work. So, there are numerous possible interpretations depending on the context. For example, she is at work, her priority is her work, her plan for the weekend is to work, what she likes is her job, to list a few. So, be aware of the context and be imaginative. Now, test your imagination. What can the following possibly mean?

Honda-san wa Panda desu.

2-1-2 Clock Time

Hours are named by attaching *-ji* to the number. Minutes will be introduced later. You can attach *-han* to the hour to mean 'half past the hour'. Note that, unlike English, when asking what time it is, *ima* 'now' is commonly used in Japanese, as shown in the dialogue above.

2-1-3 Hesitation Noises: *Anou* and *Etto*

Hesitation noises are very common in Japanese conversations. Without them, a conversation may sound too mechanical and abrupt. Japanese conversations tend to favor less direct and less confrontational exchanges. 'Beating around the bush' may not be such a bad thing when speaking Japanese. One way to do it is to use hesitation noises. A lot of them!

Anou and *etto* are two of the most common hesitation noises in Japanese. *Anou* is the all mighty hesitation noise while *etto* indicates that you are searching for the right answer. So, when asked what your name is, for example, *anou* is fine, but not *etto*. *Anou* is also used to get attention from a person, but not *etto*.

Besides the hesitation noises, you also hear Japanese speakers elongating the last vowel of each word, or inserting *desu ne* between chunks of words to slow down speech.

Imaaa, anoou, Honda-san waaaa, shigotooo desu. Honda is at work now.
Ashita desu ne, anoo desu ne zenbu desu ne tsukurimasu. I'll make all tomorrow.

Drills and Exercises

A.

Cue: *Ima ku-ji desu ka.*
 Response: *Iya, juu-ji desu yo.*
 Cue: *Ima san-ji desu ka.*
 Response: *Iya, yo-ji desu yo.*

Is it nine o'clock?
 No, it's ten.
 Is it three o'clock?
 No, it's four.



Cue: *Kyou wa baito desu ka.*
 Response: *Ie, baito ja nai desu.*
 Cue: *Kyou wa ame desu ka.*
 Response: *Ie, ame ja nai desu.*

Are you working today?
 No, I'm not.
 Is it raining today?
 No, it isn't.



B. Say it in Japanese.

You are heading out in the morning. Mrs. Yamamoto asks you if you are going to work. Reply.

1. Yes, I'm going to the office (company). Excuse me. What time is it?
2. No, today is my day off. I'm going shopping.
3. No, I'm not going to work today. I'm just going out.
4. Yes, I'm going to work (side job). I'm not returning today. I'll be back the day after tomorrow. See you later.
5. No, I'm just taking a little walk. It's a beautiful day! Wont' you come, too?

C. Act in Japanese.

1. Greet a neighbor in the morning. Mention how cold it is. Ask if it's going to snow tomorrow.
2. Ms. Honda is heading out. Check if she is going shopping. Warn her that it will rain today.
3. You've been asked if it's your day off today. Tell Ms. Yamamoto that yes, it is, but you'll study.
4. A supervisor is looking for Mr. Yamada. Let her know that he is absent today, but will come tomorrow.
5. Someone has mistaken you for Mr/s. Smith. Correct him. Use hesitation noises to avoid bluntness.
6. You've been invited to join a neighborhood soccer team. Find out what time practice is scheduled everyday.
7. You found an error in the schedule. Politely point out that this is not 3:00 and should be 3:30.

Dialogue 2 ◡

Michael meets a business associate and exchanges business cards.

| | |
|--|--|
| <p>Oda: <i>Ajia Ginkou no Oda desu.</i> <small>ぎんこう おだ</small> アジア銀行の小田です。 <i>Hajimemashite.</i> はじめまして。</p> | <p>I'm Oda from Bank of Asia. How do you do?</p> |
| <p>Michael: <i>Oda-san desu ka.</i> <small>おだ</small> 小田さんですか。 <i>J-Netto no Maikeru Sumisu desu.</i> I'm Michael Smith from J-Net. Jネットのマイケル・スミスです。 <i>Douzo yoroshiku onegai-shimasu.</i> Nice to meet you. <small>ねが</small> どうぞ、よろしくお願ひします。</p> | <p>Mr. Oda?</p> |

Mrs. Yamamoto introduces Emily at a meeting of the International Club.

| | |
|---|--|
| <p>Mrs. Y: <i>Minasan, chotto shoukai-shimasu.</i> Everyone, I'd like to introduce someone. <small>しょうかい</small> みなさん、ちょっと紹介します <i>Ryuugakusei no Emirii-san desu.</i> It's Emily, an exchange student. <small>りゅうがくせい</small> 留学生のエミリーさんです。</p> | <p>Everyone, I'd like to introduce someone. It's Emily, an exchange student.</p> |
|---|--|

| | |
|---|---|
| <p>Emily: <i>Hajimemashite. Emirii Hiru desu.</i> Hello, I'm Emily Hill. はじめまして。エミリー・ヒルです。 <i>Amerika no Pootorando shuuritsu daigaku, daigakuin no ichi-nensei desu.</i> <small>しゅうりつだいがく だいがくいん</small> アメリカのポートランド州立大学、大学院の一年生です。 I'm a first-year graduate student at Portland State University, USA.</p> | <p>Hello, I'm Emily Hill. I'm a first-year graduate student at Portland State University, USA.</p> |
| <p><i>Senkou wa bijinesu desu.</i> <small>せんこう</small> 専攻はビジネスです。 <i>Douzo yoroshiku onegai-shimasu.</i> Nice to meet you. <small>ねが</small> どうぞ、よろしくお願ひします。</p> | <p>My major is business. Nice to meet you.</p> |

Vocabulary ↪

| | | | |
|-------------------------|---------------|-----------|-----------------------------------|
| <i>Ajia</i> | あじあ | アジア | Asia |
| <i>Ginkou</i> | ぎんこう | 銀行 | bank |
| <i>Oda</i> | おだ | 小田 | Oda (family name) |
| <i>J-netto</i> | J-ねっと | J-ネット | J-Net |
| <i>Minas an shoukai</i> | みなさん しょうかい | 皆さん 紹介 | everyone (polite) introduction |
| <i>ryuugakusei</i> | りゅうがくせい | 留学生 | study-abroad student |
| <i>Emirii</i> | えみりい | エミリー | Emily |
| <i>Hiru</i> | ひる | ヒル | Hill |
| <i>Amerika</i> | あめりか | アメリカ | USA |
| <i>Pootorando</i> | ぽうとらんど | ポートランド | Portland |
| <i>shuuiritsu</i> | しゅうりつ | 州立 | state funded |
| <i>daigaku</i> | だいがく | 大学 | university, college |
| <i>daigakuin</i> | だいがくいん | 大学院 | graduate school |
| <i>ichi-nen-sei</i> | いちねんせい | 一年生 | freshman |
| <i>senkou</i> | せんこう | 専攻 | academic major |
| <i>bijinesu</i> | びじねす | ビジネス | business |
| + <i>dare</i> | だれ | | who |
| + <i>doko</i> | どこ | | where |
| + <i>nani-jin</i> | なにじん | 何人 | person of what nationality |
| + <i>minna</i> | みんな | | everyone, all |
| + <i>gakusei</i> | がくせい | 学生 | student |
| + <i>daigakusei</i> | だいがくせい | 大学生 | college student |
| + <i>tomodachi</i> | ともだち | 友だち | friend |
| + <i>kuni</i> | くに | 国 | country |
| + <i>ni-nen-sei</i> | にねんせい | 二年生 | sophomore, second grader |
| + <i>san-nen-sei</i> | さんねんせい | 三年生 | junior, third grader |
| + <i>yo-nen-sei</i> | よねんせい | 四年生 | senior, fourth grader |
| + <i>nan-nen-sei</i> | なんねんせい | 何年生 | what grade in school |
| + <i>rekishi</i> | れきし | 歴史 | history |
| + <i>keizai</i> | けいざい | 経済 | economy |
| + <i>seiji</i> | せいじ | 政治 | politics |
| + <i>meishi</i> | めいし | 名刺 | business card |

Country & Nationality (add *-jin* to the country name) ♪

| | | | | | | |
|-----------------|-------|------|---------|---------|-------|---------------|
| <i>Nihon</i> | にほん | 日本 | Japan | にほんじん | 日本人 | Japanese |
| <i>Igirisu</i> | いぎりす | イギリス | England | いぎりすじん | イギリス人 | English |
| <i>Amerika</i> | あめりか | アメリカ | U.S. | あめりかじん | アメリカ人 | American |
| <i>Kankoku</i> | かんこく | 韓国 | Korea | かんこくじん | 韓国人 | Korean |
| <i>Roshia</i> | ろしあ | ロシア | Russia | ろしあじん | ロシア人 | Russian |
| <i>Chuugoku</i> | ちゅうごく | 中国 | China | ちゅうごくじん | 中国人 | Chinese |
| <i>Taiwan</i> | たいわん | 台湾 | Taiwan | たいわんじん | 台湾人 | Taiwanese |
| <i>Furansu</i> | ふらんす | フランス | France | ふらんすじん | フランス人 | French person |
| <i>Doitsu</i> | どいつ | ドイツ | Germany | どいつじん | ドイツ人 | German |
| <i>Supein</i> | すぺいん | スペイン | Spain | すぺいんじん | スペイン人 | Spaniard |
| <i>Itaria</i> | いたりあ | イタリア | Italy | いたりあじん | イタリア人 | Italian |
| <i>Indo</i> | いんど | インド | India | いんどじん | インド人 | Indian |
| <i>Betonamu</i> | べとなむ | ベトナム | Vietnam | べとなむじん | ベトナム人 | Vietnamese |

| | | | |
|---------------------|-------|------|------------------|
| <i>doko no kuni</i> | どこのくに | どこの国 | what country |
| <i>nani-jin</i> | なにじん | 何人 | what nationality |

Subjects in Business School ♪

| | | |
|----------------------|-----------|--------------|
| <i>bijinesu</i> | ビジネス | business |
| <i>maakingu</i> | マーケティング | marketing |
| <i>fainansu</i> | ファイナンス | finance |
| <i>keiri</i> | けいり 経理 | accounting |
| <i>sapurai chein</i> | サプライチェーン | supply chain |

Academic Disciplines

| | | |
|----------------------|---------------|--------------------|
| <i>rekishi-gaku*</i> | れきしがく 歴史学 | history |
| <i>keizai-gaku*</i> | けいざいがく 経済学 | economics |
| <i>seiji-gaku*</i> | せいじがく 政治学 | political science |
| <i>suugaku</i> | すうがく 数学 | mathematics |
| <i>bungaku</i> | ぶんがく 文学 | literature |
| <i>eibungaku</i> | えいぶんがく 英文学 | English literature |

| | | |
|-----------------------|-----------------|---------------------|
| <i>nihon bungaku</i> | にほんぶんがく 日本文学 | Japanese literature |
| <i>gen-go-gaku*</i> | げんごがく 言語学 | linguistics |
| <i>shinri-gaku*</i> | しんりがく 心理学 | psychology |
| <i>tetsugaku*</i> | てつがく 哲学 | philosophy |
| <i>shakai-gaku*</i> | しゃかいがく 社会学 | sociology |
| <i>butsuri-gaku*</i> | ぶつりがく 物理学 | physics |
| <i>kagaku</i> | かがく 化学 | chemistry |
| <i>seibutsu-gaku*</i> | せいぶつがく 生物学 | biology |
| <i>tenmongaku*</i> | てんもんがく 天文学 | astrology |

*These can be used without *-gaku* (academic discipline).

Grammar Notes

2-2-1 Noun *no* Noun

When one noun describes another in Japanese they are connected together by particle *no*. /X no Y/ means a kind of Y, which is described by X. Multiple nouns can be connected by particle *no*, but always the last noun is the main noun. Compare the following:

| | |
|-------------------------------------|--|
| <i>pasokon no kaisya</i> | a computer company |
| <i>kaisya no pasokon</i> | a computer in the company |
| <i>America no pasokon no kaisya</i> | a computer company in the US |
| <i>America no kaisya no pasokon</i> | a computer (made by) an American company |

The relationship between the main noun and other noun(s) varies greatly depending on their meaning. The following are some examples.

| | | |
|-------------|---------------------------|--------------------|
| Location | <i>Nihon no daigaku</i> | colleges in Japan |
| Affiliation | <i>J-Netto no Maikeru</i> | Michael from J-Net |

| | | |
|------------|---------------------------------|---------------------------------|
| Possession | <i>watashi no baggu</i> | my bag |
| Time | <i>san-ji no baito</i> | work from 3 o'clock |
| Subgroup | <i>Amerika no Pootorando</i> | Portland, US, |
| | <i>daigakuin no ichi-nensei</i> | First year graduate student |
| Status | <i>ryuugakusei no Hiru-san</i> | Mr/s. Hill, an exchange student |

2-2-2 Loan Words

Japanese has borrowed words and phrases from other languages. The majority of Japanese loanwords these days come from English. When words are borrowed, they go through some changes. First, their pronunciation changes to fit the Japanese sound system. Make sure you learn how your name is pronounced in Japanese. Second, these words usually become nouns, regardless of what they were in their original language.

Third, their meaning in Japanese may be different.

As explained in GN1-4-2, by attaching *-simasu*, many borrowed words that are verbs in the original language can be used as verbs in Japanese (*kopii-shimasu* 'copy'). If the original words/phrases are long, they get abbreviated and become very different words from the original (*sumaho* for smart phone). It's common to abbreviate two-word phrases by taking the first two syllables from each and combine them to make four syllable words (*pasokon* for personal computer).

2-2-3 Introductions and Exchange of Business Cards

It's customary in business situations to exchange business cards when meeting someone for the first time. Keep your cards ready. As you present your card (with both hands, palms up), bow and turn it so that the other person can read it. As you receive the other person's card, take a moment to read/acknowledge it. You can place their business cards in front of you during the meeting to refer to.

Self-introductions are very common in Japan, during which a person gets up in front of a group and explains who he/she is. These follow a formula, which starts with *hajimemashite*, followed by your name (even if it has already been mentioned) and other information, and closes with *douzo yoroshiku onegai shimasu*.

Remember to bow as you introduce yourself, and nod when others bow. It's better to be safe and bow more often than sorry by bowing too little. When in doubt, bow!

Drills and Exercises

A. ☞

Cue: *Amerika desu ka.* Is it America?
 Response: *Hai, Amerika no kaisha desu.* Yes, it's an American company.
 Cue: *Furansu desu ka.* Is it France?
 Response: *Hai, furansu no kaisha desu.* Yes, it's a French company.

B. ☞

Cue: *Sensei wa Amerikajin desu ka.* Is the teacher Japanese?
 Response: *Ie, Amerikajin ja nai desu.* No, she is not American. She is Japanese.
 Cue: *Sensei wa furansujin desu ka.* Is the teacher French?
 Response: *Ie, furansujin ja nai desu.* No, she is not French. She is Japanese.

C. Say it in Japanese.

You are at a reception. You've been asked who that person is.

1. He is Mr. Oda from Google.
2. He is a Vietnamese exchange student. He is a senior.
3. He is a friend from work (company). I'll introduce you.
4. He is a professor of Economics from an American college.
5. Isn't he a friend of Ms. Honda's? I see him a lot.

D. Act in Japanese.

1. You've been asked to introduce yourself to everyone in the new office. Perform!
2. Introduce Ms. Young from Bank of Japan to everyone in your office.
3. At a reception, approach a business associate, introduce yourself and exchange business cards.
4. You've just met a new exchange student from Taiwan. Ask her what year of school she is in and what she majors in.
5. On a guest list, you see the name of a Mr. Lee. Ask a co-worker a) if he is Mr. Lee from Asia Bank, b) what nationality he has, and c) if he is Korean.

Dialogue 3 ㇿ

At an orientation for new employees

- Staff: *Anou, o-namae wa?* Umm...(What is) your name?
なまえ
 あのう、お名前は？
- Michael: *Maikeru Sumisu desu.* I'm Michael Smith.
 マイケル・スミスです。
- Staff: *Nihongo o-jouzu desu nee.* Your Japanese is good!
にほんご じょうず
 日本語、お上手ですねえ。
- Michake: *Ie ie, mada mada desu.* No, no. Still a long way to go.
 いえいえ、まだまだです。

Michael sees handouts on the table.

- Michale: *Sore, nan desu ka.* What is that?
なん
 それ、何ですか。
- Staff: *Kore desu ka. Kyou no sukejuuru desu.* This? It's today's schedule.
きょう
 これですか。今日のスケジュールです。
-
- Michael: *Ano kata, donata desu ka.* Who is that person?
ひと
 あの人、どなたですか。
- Staff: *Ano onna no hito desu ka.* Do you mean that woman?
おんな かた
 あの女の方ですか。
- Tookyoo-daigaku no Satou-sensei desu.* She is Prof. Sato from U. of Tokyo.
とうきょうだいがくさとうせんせい
 東京大学の佐藤先生です。

Vocabulary ㇿ

| | | | |
|------------------|--------|--------|-------------------------------------|
| <i>namae</i> | なまえ | 名前 | name |
| <i>onamae</i> | おなまえ | お名前 | name (polite) |
| <i>nihongo</i> | にほんご | 日本語 | Japanese (language) |
| <i>jouzu</i> | じょうず | 上手 | good (at something), skillful |
| <i>ojouzu</i> | おじょうず | お上手 | good (polite) |
| <i>mada mada</i> | まだまだ | | not there yet, still long way to go |
| <i>nan</i> | なん | 何 | what |
| <i>sukejuuru</i> | すけじゅうる | スケジュール | schedule |
| <i>ano X</i> | あの X | | that X (2-3-2) |

| | | | |
|------------------------|-----------|------|-----------------------------------|
| <i>hito</i> | ひと | 人 | person |
| <i>donata</i> | どなた | | who (polite) |
| <i>onna</i> | おんな | 女 | female |
| <i>kata</i> | かた | 方 | person (polite) |
| <i>toukyou-daigaku</i> | とうきょうだいがく | 東京大学 | University of Tokyo |
| <i>Satou</i> | さとう | 佐藤 | Sato (family name) |
| + <i>otoko</i> | おとこ | 男 | male |
| + <i>heta</i> | へた | 下手 | bad, poor (at something) |
| + <i>keitai</i> | けいたい | ケータイ | cellphone |
| + <i>sumaho</i> | すまほ | スマホ | smartphone |
| + <i>pasokon</i> | ぱそこん | パソコン | computer, laptop |
| + <i>baggu</i> | ばぐ | バッグ | bag |
| + <i>kaban</i> | かばん | 鞆 | brief case, bag (made of leather) |
| + <i>kasa</i> | かさ | 傘 | umbrella |

Languages (Add *-go* to the country name. A few exceptions) ♪↷

| | | | |
|-------------------|--------|-------|---------------|
| <i>nihongo</i> | にほんご | 日本語 | Japanese |
| <i>eigo</i> | えいご | 英語 | English |
| <i>chuugokugo</i> | ちゅうごくご | 中国語 | Chinese |
| <i>kankokugo</i> | かんこくご | 韓国語 | Korean |
| <i>furansugo</i> | ふらんすご | フランス語 | French |
| <i>supeingo</i> | すぺいんご | スペイン語 | Spanish |
| <i>rosiago</i> | ろしあご | ロシア語 | Russian |
| <i>itariago</i> | いたりあご | イタリア語 | Italian |
| <i>doitsugo</i> | どいつご | ドイツ語 | German |
| <i>betonamugo</i> | べとなむご | ベトナム語 | Vietnamese |
| <i>arabiago</i> | あらびあご | アラビア語 | Arabic |
| <i>nanigo</i> | なにご | 何語 | what language |

Grammar Notes

2-3-1 Echo Questions

As we have seen, it's common for things that are clear from the context to be left unsaid in Japanese conversation. However, the context may not always be clear to everyone involved. In such cases, people use echo questions (echoing back all or part of what has just been said) for clarification. In the dialogue above, the staff member uses the echo question 'Do you mean this?' to check if Michael is referring to the handouts near her.

Michael: *Sore, nan desu ka.*

What is that?

Staff: *Kore desu ka. Kyou no sukejuuru desu.*

This? It's today's schedule.

While echo questions are not unique to Japanese, they occur a lot more

frequently in Japanese conversations. This is because echo questions are not only used for clarification, but also to slow down the pace of conversation or soften the tone. Recall that hesitation noises are used to take time and avoid direct responses. Echo questions are often used for similar purposes. So, even when there is no need for clarification, Japanese speakers may ask echo questions. In such cases, an answer to the echo question is not necessarily expected.

The most common echo questions are those that repeat the topic nouns, which may have been left unsaid or which are typically marked by the particle *wa* in the other person's speech.

| | |
|---|-----------------------------|
| <i>Wakarimasu ka?</i> | Do [you] understand? |
| - <i>Watashi desu ka. Iya, amari...</i> | Do you mean me? Not really. |
| <i>Kore wa sumaho desu ka.</i> | Is this a smartphone? |
| - <i>Kore desu ka. Hai.</i> | Do you mean this? Yes. |

Note here that 'Sumaho desu ka.' is impossible as an echo question. Watch out!

*-*Sumaho desu ka? Hai.* Do you mean a smartphone? Yes.

2-3-2 *Ano X Ko-so-a-do series #2*

In Lesson 1, the first set of *ko-so-a-do* series (*kore, sore, are, dore*) was introduced. The second set of the series is *kono, sono, ano, and dono*. Both sets are based on the same *ko-so-a-do* distinction (near the speaker, close to the addressee, or away from both).

The difference between the two sets is that the first is a set of nouns and the second is a set of incomplete elements that require a following noun and cannot be used alone. So, while *kore* is an independent noun meaning 'this', *kono* is linked to a noun, meaning 'this X'. Note that when translated into English, both *kore* and *kono* are translated as 'this'.

| | |
|-----------------------------|-----------------------|
| <i>kore</i> | this |
| <i>kono kaisha</i> | this company |
| <i>kono nihon no kaisyā</i> | this Japanese company |

Drills and Exercises

A.

| | |
|--|----------------------------|
| Cue: <i>Furansugo, wakarimasu ka.</i> | Do you understand French? |
| Response: <i>Furansugo desu ka. Ie, wakarimasen.</i> | French? No, I don't. |
| Cue: <i>Chuugokugo, wakarimasu ka.</i> | Do you understand |
| Chinese? Response: | <i>Chuugokugo desu ka.</i> |
| <i>Ie, wakarimasen. Chinese? No I don't.</i> | |

B. ☺

Cue: *Kore, dare no keitai desuka?*

Response: *Kono keitai desu ka. Wakarimasen nee.*

Cue: *Are, doko no kaisha desu ka.*

Response: *Ano kaisya desu ka. Wakarimasen nee.*

Whose cellphone is this?

This cellphone? I don't know

Where is that company from?

That company? I don't know.

C. Say it in Japanese.

Ms. Honda has asked you what is in the bag.

1. Which bag is it?
2. Do you mean this bag? It's my smartphone.
3. Do you mean that bag over there? Isn't it Mr. Oda's laptop?
4. This is my friend's umbrella.
5. I don't know. It's not my bag.

D. Act in Japanese.

1. You are at a reception. Approach another guest and ask his name.
2. You caught a sight of Prof. Sato at the reception. Ask a staff member if that woman is in fact Prof. Sato.
3. Ms. Honda is carrying a big bag. Ask what's in it.
4. You've just heard a name of someone. Check if that is a name for a man?
5. Someone has mistaken your bag for hers. Point out her mistake and get your bag back.
6. At the party you've been complimented on your Japanese skills. Be humble and respond.

Dialogue 4 ☺

Michael checks the schedule.

Michael: *Doyou to nichiyou wa yasumi desu ne.* We're off on Sat. and Sun., right?

どよう にちよう やす
土曜と日曜は休みですね?

Honda: *Mochiron desu.* Of course.

もちろんです。

Michael: *Ajia ginkou no apo wa getsuyoubi deshita ne.*

The appointment with Bank of Asia was on Mon. right?

ぎんこう げつようび
アジア銀行のアポは、月曜日でしたね。

Honda: *E? Kayoubi ja nakatta desu ka.* Huh? Wasn't it on Tues?

かようび
え? 火曜日じゃなかったですか。

Michael: *Aa, sou deshita ne! Sumimasen.* Oh, that's right! Sorry.

ああ、そうでしたね。すみません。

Vocabulary ㇀

| | | | |
|-----------------------------|-------------|-----------|--------------------------------------|
| <i>doyou(bi)</i> | どよう (び) | 土曜日 | Saturday |
| <i>to</i> | と | | and |
| <i>nichiyoubi(bi)</i> | にちよう (び) | 日曜日 | Sunday |
| <i>mochiron</i> | もちろん | | of course |
| <i>apo</i> | あぽ | アポ | appointment |
| <i>getsuyoubi</i> | げつようび | 月曜日 | Monday |
| <i>deshita</i> | でした | | was (the Past form of <i>desu</i>) |
| <i>e</i> | え? | | What? Oh? (Surprise/'Couldn't hear') |
| <i>kayoubi</i> | かようび | 火曜日 | Tuesday |
| <i>X ja nakatta desu ka</i> | X じゃなかったですか | | Wasn't it X? |
| <i>+itsu</i> | いつ | | when |
| <i>+jugyou</i> | じゅぎょう | 授業 | class |
| <i>+shukudai</i> | しゅくだい | 宿題 | homework |
| <i>+shiken</i> | しけん | 試験 | exam |
| <i>+kaigi</i> | かいぎ | 会議 | meeting, conference |
| <i>+orienteishon</i> | おりえんていしょん | オリエンテーション | orientation |
| <i>+purezen</i> | ぷれぜん | プレゼン | presentation |
| <i>+hon</i> | ほん | 本 | book |
| <i>+kyoukasho</i> | きょうかしょ | 教科書 | textbook |
| <i>+manga</i> | まんが | | manga, comic, anime |
| <i>+anime</i> | あにめ | アニメ | anime |
| <i>+nooto</i> | ののおと | ノート | notebook |
| <i>+kami</i> | かみ | a紙 | paper |
| <i>+enpitsu</i> | えんぴつ | 鉛筆 | pencil |
| <i>+pen</i> | ぺん | ペン | pen |

Days of the Week Youbi ㇀

| | | | |
|--------------------|-------|-----|----------------------|
| <i>nichi-youbi</i> | にちようび | 日曜日 | Sunday |
| <i>getsu-youbi</i> | げつようび | 月曜日 | Monday |
| <i>ka-youbi</i> | かようび | 火曜日 | Tuesday |
| <i>sui-youbi</i> | すいようび | 水曜日 | Wednesday |
| <i>moku-youbi</i> | もくようび | 木曜日 | Thursday |
| <i>kin-youbi</i> | きんようび | 金曜日 | Friday |
| <i>do-youbi</i> | どようび | 土曜日 | Saturday |
| <i>nan-youbi</i> | なんようび | 何曜日 | what day of the week |

Grammar Notes

2-4-1 Days of the Week

Youbi indicates days of the week. There are three variations for each day of the week.

getsu, getsu-you, getsu-youbi

The longer, the more formal. Abbreviations like the following are also very common.

Getsu-sui-kin Mon-Wed-Fri
Kaa-moku Tue-Thurs.
Do-nichi Sat-Sun

The question word *nan-youbi* ‘what day of the week’ cannot be used to ask ‘what day of the month’, which will be introduced later.

2-4-2 Noun to Noun

/X to Y/ means ‘X and Y’. Unlike English ‘and’, which can connect various elements including adjectives, verbs, or sentences, the particle *to* can only connect nouns or noun phrases.

Nihon to America Japan and America
Asia Ginkou no Oda-san to J-Netto no Sumisu-san
 Mr. Oda from Asia Bank and Mr. Smith from
J-Net Kayoubi to mokuyoubi no jugyou Classes on Tuesday and
 Thursday *Kono nihongo no kyokasho to ano hon* this Japanese textbook
 and that book

Like other particles, *to* follows a noun, and when pronouncing, there is no pause between the noun and *to* (in English, you can pause before ‘and.’) There is no limit to the number of nouns connected, but it’s rare for an adult speaker to list more than three or four.

2-4-3 The Past Form of */X desu/* X *deshita*, X *ja nakatta desu*

The forms of */X desu/* including the Non-Past, Past, Affirmative and Negative are shown in the chart below. Make sure you do not use *deshita* in the Past Negative form.

Table 3. Conjugation of non-past and past-forms of *-desu* in the affirmative and negative.

| | Affirmative | Negative |
|----------|---|--|
| Non-past | <i>Nihongo desu.</i> It’s Japanese. | <i>Nihongo ja nai desu.</i> It’s not Japanese. |
| Past | <i>Nihongo deshita.</i> It was Japanese. | <i>Nihongo ja nakatta desu.</i> It wasn’t Japanese. |

The Past forms are also used to express recollection of information, even when it is information about an event scheduled in the future.

| | |
|---|---------------------------------------|
| <i>Kaigi wa ashita deshita ne.</i> | The meeting was tomorrow, right? |
| <i>-Iya, asatte ja nakatta desu ka?</i> | No, wasn't it the day after tomorrow? |

Drills and Exercises

E. ☞

| | |
|--|---------------------------|
| Cue: <i>Kyou wa getsuyoubi desu ne.</i> | Today is Monday, right? |
| Response: <i>E? Kayoubi ja nai desu ka?</i> | What? Isn't it Tuesday? |
| Cue: <i>Kyou wa Mokuyoubi desu ne.</i> | Today is Thursday, right? |
| Response: <i>E? Kinyoubi ja nai desu ka?</i> | What? Isn't it Friday? |

F. ☞

| | |
|---|-----------------------------|
| Cue: <i>Kinou wa ame deshita ne.</i> | It rained yesterday, right? |
| Response: <i>Ee, ame ja nakatta desu ka.</i> | Yes, didn't it rain? |
| Cue: <i>Shike wa getsuyou deshita ne.</i> | The exam was Monday, right? |
| Response: <i>Ee, getsuyou ja nakatta desu ka.</i> | Yes, wasn't it on Mon.? |

G. Say it in Japanese.

You are talking about last week's meeting. Ask the following:

1. When was it?
2. What day of the week was it?
3. What time was it?
4. Where was it?
5. Which country was it (held in)?
6. Which company was it (held at)?
7. Who was the teacher?
8. Of what nationality was the teacher?
9. In what language was it?
10. Which textbook was it (that was used)?

Emily is looking at the course catalog. Ask her:

1. What days of the week are the Japanese classes scheduled on?
2. What time are they scheduled at?
3. Who is the instructor?
4. Is homework due everyday?
5. What time is the Tuesday orientation for exchange students scheduled at?

You've been asked the above questions. Reply:

6. It's Monday, Wednesday and Friday.
7. Aren't they at nine and eleven thirty?
8. The instructors are Japanese and American. The Japanese teacher is Prof. Sato, but I do not know the name of the American teacher.
9. Of course, it's everyday, I tell you.
10. The Tuesday orientation is at 10:30, but the sophomores do not go.

H. Act in Japanese.

1. Find out from the teacher what day of the week the Japanese exam is scheduled and what time.
2. You've just been told that there is an exam today! Express your surprise.
3. You need to write down something. Ask for paper and a pen.
4. A coworker is wondering about yesterday's weather. You remember that it rained yesterday. Let him know.
5. You have an appointment with a business associate this week. Confirm with her that it is at ten o'clock on Thursday. Make sure you thank her in advance for the appointments.

Review

Grammar Review

- a. What does /X *desu*/ mean? How about /X *deshita*/? (2-1-1, 2-4-3)
- b. For noun sentences, what is the Non-Past negative? How about the Past negative? (2- 1-1, 2-4-3)
- c. How is a clock time expressed? How about the days of the week? (2-1-2, 2-4-1)
- d. How do you ask what time it is in Japanese? How about what day of the week today is? (2-1-1, 2-4-1)
- e. Give two examples of Japanese hesitation noises. What is the difference between them? How are they used? (2-1-3)
- f. Which is the main noun in the noun phrase / X *no* Y/, X or Y? (2-2-1)
- g. What is the relationship between the two nouns in /X *no* Y/? (2-2-1)
- h. What three changes may happen when a foreign word is borrowed into Japanese? (2-2-2)
- i. What is the ritual expression used at the beginning of a self-introduction? How is it closed? (2-2-3) When do you bow?
- j. What is the difference between *sore* and *sono*? (2-3-2)
- k. What is an echo question? How do you use it? (2-3-1)
- l. How is 'E?' used? (2-4 vocabulary)
- m. What is the difference in meaning between the following (2-4-3):
 1. *Nihonjin ja nakatta desu.*

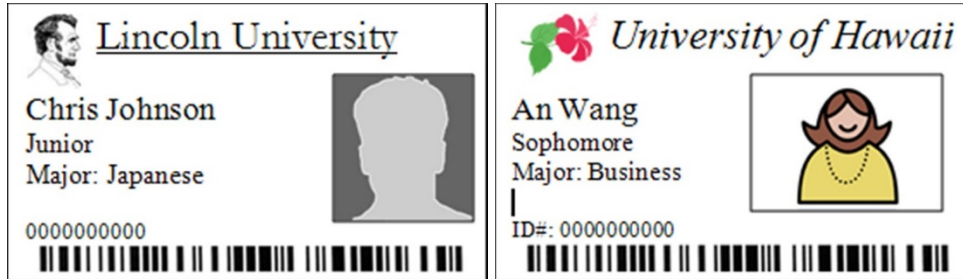
2. *Nihonjin ja nakatta desu ka.*

n. What does the particle *to* 'and' combine? (2-4-2)

Practical Applications

Part A

You work in a HR office of a company. Answer the questions on the basis of the student ID of prospective part-time employees below.



1. You've been asked who are the students.
2. Your supervisor asks you to call the person whose name is on one of the cards. Ask if she means Chris Johnson.
3. Your supervisor says that Ms. Wang went to Lincoln University. Correct him politely.
4. You've been asked if both Johnson and Wang are juniors.
5. You've been asked who is studying Business.
6. Your supervisor asks you to set up appointments with them tomorrow. Find out what time tomorrow he has in mind.
7. You set up two separate appointments. Inform the supervisor that for Mr. Johnson it's 9:30 and for Ms. Wang it's 11:30.

Part B

You see your supervisor holding a flyer. It's March 18th today.

International Conference of Teachers of Japanese

Kyoto Hotel
Saturday & Sunday, March 19 & 20

◆ **Keynote speaker: Prof. Jennifer Jones (New York University)**



◆ **Presentations in Japanese and English**
 ◆ **Reception: 7:00 Saturday**

1. You hear your supervisor talking to student interns about the flyer. Ask if it's (for) a class.
2. Ask your supervisor what the conference is about.
3. Ask your supervisor if it will be (conducted) in Chinese.
4. Ask your supervisor what language it is.
5. Ask your supervisor where in Japan it will be held.
6. Ask your supervisor when it is.
7. Ask your supervisor if it is today.
8. Ask your supervisor what days of the week the dates are.
9. You hear your supervisor talking to co-workers about the keynote speaker. Ask if it's Prof. Honda.
10. You hear your supervisor talking to co-workers about the keynote speaker. Ask who it is.
11. You hear your supervisor talking to co-workers about the keynote speaker. Ask if the keynote speaker is from a Japanese university.
12. Ask your co-worker if he is going.
13. You've been asked above questions by a co-worker. Answer his questions on the basis of the flyer.
14. The event is over. Now ask and answer with a co-worker the questions above in the Past form.

Drill Tape Scripts

Dialogue 1

- A. Cue: 今、九時ですか。 Response: いや、十時ですよ。
 Cue: 今、三時ですか。 Response: いや、四時ですよ。
1. 今、七時ですか。
 2. 今、四時ですか。
 3. 今、八時ですか。
 4. 今、十時ですか。
 5. 今、一時半ですか。
 6. 今、六時半です。
- B. Cue: 今日は、バイトですか。 Response: いえ、バイトじゃないです。
 Cue: 今日は、雨ですか。 Response: いえ、雨じゃないです。
 会社ですか。
1. 買い物ですか。
 2. 雪ですか。
 3. 練習ですか。
 4. 散歩ですか。
 5. 休みですか。

Dialogue 2

- A. Cue: アメリカですか。 Response: はい、アメリカの会社です。
 Cue: フランスですか。 Response: はい、フランスの会社です。
1. イギリスですか。
 2. ロシアですか。
 3. ドイツですか。
 4. 韓国ですか。
 5. 中国ですか。
- B. Cue: 先生は、アメリカ人ですか。
 Response: いえ、アメリカ人じゃないです。日本人です。
 Cue: 先生は、フランス人ですか。
 Response: いえ、フランス人じゃないです。日本人です。
1. 中国人ですか。
 2. イタリア人ですか。
 3. 台湾人ですか。
 4. インド人ですか。
 5. ロシア人ですか。

Dialogue 3

- A. Cue: フランス語、わかりますか。
 Response: フランス語ですか。いえ、わかりません。
 Cue: 中国語、わかりますか。
 Response: 中国語ですか。いえ、わかりません。
1. ロシア語、わかりますか。
 2. アラビア語、わかりますか。
 3. スペイン語、わかりますか。
 4. フランス語、わかりますか。
 5. 韓国語、わかりますか。
- B. Cue: これ、だれのケータイですか。
 Response: このケータイですか。わかりませんねえ。
 Cue: あれ、どこの会社ですか。
 Response: あの会社ですか。わかりませんねえ。
1. これ、何の本ですか。
 2. あれ、どこのパソコンですか。
 3. あれ、だれの傘ですか。
 4. これ、何時のバイトですか。
 5. それ、どなたの鞆ですか。

Dialogue 4

- A. Cue: 今日は、月曜日ですね。 Response: え？火曜日じゃないですか。
 Cue: 今日は、木曜日ですね。 Response: え？金曜日じゃないですか。
1. 今日は、水曜日ですね。
 2. 今日は、日曜日ですね。
 3. 今日は、金曜日ですね。
 4. 今日は、火曜日ですね
 5. 今日は、土曜日ですね
- B. Cue:きのうは雨でしたね。 Response: ええ、雨じゃなかったですか。
 Cue: 試験は月曜でしたね。 Response: ええ、月曜じゃなかったですか。
1. 会議は、イギリスでしたね。
 2. アポは、水曜日でしたね。
 3. おとといは、会社でしたね。
 4. あの留学生は、韓国人でしたね。
 5. あれは、日本語の教科書でしたね。

Lesson 3: Settling Down

Dialogue 1 ㇀

Michael is checking apartment listings.

Honda: *Ii apaato, arimasu ka.*

いいアパート、ありますか。

Are there any good apartments?

Michael: *Sukunai desu nee.*

すく
少ないですねえ。

Very few.

.....

Honda: *Kono apaato wa dou desu ka?*

このアパートはどうですか。

How about this apartment?

Michael: *Sou desu nee. Chotto takaku naidesu ka.* Let's see. Isn't it a little expensive?

そうですねえ。ちょっと高くないですか。

Vocabulary ㇀

| | | | |
|---------------------|--------|-------|---------------------------|
| <i>apaato</i> | あぱあと | アパート | apartment |
| <i>arimasu</i> | あります | | there is/are, exists |
| <i>sukunai</i> | すくない | 少ない | be few, there are few |
| <i>dou</i> | どう | | how |
| <i>sou desu nee</i> | そうですねえ | | Let me see, I'm thinking |
| <i>takai</i> | たかい | 高い | expensive |
| <i>takakunai</i> | たかくない | 高くない | is not expensive |
| + <i>manshon</i> | まんしょん | マンション | condominium |
| + <i>ie</i> | いえ | 家 | house, home |
| + <i>heya</i> | へや | 部屋 | room |
| + <i>ikaga</i> | いかが | | how (polite) |
| + <i>ooi</i> | おおい | 多い | be a lot, there are a lot |
| + <i>yasui</i> | やすい | 安い | cheap |
| + <i>ookii</i> | おおきい | 大きい | large, big |
| + <i>chiisai</i> | ちいさい | 小さい | small |
| + <i>atarashii</i> | あたらしい | 新しい | new |
| + <i>furui</i> | ふるい | 古い | old |

Grammar Notes

3-1-1 Adjective Sentences

All adjectives in Japanese end in *-i* (Non Past), *-katta* (Past), and *-*

ku. takai expensive

takaku nai not expensive

To make the Past form, change *-i* to *-katta*. For the negative form, change *nai* to *nakatta*.

takakatta was expensive

takaku nakatta was not expensive

To make a formal style adjective sentence, add *desu*.

Takai desu. It's expensive.

Takaku nai des. It's not

expensive. *Takakatta desu.* It was

expensive. *Takaku nakatta desu.* It

was not expensive.

In Lessons 1 and 2 verb sentences and noun sentences were introduced. With the adjective sentences introduced in this lesson you have now seen all three Japanese sentence types. The chart below shows the forms that have been introduced so far.

Table 4. Examples of affirmative and negative non-past types of verb, noun, and adjective sentences in Japanese.

| | Non-past – Affirmative | Non-Past – Negative |
|---------------------------|-------------------------------|----------------------------|
| Verb Sentence | <i>Wakarimasu.</i> | <i>Wakarimasen.</i> |
| Noun Sentence | <i>Nihon desu.</i> | <i>Nihon ja nai desu.</i> |
| Adjective Sentence | <i>Takai desu.</i> | <i>Takaku nai desu.</i> |

Table 5. Affirmative and negative past types of verb, noun, and adjective sentences in Japanese.

| Past - Affirmative | Past - Negative | Past - Affirmative |
|--------------------|------------------------|-------------------------------|
| Verb Sentence | <i>Wakarimashita.</i> | <i>Wakarimasen deshita.</i> |
| Noun Sentence | <i>Nihon deshita.</i> | <i>Nihon ja nakatta desu.</i> |
| Adjective Sentence | <i>Takakatta desu.</i> | <i>Takaku nakatta desu.</i> |

The adjective *ii* has special forms. This is the only exception in the entire class of adjectives.

| | |
|---------------------------|-----------------|
| <i>Ii desu</i> | It's good |
| <i>Yoku nai desu</i> | It's not good |
| <i>Yokatta desu</i> | It was good. |
| <i>Yoku nakatta desu.</i> | It wasn't good. |

Yoku is one of the most commonly used adverbs and was already introduced in Lesson 1 as in *yoku wakarimasu*, *yoku tabemasu*, etc. *Yokatta desu nee* is a common response to good news.

3-1-2 Adjective + Noun

In Lesson 2, you saw two ways of extending a noun into a noun phrase. One way is to modify a noun by another, as in the sequence /X no Y/ in the phrase *Amerika no kaisha* 'American company.' Another example is the *kono-sono-ano-dono* group that precedes a noun, as in *ano kaisha* 'that company'. These two ways can be combined as in *kono Amerika no kaisha* 'this American company.'

Adjectives can directly modify a noun to make a noun phrase (no need for the particle *no*).

| | |
|--------------------------|---------------------------------|
| <i>takai keitai</i> | expensive cellphone |
| <i>takaku nai keitai</i> | cellphone that is not expensive |

It's possible to combine more than one adjective or other modifying elements to extend a noun phrase.

| | |
|--|--|
| <i>chiisai takai keitai</i> | small, expensive cellphone |
| <i>kono Amerika <u>no</u> chiisai takai keitai</i> | this small, expensive American cellphone |

Note that all the modifying elements occur before the main noun, and that the particle *no* must be attached to a noun modifier wherever it occurs. The order of modifying elements is rather free, unlike in English, where there are certain restrictions.

chiisai takai kono Amerika no keitai this small, expensive American cellphone
kono watashi no keitai this cellphone of mine
watashi no kono keitai this cellphone of mine

3-1-3 *arimasu* ‘there is X’

The verb *arimasu* means ‘there is’ or ‘I have’. It indicates inanimate existence such as objects, plants, ideas, events, etc. A different verb is used for people and animals and will be introduced later. There are two negative forms for *arimasu*: *arimasen* and *nai desu*. The latter is less formal.

As we have seen so far, *nai desu* is part of the negative forms for noun and adjective sentences. *Arimasen* can substitute for *nai desu* in these forms and sounds a little more elegant.

Sumaho ja nai desu. → *Sumaho ja arimasen.* It’s not a smartphone.
Takaku nai desu. → *Takaku arimasen.* It’s not expensive.

Similarly, the Past form *arimasen deshita* can substitute for *nakatta desu*.

Sumaho ja nakatta desu. → *Sumaho ja arimasen deshita.* It wasn’t a smartphone.
Takaku nakatta desu. → *Takaku arimasen deshita.* It wasn’t expensive.

The chart below shows all the forms including these alternatives.

Table 6. All the past forms of “*arimasen*” - affirmative and negative - as a verb sentence, noun sentence, and adjective sentence.

| | Affirmative – Non-past | Negative – Non-past |
|---------------------------|-----------------------------------|---|
| Verb Sentence | <i>Arimasu.</i> | <i>Nai desu. Arimasen.</i> |
| Noun Sentence | <i>Nihon desu.</i> | <i>Nihon ja nai desu. Nihon ja arimasen</i> |
| Adjective Sentence | <i>Takai desu.</i> | <i>Takaku nai desu. Takaku arimasen.</i> |

Table 7. All the non-past forms of "arimasen" - affirmative and negative - as a verb sentence, noun sentence, and adjective sentence.

| | Affirmative-Past | Negative-Past |
|--------------------|------------------------|--|
| Verb Sentence | <i>Arimashita.</i> | <i>Nakatta desu. Arimasen deshita.</i> |
| Noun Sentence | <i>Nihon deshita.</i> | <i>Nihon ja nakatta desu. Nihon ja arimasen deshita.</i> |
| Adjective Sentence | <i>Takakatta desu.</i> | <i>Takaku nakatta desu. Takaku arimasen deshita.</i> |

Note the difference between the following sentences.

Kaisha ja arimasen / Kaisha ja nai desu.
Kaisha wa arimasen / Kaisha wa nai desu.

It's not a company. (Identity)
There is no company. (Existence)

Drills and Exercises

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

たか
Cue: 高いですか。 *Takai desu ka.* Is it expensive?

やす
Response: いいえ、安いですよ。 *Iie, yasui desu yo.* No, it's cheap, I assure you.

やす
Cue: 安いですか。 *Yasui desu ka.* Is it cheap?

たか
Response: いいえ、高いですよ。 *Iie, takai desu yo.* No, it's expensive, I assure you.

B. ♪

Cue: いいですか。 *Ii desu ka.* Is it all right?

Response: いいえ、あまりよくないです。 *Iie, amari yoku desu.* No, it's not very good.

やす
Cue: 安いですか。 *Yasui desu ka.* Is it cheap?

やす
Response: いいえ、あまり安くないです。 *Iie, amari yasuku desu.* No, it's not very cheap.

C. ㇀

Cue: アパートですか。 *Apaato desu.* Is it an apartment?

Response: いいえ、アパートじゃありません。

Iie, apaato ja arimasen. No, it's not an apartment.

Cue: 安いですか。 *Yasui desu ka.* Is it cheap?

Response: いいえ、安くありません。 *Iie, yasuku arimasen.* No, it's not cheap.

D. ㇀

A. Cue: あれ、高かったですか。

Are, takakatta desu ka. Was that expensive?

Response: いえ、高くなかったですよ。

Ie, takaku nakatta desu yo. No, it wasn't.

Cue: あれ、新しかったですか。

Are, atarashikatta desu ka? Was that new?

Response: いえ、新しくなかったですよ。

Ie, atarashiku nakatta desu yo. No it wasn't.

E. Say it in Japanese.

You've been asked your opinion about an apartment.

1. Let me see...isn't it big?
2. It's a little old. Aren't there any new apartments?
3. It's not very expensive, but I wonder if it might not be small.
4. I saw it yesterday. It was nice.
5. There are many small apartments, but big ones are scarce, aren't they?

F. Act in Japanese with a partner.

Ms. Honda is checking apartment listings. Ask if there is anything good.

1. Ms. Honda has recently moved into a new apartment. Find out how she likes it.
2. At a store, you saw a nice bag, but it's small. Get the attention of a clerk and ask if there is a big one.
3. A co-worker just broke great news to you. Respond.
4. Ms. Honda went to see an apartment yesterday. Ask her a) how it was, b) if it was good, c) if it wasn't old.
5. You've been asked about your a) apartment, b) school, c) company. Describe.

Dialogue 2 ㊦

Michael finds an interesting apartment listing.

- Michael: *Juu-go-ban wa ikura desu ka.* How much is number 15?
ばん
 15番は、いくらですか。
- Honda : *Rokuman-nanase-en desu.* It's ¥67,000.
ろくまんななせんえん
 六万七千円です。
Warukunai desu yo. That's not bad, you know.
わる
 悪くないですよ。
- Michael: *Motto yasui no wa arimasen nee.* There isn't one that's cheaper, is there.
やす
 もっと安いのはありませんかねえ。
- Honda: *Chotto muzukashii desu nee.* That would be a little difficult, wouldn't it.
 ちょっとむずかしいですねえ。

Vocabulary ㊦

| | | | |
|--------------------------|------------|-------|-------------------------|
| <i>juugo</i> | じゅうご | 十五 | fifteen |
| <i>ban</i> | ばん | 番 | (ordinal) number |
| <i>juugo-ban</i> | じゅうごばん | 十五番 | number fifteen |
| <i>ikura</i> | いくら | | how much? |
| <i>rokuman</i> | ろくまん | 六万 | 60,000 |
| <i>nanasen</i> | ななせん | 七千 | 7000 |
| <i>en</i> | えん | 円 | yen (currency of Japan) |
| <i>rokuman-nanase-en</i> | ろくまんななせんえん | 六万七千円 | ¥67,000 |
| <i>warui</i> | わるい | 悪い | bad |
| <i>waruku nai</i> | わるくない | 悪くない | not bad |
| <i>motto</i> | もっと | | more |
| <i>motto yasui</i> | もっとやすい | もっと安い | cheaper |
| <i>no</i> | の | | one(s) |
| <i>muzukashii</i> | むずかしい | 難しい | difficult, hard |
| + <i>doru</i> | どる | ドル | dollar |
| + <i>yasashii</i> | やさしい | | easy, kind |

Grammar Notes

3-2-1 Numbers and Classifiers (~en, ~doru, ~ban)

Japanese numbers are listed at the end of this lesson. Note that numbers 4, 7 and 9

have alternating forms: *yon*, *yo* and *shi* for 4, *nana* and *shichi* for 7 and *kyuu* and *ku* for 9. The form depends on what classifier is combined with the number (See below for classifiers).

In Japanese, numbers with five or more places are counted in groups of four places (*~man*, *~oku*, *~chou*). On the other hand, in English these numbers are counted by groups of three places (thousands, millions, billions). So, ten thousand in Japanese has a special name *man*, and succeeding groups of four places have the names *~oku*, and *~chou*. Traditionally a comma was inserted every four places (10,000 was written 1,0000).

Note that 10, 100 and 1000 do not require *ichi*, but 10,000 does. In another words, you need to say *ichi* only for the last place in each four-place group.

| | | | |
|------|--------------|----------|------------------|
| 1 | <i>ichi</i> | 10000 | <i>ichi-man</i> |
| 10 | <i>juu</i> | 100000 | <i>juu-man</i> |
| 100 | <i>hyaku</i> | 1000000 | <i>hyaku-man</i> |
| 1000 | <i>sen</i> | 10000000 | <i>sen-man</i> |

So, ¥11111111 is *sen hyaku juu ichi man sen hyaku juu ichi en*. Also note the following sound changes.

| | | |
|----------------------------|------|--|
| For 100's (<i>hyaku</i>) | h→b | 300 <i>sanbyaku</i> ; ?00 <i>nanbyaku</i> (how many hundreds?) |
| | h→pp | 600 <i>roppyaku</i> ; 800 <i>happpyaku</i> |
| For 1000's (<i>sen</i>) | s→z | 3000 <i>sanzzen</i> ; ?000 <i>nanzen</i> (how many thousands?) |
| | s→ss | 8000 <i>hassen</i> |

Japanese numbers are usually followed by a classifier, which indicates what is counted or numbered. Use of 'bare' numbers is rather limited (counting the number of push-ups, etc.) When counting things in Japanese, numbers are combined with classifiers that are conventionally used for the particular nouns being counted. This is similar to English expressions like "ten sheets of paper" (not ten papers), or "a loaf of bread" (not a bread.)

Recall that the classifier for clock time is *-ji*, and grade in school is *-nensei*. We add three more in this lesson: *-en* for the Japanese currency, *-doru* for US currency, and *-ban* for numbers in order (first, second, etc.) Before *-ji*, 4, 7, and 9 are respectively *yo*, *shichi*, and *ku*. As shown in the chart below, before *-en* the number 4 is *yo*, and the numbers 7 and 9 before *-en*, *doru* and *-ban* are *nana*, and *kyuu*.

The classifier *-ban* is also used for ranking (first place, second place, etc.) *Ichi-ban* is also used as an adverb to mean 'most' or 'best.' The pitch accent changes for the adverbial use (iCHIBan

→ iCHIBAN)

| | |
|---------------------------|------------------|
| <i>Ichi-ban jouzu</i> | most skillful |
| <i>Ichi-ban atarashii</i> | newest |
| <i>Ichiban ii daigaku</i> | the best college |

Table 8. Classifiers for numbers 1-10, as well as an unknown number, for suffixes *-en*, *-doru*, and *-ban*

| | <i>-en</i> | <i>-doru</i> | <i>-ban</i> |
|-----|-----------------|-------------------|------------------|
| 1. | <i>Ichi-en</i> | <i>Ichi-doru</i> | <i>Ichi-ban</i> |
| 2. | <i>Ni-en</i> | <i>Ni-doru</i> | <i>Ni-ban</i> |
| 3. | <i>San-en</i> | <i>San-doru</i> | <i>San-ban</i> |
| 4. | <i>Yo-en</i> | <i>Yon-doru</i> | <i>Yon-ban</i> |
| 5. | <i>Go-en</i> | <i>Go-doru</i> | <i>Go-ban</i> |
| 6. | <i>Roku-en</i> | <i>Roku-doru</i> | <i>Roku-ban</i> |
| 7. | <i>Nana-en</i> | <i>Nana-doru</i> | <i>Nana-ban</i> |
| 8. | <i>Hachi-en</i> | <i>Hachi-doru</i> | <i>Hachi-ban</i> |
| 9. | <i>Kyuu-en</i> | <i>Kyuu-doru</i> | <i>Kyuu-ban</i> |
| 10. | <i>Juu-en</i> | <i>Juu-doru</i> | <i>Juu-ban</i> |
| ? | <i>Nan-en</i> | <i>Nan-doru</i> | <i>Nan-ban</i> |

3-2-2 Pronoun *No*

Recall that we have the following three noun phrase structures.

- | | | |
|------------------------|--------------------------|-----------------|
| 1. Adjective + Noun | <i>yasui apaato</i> | cheap apartment |
| 2. <i>Kono</i> + Noun | <i>kono apaato</i> | this apartment |
| 3. Noun <i>no</i> Noun | <i>watashi no apaato</i> | my apartment |

It sounds too wordy and unsophisticated if the same noun is repeated unnecessarily. How can we avoid repeating the main noun in these structures when it is already known from the context?

- | | | |
|--|---------------------|-----------------|
| For Structure 1, replace the noun with the pronoun <i>no</i> . | → <i>yasui no</i> | inexpensive one |
| Structure 2, use <i>kore-sore-are-dore</i> , instead. | → <i>kore</i> | this |
| For Structure 3, just drop it. | → <i>watashi no</i> | mine |

The pronoun *no* can replace the noun directly after an adjective, but is usually not used to refer to people. These rules hold when the three structures are combined.

| | | |
|------------------------------|----------------------|------------------------------------|
| <i>kono atarashii apaato</i> | this new apartment | → <i>kono atarashii no</i> |
| <i>watashi no kono kaban</i> | this bag of mine | → <i>watashi no kore atarashii</i> |
| <i>Amerika no kaisha</i> | new American company | → <i>atarashii Amerika no</i> |

3-2-3 *ka nee* 'I wonder'

Some sentence particles can occur in combination. One common combination is *ka nee* 'I wonder.' *Ka* indicates doubt and *nee* indicates that the speaker assumes the hearer has the same doubt. In the dialogue above, Michael asks if there are cheaper apartments, assuming Ms. Honda understands his situation. Compare the following:

Motto yasui no wa arimasen ka. Aren't there cheaper ones?
Motto yasui no wa arimasen ka nee. I wonder if there are cheaper ones.

While the first asks for an answer, the second does not demand a response because the speaker assumes that the other person shares the same question. The result is softer. *Ka nee* is also used as a polite response to a question when the speaker does not know the answer.

| | |
|-------------------------------|----------------------------|
| <i>Ano hito dare desu ka?</i> | Who is that person? |
| <i>-Dare desu ka nee.</i> | I wonder, too. |
| <i>Dare no kasa desu ka?</i> | Whose umbrella is it? |
| <i>-Dare no desu ka nee.</i> | I wonder whose it is, too. |

Drills and Exercises

A. ♪

| | |
|---|--------------------------------|
| Cue: <i>Go-en desu ka.</i> | Is it five yen? |
| Response: <i>Ie-ie, gojuu-en desu yo.</i> | No, no, it's fifty yen! |
| Cue: <i>Nihyaku-en desu ka.</i> | Is it two hundred yen? |
| Response: <i>Ie-ie, nisen-en desu yo.</i> | No, no, it's two thousand yen! |

B. ♪

| | |
|--|--|
| Cue: <i>Takai desu nee.</i> | It's expensive, isn't it! |
| Response: <i>Ee, motto yasui no wa arimasen nee.</i> | Yes, there aren't any cheaper ones, are there. |
| Cue: <i>Chiisai desu nee.</i> | It's small, isn't it! |
| Response: <i>Ee, motto ookii no wa arimasen nee.</i> | Yes, there aren't any bigger ones, are there. |

C. ♪

| | |
|---|-------------------------------|
| Cue: <i>Minna, ookii desu nee.</i> | They're all big, aren't they! |
| Response: <i>Ichiban ookii no wa, dore desu ka.</i> | Which is the biggest one? |

Cue: *Minna, furui desu nee.*
Ichiban furui no wa, dore desu ka.

They're all old, aren't they! Response:
 Which is the oldest one?

D. Say it in Japanese.

You've been asked the price of something. Reply.

1. ¥ 650
2. ¥ 1010
3. ¥ 14000
4. ¥790000
5. ¥ 8800
6. ¥ 3300
7. ¥1111

At a meeting, ask what other people think of the following:

8. a newer company
9. the more difficult Chinese textbook
10. the easiest one
11. the cellphone #13
12. Prof. Kimura's new course on Tue-Thur

E. Act in Japanese with a partner.

1. In a shoe store, you've tried on a pair and found them to be too small. Get the attention of a clerk and ask for a little bigger pair.
2. Browsing an online shopping site, Ms. Honda misread the price of an item as 5000 yen. It is actually 50000 yen. Correct her nicely.
3. Find out today's dollar to yen exchange rate.
4. You are doing a homework assignment. Exclaim that Question #14 is hard. Ask if Ms. Honda gets it.
5. You've been asked for your opinion about an apartment. Mention that it is not bad, but you wonder what the rent is.
6. With a partner, ask and answer how much something costs. Exchange opinions about the price.

Dialogue 3 ㇀

Michael checks the apartment further.

Michael: *Sugoku kirei na apaato desu nee.* It's a really beautiful apartment, isn't it!
 すごくきれいなアパートですねえ。

Honda: *De mo chotto tooku nai desu ka.* But isn't it a little far?

でも、ちょっと遠くないですか。

Michael: *Sou desu ne. Amari benri ja nai desu nee.* You are right. It's not very convenient, is it.

そうですね。あまり便利じゃないですね。

Honda: *Zannen desu nee.* Too bad, huh!

ざんねん
 残念ですねえ。

Vocabulary ㇀

| | | | |
|------------------|----------|----|----------------------|
| <i>sugoi</i> | すごい | 凄い | amazing, great |
| <i>sugoku</i> | すごく | 凄く | really, amazingly |
| <i>kirei</i> | きれい (な) | | pretty, clean |
| <i>de mo</i> | でも | | but |
| <i>tooi</i> | とおい | 遠い | far |
| <i>benri</i> | べんり (な) | 便利 | convenient |
| <i>zannen</i> | ざんねん (な) | 残念 | too bad, regrettable |
| + <i>kitanai</i> | きたない | | dirty |
| + <i>chikai</i> | ちかい | 近い | close, near |
| + <i>fuben</i> | ふべん (な) | 不便 | inconvenient |
| + <i>dame</i> | だめ (な) | | bad, unacceptable |
| + <i>yuumei</i> | ゆうめい (な) | 有名 | famous |

Grammar Notes

3-3-1 Na-Nouns

When one noun describes another, there are two possible patterns. You've seen one of these already with the particle *no*: *watashi no keitai* 'my cell phone,' *nihongo no sensei* 'the Japanese teacher.'

A smaller set of nouns hooks up to nouns with the particle *na*: *kirei na nihongo* 'beautiful Japanese,' *benri na keitai* 'convenient cell phone.' These will be called "na nouns." All *na* nouns are intangible, but not all intangibles are *na* nouns. All *na* nouns will be followed by (*na*) in the glossary to distinguish them from regular nouns.

Note that the pronoun *no* can replace the main noun in this combination.

kirei na apaato a clean apartment → *kirei na no* a clean one

amerika no yuumei na kaisha a famous company in America →
amerika no yuumei na no a famous one in America

3-3-2 Adjective ~Ku Forms as Adverbs

The *-ku* form of adjectives are also used as adverbs.

| | |
|--------------------------------|------------------------|
| <i>Yoku wakarimasu.</i> | I understand it well. |
| <i>Sugoku kirei desu.</i> | It's really beautiful. |
| <i>Yasuku kaimashita.</i> | I bought it cheaply. |
| <i>Ookiku kakimasu.</i> | I'll write it big. |
| <i>Atarashiku tsukurimasu.</i> | I'll remake it. |

Drills and Exercises

A. ☞

Cue: *Kirei desu ka.* Is it clean?
 Response: *Ee, sugoku kirei na apaato desu yo.* Yes, it's a really clean apartment!
 Cue: *Takai desu ka.* Is it expensive?
 Response: *Ee, sugoku takai apaato desu yo.* Yes, it's a really expensive apartment!

B. ☞

Cue: *Kirei desu ka.* Is it clean?
 Response: *Iya, kirei ja nai desu yo* No, it's not clean!
 Cue: *Tooi desu ka.* Is it far?
 Response: *Iya, tooku nai desu yo.* No, it's not far!

C. Say it in Japanese.

You've been asked for your opinion about an apartment.

1. Isn't it a little far?
2. Isn't it a little inconvenient? Isn't there anything closer?
3. It's really beautiful, isn't it. However, I wonder where it is located.
4. It's no good. It's big, but it's really old. Too bad.
5. It's that famous apartment, isn't it. It's the most expensive one, you know.

D. Act these roles in Japanese with a partner.

1. Your friend got a perfect score on a test. Exclaim your amazement.
2. A co-worker mentions that she will not make it to the company event. Express your disappointment.
3. You've been asked to give a speech in Japanese. Humbly turn down the

- opportunity and ask if there isn't anyone better.
4. A co-worker has shown you a picture of his mother. Comment how beautiful she is.
 5. Compare products in the market by manufacturer, price, size, usefulness, etc.

Dialogue 4 ◡

Michael has settled into his new apartment. Ms. Honda is checking if he needs anything.

- Honda: *Isu toka tsukue, arimasu ka.* Do you have things like chairs and desks?
つくえ
 いすとか 机、ありますか。
- Michael: *Hai, isu mo tsukue mo arimasu.* Yes, I have both chairs and desks.
つくえ
 はい、いすも 机 もあります。
Daijoubu desu. I'm fine.
だいじょうぶ
 大丈夫です。
- Honda: *Hontou desu ka. Terebi wa?* No kidding. How about a television?
ほんとう
 本当ですか。テレビは？
- Michael: *Aa, terebi wa irimasen.* Oh, a television I don't need.
 ああ、テレビはいりません。

Vocabulary ◡

| | | | |
|---------------------------|---------|---------|-------------------------------|
| <i>isu</i> | いす | | chair |
| <i>toka</i> | とか | | such (things) as |
| <i>tsukue</i> | つくえ | 机 | desk |
| <i>isu toka tsukue</i> | いすとかつくえ | いすとか机 | things like chairs and a desk |
| <i>~mo ~mo</i> | ~も~も | | both ~ and ~ |
| <i>isu mo tsukue mo</i> | いすもつくえも | いすも机も | both chairs and desks |
| <i>daijoubu</i> | だいじょうぶ | (な) 大丈夫 | fine, safe, okay |
| <i>hontou</i> | ほんとう | 本当 | truth, reality, fact |
| <i>terebi</i> | てれび | テレビ | television |
| <i>+ya</i> | や | | such (things) as |
| <i>+teeburu</i> | てえぶる | テーブル | table |
| <i>+beddo</i> | べっど | ベッド | bed |
| <i>+reizouko</i> | れいぞうこ | 冷蔵庫 | refrigerator |
| <i>+sentaku (shimasu)</i> | せんたく | 洗濯 | laundry |
| <i>+sentaku-ki</i> | せんたくき | 洗濯機 | washing machine |
| <i>+souji (shimasu)</i> | そうじ | 掃除 | cleaning |
| <i>+souji-ki</i> | そうじき | 掃除機 | vacuum cleaner |
| <i>+eakon</i> | えあこん | エアコン | air conditioner |

Grammar Notes

3-4-1 X toka Y, X ya Y

/Noun to ka Noun/ means that the referenced nouns are examples of the category under discussion. /Noun ya Noun/ is its more formal version. More than two examples can be listed, but it's unusual to have more than three or four.

Isu toka tsukue, arimasu ka. Do you have things like chairs and desks?
Isu ya tsukue arimasu ka. Do you have things like chairs and desks?
Isu toka tsukue toka terebi, arimasu ka. Do you have things like a chair, desk, and TV?

Toka does not require another noun to follow it while *ya* does. Therefore, the following are possible.

Keitai toka tsukaimasu ka. Do you use things like smartphone?
Keitai toka sumaho toka tsukaimasu ka. Do you use things like cellphones and smartphones?

3-4-2 X mo Y mo - 'both X and Y' 'neither X nor Y'

X mo Y mo means 'both X and Y' in an affirmative sentence and 'neither X nor Y' in a negative sentence. Compare the three responses below.

Kore to are, irimasu ka. Do you need this and that?
 -*Hai, kore mo are mo irimasu.* Yes, I need them both.
 -*Iie, kore mo are mo irimasen.* No, I don't need either this or that.
 -*Iie, kore wa irimasu kedo, are wa irimasen.* No, I need this, but I don't need that.

In the first two responses, both items share a similarity, i.e., you need both or you don't need either, but in the third sentence the two items are being contrasted, i.e. you need one but not the other, thus the particle *wa* is used.

Drills and Exercises

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

Cue: *Isu to ka tsukue, arimasu ka.* Do they have things like chairs and desks?

Response: *Hai, isu mo tsukue mo arimasu.* Yes, they have both chairs and desks.

Cue: *Keitai to ka sumaho, arimasu ka.* Do they have things like mobile phones and smart phones?

Response: *Hai, keitai mo sumaho mo arimasu.* Yes, they have both mobile phones and smart phones.

B. ☺

Cue: *Isu ya tsukue, arimasu ka.* Do they have things like chairs and desks?

Response: *Ie, isu mo tsukue mo arimasen.*

No, they have neither chairs nor desks.

Cue: *Eigo ya Supeingo, wakarimasu ka.*

Do they understand things like English and Spanish?

Response: *Ie, eigo mo supeingo mo wakarimasen.*

No, they understand neither English nor Spanish.

C. Say it in Japanese.

You've been asked what you need for your new apartment.

1. I have everything. I'm fine.
2. I have a chair, but I have neither a desk nor a table.
3. I have a refrigerator, but I do not have a washer. I wonder if there is a cheap washer.
4. I have a bed and chair, but I do not have a TV. I do not have a vacuum cleaner, either.
5. I have things like a table and chair, but I do not have a refrigerator, a washer, etc.

You've been asked about this weekend's weather.

6. It will be nice on both Sat. and Sun.
7. It will be nice on Sat., but it will rain on Sun.
8. It will be nice on Sat. and Sun., but it will rain on Monday.
9. It rained yesterday AND today, right? I wonder if it will rain again tomorrow.
10. It was cold yesterday. But it will be beautiful on Sunday.

D. Act in Japanese with a partner.

1. A stranger just slipped and fell in front of you. React!
2. You've just heard something incredible. Express your surprise/disbelief.
3. Find out if your classmates do Facebook, Twitter, etc.
4. Ask a co-worker if he cleans, does laundry, etc. often.
5. With a partner, discuss what furniture/appliances you have in your apartments, how they are, and what you need. Make sure you are a good listener. Use hesitation noise, and echo questions where appropriate.

Review

Grammar Review

1. Japanese has three types of sentences: verb sentence, noun sentence and adjective sentence. Give example of each in the Non-past and Past affirmative forms and their negative forms. (3-1- 1)
2. We have seen various examples of the following ways to expand a noun into a noun phrase. (3-1-2, 3-2-2, 3-3-1)
 - Noun *no* Noun
 - Adjective + Noun
 - *Kono* + Noun
 - Noun *na* Noun
 - a. Give an example of each.
 - b. Give an example of a noun phrase with all the modifiers above combined.
 - c. What happens in each case when the main noun is already understood?
3. Compare the difference in meaning among the following: (3-4-1, 3-4-2)
 - a. *Kami to enpitsu, irimasu ka.*
 - b. *Kami to enpitsu mo irimasu ka.*
 - c. *Kami to enpitsu wa irimasu ka.*
 - d. *Kami mo enpitsu mo irimasu ka.*
 - e. *Kami toka enpitsu toka irimasu ka.*
 - f. *Kami toka enpitsu mo irimasu ka.*
4. In English, large numbers are counted by groups of three places. How about in Japanese? (3-2-1)
5. Which numbers have alternating forms?
6. Give three examples of a classifier. How are they used?
7. What does *arimasu* mean? What are its two negative forms? (3-1-3)
8. What are the *~ku* form and *~katta* form for the adjective *ii*? (3-1-1)
9. Give two examples of the adjective *~ku* form being used as adverb. (3-3-2)
10. How are *na*-nouns different from adjectives? From other nouns? (3-3-1)

Practical Applications

- A. Use online apartment listings and discuss the relative merits of each.
- B. Recall what was discussed in A. Check and share your recollections with others.

Numbers

Table 9. Numbers 1-40 in groups of ten, written in Japanese with English alphabet

| 1-10 | 11-20 | 21-30 | 31-40 |
|-----------------------|---------------------------|-----------------------------|------------------------------|
| 1 <i>ichi</i> | 11 <i>juu-ichi</i> | 21 <i>nijuu-ichi</i> | 31 <i>sanjuu-ichi</i> |
| 2 <i>ni</i> | 12 <i>juu-ni</i> | 22 <i>nijuu-ni</i> | 32 <i>sanjuu-ni</i> |
| 3 <i>san</i> | 13 <i>juu-san</i> | 23 <i>nijuu-san</i> | 33 <i>sanjuu-san</i> |
| 4 <i>shi, yo, yon</i> | 14 <i>juu-shii/yon</i> | 24 <i>nijuu-shi/yon</i> | 34 <i>sanjuu-shi/yon</i> |
| 5 <i>go</i> | 15 <i>juu-go</i> | 25 <i>nijuu-go</i> | 35 <i>sanjuu-go</i> |
| 6 <i>roku</i> | 16 <i>juu-roku</i> | 26 <i>nijuu-roku</i> | 36 <i>sanjuu-roku</i> |
| 7 <i>shichi, nana</i> | 17 <i>juu-shichi/nana</i> | 27 <i>nijuu-shich/nanai</i> | 37 <i>sanjuu-shichi/nana</i> |
| 8 <i>hachi</i> | 18 <i>juu-hachi</i> | 28 <i>nijuu-hachi</i> | 38 <i>sanjuu-hachi</i> |
| 9 <i>kyuu, ku</i> | 19 <i>juu-kyuu/ku</i> | 29 <i>nijuu-kyuu/ku</i> | 39 <i>sanjuu-kyuu/ku</i> |
| 10 <i>juu</i> | 20 <i>nijuu</i> | 30 <i>sanjuu</i> | 40 <i>yonjuu</i> |

Table 10. Numbers 41-80 in groups of ten, written in Japanese with English alphabet

| 41-50 | 51-60 | 61-70 | 71-80 |
|------------------------------|-----------------------------|-------------------------------|-------------------------------|
| 41 <i>yonjuu-ichi</i> | 51 <i>gojuu-ichi</i> | 61 <i>rokujuu-ichi</i> | 71 <i>nanajuu-ichi</i> |
| 42 <i>yonjuu-ni</i> | 52 <i>gojuu-ni</i> | 62 <i>rokujuu-ni</i> | 72 <i>nanajuu-ni</i> |
| 43 <i>yonjuu-san</i> | 53 <i>gojuu-san</i> | 63 <i>rokujuu-san</i> | 73 <i>nanajuu-san</i> |
| 44 <i>yonjuu-shi/yon</i> | 54 <i>gojuu-shi/yon</i> | 64 <i>rokujuu-shi/yon</i> | 74 <i>nanajuu-shi/yon</i> |
| 45 <i>yonjuu-go</i> | 55 <i>gojuu-go</i> | 65 <i>rokujuu-go</i> | 75 <i>nanajuu-go</i> |
| 46 <i>yonjuu-roku</i> | 56 <i>gojuu-roku</i> | 66 <i>rokujuu-roku</i> | 76 <i>nanajuu-roku</i> |
| 47 <i>yonjuu-shichi/nana</i> | 57 <i>gojuu-shichi/nana</i> | 67 <i>rokujuu-shichi/nana</i> | 77 <i>nanajuu-shichi/nana</i> |
| 48 <i>yonjuu-hachi</i> | 58 <i>gojuu-hachi</i> | 68 <i>rokujuu-hachi</i> | 78 <i>nanajuu-hachi</i> |
| 49 <i>yonjuu-kyuu/ku</i> | 59 <i>gojuukyuu/-ku</i> | 69 <i>rokujukyuu/-ku</i> | 79 <i>nanajuu-kyuu/ku</i> |
| 50 <i>gojuu</i> | 60 <i>rokujuu</i> | 70 <i>nanajuu</i> | 80 <i>hachijuu</i> |

Table 11. Numbers 41-80 in groups of ten, written in Japanese with English alphabet

| 41-50 | 51-60 | 61-70 | 71-80 |
|------------------------------|-----------------------------|-------------------------------|-------------------------------|
| 41 <i>yonjuu-ichi</i> | 51 <i>gojuu-ichi</i> | 61 <i>rokujuu-ichi</i> | 71 <i>nanajuu-ichi</i> |
| 42 <i>yonjuu-ni</i> | 52 <i>gojuu-ni</i> | 62 <i>rokujuu-ni</i> | 72 <i>nanajuu-ni</i> |
| 43 <i>yonjuu-san</i> | 53 <i>gojuu-san</i> | 63 <i>rokujuu-san</i> | 73 <i>nanajuu-san</i> |
| 44 <i>yonjuu-shi/yon</i> | 54 <i>gojuu-shi/yon</i> | 64 <i>rokujuu-shi/yon</i> | 74 <i>nanajuu-shi/yon</i> |
| 45 <i>yonjuu-go</i> | 55 <i>gojuu-go</i> | 65 <i>rokujuu-go</i> | 75 <i>nanajuu-go</i> |
| 46 <i>yonjuu-roku</i> | 56 <i>gojuu-roku</i> | 66 <i>rokujuu-roku</i> | 76 <i>nanajuu-roku</i> |
| 47 <i>yonjuu-shichi/nana</i> | 57 <i>gojuu-shichi/nana</i> | 67 <i>rokujuu-shichi/nana</i> | 77 <i>nanajuu-shichi/nana</i> |
| 48 <i>yonjuu-hachi</i> | 58 <i>gojuu-hachi</i> | 68 <i>rokujuu-hachi</i> | 78 <i>nanajuu-hachi</i> |
| 49 <i>yonjuu-kyuu/ku</i> | 59 <i>gojuukyuu/-ku</i> | 69 <i>rokujuukyuu/-ku</i> | 79 <i>nanajuu-kyuu/ku</i> |
| 50 <i>gojuu</i> | 60 <i>rokujuu</i> | 70 <i>nanajuu</i> | 80 <i>hachijuu</i> |

Table 12. Numbers 81-100 in groups of ten; 100-1000 in groups of hundreds; and 1000-9000 in groups of thousands. All written in Japanese with English alphabet.

| 81-90 | 91-100 | 100-1000 | 1000-9000 |
|--------------------------------|-------------------------------|--------------------------|-------------------------|
| 81 <i>hachijuu-ichi</i> | 91 <i>kyuujuu-ichi</i> | 100 <i>hyaku</i> | 1000 <i>sen</i> |
| 82 <i>hachijuu-ni</i> | 92 <i>kyuujuu-ni</i> | 200 <i>ni-hyaku</i> | 2000 <i>ni-sen</i> |
| 83 <i>hachijuu-san</i> | 93 <i>kyuujuu-san</i> | 300 <i>san-byaku</i> | 3000 <i>san-zen</i> |
| 84 <i>hachijuu-shi/yon</i> | 94 <i>kyuujuu-shi/yon</i> | 400 <i>yon-shi/hyaku</i> | 4000 <i>yon-shi/sen</i> |
| 85 <i>hachijuu-go</i> | 95 <i>kyuujuu-go</i> | 500 <i>go-hyaku</i> | 5000 <i>go-sen</i> |
| 86 <i>hachijuu-roku</i> | 96 <i>kyuujuu-roku</i> | 600 <i>rop-pyaku</i> | 6000 <i>roku-sen</i> |
| 87 <i>hachijuu-shichi/nana</i> | 97 <i>kyuujuu-shichi/nana</i> | 700 <i>nana-hyaku</i> | 7000 <i>nana-sen</i> |
| 88 <i>hachijuu-hachi</i> | 98 <i>kyuujuu-hachi</i> | 800 <i>hap-pyaku</i> | 8000 <i>has-sen</i> |
| 89 <i>hachijuu-kyuu/ku</i> | 99 <i>kyuujuu-kyuu/-ku</i> | 900 <i>kyuu-hyaku</i> | 9000 <i>kyuu-sen</i> |
| 90 <i>kyuujuu</i> | 100 <i>hyaku</i> | 1000 <i>sen</i> | 1000 <i>sen</i> |

Table 13. Numbers 10,000 - 90,000 in groups of ten thousand. Written in Japanese with English alphabet.

| 10,000 – 90,000 | |
|------------------------|------------------|
| 10,000 | <i>ichi-man</i> |
| 20,000 | <i>ni-man</i> |
| 30,000 | <i>san-man</i> |
| 40,000 | <i>yon-man</i> |
| 50,000 | <i>go-man</i> |
| 60,000 | <i>roku-man</i> |
| 70,000 | <i>nana-man</i> |
| 80,000 | <i>hachi-man</i> |
| 90,000 | <i>kyuu-man</i> |

| | |
|--------------------|--------------------|
| how many 100's? | <i>nan-byaku</i> |
| how many 1000's? | <i>nan-zen</i> |
| how many 10,000's? | <i>nan-man</i> |
| 0 | <i>rei or zero</i> |

Drill Tape Scripts

Dialogue 1

- A. Cue: 高いですか。 Response: いえ、安いですよ。
 Cue: 安いですか。 Response: いえ、高いですよ。
1. 古いですか。
 2. 大きいですか。
 3. 新しいですか。
 4. 多いですか。
- B. Cue: いいですか。 Response: いいえ、あまりよくないです。
 Cue: 安いですか。 Response: いいえ、あまり安くありません。
1. 高いですか。
 2. いいですか。
 3. 古いですか。
 4. 小さいですか。
 5. 少ないですか。
- C. Cue: アパートですか。 Response: いいえ、アパートじゃありません。
 Cue: 安いですか。 Response: いいえ、安くありません。
1. いいですか。
 2. 留学生ですか。
 3. 新しいですか。
 4. 多いですか。
 5. 四時ですか。
 6. 新しい教科書ですか。
 7. 大きい学校
- D. *Cue: あれ、高かったですか。 Response: いえ、高くなかったですよ。
 Cue: あれ、新しかったですか。 Response: いえ、新しくなかったですよ。
1. あれ、古かったですか。
 2. あれ、少なかったですか。
 3. あれ、よかったですか。
 4. あれ、熱かったですか。
 5. あれ、小さかったですか。
 6. あれ、安かったですか。

Dialogue 2

- A. Cue: 五円ですか。 Response: はいはい、五十円ですよ。

Cue: 二百円ですか。 Response: いいえ、二千円ですよ。

1. 三十円ですか。
 2. 七千円ですか。
 3. 一万円ですか。
 4. 八百円ですか。
 5. 九十万円ですか。
 6. 六万円ですか。
- B. Cue: 高いですねえ。 Response: ええ、もっと安いのはありませんかねえ。
Cue: 小さいですねえ。 Response: ええ、もっと大きいのはありませんかねえ。
1. 古いですねえ。
 2. 大きいですねえ。
 3. 悪いですねえ。
 4. むずかしいですねえ。
- C. Cue: みんな、大きいですねえ。 Response: 一番大きいのは、どれですか。
Cue: みんな、古いですねえ。 Response: 一番古いのはどれですか。
1. みんな、新しいですねえ。
 2. みんな、むずかしいですねえ。
 3. みんな、やさしいですねえ。
 4. みんな、安いですねえ。
 5. みんな、いいですねえ。

Dialogue 3

- A. Cue: きれいですか。 Response: ええ、すごくきれいなアパートですよ。
Cue: 高いですか。 Response: ええ、すごく高いアパートですよ。
1. 便利ですか。
 2. 新しいですか。
 3. 大きいですか。
 4. きたないですか。
 5. 不便ですか。
- B. Cue: きれいですか。 Response: いや、きれいじゃないですよ。
Cue: 遠いですか。 Response: いや、遠くないですよ。
1. マンションですか。
 2. 近いですか。
 3. きたないですか。
 4. いい大学ですか。
 5. きれいな英語ですか。

Dialogue 4

A. Cue: いすとか机、ありますか。Response: はい、いすも机もあります。

Cue: ケータイとかスマホ、だめですか。

Response: はい、ケータイもスマホもだめです。

1. 雨とか雪、すごいですか。
2. 五番とか六番、安いですか。
3. アパートとかマンション、見ますか。
4. 宿題とか試験、多いですか。
5. 洗濯機とか、冷蔵庫、買いますか。

B. Cue: いすや机、ありますか。Response: いいえ、いすも机もありません。

Cue: 英語やスペイン語、分かりますか。

Response: いいえ、英語もスペイン語も分かりません。

1. ペンや鉛筆、いりますか。
2. 中国人や韓国人、来ますか。
3. マンガやアニメ、少ないですか。
4. テーブルやベッド、きれいですか。
5. 会社や学校、近いですか。

Lesson 4: Project Team

Dialogue 1 ㇀

Michael is on the project team headed by Ms. Tanaka. He has been given an assignment.

| | |
|--|--|
| Honda: <i>Taihen desu ne.</i> たいへん 大変ですね。 <i>Tetsudaimashou ka</i> てつだ 手伝いましょうか。 | That's a lot of work, isn't it. Shall I help you? |
| Michael: <i>Ie, daijoubu desu.</i> だいじょうぶ いえ、大丈夫です。 <i>Ekuseru o tsukaimasu kara.</i> つか エクセルを使いますから。 | No, I'm fine. I'll use Excel, so... |
| Honda: <i>Sou desu ka? Ja, ganbattekudasai.</i> そうですか。じゃ、がんばってください。 | Are you sure? Well, then, good luck. |
| Michael: <i>Hai, ganbarimasu.</i> はい、がんばります。 | Thanks (I'll try hard.) |
| Michael: <i>Zenbu dekimashita!</i> ぜんぶ 全部、できました。 | All Done! |
| Tanaka: <i>Hayai desu nee!</i> はやい 速いですねえ。 | So fast! |

Vocabulary ㇀

| | | | |
|--------------------------|-----------|----------|-------------------------|
| <i>taihen(na)</i> | たいへん (な) | 大変 | difficult, challenging |
| <i>tetsudaimasu</i> | てつだいます | 手伝います | help |
| <i>tetsudaimashou ka</i> | てつだいましょうか | 手伝いましょうか | shall I help? |
| <i>ekuseru</i> | えくせる | エクセル | (Microsoft) Excel |
| <i>o</i> | を | | Object marking particle |
| <i>kara</i> | から | | because, so |
| <i>ganbatte kudasai</i> | がんばってください | | Good luck! |
| <i>banbarimasu</i> | がんばります | | I'll do my best |
| <i>zennbu</i> | ぜんぶ | 全部 | all, the whole thing |
| <i>hayai</i> | はやい | 早い | fast, early |
| <i>+ osoi</i> | おそい | 遅い | slow, late |

| | | | |
|----------------------|---------|---------|------------------|
| + <i>dou shite</i> | どうして | | why |
| + <i>naze</i> | なぜ | | why (formal) |
| + <i>nan de</i> | なんで | | why (casual) |
| + <i>waado</i> | わあど | ワード | (Microsoft) Word |
| + <i>apuri</i> | あぷり | アプリ | app, application |
| + <i>intaanetto</i> | いんたあねっと | インターネット | internet |
| + <i>netto</i> | ねっと | ネット | internet |
| + <i>pawaapointo</i> | ぱわあぽいんと | パワーポイント | PowerPoint |
| + <i>fairu</i> | ふあいる | ファイル | file |
| + <i>waiwai</i> | わいふあい | Wi-Fi | Wi-Fi |

Grammar Notes

4-1-1 ~*mashou*, Suggesting or Offering to Do Something

The *-mashou* form is made by changing *-masu* to *-mashou*. A verb in the *-mashou* form means ‘let’s do X’ or ‘why don’t I do X’. It is used to make a suggestion or offer to do something.

Kaerimashou. Let’s go home.
Tetsudaimashou ka? Shall I help you?

While the speaker is always included as a doer of the action, the addressee might not be included depending on the context.

Ekuseru o tsukai mashou. Let’s use Excel. Or, Why don’t I use Excel.

Now, how do you respond to a suggestion or an offer made to you?

- When suggested to do something:

| | | |
|----------------------|------------------------|----------------|
| To accept | <i>Sou shimashou.</i> | Let’s do that. |
| To disagree politely | <i>Iya, chotto....</i> | No, just.... |
- When someone has offered to do something for you:

| | | |
|-----------------|-----------------------------|--------------------------|
| To accept it | <i>Hai, onegai-shimasu.</i> | Yes, please. |
| To turn it down | <i>Ie, daijoubu desu.</i> | No thank you (I’m fine.) |

Note that the question form *-mashou ka* typically has a falling intonation. It is more polite than *-mashou* alone because the addressee can say no to the question.

Verbs such as *arimasu*, *dekimasu*, and *wakarimasu* do not occur in the *-mashou* form because they all indicate something beyond one’s control.

4-1-2 Particle *O* Marking the Object

Every Japanese sentence has a subject, although it is not always explicitly stated. On the other hand, the occurrence of an object is more limited. This only occurs

with certain verbs (transitive verbs, explained later) and usually does not occur in an adjective or noun sentence. In Lesson 1, it was explained that the object of the verb is placed before the verb with or without the particles *wa* (contrast) or *mo* (addition). In this lesson, the particle *o* is added. Consider the following.

| | |
|--------------------------|--|
| <i>Kore tabemasu.</i> | I'll eat this. |
| <i>Kore wa tabemasu.</i> | This, I'll eat (while I won't eat that). |
| <i>Kore mo tabemasu.</i> | I'll eat this, too. |
| <i>Kore o tabemasu.</i> | It's this that I'll eat. |

In all these sentences, *kore* is the object of the verb *tabemasu*. When the object is marked by the particle *o*, the focus is on this item and this item only as the one that you eat. So the last sentence above is typically the answer to the question of 'what will you eat.'

Depending on the context, what is focused on may be 1) the *o*-marked object alone or 2) the entire sentence, which presents new information that has not yet been mentioned in the conversation. A very common situation for 1) is in combination with question words (what, who, which, etc.) Question words are inherently focused and thus followed by the particle *o* (not *wa* or *mo*.) Similarly, in a yes-no question, the object, when focused, is marked by the particle *o*.

1) The object noun is focused.

| | |
|----------------------------|--|
| <i>Dore o tabemasu ka.</i> | Which one will you eat? |
| <i>Kore desu.</i> | It's this. |
| <i>Kore o tabemasu.</i> | I'll eat this. (This is the one I'll eat.) |

Now let's see how yes-no questions are answered when the wrong object is presented. The following are two typical answers.

| | |
|--|--|
| <i>Pasokon o tsukaimasu ka.</i> | Is it a laptop that you use? |
| <i>Iya, pasokon ja nai desu. Sumaho desu.</i> | No, it's not a laptop. It's a smartphone (that I use.) |
| <i>Iya, pasokon wa tsukaimasen. Sumaho o tsukaimasu.</i> | No, I don't use a laptop. I use a smartphone. |

Note that in the second answer *pasokon* takes the particle *wa*, while *sumaho* takes the particle *o*. This is because *sumaho* is the focused item being newly presented. On the other hand, *pasokon* has been already mentioned and the particle *wa* here indicates that *pasokon* is in contrast to *sumaho*.

2) The entire sentence presents new information.

For example, in the dialogue above, the fact that Michael will use Excel is new information and explains why he does not need help. Here are more examples of this type.

Dekakemasen ka? Won't you go out?
Iya, nihongo o benkyou-shimasu. No, I'll study Japanese.

Purezen desu yo. It's a presentation.
Ja, pawaapointo o tsukurimashou. Well then, let's make PPT.

4-1-3 Reason + *Kara*

The clause particle *kara* connects two sentences together to make one. In the sequence of /Sentence A *kara*, Sentence B/, Sentence A represents the cause and Sentence B the effect.

Takai desu kara, kaimasen. Because it's expensive, I'll not buy it.
Wakarimasen kara kikimasu. Because I don't understand it, I'll ask.

Sentence B can be left unsaid when it is understood from the context.

Ikimasen ka. You are not going?
Ee, ame desu kara. Right, because it's raining.

The clause particles *kara* and *kedo* are opposites of each other. Compare the following.

Takai desu kara, kaimasen. It's expensive, so I'll not buy it.
Takai desu kedo, kaimasu. It's expensive, but I'll buy it.

There are three Japanese words for 'why.' *Dou shite* is most common, *naze* more formal, and *nan de* is casual. *Desu ka* can directly follow them if the rest of the sentence is understood from the context.

Dou shite kaimasen ka? Why don't you buy it?
Dou shite desu ka? Why is it (that you don't buy it)?

Drills and Exercises

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

Cue: *Tetsudaimasu ka.* Are you going to help?
 てっだ
 手伝いますか。

Response: *Mochiron desu. Itsu tetsudaimashou ka.* Of course. When shall I help?
 てっだ

もちろんです。いつ手伝いましょうか。

Cue: *Shimasu ka.* Are you going to do it?
 しますか。

Response: *Mochiron desu. Itsu shimashou ka.* Of course. When shall I do it?
 もちろんです。いつしまししょうか。

B. ㇀

| | |
|--|------------------------|
| Cue: <i>Apuri, tsukaimasu ka?</i> | Do you use apps? |
| つか アプリ、使いますか。 | |
| Response: <i>Hai, kono apuri o tsukaimasu.</i> | Yes, I use this app. |
| つか はい、このアプリを使います。 | |
| Cue: <i>Terebi, kaimasu ka?</i> | Will you buy a TV? |
| か テレビ、買いますか。 | |
| Response: <i>Hai, kono terebi o kaimasu.</i> | Yes, I'll buy this TV. |
| か はい、このテレビを買います。 | |

C. ㇀

| | |
|---|---|
| Cue: <i>Are, takai desu ka?</i> | Is that expensive? |
| たか あれ、高いですか | |
| Response: <i>Hai, takai desu kara, kaimasen.</i> | Right. It's expensive, so I won't buy it. |
| たか か はい、高いですから、買いません。 | |
| Cue: <i>Are, tsukaimasen ka?</i> | You don't use that? |
| つか あれ、使いませんか。 | |
| Response: <i>Hai, tsukaimasen kara, kaimasen.</i> | Right. I don't use it, so I won't buy it. |
| つか か はい、使いませんから、買いません。 | |

D. Say it in Japanese.

You've been asked if you are busy today.

1. Yes, because I'm going to do my homework.
2. Of course. Because I'll practice Japanese.
3. Why? It's Sunday today, so I have no work.
4. Yes, because I'm going to copy my old computer files.
5. Yes, because I'm going to make slides for a PowerPoint presentation.

You've been asked to help set up a meeting for your group. Ask your supervisor the following questions:

6. Which room should we use?
7. Shall I write down everyone's names?
8. Whom shall I help?
9. Shall I use this new app?

10. When shall I email the file?

E. Act these roles in Japanese with a partner.

1. A co-worker is swamped by work. a) Offer to help. b) Wish him luck.
2. At a restaurant, ask Ms. Honda what she is going to drink.
3. You've been asked to email a file. Ask which file to email.
4. At a restaurant, you ordered a while ago. Mention to your companions that it's taking a long time. Get the attention of a waiter and ask if it's ready yet.
5. Ask each other what you do on your day off. Reply. (e.g., read books; watch TV; play sports like tennis, soccer; write blog entries; make cookies; practice Yoga)

Dialogue 2 ◡

The team has been working hard all morning.

Tanaka: *Minasan, sukoshi yasumimashou.* Everyone, Let's just take a break.
やす
 みなさん、すこし休みましょう。

Michael: *Ja, ocha, iremashou ka.* Then, shall we make tea?

ちゃ い
 じゃ、お茶、入れましょうか。

Honda: *Watashi ga iremasu yo.* I'll do it.

わたし い
 私が入れますよ。

Michael: *Ja, tetsudaimasu.* Well then, I'll help.

てっだ
 じゃ、手伝います。

Beverages have been brought in.

Michael: *Tanaka-san wa nani ga ii desu ka?* What would you like, Ms. Tanaka?

たなか なに
 田中さんは、何がいいですか。

Tanaka: *Watashi wa koohee o onegai-shimasu.* I'll have Coffee, please.

わたし ねが
 私はコーヒーをお願いします。

Aa, oishii desu nee! Ahh, it's good, isn't it!

ああ、おいしいですねえ！

Vocabulary ◡

| | | | |
|-------------------|--------|------|----------------------------|
| <i>sukoshi</i> | すこし | 少し | a little |
| <i>ocha</i> | おちゃ | お茶 | tea, green tea |
| <i>ga</i> | | | subject marking particle |
| <i>iremasu</i> | いれます | 入れます | make (tea, coffee), put in |
| <i>Tanaka</i> | たなか | 田中 | Tanaka (family name) |
| <i>koohii</i> | コーヒー | | coffee |
| <i>oishii</i> | おいしい | | delicious, tasty |
| + <i>mazui</i> | まずい | | not tasty |
| + <i>koucha</i> | こうちゃ | 紅茶 | black tea |
| + <i>mizu</i> | みず | 水 | cold water |
| + <i>juusu</i> | ジュース | | juice |
| + <i>gyuunyuu</i> | ぎゅうにゅう | 牛乳 | milk |
| + <i>okashi</i> | おかし | お菓子 | snacks, sweets |
| + <i>suiitsu</i> | すいいつ | スイーツ | sweets |
| + <i>pan</i> | パン | | bread |
| + <i>keeki</i> | ケーキ | | cake |
| + <i>kukkii</i> | クッキー | | cookie |
| + <i>kudamono</i> | くだもの | 果物 | fruit |
| + <i>ringo</i> | りんご | | apple |
| + <i>mikan</i> | みかん | | mandarin orange |
| + <i>ichigo</i> | いちご | | strawberry |

Grammar Notes

4-2-1 Particle *Ga* Marking the Subject

Recall that the subject of a sentence can be placed in front of a verb, adjective or noun + *desu* in spoken Japanese without any particle or with the particles *wa* or *mo*. In this lesson, the particle *ga* is added.

Kono apaato, takai desu. This apartment is expensive
Kono apaato wa takai desu. This apartment is expensive (while others may not).
Kono apaato mo takai desu. This apartment is also expensive.
Kono apaato ga takai desu. It's this apartment that is expensive.

The particle *ga* follows the subject noun in situations where 1) special focus is placed on the subject, or 2) the entire sentence presents new information. Situation 1) commonly occurs in combination with question words. In answering these questions, it is common to use particle *ga* with the noun, or to just give the noun + *desu*.

- 1) The subject noun is focused.

| | |
|--------------------------------|---------------------------------|
| <i>Dare ga, ikimasu ka.</i> | Who is going? |
| - <i>Honda-san desu.</i> | It is Honda-san (who is going). |
| - <i>Honda-san ga ikimasu.</i> | Ms. Honda is going. |

In Dialogue 2 above, when Michael suggests making tea, Ms. Honda says *Watashi ga iremasu* ‘I will make tea (not Michael or anyone)’ putting a focus on her as THE person to make tea. Another similar example in the dialogue is when Michael asks what Ms. Tanaka wants. Michael says *nani ga ii desu ka* putting a focus on ‘what’.

2) The entire sentence presents new information.

| |
|---|
| <i>Kaerimasu ka?</i> Are you going home? |
| - <i>Hai, shukudai ga arimasu kara.</i> Yes, because I have homework. |

Here having homework is new information and explains why the speaker is going home. It’s not *shukudai* alone that is focused here (‘it is homework that I have’) but rather the sentence as a whole is focused (‘it’s that I have homework.’)

Drills and Exercises

A. ㇀

| | |
|------------------------------------|---------------------------------|
| Cue: <i>Chotto yasumimasen ka.</i> | Would you like to take a break? |
| やす | |
| ちょっと休みませんか。 | |

| |
|--|
| Response: <i>Sou desu ne. Minasan yasumimashou.</i> Right. Everyone, let’s take a break. |
| みな やす |
| そうですね。皆さん、休みましょう。 |

| | |
|----------------------------|----------------------------|
| Cue: <i>Kaerimasen ka.</i> | Would you like to go home? |
| かえ | |
| 帰りませんか。 | |

| |
|---|
| Response: <i>Sou desu ne. Minasan, kaerimashou.</i> Right. Everyone, let’s go home. |
| みな |
| そうですね。皆さん、帰りましょう。 |

B. ㇀

| | |
|--|--|
| Cue: <i>Koohii ya koucha, nomimasu ka?</i> | Do you drink things like coffee and tea? |
| こうちゃ の | |
| コーヒーや紅茶、飲みますか。 | |

| |
|--|
| Response: <i>Iya, ko-hi-mokoucha mo nomimasen.</i> No, I don’t drink either coffee or tea. |
| こうちゃ の |
| いや、コーヒーも紅茶も飲みません。 |

| | |
|---|--|
| Cue: <i>Kei ya kukkii, tabemasu ka?</i> | Do you eat things like cake and cookies? |
| た | |
| ケーキやクッキー、食べますか。 | |

Response: *Iya, keeki mo kukkii mo tabemasen.* No, I don't eat either cake or cookies.

いや、ケーキもクッキーも食^たべません。

C. ♪

Cue: *Keeki desu ka?*

Is it cake?

ケーキですか。

Response: *Hai, ke-ki wo kaimasu.*

Yes, I'll buy a cake.

はい、ケーキを^か買います。

Cue: *Honda -san desu ka.*

Is it Ms. Honda?

ほんだ
本田さんですか。

Response: *Hai, Honda-san ga kaimasu.* Yes, Ms. Honda will buy it.

はい、本田さん^かが買います。

D. Say it in Japanese.

Offer to do the following for your group.

1. Shall I make tea?
2. Shall I make coffee, black tea, etc.?
3. Shall I buy apples and (mandarin) oranges?
4. Shall I buy a lot of water because it's hot today?
5. Shall I make a big strawberry cake?

You have questions about the project. Ask Ms. Tanaka.

6. Who writes the schedule?
7. When will the schedule be ready?
8. What shall I do?
9. What work will be most difficult?
10. Whom shall I help?

E. Act out these roles in Japanese with a partner.

1. Your group has been working very hard. Suggest that 1) you take a short break, 2) go home because it's late, 3) keep trying hard a little longer.
2. Your supervisor will not make it to the meeting. Offer to go in her place.
3. The email that you were waiting for has finally come. Announce it to your co-workers.
4. Your group is going to rent a car. Ask who is going to drive.
5. Check the coffee shop menu, and ask each other what you are going to have.

Dialogue 3 ㇿ

It's almost lunchtime.

- Michael: *Ohiru wa obentou desu ka?* Do you have *Bento* for lunch?
 ひる べんとう
 お昼はお弁当ですか。
- Honda: *Ie, gaishoku desu.* No, I eat out.
 がいしょく
 いえ、外食です。

Michael and Ms. Honda are deciding on a restaurant.

- Honda: *Nani ga suki desu ka?* What do you like?
 なに す
 何が好きですか。
- Michael: *Boku wa raamen ga tabetai desu kedo...* I want to eat ramen, but....
 た
 (ぼくはラーメンが食べたいですけど)。
- Honda: *Ii, raamen-ya-san ga arimasu yo.* There is a good ramen shop.
 や
 いいラーメン屋さんが、ありますよ。

At a Ramen shop

- Honda: *Ohashi, daijoubu desu ka?* Are you okay with chopsticks?
 だいじょうぶ
 おはし、大丈夫ですか。
- Michael: *Mochiron desu.* Of course.
 もちろんです。

Vocabulary ㇿ

| | | | |
|------------------|--------|------|------------------|
| <i>hiru</i> | ひる | 昼 | noon, lunch |
| <i>(o)bentou</i> | おべんとう | お弁当 | boxed lunch |
| <i>gaishoku</i> | がいしょく | 外食 | eating out |
| <i>nani</i> | なに | 何 | what |
| <i>ga</i> | が | | particle |
| <i>suki(na)</i> | すき (な) | 好き | like, be fond of |
| <i>raamen</i> | ラーメン | | ramen |
| <i>tabetai</i> | 食べたい | 食べたい | want to eat |
| <i>~ya</i> | ~や | 屋 | shop |

~ya refers to the business establishment that sells the item to which ~ya is attached. (*pan-ya, obentou-ya, hon-ya, etc.*)

| | | | |
|------------------|-------|-------|------------|
| <i>raamen-ya</i> | ラーメンや | ラーメン屋 | ramen shop |
|------------------|-------|-------|------------|

| | | | |
|-----------------------|-----------|---------|---------------------------|
| <i>raamen-ya-san</i> | ラーメン屋さん | ラーメン屋さん | ramen shop (polite) |
| <i>ohashi</i> | おはし | お箸 | chopsticks |
| + <i>gohan</i> | ごはん | ご飯 | cooked rice, a meal |
| + <i>hirugohan</i> | ひるごはん | 昼ご飯 | lunch |
| + <i>asa</i> | あさ | 朝 | morning |
| + <i>asagohan</i> | あさごはん | 朝ご飯 | breakfast |
| + <i>ban</i> | ばん | 晩 | evening |
| + <i>bangohan</i> | ばんごはん | 晩ご飯 | dinner |
| + <i>washoku</i> | わしょく | 和食 | Japanese food |
| + <i>youshoku</i> | ようしょく | 洋食 | Western food |
| + <i>chuuka</i> | ちゅうか | 中華 | Chinese food |
| + <i>furenchi</i> | ふれんち | フレンチ | French food |
| + <i>itarian</i> | いたりあん | イタリアン | Italian |
| + <i>kirai(na)</i> | きらい (な) | | dislike, hate |
| + <i>daisuki(na)</i> | だいすき (な) | 大好き | like very much |
| + <i>daikirai(na)</i> | だいきらい (な) | | dislike very much, detest |

Additional Lunch Items ㇿ

| | | | |
|------------------|--------|----|-------------------------|
| <i>teishou</i> | ていしょく | 定食 | set meal |
| <i>udon</i> | うどん | | udon |
| <i>soba</i> | そば | | soba, buckwheat noodles |
| <i>onigiri</i> | おにぎり | | onigiri |
| <i>hanbaagaa</i> | ハンバーガー | | hamburger |
| <i>sarada</i> | サラダ | | salad |
| <i>sando</i> | サンド | | sandwich |

Tableware ㇿ

| | | | |
|----------------|------|------|-------------------------------------|
| <i>supuun</i> | すぷうん | スプーン | spoon |
| <i>fooku</i> | ふおおく | フォーク | fork |
| <i>naifu</i> | ないふ | ナイフ | knife |
| <i>osara</i> | おさら | お皿 | plate, dish |
| <i>chawan</i> | ちやわん | 茶碗 | rice bowl, tea cup |
| <i>owan</i> | おわん | お椀 | small bowl |
| <i>donburi</i> | どんぶり | 丼 | bowl, bowl of rice with food on top |
| <i>koppu</i> | こっぷ | コップ | glass |
| <i>kappu</i> | かっぷ | カップ | cup |

Grammar Notes

4-3-1 Double-Subject Structures

A Japanese sentence can have more than one subject phrase. This is called a double-subject sentence.

Maikeru-san wa [ohashi daijoubu desu.] Michael is fine with chopsticks.

In the sentence above, *ohashi* is the subject of the bracketed sentence, and *Maikeru-san* is the subject of the entire sentence. In other words, the bracketed sentence ‘chopsticks are fine’ is an attribute of or a description about Michael. Similarly, in the examples below, the bracketed sentences are facts about the preceding nouns.

| | |
|--|---------------------------------------|
| <i>Furansu wa [keeki ga oisii desu].</i> | France has good cake. |
| <i>Honda-san wa [eigo wa jouzu desu] kedo...</i> | Honda-san is good at English, but.... |
| <i>Dare ga [eigo ga dekimasu] ka.</i> | Who can speak English? |
| <i>Watashi mo [sushi ga suki desu] kedo.</i> | I like sushi, too. |

As shown above, both of the subject nouns (inside and outside of the brackets) can take the particles *ga*, *wa*, *mo*, or no particle. Depending on which particle is used, there is a shift in meaning (*ga*=new information, *wa*=contrast, *mo*=addition, or no particle= neutral).

Special note should be taken of nouns such as *suki* ‘like’, and *kirai* ‘dislike’, and the verbs such as *wakarimasu* ‘understand’, *dekimasu* ‘can do’, *arimasu* ‘have’, and *irimasu* ‘need.’ These all indicate a state rather than an action in Japanese. Therefore, unlike their English translations, they do not take an object. What you like, what you understand, etc., can be marked by the particles *ga*, *wa*, or *mo*, or no particle, but not by the particle *o*.

| | |
|--|---|
| <i>Honda-san wa sushi ga suki desu.</i> | Ms. Honda likes sushi. |
| <i>Watashi wa terebi wa irimasen.</i> | I don't need a TV. |
| <i>Kono daigaku wa arabiago no jyugyou mo arimasu.</i> | This university has an Arabic class, too. |

By the way, there is no such thing as a double-object structure in Japanese. Whew!

4-3-2 Verb Stem + *tai* ‘want to do x’

Tabetai desu means ‘I want to eat’. To make the *tai* form of a verb, replace *~masu* with *~tai desu*.

| | |
|---------------------------------------|-------------------|
| <i>Tabemasu</i> → <i>Tabetai desu</i> | I want to eat it. |
| <i>Mimasu</i> → <i>Mitai desu</i> | I want to see it. |

A *~tai* form is an adjective. All of its forms follow the adjective patterns.

Table 14. Affirmative, negative, past and non-past forms of the verb *tabemasu*.

| | Affirmative | Negative |
|----------|-------------------------|--|
| Non-past | <i>tabetai desu</i> | <i>Tabetaku nai desu</i> <i>Tabetaku arimasen</i> |
| Past | <i>tabetakatta desu</i> | <i>Tabetaku nakatta desu</i> <i>Tabetaku arimasen deshita</i> |

X-tai desu is typically used to express the speaker's desire ('I want to ...') and to ask the addressee's desire ('Do you want to...?') but not a third person's desire ('He wants to ...') Describing other people's wants will be discussed later.

With the *~tai* form, the object of the verb can be marked either by the particle *ga* or *o* (*ga/o* conversion). Both of the following sentences are possible and mean 'I want to study Japanese.'

Nihongo o benkyou-shitai desu. What I want to do is to study Japanese.
Nihongo ga benkyou-shitai desu. What I want to study is Japanese.

Unlike the English forms such as 'do you want to' or 'would you like to', which can be used to invite someone to do something, the *~tai* forms are not generally used as invitations or suggestions in Japanese. For invitations and suggestions, negative questions are more commonly used.

Tabemasen ka? Would you like to eat it? (Invitation)
Tabetai desu ka? Do you want to eat it? (Question)

The verbs that do not occur in the *~mashou* form also do not occur in the *~tai* form. These include *wakarimasu*, *irimasu*, *arimasu* and *dekimasu*.

Drills and Exercises

A. ㇀

Cue: *Kaimasu.*

か
買います。

I'm going to buy it.

Response: *Nani o kaimasu ka.*

なに か
何を買いますか。

What are you going to buy?

Cue: *Irimasu.*

いります。

I'm going to need it.

Response: *Nani ga irimasu ka.*

なに
何がいらいますか。

What are you going to need?

B. ㇀

Cue: *Udon, yoku tabemasu nee.* You eat *udon* a lot, don't you!

うどん、よく食べますねえ。

Response: *Ee, watashi wa udon ga suki desu kara.* Yes, because I like udon.

ええ、私はうどんが好きですから。

Cue: *Geimu, yoku shimasu nee.* You play a lot of games, don't you!

ゲーム、よくしますねえ。

Response:

Ee, watashi wa geimu ga suki desu kara. Yes, because I like games.

ええ、私はゲームが好きですから。

C. ㇀

Cue: *Zenbu mitai desu ka.* Do you want to see all?

全部、見たいですか。

Response: *Ie, kore wa mitai desu kedo, are wa mitaku nai desu.* No, I want to see this, but I don't want to see that.

いえ、これは見たいですけど、あれは見たくないです。

Cue: *Zenbu yomitai desu ka?* Do you want to read all?

全部、読みたいですか。

Response: *Ie, kore wa yomitai desu kedo, are wa yomitaku nai desu.* No, I want to read this, but I don't want to see that.

いえ、これは読みたいですけど、あれは読みたくないです。

D. Say it in Japanese.

You've been asked if you like Japanese food.

1. Yes, I like it. My favorite is ramen.
2. Well, I do not hate it, but my favorite is Chinese.
3. Of course I love it. I want to eat it everyday.

You've been asked why you go to a particular restaurant so often.

4. Because their ramen is famous.
5. Because they have Wi-Fi.
6. Because I want to eat good western-style food.

A co-worker has asked you what you want to do this weekend.

7. I'd like to play the new game.
8. I'd like to do shopping.
9. I'd like to study because there will be an exam.
10. I'd like to clean my apartment. I'd like to do laundry, too.

E. Act these roles in Japanese with a partner.

1. At a restaurant, you've been asked if you need a fork. State that you don't; you prefer chopsticks.
2. You've been asked if you cook a lot. You make breakfast, but buy *bento*, a sandwich, etc. for lunch. For dinner, you eat out a lot.
3. Ask a taxi driver if there is a good ramen shop.
4. Ms. Honda invited you to her favorite restaurant. Find out what (dish) is good at the restaurant.
5. Ask each other about your favorite fruit, book, sports, and class.

Dialogue 4 ♪

Co-workers go out for a drink after a long day.

Waitress: *Go-chuumon wa?*

ちゅうもん
ご注文は？

May I take your order?

Tanaka: *Toriaezu, biiru, san-bon kudasai.*

さんぽん
とりあえず、ビール、三本ください。

For starters, three beers, please

Michael: *Sore kara sashimi o futa-tsu to yakitori o hito-tsu onegai-shimasu.*

And two orders of *sashimi* and one order of *yakitori*, please.

ふた や とりひと ねが
それから、さしみを二つと焼き鳥一つ、お願いします。

Beer has been poured for everyone.

Tanaka: *Kyou wa otsukare-sama deshita.*

きょう つか
今日はお疲れさまでした。

Thanks for all your hard work today.

Ja, kanpai!

Well, cheers!

かんぱい
じゃ、乾杯！

Everyone: *Kanpai!*

Cheers!

かんぱい
乾杯！

Vocabulary ㇀

| | | | |
|--------------------------|----------|-------|----------------------------------|
| <i>chuumon</i> | ちゅうもん | 注文 | order (at a restaurant) |
| <i>gochuumon</i> | ごちゅうもん | ご注文 | order (at a restaurant) (polite) |
| <i>toriaezu</i> | とりあえず | | first off, for the moment |
| <i>biiru</i> | びいる | ビール | beer |
| <i>san-bon</i> | さんぼん | 三本 | three bottles, See 4-1-1 |
| <i>sorekara</i> | それから | | and, then |
| <i>sashimi</i> | さしみ | | sashimi |
| <i>futa-tsu</i> | ふたつ | 二つ | three items See 4-1-1 |
| <i>yokitori</i> | やきとり | 焼き鳥 | skewered BBQ chicken |
| <i>hito-tsu</i> | ひとつ | 一つ | one item See 4-1-1 |
| <i>kanpai</i> | かんぱい | 乾杯 | cheers, a toast |
| + <i>chuumon-shimasu</i> | ちゅうもんします | 注文します | place an order |
| + <i>ryouri</i> | りょうり | 料理 | cuisine, cooking |
| + <i>menyuu</i> | めにゅう | メニュー | menu |
| + <i>sushi</i> | すし | 寿司 | sushi |
| + <i>tempura</i> | てんぷら | 天ぷら | tempura |
| + <i>tabemono</i> | たべもの | 食べ物 | food |
| + <i>nomimono</i> | のみもの | 飲み物 | drink(s) |
| + <i>nama</i> | なま | 生 | draft beer, raw |
| + <i>wain</i> | わいん | ワイン | wine |
| + <i>sake</i> | さけ | 酒 | sake |
| + <i>uuron-cha</i> | うろんちゃ | ウーロン茶 | oolong tea |
| + <i>niku</i> | にく | 肉 | meat |
| + <i>sakana</i> | さかな | 魚 | fish |
| + <i>yasai</i> | やさい | 野菜 | vegetables |

Additional Food and Condiments ㇀

| | | | |
|------------------|-------|------|----------------------------|
| <i>misoshiru</i> | みそしる | みそ汁 | miso soup |
| <i>tamago</i> | たまご | 卵、玉子 | egg |
| <i>nori</i> | のり | | seaweed |
| <i>ebi</i> | えび | | shrimp |
| <i>sake</i> | さけ | 鮭 | salmon |
| <i>gyuuniku</i> | ぎゅうにく | 牛肉 | beef |
| <i>butaniku</i> | ぶたにく | 豚肉 | pork |
| <i>toriniku</i> | とりにく | 鶏肉 | chicken |
| <i>suteeki</i> | すていき | ステーキ | steak |
| <i>karee</i> | かれい | カレー | curry |
| <i>yakiniku</i> | やきにく | 焼き肉 | yakiniku (Korean BBQ beef) |

| | | | |
|-----------------|------|------|-------------------------------|
| <i>yakisoba</i> | やきそば | 焼きそば | yakisoba (Stir-fried noodles) |
| <i>shouyu</i> | しょうゆ | 醤油 | soy sauce |
| <i>miso</i> | みそ | 味噌 | miso |
| <i>shio</i> | しお | 塩 | salt |
| <i>koshou</i> | こしょう | 胡椒 | pepper |
| <i>satou</i> | さとう | 砂糖 | sugar |

Grammar Notes

4-4-1 More Classifiers: *~hon*、*~tsu*

In Lesson 3, it was explained that when counting things in Japanese, numbers are combined with specific classifiers that are conventionally used for the nouns being counted. We add two classifiers, *~hon*、*~tsu*, in this lesson.

The classifier *~hon* is used to count long cylindrical objects such as bottles, pens, umbrellas, bananas, etc. The classifier *~tsu* is the most generic classifier, which can be used for both tangible and intangible items such as opinions, meetings, etc. It is also used for items that do not have a special classifier. So, it may be a safe choice when you are not sure what classifier to use.

There are two numerical systems in Japanese: one of Chinese origin, which was introduced in Lesson 3, and another system of Japanese origin. The latter only goes up to the number ten.

1 *hito*, 2 *futa*, 3 *mi*, 4 *yo*, 5 *itsu*, 6 *mu*, 7 *nana*, 8 *ya*, 9 *kokono*, 10 *tou*

The classifier *~hon* is combined with Chinese numerals. Note that alternatives for *~hon* are *~pon* (for 1, 6, 8, 10) and *~bon* (for 3 and how many). The classifier *~tsu* is combined with Japanese numerals and for quantities over ten Chinese numerals without a classifier are used: *juu-iti*, *juu-ni*, *juu-san*, etc.

Table 15. Expressions of *-tsu* and *-hon/pon/bon* when combined with numbers 1-11, as well as an unknown number.

| | ~ <i>tsu</i> ㇿ | ~ <i>hon/pon/bon</i> ㇿ |
|----|---------------------------|-------------------------------------|
| 1 | <i>hito-tsu</i> 一つ | <i>ip-pon</i> 一本 |
| 2 | <i>futa-tsu</i> 二つ | <i>ni-hon</i> 二本 |
| 3 | <i>mit-tsu</i> 三つ | <i>san-bon</i> 三本 |
| 4 | <i>yot-tsu</i> 四つ | <i>yon-hon</i> 四本 |
| 5 | <i>itsu-tsu</i> 五つ | <i>go-hon</i> 五本 |
| 6 | <i>mut-tsu</i> 六つ | <i>rop-pon</i> 六本 |
| 7 | <i>nana-tsu</i> 七つ | <i>nana-hon</i> 七本 |
| 8 | <i>yat-tsu</i> 八つ | <i>hap-pon</i> 八本 |
| 9 | <i>kokono-tsu</i> 九つ | <i>kyuu-hon</i> 九本 |
| 10 | <i>tou</i> 十 | <i>jup-pon</i> or <i>jip-pon</i> 十本 |
| 11 | <i>juuichi</i> 十一 | <i>juuip-pon</i> 十一本 |
| ? | <i>ikutsu/oikutsu</i> いくつ | <i>nan-bon</i> 何本 |

4-4-2 Quantity Expressions

There are two kinds of quantity expressions in Japanese. One is comprised of a number and classifier (*san-bon*, *hito-tsu*, etc.) and the other is a general quantity expression (*chotto*, *suskoshi*, *takusan*, *zenbu*, *minna*, etc.) Within a sentence they both usually occur right before the verb, adjective, or noun +*desu*. Unlike English, the noun usually comes before the amount in Japanese.

Biiru, san-bon kudasai.

Three (bottles of) beers, please.

Sashimi wa hito-tsu 1000-en desu.

One sashimi is ¥ 1000.

Mizu o sukoshi nomitai desu.

I want to drink a little bit of water.

As shown in the examples above, a quantity expression is typically marked by the lack of a particle. It is not followed by the particle *ga* or *o*. However, it can be followed by the particle *wa* or *mo*. When *wa* follows a quantity expression, it means

‘at least’ and when *mo* follows it, it implies that the number is big (that much!)

Mainichi, shukudai ga hito-tsu wa arimasu.

I have at least one HW assignment everyday.

Obentou o futatsu mo tabemashita. I ate all two bentos.

How are multiple items and numbers listed up in Japanese? Suppose we want to say ‘Three apples and four oranges, please.’ Combine the following two sentences into one.

Ringo o mit-tsu kudasai.

Three apples, please.

Mikan o yot-tsu kudasai.

Four oranges, please.

→ [*Ringo o mit-tsu*] to [*mikan o yot-tsu*] *kudasai.*

Three apples and four oranges, please.

There is no limit on how many things can be listed, but it is rare to list more than three items.

Onigiri ga mit-tsu to sando ga itsu-tsu, sorekara mizu ga ni-hon arimasu.

There are three *onigiri*, five sandwiches, and two bottles of water.

Drills and Exercises

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

Cue: *Go-hon desu ne.* Five, right? Response: *Ie, rop-pon desu.* No, six.

ごほん

五本ですね。

ろっぽん

いえ、六本です。

Cue: *Mit-tsu desu ne.* Three, right? Response: *Ie, yot-tsu desu.* No, four.

みっ

三つですね。

よっ

いえ、四つです。

B. ♪

Cue: *Sashimi to biiru desu ka.*

さしみとビールですか。

Sashimi and beer?

Response: *Hai, sashimi o futa-tsu to
biiru o san-bon kudasai.*

Yes, two sashimi and
three beers, please.

ふた

さんぽん

はい、さしみを二つとビールを三本、ください。

Cue: *Ringo to mikan desu ka.*

リンゴとみかんですか。

Apples and oranges?

Response: *Hai, ringo o futa-tsu to
Mikan o mit-tsu kudasai.*

Yes, two apples and
three oranges, please.

ふた

みっ

はい、リンゴを二つと、みかんを三つください。

C. Say it in Japanese.

At a restaurant, order the following:

1. two draft beers to start
2. three beers and one oolong tea
3. two black teas and one strawberry cake
4. three sashimi, five sake, and two orange juices
5. two orders of Today's Fish and one vegetable tempura. No beverages. Just tea.

D. Act these roles in Japanese with a partner.

1. Ask Ms. Honda what her favorite food is.
2. At a restaurant, get the attention of the waiter and ask for a) a menu, b) more water.
3. You've been asked to get the following items. Find out how many are needed: chairs; pencils; bottled water; bento; umbrella; bananas; apples.
4. The project is over. You want to propose a toast. Make sure that everyone has a drink, acknowledge everyone's hard work, and then propose a toast.
5. Discuss what people usually have for breakfast, lunch, or dinner in Japan and in your home country. Drinks?

Review**Grammar Review**

- A. What is the difference in meaning among the following? (4-1-1, 4-3-2)
 1. *Yasumimasen ka.*
 2. *Yasumimashou.*
 3. *Yasumimashou ka*
 4. *Yasumitai desu ka.*
- B. What is the difference in meaning between the following? (4-1-3)
 1. *Yasai desu kedo tabemasen.*
 2. *Yasai desu kara tabemasen.*
- C. Give two examples of classifiers and one example of things that each classifier is used to count. (4-4-1)
- D. What is the difference in meaning between the following sentences? (4-1-2, 4-2-1)
 1. *Honda-san o mimashita.*
 2. *Honda -san ga mimashita.*
- E. What is the difference in meaning among the following sentences? (4-1-2)
 1. *Wain nomimasu ka.*
 2. *Wain wa nomimasu ka.*
 3. *Wain mo nomimasu ka.*
 4. *Wain o nomimasu ka.*
- F. What are the two types of quantity expressions in Japanese? Where do they typically occur in a sentence? (4-4-2)

- G. What is a double-subject sentence? Give an example. (4-3-1)
 H. How is a *~tai* form made? What does it mean? (4-3-2)
 I. What is the negative form of *tabetai desu*? The Past form? The Past negative form? (4-3-2)
 J. The typical word order in a Japanese sentence is as follows: (4-1-2, 4-2-1, 4-4-2)

Time – Subject – Object – Quantity – Verb

The chart below summarizes what particle to choose for different parts (columns) with the different discourse functions (rows). On the basis of the chart, pay close attention to the particles and handle the following situations.

Table 16. Choices of particles for different discourses functions

| | Time <i>Kinou</i> | Subject <i>watashi</i> | Object <i>keeki</i> | Quantity <i>hiyo-tsu</i> |
|-------------|----------------------|---------------------------|------------------------|-----------------------------|
| Neutral | no particle | no particle | no particle | no particle |
| Contrast | <i>wa</i> | <i>wa</i> | <i>wa</i> | <i>wa</i> |
| Addition | <i>mo</i> | <i>mo</i> | <i>mo</i> | <i>mo</i> |
| Focused/New | no particle | <i>ga</i> | <i>o</i> | no particle |

Tabemashita

1. Find out if a co-worker eats sushi.
2. You know he ordered sushi yesterday. Find out if he will have more today.
3. At the restaurant, you've been asked what you are going to eat. You'd like a little sushi.
4. Ask Ms. Honda what she will eat.
5. The waiter brought you sushi. You didn't order it. You ordered Sashimi.
6. Everyone in your group is drinking *sake*. You don't like *sake* and would rather have beer. What offered sake, what would you do?
7. You usually do not drink beer, but today is a special day. You will have some.
8. You've been asked if you eat Japanese food often. Well, you do sometimes, but not very often.

Practical Applications

- A. Check menus from different kinds of restaurants, discuss what you will have and how many, and then order them.
- B. Your group is organizing an event. At an organizational meeting, choose volunteers for each task below. Confirm who is in charge of each task and who can help.
1. make posters
 2. make copies of posters
 3. clean the room #101
 4. order bento
 5. buy beverages, snacks, etc.
 6. buy cups, plates, and tableware

Drill Tape Scripts

Dialogue 1

- A. Cue: 手伝いますか。 Response: もちろんです。いつ手伝いましょうか。
 Cue: しますか。 Response: もちろんです。いつしましょうか。
1. 行きますか。
 2. 会いますか。
 3. 紹介しますか。
 4. 話しますか。
 5. 電話しますか。
- B. Cue: アプリ、使いますか。 Response: はい、このアプリを使います。
 Cue: テレビ、買いますか。 Response: はい、このテレビを買います。
1. アパート、見ますか。
 2. バイト、しますか。
 3. まんが、読みますか。
 4. 仕事、手伝いますか。
 5. ファイル、コピーしますか。
- C. Cue: あれ、高いですか。 Response: はい、高いですから、買いません。
 Cue: あれ、使いませんか。 Response: はい、使いませんから、買いません。
1. あれ、不便ですか。
 2. あれ、難しいですか。
 3. あれ、ありますか。
 4. あれ、古いですか。
 5. あれ、できません。

Dialogue 2

A. Cue: ちょっと、休みませんか。 Response: そうですね。皆さん、ちょっと休みましょう。

Cue: 昼ご飯を帰りませんか。 Response: そうですね。皆さん、帰りましょう。

1. エクセルを使いませんか。
2. 本田さんを手伝いませんか。
3. もっと、練習しませんか。
4. あした、出かけませんか。
5. 教科書を読みませんか。

B. Cue: コーヒーや紅茶、飲みますか。

Response: いや、コーヒーも紅茶も飲みません。

Cue: ケーキやクッキー、作りますか。

Response: いや、ケーキもクッキーも作りません。

1. パンやおにぎり、買いますか。
2. お茶や水、いりますか。
3. お菓子やパン、作りますか。
4. ジュースや牛乳、ありますか。
5. りんごやみかん、食べますか。

C. Cue: ケーキですか。

Response: はい、ケーキを買います。

Cue: 本田さんですか。

Response: はい、本田さんが買います。

1. 新しいスマホですか。
2. あの傘ですか。
3. 大学のともだちですか。
4. 先生の本ですか。
5. 女の人ですか。

Dialogue 3

A. Cue: 買います。

Response: 何を買いますか。

Cue: いります。

Response: 何がいらしますか。

1. 見ます。
2. きらいです。
3. わかりません。
4. 書きます。
5. おいしいです。

B. Cue: うどん、よく食べますねえ。

Response: ええ、私はうどんが好きですから。

Cue: ゲーム、よくしますねえ。

Response: ええ、私はゲームが好きですから

1. 日本語、よく勉強しますねえ。
2. ワイン、よく飲みますねえ。
3. リンゴやみかん、よく買いますねえ。
4. 日本のアニメ、よく見ますねえ。
5. あのアプリ、よく使いますねえ。

C. Cue: 全部、見たいですか。

Response: いえ、これは見たいですけど、あれは見たくないです。

Cue: 全部読みたいですか

Response: いえ、これは読みたいですけど、あれは読みたくないです。

6. 全部、使いたいですか。
7. 全部、勉強したいですか。
8. 全部、聞きたいですか。
9. 全部、手伝いますか。
10. 全部、買いますか。

Dialogue 4

A. Cue: 五本ですね。

Response: いえ、六本です。

Cue: 三つですね。

Response: いえ、四つです。

1. 七本ですね。
2. 六つですね。
3. 十二本ですね。
4. 八つですね。
5. 十です。

B. Cue: さしみとてんぷらですか。

Response: はい、刺身を二つと天ぷらを三つ、ください。

Cue: リンゴとみかんですか。

Response: はい、リンゴを二つと、みかんを三つください。

1. お弁当とサンドですか。
2. パンとおにぎりですか。
3. 水とウーロン茶ですか。
4. コーヒーとジュースですか。
5. リンゴのケーキと、イチゴのケーキですか。