

BEGINNING JAPANESE FOR PROFESSIONALS II



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Book: Beginning Japanese for Professionals II
(Konomi)

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1.1: Dialogue 1

The project team is visiting a company.

Yamada: Biru no iriguchi de aimashou. Let's meet up at the entrance of the building.

ビルの入り口で会いましょう。

Emily : Wakarimashita . Got it.

わかりました。

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

Yamada: Hayashi-san wa doko desu ka. Where is Ms. Hayashi?

林さんはどこですか。

Emily: Asoko ni imasu. She is over there.

あそこにいます。

Yamada: Senpai wa? How about Senpai?

先輩せんぱいは？

Emily: Senpai mo irasshaimasu yo. Hora. He is there, too. Look! 先輩せんぱいもいらっしゃいますよ。ほら。

単語 Vocabulary

biru ビル building

iriguchi いりぐち 入り口 entrance

de で particle (location of activity)

Hayash-san はやしさん 林さん Mr/s. Hayashi

doko どこ where

asoko あそこ over there

ni に particle (location of existence)

imasu います be, exist (animate--people, animals)

senpai センぱい 先輩 senior member of a group

irasshaimasu いらっしゃいます be, exist, go, come (honorific) 5-1-3

hora ほら look, hey

+mooru モール shopping mall

+depaato デパート department store

+suupaa スーパー super market

+kouen こうえん 公園 park

+toshokan としょかん 図書館 library

+mise みせ 店 store, shop

+deguchi でぐち 出口 exit

+dochira/docchi どちら `どっち which, which way, which area

+achira/acchi あちら `あっち over there, that way/direction

+koko/kochira/kocchi ここ `こちら `こっち here, this way, this area

+soko/sochira/socchi そこ `そちら `そっち there (near you), that way

+kouhai こうはい 後輩 junior member of a group

The senpai-kouhai relationship is a strong mentoring relationship in many areas in the Japanese society including in school, in team sports, and at work. Usually the relationship is determined by who became a member of the group first rather than individual merits and abilities. Once someone is your senpai, you are expected to treat the person as such for a lifetime. Equally a senpai is expected to take care of kouhai members for a lifetime. This relationship can be most reliable connections in one's social network even long after one leaves the group.

Grammar Notes

Particle De indicating the Location of Activity

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

Iriguchi de aimashou. Let's meet at the entrance.

Amerika de benkyou-shimashita I studied in America.

Doko de kaimashita ka. Where did you buy it?

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

Nihon de wa ohashi o tsukaimasu. In Japan, we use chopsticks.

Chuugoku de mo ohashi o tsukaimasu. In China, they use chopsticks, too.

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

Discourse Particles: wa (contrast), mo (addition)

Case Particles: ga (subject), o (object)

Semantic Particles: de (location of activity) and others

Particle Ni indicating the Location of Existence

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

Toshokan ni imasu. He is in the library. (a person/ animal)

Toshokan ni arimasu. It is in the library. (a thing)

Toshokan de arimasu. It is held in the library. (an event)

Particles wa and mo may follow ni.

Amerika ni mo arimasu. They are in America too.

Amerika ni wa arimasen. It's not in America (it may be somewhere else.)

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

Yamada-san wa? How about Mr. Yamada?

-Toshokan desu. He is in the library.

-Toshokan ni imasu. He is in the library.

Irasshaimasu: Honorific Verbs

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

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

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

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

Plain	Honorific
<i>imasu, ikimsu, kimasu</i>	<i>irasshaimasu</i>
<i>tabemasu, nomimasu</i>	<i>meshiagarimasu</i>
<i>shimasu</i>	<i>nasaimasu</i>
<i>mimasu</i>	<i>goran ni narimasu</i>

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

O+verb (masu replaced by ni narimasu)

kakimasu -> okaki ni narimasu write

kaerimasu -> okaeri ni narimasu go home

Sensei irasshaimasu ka. Is the professor here?

-Ie, okaeri ni narimashita. No, she went home.

Ko-so-a-do series #3

Kore, sore, are and dore, which came up in the last lesson, are representative of a

pattern that you will see elsewhere in Japanese. In this lesson, we find three new ko-so-ado series that indicate location.

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

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

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

Kochira wa Hiru desu This is Mr/s. Hill

Sochira wa dou desu ka. How are you?

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

1.1.1: Drills and Exercises

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

A. Cue: Kaimasu ka? Are you going to buy it?

Response: Hai, asoko de kaimasu. Yes, I'm going to buy it over there.

Cue: Arimasu ka? Do they have it?

Response: Hai asoko ni arimasu. Yes, they have it over there.

B. Cue: Hayashi-san wa imasu kedo, senpai wa? Mr. Hayashi is here but how about senpai?

Response: Senpai mo irasshaimasu yo. Senpai is here too!

Cue: Hayashi-san wa mimasu kedo senpai wa? Mr. Hayashi watches it but how about senpai?

Response: Senpai mo goran ni narimasu yo. Senpai will see it, too!

C. Say it in Japanese. You've been asked where everyone is.

1. They are at the entrance of the park. Look!
 2. What? Aren't they at the entrance of the department store?
 3. The students are here, but the teachers are over there.
 4. They are in the bakery at that entrance of the mall.
 5. The senpai is in the library of the university, but I wonder where Ms. Hayashi is.
- You've been asked where your group should eat lunch.
6. Let's eat here because it's raining.
 7. Let's buy obento in this store because they are really good.
 8. Let's eat in the mall because it's convenient.
 9. Let's eat in the park because it's a beautiful day.
 10. Let's eat in the ramen shop over there because it's very famous.

D. Act in Japanese.

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

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1.2: Dialogue 2

Emily is looking for an ATM in the area.

Emily: Sumimasen. Excuse me. Kono hen ni ATM arimasen ka. Isn't there an ATM around here?

すみません。この辺 へん に ATM ありませんか。

Man: Achikochi ni arimasu kedo, They're here and there,

ichi-ban chikai no wa but the closest one is ano konbini no naka desu. inside that convenience store over there.

あちこちにありますが、一番近 いちばんちか いのは、あのコンビニの中 なか です。

Emily: A, dou mo. Oh, thanks. あ、どうも。

Vocabulary

hen へん 辺 area

kono hen このへん この辺 this area

eetiemu エイティーエム ATM

achikochi あちこち here and there, everywhere

konbini コンビニ convenience store

naka なか 中 inside

+soto そと 外 outside

+mae まえ 前 front

+ushiro うしろ 後ろ back, rear

+migi みぎ 右 right

+hidari ひだり 左 left

+ue うえ 上 top, up

+shita した 下 bottom, under, underside

+jihanki じはんき 自販機 vending machine

+ginkou ぎんこう 銀行 bank

+byouin びょういん 病院 hospital

+kissaten きっさてん 喫茶店 coffee shop

+yakkyoku やっきょく 薬局 drug store

+resutoran レストラン restaurant

Grammar Notes

Location Nouns

A number of location words (all nouns) come up in this lesson, including the koso-a-do series along with naka, soto, mae, ushiro, migi, hidari, ue and shita. Recall that 7 /X no Y/ is a kind of Y and the last noun is the main noun of the noun phrase. Be sure to distinguish between the following:

mae no biru the building in front

biru no mae the front of the building, in front of the building

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

sukoshi migi a little to the right

motto mae more to the front

1.2.1: Drills and Exercises

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

Response: いえ `ビルの中 なか じゃないです ° 外 そと です ° No, it's not inside the building. It's outside.

Cue: 病院 びょういん の前 まえ ですか ° Is it in front of the hospital?

Response: いえ `病院 びょういん の前 まえ じゃないです ° 後 うしろ ろです ° No, it's not in front of the hospital. It's in back.

B. Cue: どのコンビニが近 ちか いですか ° Which convenience store is close?

Response: 一番近 いちばんちか いコンビニは `あれです ° The closest convenience store is that over there.

Cue: どの銀行 ぎんこう が `大 おお きいですか ° Which bank is big?

Response: 一番大きい銀行 いちばんおおきいぎんこう は `あれです ° The biggest bank is that over there.

C. Cue: 日本 にほん の漫画 まんが ありませんか ° Don't you have any Japanese comics?

Response: 日本 にほん のですか ° はい `あちらにありますよ ° Japanese ones? Yes, there are some over there!

Cue: 先輩 せんぱい のケータイありませんか ° Don't you have senpai's cell phone?

Response: 先輩 せんぱい のですか ° はい `あちらにありますよ ° Senpai's? Yes, it's right over there!

D. Say it in Japanese. You've been asked if there is a vending machine around here.

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

E. Act in Japanese

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

1.3: Dialogue 3

In an office building

Michael: Toire wa docchi desu ka. Where is the rest room?

トイレは、どっちですか。

Honda: Ik-kai no uketsuke de kikimashou. Let's ask at the reception on the first floor.

一階 一階の受付 うけつけ で聞 き きましょう。

At the receptionist desk

Michael: Sumimasen. Excuse me.

Anou, toire wa dochira deshou ka. Ummm, where is the rest room?

すみません。あのう、トイレはどちらでしょうか。

Reception: Toire desu ka. The rest room?

Achira ni kaidan ga gozaimasu ne. Over there is a stairway, right?

Ano kaidan no mou sukoshi saki ni gozaimasu. It's a little past that stairway.

トイレですか。あちらに、階段 かいだん がございますね。

あの階段 かいだん のもう少 すこし 先 さき にございます。

Michael: Sumimasen. Sorry. Mou ichi-do yukkuri onegai-shimasu. Once more, slowly please.

すみません。もう一度 いちど、ゆっくりお願い ねが いします。

Vocabulary

toire トイレ rest room

~kai ~かい 階 floor (of a building)

ik-kai いっかい first floor

uketsuke うけつけ 受付 receptionist desk

deshou でしょう probably, tentative form desu

kaidan かいだん 階段 stairway, stairs

gozaimasu ございます exist, have, be (polite) a polite equivalent of arimasu, typically used by clerks and service personnel.

mou もう more

mou sukoshi もうすこし もう少し a little more

saki さき 先 ahead

~do ~ど 度 classifier for times

ichi-do いちど 一度 one time

yukkuri ゆっくり slowly

+infomeeshon インフォメーション information (desk)

+otearai おてあらい お手洗い rest room

+chizu ちず 地図 map

+eriamappu エリアマップ area map

+erebeetaa エレベーター elevator

+esukareetaa エスカレーター escalator

+tonari となり 隣 next door

+yoko よこ 横 side, at the side of

+mukou むこう 向こう opposite side, other side

+soba そば vicinity, near

+chikaku ちかく 近く neighborhood, near

+~kai かい 回 classifier for times, occasions

Grammar Notes

Deshou 'Probably'

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

Takai deshou. It's probably expensive.

Sensei deshou. She's probably a teacher.

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

Takai deshou ka. Do you suppose it's expensive?

Doko deshou ka. Where might it be?

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

Aa, oishii desu! Oh, it's delicious!

-Deshou? Isn't it? (Didn't I tell you?)

Mou and Motto 'More'

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

Motto douzo. Please have more.

Motto yasui apaato cheaper apartments

Motto kirei desu. It's prettier.

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

mou chotto a little more
mou hito-tsu one more

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

Motto *nomimasen ka*. Won't you drink more?
 -Ja, *mou sukoshi itadakimasu*. Well then, I'll take a little more.

More classifiers: ~kai` ~do / ~kai

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

Nan-kai arimasu ka. 'How many floors are there?'
Nan-kai ni arimasu ka. 'On which floor is it?'

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

1.3.1: Drills and Exercises

A. Cue: あのひと、日本人にほんじんですか。 Is he a Japanese?

Response: よくわかりませんが、日本人にほんじんでしょう。 I'm not sure, but he is probably a Japanese.

Cue: あのアパート、高たかくないですか。 Isn't that apartment expensive?

Response: よくわかりませんが、高たかくないでしょう。 I'm not sure, but it is probably not expensive.

B. Cue: —ひとつですか。 One?

Response: はい、もうひとつです。 Yes, one more.

Cue: 食たべますか。 Will you have some?

Response: はい、もっと食たべます。 Yes, I'll have some more.

C. Say it in Japanese. You've been asked where your apartment is.

1. It's near the park.
2. It's a little further ahead. There is a bank over there, right? It's beyond that bank.
3. It's two more floors up. It's tiring because there is no elevator.
4. It's on the third floor of the new condo near the university entrance.
5. It's next to my company, so it's really convenient.

D. Act these roles in Japanese with a partner.

1. Ask at the information desk where you can find a) the ladies' room, b) the elevator floors times/occasions
2. You've been given directions, but didn't quite get them. Ask the other person to repeat it slowly.
3. Urge your guest to eat more. As a guest, accept one more.
4. You're talking about a) tomorrow's weather, b) your final grade in the class, c) what you will get for Christmas. What is your guess?

1.4: Dialogue 4

In a gift shop

Emily: Omiyage o kaimashita. I bought souvenirs.

お土産 みやげ を買 ち ました °

Yamada: Waa, kawaii desu nee. Wow, cute!

わあ、かわいいですねえ °

Emily: Deshou? Aren't they?

でしょう？

Yamada: Akai no wa kore dake desu ka. Is this all of the red ones?

赤 あか いのは、これだけですか °

Emily: Ie, mou ik-ko arimasu yo. Hora. No, there's one more! Look.

いえ、もう一個いっこありますよ ° ほら °

Vocabulary

omiyage おみやげ お土産 souvenir

kawaii かわいい cute

deshou でしょう？ Don't you think?

akai あかい 赤い red

akai no あかいの 赤いの red one(s)

dake だけ only, just

~ko 〜こ 個 classifier for small objects or pieces

ik-ko いっこ 一個 one piece, one item

mou ik-ko もういっこ もう一個 one more

+kakko ii かっこいい good-looking, stylish, cool

+aoi あおい 青い blue

+kiiroi きいろい 黄色い yellow

+shiroi しろい 白い white

+kuroi くろい 黒い black

+iro いろ 色 color

+nani iro なにいろ 何色 what color?

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

Grammar Notes

More classifiers : ～個 こ , ～枚 まい , ～冊 さつ

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

りんご二個 に こ ringo ni-ko or りんご二ふ た つ ringo futa-tsu two apples

お砂糖一個 さとういちこ osatou ik-ko or お砂糖 さとう ひとつ osatou hito-tsu one packet/cube of sugar

会議 かいぎ が二ふ た つ ありました ° Kaigi ga futa-tsu arimasita. There were two meeting.

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

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

Nouns and Adjectives

Some of the colors have both an adjective and a noun form, as shown in the list above. Thus it is possible to say both *aka desu* and *akai desu* to mean 'It's red.' Equally

the negative forms are aka ja nai desu and akaku nai desu. Which one to use largely depends on the convention, while you can probably assume the noun versions indicate classification rather than appearance or characteristics (aka for red wines and the red light, for example.) All the color words borrowed from other languages are nouns, and modify nouns with no:

ブルーのバッグ buruu no baggu blue bag

オレンジの紙 orenji no kami orange paper

1.4.1: Drills and Exercises

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

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

Response: 友達ともだちは買いましたが、私わたしは買いませんでした。 My friend bought some, but I didn't buy any.

Cue: パワーポイント、使っていましたか。 Did you use PowerPoint?

Response: 友達ともだちは使いましたが、私わたしは使いませんでした。 My friend used it, but I didn't.

B. Cue: 紙かみはこれだけですか。 Is this all the paper there is?

Response: いえ、もう一枚いちまいあります。 No, there's one more sheet.

Cue: 教科書きょうかしょはこれだけですか。 Is this all the textbooks there are?

Response: いえ、もう一冊いっさつあります。 No, there's one more.

C. Cue: 赤あかいですね。 Is it red?

Response: いえ、赤あかくないです。 No, it's not.

Cue: 赤あかですね。 Is it red?

Response: いえ、赤あかじゃないです。 No, it's not.

D. Say it in Japanese.

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

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

Ask a co-worker for:

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

E. Act in Japanese.

1. A friend is trying on new clothes. Mention a) how cute they are, b) how cool he looks, c) how amazing he looks.

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

1.5: New Page

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1.6: New Page

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LESSON 6 - LET'S TAKE A TRAIN

2.1: Dialogue 1

2.1.1: Drills and Exercises

2.2: Dialogue 2

2.2.1: Drills and Exercises

2.3: Dialogue 3

2.3.1: Drills and Exercises

2.4: Dialogue 4

2.4.1: Drills and Exercises

2.5: Review

2.6: New Page

2.1: Dialogue 1

Michael: Minna de eiga ni ikimasen ka. Do you want to go see a movie with everyone?

みんなで映画 えいが に行い きませんか °

Honda: Ii aidea desu ne. Good idea!

いいアイデアですね °

After checking the show times

Michael: Shichi-ji Juu-go-fun no ga ii desu ne. The 7:15 one is best, isn't it.

7時 じ 15分 ふん のがいいですね °

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

ええ ° じゃ、駅 えき で六時 ろくじ に待 ま ち合 あ わせましょ う °

Michael: Wakarimashita. Got it.

わかりました °

Vocabulary

minna de みんなで everyone together

eiga えいが 映画 movie

+eigakan えいがかん 映画館 movie theater

+umi うみ 海 ocean, sea

+yama やま 山 mountain

+onsen おんせん 温泉 hot spring ni に to (goal of motion)

+e へ to (direction of motion)

aidea あいであ アイデア idea

eki えき 駅 station

+basutei バスてい バス停 bus stop

~fun/pun ~ふん / ぶん 分 minute (s)

ni に at (point in time)

machiawasemasu まちあわせます 待ち合わせます meet, rendezvous

machiawase まちあわせ 待ち合わせ get-together, date

+gozen ごぜん 午前 morning, a.m.

+gogo ごご 午後 afternoon, p.m.

Grammar Notes

Location Particles Ni and E

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

学校 がっこう に / へ 行きます ° Gakkou ni/e ikimasu.

I'll go to school.

アメリカ に / へ 帰りました ° Amerika ni/e kaerimashita. I returned to America.

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

友 と もだちに / へ メールします ° Tomodachi ni/e meeru-shimasu. I'll email my friend.

あの会社 かいしゃ に / へ 紹介 しょうかい します ° Ano kaisha ni/e shoukai-shimasu.

I'll introduce you to that company.

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

ノート に 書 きました ° Noto ni kakimashita. I wrote it down in the notebook.

林 はやし さんに 会 いましたよ ° Hayashi-san ni aimashita yo. I met Ms. Hayashi.

エレベーター に 乗 の り ましょう ° Erebeetaa ni norimashou.

Let's take the elevator.

先生 せんせい に 聞 きます ° Sensei ni kikimasu. I'll ask the teacher

~fun/pun Naming and Counting Minutes

As we learn more time expressions, it's important to understand the difference between expressions that name things and those that count things. Naming expressions include the days of the week (e.g. getsu-youbi), clock time (e.g. ku-ji), and classifiers such as ~ban, for example. Counting expressions include classifiers such as ~tsu, ~ko, 23 ~mai, etc. Some classifiers are used for both naming and counting. ~kai for floors is one such classifier.

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

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

Minutes 		
いっぶん	一分	1 minute
にぶん	二分	2 minutes
さんぶん	三分	3 minutes
よんぶん	四分	4 minutes
ごぶん	五分	5 minutes
ろっぶん	六分	6 minutes
ななぶん	七分	7 minutes
はっぶん／はちぶん	八分	8 minutes
きゅうぶん	九分	9 minutes
じゅっぶん／じっぶん	十分	10 minutes
なんぶん	何分	how many minutes?

Time Particle に

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

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

八時 はちじ には出で ましょう ° Hachi-ji ni wa demashou. Let's leave at 8:00 (at latest).

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

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

今日 きょう ` 帰 かえ ります ° Kyou kaerimasu. I'll return today.

朝 あさ ` 出で ましょう ° Asa, demashou. Let's leave in the morning.

晩 ばん も ` 授業 じゅぎょう があります ° Ban mo jugyou ga arimasu. I have a class in the evening, too.

2.1.1: Drills and Exercises

A. Cue: 映画 えいが ですか ° Is it a movie (that you are going to)?

Response: はい ` 映画 えいが に行い きます ° Yes, I'm going to a movie.

Cue: 学校 がっこう ですか ° Is it a school (that you are going to)?

Response: はい ` 学校 がっこう に行い きます ° Yes, I'm going to school.

B. Cue: アポは 七時 しちじ ですよ ° The appointment is at seven o'clock.

Response: わかりました ° 七時 しちじ に来 きます ° Got it. I'll come at seven.

Cue: アポは あした ですよ ° The appointment is tomorrow.

Response: わかりました ° あした 来 きます ° Got it. I'll come tomorrow.

C. Say it in Japanese.

Your group is discussing what to do together during the break. Suggest:

1. to go to a movie
2. to go shopping
3. to visit a hot spring in the mountains
4. to visit Senpai's house because it is near the ocean
5. to visit a nearby park

You've been asked when to meet up at the station. Suggest to meet:

1. at 4:45
2. at 9:20 p.m.
3. on Saturday morning
4. at 11:00 on Monday
5. at 8:30 a.m. tomorrow

D. Act in Japanese.

1. You and a co-worker are visiting a customer together tomorrow. Find out what time you should meet up at the station.
2. You've been told the meeting will start at 7:45. Confirm that it's 7:45 a.m. 25
3. You came late for class today. Apologize and tell your teacher that you will come ten minutes earlier tomorrow.
4. Your group is discussing a vacation. Ask which they like to go to, the beach or the mountains.
5. Regarding your daily schedule, ask each other what time you a) eat breakfast, b) go to school/work, c) have lunch, d) return home, e) go to sleep.

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2.2: Dialogue 2

Michael: Otaku wa dochira desu ka. Where is your house?

お宅 たく はどちらですか °

Honda: Yokohama desu. It's in Yokohama.

横浜 よこはま です °

Michael: Tsuugaku wa densha desu ka. Do you commute by train?

通学 つうがく は電車 でんしゃ ですか °

Honda: Ee, uchi kara daigaku made densha de ichi-jikan gurai kakarimasu. Yes, from home to university it takes about an hour by train.

ええ `うちから大学 だいがく まで `電車 でんしゃ で 一時間 いちじかん ぐらいかかります °

Michael: Sore wa taihen desu nee. That must be hard. それは大変 たいへん ですねえ °

Vocabulary

otaku おたく お宅 home (polite)

+shusshin しゅっしん 出身 hometown, birthplace, where from

yokohama よこはま 横浜 Yokohama

tsuugaku つうがく 通学 commute to school (noun)

+tsuukin つうきん 通勤 commute to work (noun)

densha でんしゃ 電車 train

+chikatetsu ちかてつ 地下鉄 subway

+basu バス bus

+kuruma くるま 車 car

+jitensha じてんしゃ 自転車 bicycle

+takushii タクシー taxi

+toho とほ 徒歩 walk (noun)

+hikouki ひこうき 飛行機 airplane

+shinkansen しんかんせん 新幹線 bullet train

+fune ふね 船 boat

uchi うち 内 `家 home, house

kara から particle: from

made まで particle: as far as, up to

de で particle: by means of

densha でんしゃで 電車で by train

~jikan ~じかん 時間 ~hours

ichi-jikan いちじかん 一時間 one hour

gurai ぐらい about, approximately

+yaku やく 約 about, approximately

+yaku ichi-jikan やくいちじかん 約一時間 about an hour

+hodo ほど about, as much as

kakarimasu かかります it takes (time, money, etc.)

+nagai ながい 長い long

+mijikai みじかい 短い short

Cities ↶

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

Islands

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



Grammar Notes

Counting Hours

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

時間 じかん がありません ° *Jikan ga arimasen*. There is no time.

時間 じかん がかかります ° *Jikan ga kakarimasu*. It takes time.

ちょっと `お時間 じかん `いいですか *Chotto, ojikan ii desu ka*.

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

Approximation: ~ぐらい ` ~ほど ` 約~

~gurai, ~hodo and yaku all mean 'about' and indicate an approximate quantity. ~gurai and ~hodo follow the quantity expression

while yaku~ precedes it :

—時間 いちじかん ぐらいあります ° Ichi-jikan gurai arimasu. We have about an hour.

—時間 いちじかん ほどあります ° Ichi-jikan hodo arimasu. We have about an hour.

約—時間 やくいちじかん あります ° Yaku ichi-jikan arimasu. We have about an hour.

—万円 いちまんえん ぐらいかかります ° Ichi-man-en gurai kakarimasu. It costs about ten thousand yen

約—万円 やくいちまんえん かかります ° Yaku ichi-man-en kakarimasu. It costs about ten thousand yen.

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

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

会社 かいしゃ まで `どのぐらいかかりますか。 Kaisha made dono gurai kakarimasu ka. How long does it take to get to work?

このアパート `いくらぐらいでしょうか。 Kono apaato, ikura gurai deshou ka. How much do you suppose this apartment (rent) is?

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

the starting point ~kara `the ending point ~made

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

三時 さんじ から `会議 かいぎ です ° San-ji kara, kaigi desu. From 3:00, I have a meeting.

先生 せんせい からメールが来 きました ° Sensei kara meeru ga kimashita. An email came from the teacher.

京都 きょうと まで `いくらですか ° Kyouto made ikura desu ka. How much is it to go to Kyoto?

駅 えき まで `お願い ねがい します ° Eki made onegai-shimasu. To the station, please. (in a taxi).

朝 あさ から晩 ばん まで `仕事 しごと です ° Asa kara ban made shigoto desu. I work from morning till night.

Compare the examples below with time expressions:

三時 さんじ に します ° San-ji ni shimasu. I'll do it at three.

三時 さんじ から します ° San-ji kara shimasu. I'll do it from three.

三時 さんじ まで します ° San-ji made shimasu. I'll do it until three.

Compare the examples below with location expressions:

東京 とうきょう に 行い きます ° Toukyou ni ikimasu. I'll go to Tokyo (I may go to other places as well).

東京 とうきょう で 会議 かいぎ に 行い きます ° Toukyou de kaigi ni ikimasu. I'll go to a meeting in Tokyo.

東京 とうきょう から 行い きます ° Toukyou kara ikimasu. I'll go from Tokyo.

東京 とうきょう まで 行い きます ° Toukyoumade ikimasu. I'll go up to Tokyo (but not farther).

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

会議 かいぎ は三時 さんじ から四時 よじ までです ° Kaigi wa san-ji kara yoji-made desu. The meeting is from three to four.

アメリカからの留学生 りゅうがくせい Amerika kara no ryuugakusei an exchange student from America

銀行 ぎんこう は三時 さんじ までじゃないですか ° Ginkou wa san-ji made ja naidesu ka. Isn't the bank open until three?

2.2.1: Drills and Exercises

A. Cue: 一時間 いちじかん ですか ° Is it one hour?

Response: はい、家 うち から大学 だいがく まで一時間 いちじかん ぐらいかかります ° Yes, it takes about one hour from home to college

Cue: 30分ですか ° Is it thirty minutes?

Response: はい、家 うち から大学 だいがく まで、30分 ふん ぐらいかかります ° Yes, it takes about thirty minutes from home to college.

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

B. Cue: 電車 でんしゃ が便利 べんり ですね ° The train is convenient, isn't it.

Response: ええ、電車 でんしゃ で行い きましょう ° Yes, let's go by train.

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

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

C. Say it in Japanese.

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

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

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

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

D. Act in Japanese

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

5. At a parking facility, find out the fee for a) one hour, b) additional 15 minutes, c) Saturday and Sunday

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2.3: Dialogue 3

On the train

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

次 つぎ の駅 えき で `降 お り ますね °

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

はい ° それから `地下鉄 ちかてつ に乗の り換 か えます °

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

何時 なんじ ごろ着つ きますか °

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

六時半 ろくじはん には着つ きますよ °

Walking to the theater

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

今 いま `何時 なんじ ですか °

Michael : Jup-pun mae desu. Ten (minutes) to (the hour) 十分前 じゅっぶんまえ です °

Honda : Chotto isogimashou. Let's hurry a little bit. ちょっと急 いそ ぎ ましょう °

Vocabulary

tsugi つぎ 次 next

orimasu おります 降ります get off, alight

sore kara それから then, next

norikaemasu のりかえます 乗り換えます change, transfer (transportation)

tsukimasu つきます 着きます arrive

+demasu めます 出ます leave

~goro ごろ around X, approximately

nan-ji goro なんじごろ 何時頃 around what time

jup-pun mae じゅっぶんまえ 十分前 ten minutes before the hour

+sugi すぎ 過ぎ after

isogimasu いそぎます 急ぎます hurry

+arukimasu あるきます 歩きます walk

+hashirimasu はしります 走ります run

Grammar Notes

何時 なんじ ごろ *Approximation of Naming Time*

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

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

many situations, ~goro makes you sound softer and polite.

何時 なんじ に行い きますか ° Nan-ji ni ikimasu ka. What time are you going?

何時 なんじ ごろ行い きますか ° Nan-ji goro ikimasu ka. Around what time are you going?

It is also to be noted that in contemporary Japanese ~gurai has begun to combine with naming time classifiers. In another word, ~gurai is used like ~goro. However, in such cases, the particle に is required in order to avoid confusion:

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

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

月曜日 げつようび ぐらゐに帰ります ° Getsuyoubi gurai ni kaerimasu. I'll return around Monday.

十分 じゅっぶん ぐらゐ行い きましょう ° Jup-pun gurai ikimashou. Let's go for about ten minutes. (counting)

十分 じゅっぶん ごろ行い きましょう ° Juppun goro ikimashou. Let's go around ten minutes (past the hour). (naming)

十分 じゅっぶん ぐらゐに行い きましょう ° Jup-pun gurai ni ikimashou. Let's go around ten minutes (past the hour). (naming)

sugi/ mae More about telling time

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

六時五分钟前 ろくじごふんまえ roku-ji go-fun mae five minutes before/until 6:00.

八時十分過ぎ はいじじゅっぶんす ぎ hachi-ji jup-pun sugi. ten minutes after/past 8:00

お昼 ひる ちょっと前 まえ ohiru chotto mae a little before noon.

九時半少 くじはんすこしすぎ ku-ji han sukoshi sugi a little past 6:30.

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

六時 ろくじ ですか . Roku-ji desuka. Is it six?

いえ、十分前 じゅっぶんまえ です ° Iie, jup-pun mae desu. No, it's ten to.

Learning Verbs with Particles

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

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

バスに乗の ります ° Basu ni norimasu. I'll get on the bus.

バスを降お ります ° Basu o orimasu. I'll get off the bus

バスに乗の り換か えます ° Basu o norikaemasu. I'll change buses.

バスに乗の り換か えます ° Basu ni norikaemasu , I'll transfer to a bus.

バスから乗の り換か えます ° Basu kara norikaemasu. I'll transfer from a bus.

家 いえ を出で ました ° Ie o demashita. I left home.

家 いえ に着つ きました ° Ie ni tsukimashita. I arrived home.

2.3.1: Drills and Exercises

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

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

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

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

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

B. Cue: 六時 ろくじ に出で ます ° It leaves at six.

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

Cue: 六時半 ろくじはん に出で ます ° It leaves at 6:30.

Response: じゃあ、七時半頃 しちじはんごろ には着つ きますね ° Then it will arrive around 7:30, right?

C. Say it in Japanese.

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

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

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

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

D. Act in Japanese.

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

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2.4: Dialogue 4

At the theater

Michael: Girigiri deshita kedo, We were close, but maniaimashita ne. we made it in time, didn't we!

ギリギリでしたけど、間に合いましたね。

Honda: Ee, hotto shimashita. Yes, What a relief!

ええ、ほっとしました。 After the movie

Michael: Saikou deshita ne! That was the best.

最高、さきこうでしたね。

Honda: Ee, omoshirokatta desu ne. Yes, it was interesting, wasn't it?

ええ、おもしろかったですね。

Vocabulary

ma ni aimasu まにあいます 間に合います be in/on time
+okuremasu おくれます 遅れます be late
hotto-shimasu ほっとします be relieved
+dokidoki-shimasu どきどきします be nervous, afraid, surprised
dokidoki どきどき ドキドキ the sound of a heartbeat
+gakkari-shimasu がっかりします disappointed
girigiri ギリギリ just barely, just in time
saikou さきこう 最高 great, the highest, the best
+imaichi いまいち 今— not quite, not very good
omoshiroi おもしろい interesting
omoshirokatta おもしろかった was interesting
+tsumaranai つまらない boring, tiresome
+subarashii すばらしい wonderful, outstanding
+kawai こわい scary
+tanoshii たのしい 楽しい fun、enjoyable
+kanashii かなしい 悲しい sad
+waraimasu わらいます 笑います laugh, smile
+nakimasu なきます 泣きます cry

Grammar Notes

Onomatopoeia

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

ドキドキしました。 Dokidoki shimashita. I got nervous/ thrilled.

ドキドキでした。 Dokidoki deshita. I was nervous/thrilled.

ギリギリ girigiri means being close to the limit or barely making the set goal.

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

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

Onomatopoeia オノマトペ

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

2.4.1: Drills and Exercises

A. Cue: 通学 つうがく は `電車 でんしゃ ですか ° Do you commute by train?

Response: 前 まえ は `電車 でんしゃ でしたけど `今 いま は電車 でんしゃ じゃないです ° It was by train before, but now it's not.

Cue: あのレストランは `おいしいですか ° Is that restaurant good?

Response: 前 まえ は `おいしかったですけど `今 いま はおいしくありません ° It was good before, but now it's not.

B. Cue: おいしかったですか ° Was it delicious?

Response: いえ `おいしくなかったですよ ° No, it wasn't delicious.

Cue: 日本語 にほんご でしたか ° Was it Japanese?

Response: いえ `日本語 にほんご じゃなかったですよ ° No, it wasn't Japanese.

* Repeat this drill replacing nakatta desu with arimasen deshita.

C. Say it in Japanese.

You've been asked about the movie you saw.

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

You admire Ms. Hayashi. Explain that:

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

D. Act in Japanese

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

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2.5: Review

Grammar Review

1. Identify whether each classifier below is a naming classifier, a counting classifier, or both.

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a) ~jikan b) ~fun c) ~kai (floor) d) ~ko e) ~ban f) ~ji g) ~mai

2. Identify whether each of the approximation expression below is used with a naming classifier or with a counting classifier.

a) ~goro b) ~gurai c) yaku~ d) ~hodo

3. Fill in the blanks below with the most appropriate particle(s).

a) You'd like to decide where your group meet.

Doko ____aimashou ka.

b) Ask the bus driver if this bus goes to Tokyo Station.

Sumimasen. Kono basu, tokyoo-eki ____ikimasu ka?

c) Tell the taxi driver to take you to the Tokyo Station.

Sumimasen. Tokyo-eki ____onegai-shimasu.

d) Suggest that you take a taxi to the hospital.

Byouin ____takushii____ikimashou.

e) At the station, ask what time the next bullet train leaves.

Sumimasen. Tsugi ____shinkansen____nan-ji____demasu ka.

f) On the train, ask the conductor what time this train arrives at Kyoto.

Kono densha ____nanji goro____kyouto ____tsukimasu ka.

g) At the information desk, ask where you transfer to the subway.

Sumimasen. Doko ____chikatetsu____norikaemasu ka.

h) Express your concern about whether or not you'll make the flight on time.

Hikouki ____maniaimasu ka nee.

i) Let a co-worker know that you have just met Senpai's friend.

Ima____senpai____tomodachi____aimashita yo.

j) Ask a classmate how long it takes here to the beach by train.

Koko ____umi ____dono gurai ____kakarimasu ka.

4. How do you make the past form of adjectives? Noun + desu?

5. What are the two ways to express that it's 6:50?

Practical Applications

1. You are making a plan for your group to attend business meetings in different cities in Japan. Research transportation options, discuss the pros and cons of each option, and make an itinerary including the departure and arrival times. Confirm the itinerary with everyone.

2. Upon return, review the trip.

3. Pretend that many things happened during the trip including bad weather, train delays, buying Omiyage, seeing famous people, having great presentations and not so great presentations, trying local foods, etc. Be imaginative!

4. Make a plan to spend one free day in Tokyo

Do an on-line research, create PPT, and present it in Japanese

It should include:

◇ What to do

◇ Where to go

◇ Times that selected sites are open

◇ How to get there (transportation, etc.) from your hotel

◇ What is the travel time and fare

◇ What to eat, where to eat

◇ What to buy

◇ How much the whole day costs

Sample Homework/Quiz

Listening

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

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

Grammar

1. Identify whether each item below is a naming expression, a counting expression, or both. Mark each item with N (naming), C (counting), or B (both).

- a) go-ko
- b) go-fun
- c) ni-ji han
- d) ni-jikan
- e) ichi-ban
- f) shichi-

2. What is the difference between otaku and uchi?

3. Give two examples of Japanese onomatopoeias and their meanings.

4. Fill in the blanks below with what is most appropriate. Insert Z if nothing is possible.

- a. Find out what time this store opens. Kono mise, nanji ____desu ka.
- b. Tell the taxi driver go to the station. Sumimasen. eki ____onegai-shimasu.
- c. Suggest that you take a taxi. Takushii____ikimashou.
- d. We'll get on the bus. Basu ____ norimasu.
- e. I got off the bus here. Koko ____Basu____orimashita
- f. I left home at 8. Hachi-ji ____uchi ____ demashita.
- g. I arrived over there in the morning. Asa ____achira ____tsukimashita.
- h. Please give me ABOUT five (apples). Go-ko ____kudasai.
- i. It takes about one hour on foot. Toho ____ichi-jikan ____kakarimasu.
- j. I'll return AROUND 3:00. San-ji ____kaerimasu.
- k. Express your concern about whether or not you'll make the class on time. Jugyou ____maniaimasu ka nee.
- l. Ask at the station if it takes 30 minutes from here to the beach by train. Koko ____umi ____densha ____san-jup--pun desu ka.
- m. Ask a child what she is scared of. Nani ____kowai?

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

provide an English equivalent of the entire sentence.

5. Ano eiga, _____deshita nee.

- a) tsumaranai
- b) imaichi
- c) nagakatta
- d) wakarimasen

6. Purezen wa_____goro desu ka.

- a) ni-ji han
- b) ichi-jikan han
- c) san-ji jup-pun
- d) nan-jikan

7. _____ norikaemasu.

- a) Tsugi no eki ni
- b) Ni-do
- c) Densha ga
- d) Chikatetsu ni

8. _____ no onsen ni ikimashou.

- a) Saikou
- b) Ichiban kirei
- c) Subarashii
- d) Tsugi

9. _____kakarimasu.

- a) Ichi-ji
- b) Dono gurai
- c) Motto
- d) Ichi-man-en

10. Fill in the blanks to complete the chart.

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

Drill Tape Scripts

Dialogue 1

A. Cue: 映画ですか ° Response: はい、映画に行きます °

Cue: 学校ですか ° Response: はい、学校に行きます °

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

B. Cue: アポは七時ですよ ° Response: わかりました ° 七時にきます °

Cue: アポはあしたですよ ° Response: わかりました ° あした来ます °

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

Dialogue 2

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

Cue: 30分ですか。Response: はい、家から大学まで、30分ぐらいかかります。

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

B. Cue: 電車が便利ですね。Response: ええ、電車で行きましょう。

Cue: バスが便利ですね。Response: ええ、バスで行きましょう。

1. 新幹線が便利ですね。
2. 自転車が便利ですね。
3. 車が便利ですね。
4. 地下鉄が便利ですね。
5. タクシーが便利ですね。

Dialogue 3

A. Cue: 一時ですね。Response: はい、一時頃です。

Cue: 一時間ですね。Response: はい、一時間ぐらいです。

1. 木曜日ですね。
2. 千円ですね。
3. 五時半ですね。
4. 一時間半ですね。
5. 十個ですね。

B. Cue: 六時にです。Response: じゃあ、七時ごろには着きますね。

Cue: 六時半に出ます。Response: じゃあ、七時半頃には着きますね。

1. 四時十分に出ます。
2. 午後七時に出ます。
3. 五時二十分前に出ます。
4. 十時15分過ぎに出ます。
5. 午前11時半に出ます。

Dialogue 4

A. Cue: 通学は電車ですか。Response: 前は、電車でしたけど、今は電車じゃないです。

Cue: あのレストランは、おいしいですか。Response: 前は、おいしかったですけど、今はおいしくありません。

1. 学校は、楽しいですか。
2. 仕事は、面白いですか。
3. 授業は、毎日ですか。
4. お宅は、近いですか。
5. 車は、白ですか。

B. Cue: おいしかったですか。Response: いえ、おいしくなかったですよ。

Cue: 日本語でしたか。Response: いえ、日本語じゃなかったですよ。

1. 高かったですか。
2. 遅れましたか。
3. 飛行機でしたか。
4. 笑いましたか。
5. 楽しかったですか。

2.6: New Page

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LESSON 7 - CALENDAR

3.1: Dialogue 1

3.1.1: Drills and Exercises

3.2: Dialogue 2

3.2.1: Drills and Exercises

3.3: Dialogue 3

3.3.1: Drills and Exercises

3.4: Dialogue 4

3.4.1: Drills and Exercises

3.5: Review

3.1: Dialogue 1

Michael : 今日 きょう は何日 なんにち ですか ° Kyou wa nan-nichi desu ka. What date is it today?

Honda : ええっと ` 八日 ようか じゃないですか ° Eetto, youka ja nai desu ka. Umm, isn't it the 8th?

Michael : じゃ ` 締め切りまであと一週間 いっしゅうかん ですね ° Ja, shimekiri made ato is-shuukan desu ne. Then, it's one week left until the deadline, right?

Honda : ええ ` がんばりましょう ° Ee, ganbarimashou. Yes, let's do our best. Michael : はい ` 一生懸命 いっしょうけんめい ` がんばります ° Hai, isshoukenmei ganbarimasu. Yes, I'll go all out and do my best.

Vocabulary

nan-nichi なんにち 何日 what date? See 7-1-1

youka ようか 八日 8th (of the month) See 7-1-1

shimekiri しめきり 締め切り deadline

ato あと 後 remaining, left (with a quantity)

~shuukan ~しゅうかん 週間 number of weeks See 7-1-2

is-shuukan いっしゅうかん 一週間 one week

isshoukenmei いっしょうけんめい 一生懸命 go all out, with utmost effort

Grammar Notes

Calendar time: Counting and Naming Dates

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

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

Days of the Month

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

Counting Weeks

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

is-shuukan 一週間

いっしゅうかん

one week

ni-shuukan 二週間

にしゅうかん

two weeks

san-shuukan 三週間

さんしゅうかん

three weeks

yon-shuukan 四週間

よんしゅうかん

four weeks

go-shuukan 五週間

ごしゅうかん

five weeks

roku-shuukan 六週間

ろくしゅうかん

six weeks

nana-shuukan 七週間

ななしゅうかん

seven weeks

has-shuukan 八週間

はっしゅうかん

eight weeks

kyuu-shuukan 九週間

きゅうしゅうかん

nine weeks

jus-shuukan 十週間

じゅうしゅうかん

ten weeks

nan-shuukan 何週間

なんしゅうかん

how many weeks?

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3.1.1: Drills and Exercises

A. Cue: 一日ですか ° Is it the first (day of the month)?

Response: いいえ、二日です ° No, it's the second.

Cue: . 十五日ですか ° Is it the fifteenth?

Response: いいえ、十六日です ° No, it's the sixteenth.

B. Cue: 後一時間ですね ° There is one more hour left, right?

Response: はい、もう一時間ががんばりましょう .

Yes, let's work hard for one more hour.

Cue: 後、一週間ですね ° There is one more week left, right?

Response: はい、もう一週間、がんばりましょう °

Yes, let's work hard for one more week.

C. Say it in Japanese.

You've been asked when the exam is scheduled.

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

D. Act in Japanese.

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

3.2: Dialogue 2

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

Tanaka : 誕生日 たんじょうび はいつ? Tanjoubi wa itsu? When is your birthday?

Emily : 四月一日 しがつついたち です ° Shigatsu tsuitachi desu. It's April 1st.

Tanaka : 何年 なんねん 生 う まれ? Nan-nen umare? What year were you born?

Emily : 1996年 ねん です ° Sen-kyuu-hyaku-kyuujuu-roku-nen desu. 1996.

Tanaka : ということは `平成 へいせい 8年 ねん ね ° To iu koto wa Heisei hachi-nen ne. That means Heisei 8, right?

• • • •

Tanaka : 何歳 なんさい ? Nan-sai? How old are you?

Michael: 二十歳 はたち です ° Hatachi desu. I'm twenty years old.

Tanaka : へえ ° 若 わか いわねえ ° Hee, wakai wa nee. Wow! So young.

Vocabulary

Tanjoubi たんじょうび 誕生日 birthday

+Tanjoubi omedetou gozaimasu

たんじょうびおめでとうございます

誕生日おめでとうございます Happy birthday.

~nen ~ねん 年 year(s)

nan-nen なんねん 何年 what year?

nan-nen umare なんねん うまれ 何年生まれ what year were you born?

+umaremasu うまれます 生まれます be born

to iu koto wa ということは in another words

heisei へいせい 平成 Heisei Era

hachi-nen はちねん 八年 year 8

~sai ~さい ~歳 ` ~才 classifier for human age

nan-sai なんさい 何歳 ` 何才 how old

hatachi はたち 二十歳 twenty years old

wakai わかい 若い young

+toshi とし 年 year(s), age

+nenrei ねんれい 年齢 age (formal)

+toshi ue としうえ 年上 older

+toshi shita としした 年下 younger

Grammar Notes

Naming and Counting Months and Years

The naming classifier for months is ~gatsu 月 がつ ` and when naming dates, the month proceeds the day. The counting classifier is ~kagetsu ケ月 かげつ . It is conventionally written with the small katakana ケ . Note the sound change /ka/ ⇨ /kka/ with 1, 6, 8, and 10

Naming Months			
Ichigatsu	いちがつ	一月	January
Nigatsu	にがつ	二月	February
Sangatsu	さんがつ	三月	March
Shigatsu	しがつ	四月	April
Gogatsu	ごがつ	五月	May
Rokugatsu	ろくがつ	六月	June
Shichigatsu	しちがつ	七月	July
Hachigatsu	はちがつ	八月	August
Kugatsu	くがつ	九月	September
Juugatsu	じゅうがつ	十月	October
Juuchigatsu	じゅういちがつ	十一月	November
Juunigatsu	じゅうにがつ	十二月	December
Nangatsu	なんがつ	何月	what month?
Counting Months			
ik-kagetsu	いっかげつ	一ヶ月	one month
ni-kagetsu	にかげつ	二ヶ月	two months
san-kagetsu	さんかげつ	三ヶ月	three months
yon-kagetsu	よんかげつ	四ヶ月	four months
go-kagetsu	ごかげつ	五ヶ月	five months
rok-kagetsu	ろっかげつ	六ヶ月	six months
nana-kagetsu	ななかげつ	七ヶ月	seven months
hachi-kagetsu	はちかげつ／はっかげつ	八ヶ月	eight months
kyuu-kagetsu	きゅうかげつ	九ヶ月	nine months
juk-kagetsu	じゅうかげつ	十ヶ月	ten months
juuik-kagetsu	じゅういっかげつ	十一ヶ月	eleven months
juuni-kagetsu	じゅうにかげつ	十二ヶ月	twelve months
nan-kagetsu	なんかげつ	何ヶ月	how many months?

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

五年 ごねん に行い きました . Go-nen ni ikimashita. I went there in the year 5.

五年 ` 行きました ° Go-nen ikimashita. I went there for five years.

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

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

Counting age: ~sai for people and animals, ~nen for others

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

何歳ですか ° Nan-sai desu ka.

(年は)いくつですか (Toshi wa) ikutsu desu ka.

(お年は)おいくつですか ° (Otoshi wa) oikutsu desu ka. (Polite)

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

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

Japanese Calendar

There are two systems of naming years in Japan. In addition to the western calendar (西暦 せいいき), Japan uses its own calendar (元号 げんごう ` 和暦 われき). The latter is often used in official documents. The Japanese year designations are based on the year of the reign of the emperors. When one emperor dies and a new emperor ascends to the throne, a new period

or era starts. The first year of a period is called gan-nen 元年 がんねん . The years are named and counted with the Chinese numbers plus ~nen. The most recent periods include:

Meiji 明治 めいじ 1868-1912

Taisho 大正 たいしょう 1912-1926

Showa 昭和 しょうわ 1926-1989

Heisei 平成 へいせい 1989-present

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

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

Informal Style: Noun Sentence and Adjective Sentence

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

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

For Adjective sentences, you just drop ~desu/~deshita to make the informal style.

◇ For Noun sentences, you can replace ~desu with ~da and ~deshita with ~datta.

◇ However, the ~da in the sentence final position is often dropped.

◇ The question particle ka is usually dropped and replaced by a rising intonation while other sentence particles such as yo, ne, nee, ka nee, etc. remain.

◇ It can be challenging for learners to figure out the right speech style for a given situation. Styles are chosen to indicate the right distance between speakers.

However, distance can change even within a course of conversation, between the same pair of speakers. Each shift carries some linguistic and social meaning.

3.2.1: Drills and Exercises

A. Cue: 誕生日は六月？ Is your birthday in June?

Response: はい、六月六日です。 Yes, It's June 6th.

Cue: 誕生日は一月？ Is your birthday in January?

Response: はい、一月一日です。 Yes, it's January 1st.

B. Cue: 一時から三時までです。 It's from one o'clock to three.

Response: じゃ、二時間ぐらいですね。 Then, it's about two hours, right?

Cue: 九月から十二月までです。 It's from September to December.

Response: じゃ、三ヶ月ぐらいですね。 Then, it's about three months, right?

C. Say it in Japanese.

A friend has asked how old the following are.

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

You've been asked when some event took place.

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

D. Act in Japanese

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

3.3: Dialogue 3

Michael : 来週 らいしゅう ` 友 とも だちと旅行 りょこう します ° Raishuu tomodachi to ryokou-shimasu. I'll be traveling with a friend next week.

Tanaka : どちらへ? Dochira e? Where to?

Michael : 京都 きょうと に行い って ` 神社 じんじゃ やお寺 てら を回 まわ ります ° Kyouto ni itte, jinja ya otera o mawarimasu.
52 We'll go to Kyoto and visit around shrines, temples, etc.

Tanaka : そう? いいわねえ ° Sou? Ii wa nee. Really? Good for you. (I envy you)

Michael : お土産 みやげ ` 買 かってきますよ ° Omiyage, katte kimasu yo. We'll bring back a souvenir for you!

Vocabulary

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

Grammar Notes

Verb ~te Form

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

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

見て ° Mite. Look.

見てください ° Mite kudasai. Please look.

ちょっと手伝ってください ° Chotto tetsudatte kudasai. Please give me a hand.

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

きょうと に行い きます ° お寺 てら を見 みます ° Kyouto ni ikimasu. Otera o mimasu. I'll go to Kyoto. I'll see temples.

→ 京都 きょうと に行い って ` お寺 てら を見 みます ° Kyouto ni itte, otera o mimasu. I'll go to Kyoto and see temples.

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

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

Type 1: ~te (tabete, mite, kite, shite, dekite, dete, hanashite, norikaete, orite,)

Type 2: ~tte (ikimasu-itte, kaimasu-katte, tsukaimasu-tsukatte, norimasu-notte, arimasu-atte, aimasu-atte, wakarimasu-wakatte, kaerimasu-kaette, tsukurimasu-tsukutte, tsukaimasu-tsukatte, hashirimasu-hashitte,)

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

Type 4: ~ide (isogimasu-isoide)

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

Verb ~te form + motion verbs

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

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

ひる ご飯 はん 食 た べてきます ° Hirugohan Tabete kimasu. I'll go and have lunch.

ちょっと見てきます ° Chotto mite kimasu. I'll just go (and) take a look.

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

おみやげ、買 っ てきませんでした . Omiyageu katte kimasen deshita.

I (went there) but didn't buy gifts. (I forgot to buy gifts.)

宿 題 しゅくだい してきませんでした . Shukudai shite kimasen desita.

I didn't do my homework before I came. 5

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

買 っ てきます ° Katte kimasu I'll go and buy it (and come back).

買 っ て行きます ° Katte ikimasu. I'll buy it and go.

Particle To indicating accompaniment 'with'

We learned earlier that the particle to connects nouns.

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

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

友達 ともだち と京都 きょうと へ行きます ° Tomocachi to Kyouto e ikimasu. I'm going to Kyoto with a friend.

先生 せんせい と話 はなしました ° Sensei to hanashimashita. I talked with a teacher.

3.3.1: Drills and Exercises

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

Cue: 見ましょうか ° Shall I look at it?

Response: はい、見てください ° Yes, please look at it.

Cue: 手伝いましょうか ° Shall I help?

Response: はい、手伝ってください ° Yes, please help.

B . Cue: 買いますか . Will you buy it?

Response: はい、ちょっと買ってきます ° Yes, I'll just go and buy it.

Cue: 聞きますか ° Will you ask?

Response: はい、ちょっと聞いてきます ° Yes, I'll just go and ask.

C. Say it in Japanese.

You've been asked where you are going.

1. I'm going to a hot spring with friends.
2. I'm going to Hokkaido and ski.
3. I'm going to Osaka and see the castle, temples, etc.
4. I'm going back home and see my old friends.
5. I'm going to Tokyo University and study history.

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

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

D. Act in Japanese.

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

3.4: Dialogue 4

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

Michael : 来月 らいげつ からのスケジュールですけど、ちょっと見 みていただけませんか。 Raigetsu kara no sukejuuru desu kedo, chotto mite itadakemasen ka.

About the schedule for next month (and after), can I have you look at it for me?

Tanaka : いいわよ。 ファイルを、送 おく って。 Ii wa yo. Fairu o okutte.

Sure. Please send me the file.

Michael : はい、よろしくお願 ねが いします。 Hai. Yoroshiku onegai-shimasu.

Got it. Thanks in advance.

Later

Tanaka: スミス君 くん、例 れい のファイルは？ Sumisu-kun, rei no fairu wa?

Mr. Smith, what about that file (you mentioned)?

Michael : あれ？一時間 じかん 前 まえ に送 おく りましたけど。 Are? Ichi-jikan mae ni okurimashita kedo.

What? I sent it an hour ago but...

Tanaka : 変 へん ねえ。 Hen nee. That's odd, isn't it.

Michael : もう一度 ど、送 おく ります。 Mou ichi-do okurimasu. I'll send it again.

Vocabulary

raigetsu らいげつ 来月 next month

+shiryō しりょう 資料 documents, materials, data

+repōto レポート report

itadakemasen ka いただけませんか can I have?

Mite itadakemasen ka. みていただけませんか

見ていただけませんか can I have you look?

okurimasu おくります 送 ります send

okutte kudasai おくってください 送 ってください please send

rei れい 例 (X) in question, (X) discussed earlier

are? あれ？ What? Huh? (I'm puzzled)

hen (na) へん (な) 変 odd, strange

Grammar Notes

~te itadakemasen ka More on Requests

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

コーヒー、ください。 Koohii kudasai.

コーヒー、お願 ねが いします。 Koohii onegai-shimasu.

コーヒー、いただけませんか。 Kohii itadakemasne ka.

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

てつだ っ て ° Tetsudatte.

手伝 てつだ っ て ください ° Tetsudatte kudasai.

手伝 てつだ っ て いただけ せん か ° Tetsudatte itadakemasen ka.

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

Relative Time Words

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

あした ` します ° Ashita shimasu. I'll do it tomorrow.

土曜日 どのうび に ` します ° Doyoubi ni shimasu. I'll do it on Saturday.

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

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

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

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

イギリスから です ° Igrisu kara desu. It is from England.

友 とも だち と じゃ ない です ° Tomodachi to ja nai desu. It's not with a friend.

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

友 とも だち と の 旅行 りょこう です ° Tomodachi to no ryokou desu. It's a trip with a friend.

Note the difference in the following:

来月らいげつから出張しゅっちょうです ° Raigetsu kara shucchou desu. From next moth, I have a business trip.

来月らいげつからの出張しゅっちょうです ° Raigetsukara no shucchou desu. It is [a business trip from next month].

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

3.4.1: Drills and Exercises

A. Cue: 見 み まし ょ う か ° Shall I take a look?

Response: じゃ ` ち ょ っ と ` 見 み て い た だ け ま せ ん か . Well, could you take a look for me?

Cue: 手 伝 て つ だ い ま し ょ う か . Can I help?

Response: じゃ ` ち ょ っ と ` 手 伝 て つ だ っ て い た だ け ま せ ん か . Well, could you give me a hand?

B. Cue: き ょ う で す か . Is it today?

Response: い や ` あ し た で す ° No, it's tomorrow.

Cue: 先 週 せん し ゅ う で し た か . Was it last week?

Response: い や ` 今 週 こん し ゅ う で す ° No, it is this week.

C. Say it in Japanese.

Politely make the following requests of a supervisor.

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

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

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

D. Act in Japanese

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

3.5: Review

Grammar Review

1. Identify whether each classifier below is a naming classifier, a counting classifier, or both.
a) ~nichi/~ka b) ~fun/pun c) ~shuu d) ~kagetsu e) ~nen f) ~ gatsu g) ~sai
2. How do you make the Informal style of adjective sentences? Noun sentences?
3. What are the two ways to count human age?
4. Explain the two systems to name years in the Japan calendar.
5. The verb te form is used in many ways, but what are the two ways that were introduced in this lesson?
6. Explain three ways to ask for water.
7. Explain three ways to ask someone to call you.
8. What is the difference in meaning among the following:
Kaimasu.
Katte kimasu
Katte ikimasu.
9. Explain the difference of the particle to between the following:
Tokyou to Kyouto ni ikimashita.
Tomodachi to Kyouto ni ikimashita.
10. Fill in the blanks below with the most appropriate particle(s). If no particle is possible, enter Z.
a) You've heard a supervisor is taking a business trip. Find out where to?
Dochira ____?
b) Ask the intern to send the file to Ms. Honda.
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Tanaka-kun, Honda-san ____fairu, okutte.
c) Ask a co-worker in what year she went to France.
Nan-nen____Furansu ni ikimashita ka.
d) Ask a co-worker for how many years she went to France.
Nan-nen____furansu ni ikimashita ka.
e) Ask a co-worker is she is going to France next year.
Rainen ____Furansu ni ikimasu ka.
f) You've heard Ms. Honda is getting married. Find out to whom.
Dare ____?

Practical Applications

1. Project
a) Make a timeline for a group project. It should include:
What tasks need to be done
When and where they need to be done
Who is assigned to each task, alone or with someone
b) Explain the timeline to your group, assign tasks, and confirm the assignments and timeline with everyone.
c) Pretend that after some delays and other problems, the project is finally completed. Exchange feedback with everyone. Be imaginative!
2. History
a) Review the dates of important historical events.
b) In your self-introduction, include important dates from your personal life.

Sample Homework/Quiz

Listening

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

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

Grammar

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

1. Context: Ask a coworker to look at this.

Hora! Kore o _____. 1. mimasu 2. mimashou 3. mimasu ka 4. mite kudasai.

2. Context: Confirm that the exam is on the 8th.

Shiken wa _____ desu ne. 1. yok-ka 2. yoo-ka 3. hatsu-ka 4. hachi-nich

3. Context: Politely ask how old the professor is.

Shitsurei-desu kedo, _____ deshau ka. 1. nan-nen 2. Ikura 3. nan-sai 4. dono gurai

4. Context: Find out the arrival date of the package.

_____ tsukimasu ka. 1. nan-nichi goro 2. nan-nichi gurai

3. yaku nan-nichi 4. nan-youbi goro

5. Context: Find out a friend's birthday.

Tanjoubi wa _____ desu ka. 1. nan 2. nan-sai 3. iku-tsu 4. itsu

6. Context: You've been asked what you will do for the vacation.

Kyouto de otera _____ mawarimasu. 1. o 2. de 3. ni 4. Ga

7. Context: You've been asked how long you've been in America.

_____ imasu. 1. Ichi-gatsu 2. Ichi-nen-han 3. Too-ka ni 4. Sengetsu

8. Context: You've been asked when the deadline is.

_____ desu. 1. Is-shuukan 2. Yaku mik-ka 3. Raishuu 4. Senshuu

9. Context: Ask a friend in what year he was born.

_____ umare? 1. Nan-nen 2. Nan-gatsu 3. Nan-nichi 4. Nan-kagetsu

10. Context: you've been told that the parking fee is 500 yen for one hour.

_____ ni-jikan sen-en desu ne. 1. Demo 2. Toriaezu 3. Are? 4. To iu koto wa

11. Context: Tell a co-worker that you'll go and buy gifts.

Omiyage _____. 1. katte kimasu 2. kaimasu 3. kaette kimasu 4. kaite ikimasu.

12. Context: A friend is about to make a presentation at a meeting. Wish her good luck.

Purezen, _____. 1. Omedetou! 2. Kanpai! 3. Ganbatte! 4. Saikou!

13. Context: Ask a friend who sent this email.

Kore dare _____ meeru? 1. kara 2. kara no 3. made 4. ga

14. Context: Ask a supervisor to send you the file.

Sumimase. Fairu o okutte _____. 1. onegai-shimasu 2. kudasai 3. iadakemasen ka 4. ne

15. Context: You are puzzled about a situation. Comment how weird it is.

_____ desu nee. 1. imaichi 2. kowai 3. tsumaranai 4. hen

Answer the questions in English.

1. There are two systems of naming years in Japan. Explain.

2. Change the following into the informal style. Write in Romanization.

Ame deshita.

Takaku arimasen.

Nan-ji desu ka?

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

1. _____ ni shucchou-shimasu.

7. Ichi-nichi

8. Hokkaidou

9. Rainen

2. Tomodachi to _____

a) senpai desu.

b) ryokou-shimasu

c) kyoukai ni ikimasu

3. Koko ni _____ kudasai.

a) okutte

b) nonde

c) kite

4. _____ no sukejuuru desu.

a) Shichi-gatsu made

b) Hen

c) Kotoshi

5. _____ nai desu.

a) Wakai

b) Shiryou wa

c) Hatachi ja

Drill Tape Scripts

Dialogue 1

A. Cue: 一日ですか ° Response: いえ、二日です °

Cue: . 十五日ですか ° Response: いえ、十六日です °

1. 五日ですか °

2. 十日ですか °

3. 二十日ですか .

4. 三十一日ですか °

5. 二十三日ですか °

E. Cue: 後一時間ですね ° Response: はい、もう一時間がんばりましょう .

Cue: 後、一週間ですね ° Response: はい、もう一週間、がんばりましょう °

1. 後二日ですね °

2. 後一時間半ですね °

3. 後二週間ですね °

4. 後九日ですね °

5. 後30分ですね °

Dialogue 2

Dialogue 1

A. Cue: 一日ですか ° Response: いえ、二日です °

Cue: . 十五日ですか ° Response: いえ、十六日です °

1. 五日ですか °

2. 十日ですか °

3. 二十日ですか .

4. 三十一日ですか °

5. 二十三日ですか °

E. Cue: 後一時間ですね ° Response: はい、もう一時間がんばりましょう .

Cue: 後、一週間ですね ° Response: はい、もう一週間、がんばりましょう °

1. 後二日ですね °

2. 後一時間半ですね °

3. 後二週間ですね °

Dialogue 2

A. Cue: 誕生日は六月? Response: はい、六月六日です。

Cue: 誕生日は一月? Response: はい、一月一日です。

1. 誕生日は十月?

2. 誕生日は八月?

3. 誕生日は四月?

4. 誕生日は七月?

5. 誕生日は三月?

B. Cue: 一時から三時までです。 Response: ということは、二時間ぐらいですね。

Cue: 九月から十二月までです。 Response: ということは、三ヶ月ぐらいですね。

1. 四日から七日までです。

2. 二月から六月までです。

3. 五時から七時半までです。

4. 四月一日から五月十五日までです。

5. 一月十日から、二十四日までです。

Dialogue 3

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

Cue: 見ましょうか。 Response: はい、見てください。

Cue: 手伝いましょうか。 Response: はい、手伝ってください。

1. メールしましょうか。

2. 書きましょうか。

3. 読みましょうか。

4. 食べましょうか。

5. 急ぎましょうか。

B. Cue: 買いますか。 Response: はい、ちょっと買ってきます。

Cue: 聞きますか。 Response: はい、ちょっと聞いてきます。

1. 話しますか。

2. 会いますか。

3. 出かけますか。

4. 作りますか。

5. コピーしますか。

Dialogue 4

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

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

1. 電話しましょうか。

2. レポート、書きましょうか。

3. 資料、コピーしましょうか。

4. スケジュール、作りましょうか。

5. 昼ご飯、買ってきますましょうか。

B. Cue: きょうですか。 Response: いや、あしたです。

Cue: 先週でしたか。 Response: いや、今週です。

1. おとといでしたか。

2. 来月ですか。

3. 去年でしたか。

4. 夕べでしたか。

5. 今朝ですか。

LESSON 8 - PASTIME

4.1: Dialogue 1

4.1.1: Drills and Exercises

4.2: Dialogue 2

4.2.1: Drills and Exercises

4.3: Dialogue 3

4.3.1: Drills and Exercises

4.4: Dialogue 4

4.4.1: Drills and Exercises

4.5: New Page

4.6: New Page

4.1: Dialogue 1

Yamada: ねえ ` この週末 しゅうまつ ` 忙しい? Nee, kono shuumatsu, isogashii?

Hey, are you busy this weekend?

Emily: ううん ` 別に ° なんですか? Uun, betsuni. Nan de?

No, not particularly. Why?

Yamada: 相撲 すもう ` 見 みた くない? Sumo, mitaku nai?

Wanna see sumo?

Emily: 見 みたい! Mitai!

I do!

Yamada: じゃ ` 後 あと で メール する ° Ja, ato de meeru-suru.

Then, I'll email you later.

Emily: オッケー °

Okkee.

Okay. Yamada: じゃ ` バイバイ ° Ja bai bai.

See you later.

Vocabulary

nee ねえ hey (to get attention, casual)

shuumatsu しゅうまつ 週末 weekend

+getsumatsu げつまつ 月末 end of the month

+nenmatsu ねんまつ 年末 end of the year

isogashii いそがしい 忙しい busy

+hima (na) ひま (な) 暇 free time

uun ううん no (informal)

+un うん yes (informal)

betsu ni べつに 別に not particularly (always negative meaning)

nan de なんて why? what for? (casual)

sumou すもう 相撲 sumo (wrestling)

+omatsuri おまつり お祭り festival

mitai みたい 見たい want to see/watch

mitaku nai みた くない 見 たく ない do not want to see/watch

ato de あとで 後で later

meeru-suru メール する email (informal) See 8-1-1

okkee おっけい オッケー okay

baibai ばいばい バイバイ bye bye

Grammar Notes

Verb Plain Form, Non-Past, Affirmative

Verbs have many forms. We have so far covered the formal form (~masu forms), ~te form, ~tai form and the honorific form. In this

lesson, we introduce the plain (informal) form. The plain forms are typically used in the three ways below. Due to these uses the plain form is sometimes called by different names as shown in the parenthesis.

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

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

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

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

This is the largest verb group. If you drop *~masu* from the *~masu* form, you get the verb stem. The stem of all the verbs in this group ends in *~i*. To make the plain form, replace the final *~i* of the stem with *~u*.

Stem Plain Form

wakar-i -> wakar-u 'understand'

ka-i -> ka-u 'buy'

kak-i -> kak-u 'write'

nom-i -> nom-u 'drink'

isog-i -> isog-u 'hurry'

hanash-i -> hanas-u 'talk'

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

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

Stem Plain Form

tabe -> tabe-ru 'eat'

de -> de-ru 'leave, go out'

okure -> okure-ru 'get late'

i -> i-ru 'be'

mi -> mi-ru 'look'

deki -> deki-ru 'can do'

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

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

irimasu -> ir-u Group 1 'need'

imasu -> i-ru Group 2 'be'

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

Yes, because verbs that have endings other than *~eru* and *~iru* are in Group 1 (except for the few irregular verbs below). No, because verbs with the *~eru* or *~iru* ending can be either Group 1 or 2. *Iru*, for example, can be either in Group 1 or Group 2 depending on where the cut is. If it is */i-ru/*, then it's group 2, meaning 'be', and if it is */ir-u/*, then it's in Group 1, meaning 'need'.

Similarly, *kaeru* can be either in Group 1 or Group2 depending on where the cut is. If it is */kae-ru/*, then it's in Group 2, meaning 'change' and if it is */kaer-u/* then it's in Group 1 meaning 'go home'.

kaemasu -> kae-ru (kae-ru) Group 2 'change'

kaerimasu -> kaer-u (kaer-u) Group 1 'go home'

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

Group 6: Irregular Verbs

There are only four irregular verbs in Japanese.

Formal form Plain form

kimasu -> kuru 'come'

shimasu -> suru 'do'

arimasu -> aru 'be'

ikimasu -> iku 'go'

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

Group 4: Special Polite Verbs

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

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

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

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

Group 1: U Verbs							
1. <i>kaimasu</i>	<i>kau</i>	<i>katte</i>	buy	27. <i>demasu</i>	<i>deru</i>	<i>dete</i>	leave, go out
2. <i>aimasu</i>	<i>au</i>	<i>atte</i>	meet	28. <i>orimasu</i>	<i>oriru</i>	<i>orite</i>	get off
3. <i>tsukaimasu</i>	<i>tsukau</i>	<i>tsukatte</i>	use	29. <i>dekakemasu</i>	<i>dekakeru</i>	<i>dekakete</i>	go out
4. <i>tetsudaimasu</i>	<i>tetsudasu</i>	<i>tetsudatte</i>	help	30. <i>norikaemasu</i>	<i>norikaeru</i>	<i>norikaete</i>	transfer
5. <i>wakaimasu</i>	<i>wakaru</i>	<i>wakatte</i>	understand	31. <i>machiawasemasu</i>	<i>machiawaseru</i>	<i>machiawasete</i>	meet up
6. <i>norimasu</i>	<i>noru</i>	<i>notte</i>	get on	32. <i>itadakemasu</i>	<i>itadakeru</i>	<i>itadakete</i>	can receive
7. <i>tsukurimasu</i>	<i>tsukuru</i>	<i>tsukutte</i>	make	Group 3: Irregular Verbs			
8. <i>mawarimasu</i>	<i>mawaru</i>	<i>mawatte</i>	go around, turn	33. <i>shimasu</i>	<i>suru</i>	<i>shite</i>	do
9. <i>kaerimasu</i>	<i>kaeru</i>	<i>kaette</i>	go back	34. <i>kimasu</i>	<i>kuru</i>	<i>kite</i>	come
10. <i>hashirimasu</i>	<i>hashiru</i>	<i>hashitte</i>	run	35. <i>ikimasu</i>	<i>iku</i>	<i>itte</i>	go
11. <i>irimasu</i>	<i>iru</i>	<i>itte</i>	need	36. <i>arimasu</i>	<i>aru</i>	<i>atte</i>	exist
12. <i>ganbarimasu</i>	<i>ganbaru</i>	<i>ganbatte</i>	do your best	Group 4: Special Polite Verbs			
13. <i>kakimasu</i>	<i>kaku</i>	<i>katte</i>	write	37. <i>irasshaimasu</i>	<i>irassharu</i>	<i>irasshatte</i>	exist (animate, polite)
14. <i>okurimasu</i>	<i>okuru</i>	<i>okutte</i>	send	38. <i>gozaimasu</i>	<i>gozaru</i>	<i>gozatte</i>	exist (inanimate, polite)
15. <i>kikimasu</i>	<i>kiku</i>	<i>kiite</i>	listen	39. <i>kudasaimasu</i>	<i>kudasaru</i>	<i>kudasatte</i>	give to me (polite)
16. <i>arukimasu</i>	<i>aruku</i>	<i>aruite</i>	walk	40. <i>nasaimasu</i>	<i>nasaru</i>	<i>nasatte</i>	do
17. <i>tsukimasu</i>	<i>tsuku</i>	<i>tsuite</i>	arrive	41. <i>osshaimasu</i>	<i>ossharu</i>	<i>osshatte</i>	say
18. <i>nomimasu</i>	<i>nomu</i>	<i>nonde</i>	drink				
19. <i>yomimasu</i>	<i>yomu</i>	<i>yonde</i>	read				
20. <i>yasumimasu</i>	<i>yasumu</i>	<i>yasunde</i>	rest				
21. <i>isogimasu</i>	<i>isogu</i>	<i>isoide</i>	hurry				
22. <i>hanashimasu</i>	<i>hanasu</i>	<i>hanashite</i>	talk				
Group 2: Ru Verbs							
23. <i>tabemasu</i>	<i>taberu</i>	<i>tabete</i>	eat				
24. <i>mimasu</i>	<i>miru</i>	<i>mite</i>	look				
25. <i>imasu</i>	<i>iru</i>	<i>ite</i>	exist (animate)				
26. <i>dekimasu</i>	<i>dekiru</i>	<i>dekite</i>	can do				

4.1.1: Drills and Exercises

A. Cue: 相撲、見たくない? Don't you want to see Sumo?

Response: あ、見たい。 Oh, I want to.

Cue: すし、食べたくない? Don't you want to eat Sushi?

Response: あ、食べたい。 Oh, I want to.

B. Cue: すし、食べますか? Will you eat Sushi?

Response: うん、食べる。 Yeh, I will.

Cue: 勉強、しますか? Will you study?

Response: うん、する。 Yeh, I will.

C. Say it in Japanese.

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

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

Ask a friend the following questions.

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

D. Act in Japanese.

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

4.2: Dialogue 2

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

Tanaka : 帰 かえるの? Kaeru no? So, are you going home?

Emily : いえ `相撲 すもう を見 みに 行い くん です。 Ie, Sumou o mi ni iku n desu. No, Actually I'm going to see sumo.

Tanaka : すもう? Sumou? Sumo?

Emily : ええ `初めて なんです。 Ee, hajimete na n desu. Yes, it's my first time. (So, I'm excited.)

Tanaka : 楽 たの しい だろう ね。 Tanoshii darou ne. Must be fun!

Emily : 写真 しゃしん `いっぱい 撮 と ってきます。 Shashin ippai totte kimasu. I'll take many pictures there.

Vocabulary

kaeru かえる 帰る go home, return

no の it's the case that... See 8-2-1

kaeru no かえるの? 帰るの? So you are going home?

mi ni iku みにいく 見に行く go to see See 8-2-2

hajimete はじめて 初めて first time

darou だろう probably (Plain form of deshous) See 8-2-3

shashin しゃしん 写真 photo

ippai いっぱい a lot

toru とる 撮る take

Grammar Notes

Plain Form + n desu

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

Adjective: Takai n desu. It's expensive. (That's why.)

Verb: Kaeru n desu. I'm going home. (That's why.)

Noun: Ame na n desu. It's raining. (That's why.)

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

Adjective: Takai no. It's expensive. (That's why.)

Verb: Kaeru no. I'm going home. (That's why.)

Noun: Ame na no. It's raining. (That's why.)

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

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

The meaning: The /n/ in the /~n desu/ pattern refers to the situation, circumstance, or case, namely how things are. So, this pattern

is often translated as 'It's that...', 'It's the case that...' or 'The thing is' It provides an explanation or background information regarding the situation or to present a new interpretation or explanation of that situation.

In the dialogue above, the project leader sees Emily getting ready to leave. She wants to confirm that Emily is in fact going home by saying *Kaeru no?* She asks to validate her interpretation of what she sees. In response, Emily corrects the leader's interpretation by using the */~ n desu/*. Emily further explains that it's her first time to see Sumo. Without the *~n desu* pattern, this conversation would lack mutual empathy, and might sound mechanical or distant.

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

A: Let's go out tonight.

B: Sorry. I have homework.

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

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

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

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

c) You want to turn down the food you are offered. Compare the following.

Amari suki ja nai desu. -- Informing about your food preference

Amari suki ja nai n desu. -- Explaining why you do not want the food

While both sentences presents the same information, the first one does not necessarily connect the statement with your not accepting the food. The second sentence does. A similar difference can be observed between the following.

Ame desu. 'It's raining.' --Informing about the weather

Ame na n desu. 'It's raining, so...' --Explaining why

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

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

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

Ame desu kara. 'Because it's raining.'

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

[Purpose X] ni iku 'go to do X'

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

1. Action nouns such as benkyou 'study', renshuu 'practice' kaimono 'shopping'

Tokyo ni kaimono ni ikimasu I'll go to Tokyo for shopping.

Toshokan ni benkyou ni ikimashita. I went to the library to study.

2. Verb stems = the ~masu form without ~masu

Koohii o kai ni ikimasu. I'll go to buy coffee.

Tomodachi ni ai ni kaerimasu. I'll go back to see my friends

MBA o tori ni kimashita. I came to get an MBA.

Nani o shi ni iku n desu ka. What are you going there to do?

Plain Form + deshou / darou

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

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

Formal Plain

Takai deshou. Takai darou. It's probably expensive.

Ame deshou. Ame darou. It will probably rain.

Kuru deshou. Kuru darou. She will probably come.

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

4.2.1: Drills and Exercises

A. Cue: 行きますよ ° I'm going. Response: え、行くの？ What? Are you going?

Cue: 雨ですよ ° It's raining. Response: え、雨なの？ What? Is it raining?

* Repeat this drill, replacing no with n desu.

B. Cue: 行きますか？ Does he go?

Response: 行くだらうねえ ° He will probably go.

Cue: 楽しいですか？ Is it fun?

Response: 楽しいだらうねえ ° It is probably fun.

C. Say it in Japanese.

A friend has asked you why you are leaving now.

1. I'm going to the library, so...
2. I have an appointment, so...
3. I'm busy, so...
4. I'd like to do some shopping, so...
5. It's Monday, so...

A friend has asked why you are going to Kyoto.

6. I'm going there to see the old temples and shrines.
7. I'm going there to eat Kyoto cuisines.
8. I'm going there to take pictures of the festival.
9. I'm going there to study at Kyoto University.
10. I'm going there to see my old friends.

D. Act in Japanese

1. Stop a stranger and ask him to take your picture.
2. You are talking with a friend about your upcoming trip to Hokkaido. Mention that it will probably be cold, b) it will probably be beautiful, c) you will probably fly, d) Prof. Yamamoto will probably go, too.
3. You saw a co-worker looking at smartphones at an online shopping website. Ask if he is going to buy a new one.
4. At a dinner, you see the fish left untouched on your friend's plate. Ask if he hates fish.
5. A friend said that she left the movie after seeing only the first 15 minutes. Ask if that was because it was boring?

4.3: Dialogue 3

Yamada : 野球 やきゅう と相撲 すもう とどちらの方 ほう がいい ? Yakyuu to sumou to docchi no hou ga ii?

Which is better, baseball or sumo?

Emily : 野球 やきゅう より `相撲 すもう の方 ほう がいい ° 伝統的 でんとうてき なスポーツだし ° Yakyuu yori sumou no hou ga ii. Dentouteiki na supootsu da shi.

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

Yamada : そうだね ° セっかく 日本にいるしね . Sou da ne. Sekkaku nihon ni iru shi ne.

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

Vocabulary

yakyuu やきゅう 野球 baseball
 docchi no hou どちらのほう which alternative
 X yori ~より than ~; rather than ~
 yakyuu yori やきゅうより 野球より rather than baseball
 dentou でんとう 伝統 tradition
 +bunka ぶんか 文化 culture
 dentouteiki (na) でんとうてき(な) 伝統的 traditional
 supootsu スポーツ sports
 ~shi ~し and (among other reasons)
 See 8-3-2
 naruhodo なるほど I see; now I understand; it makes sense
 sekkaku セっかく with much effort; take the trouble to do

Supootsu スポーツ Sports 🏆			
yakyuu	やきゅう	野球	baseball
suiei	すいえい	水泳	swimming
sakkaa		サッカー	soccer
gorufu		ゴルフ	golf
tenisu		テニス	tennis
futtobouru		フットボール	(American) football
Budou 武道 Traditional Martial Arts			
kendou	けんどう	剣道	Kendo
juudou	じゅうどう	柔道	Judo
kyuudou	きゅうどう	弓道	Japanese archery
karate	からて	空手	Karate
aikidou	あいきどう	合気道	Aikido
naginata	なぎなた	薙刀	spear fencing

Grammar Notes

Comparing Two or More Items

Earlier we learned the following patterns to compare two items:
 Dochira ga ii desu ka. Which is better?

--X ga ii desu. X is better.

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

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

--Y yori X no hou ga ii desu. X is better than Y.

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

Kono naka de dore ga ichiban ii desu ka. Among these, which is the best.

X to Y to Z no naka de dore ga ichiban ii desu ka.

Which is the best among X, Y, and Z?

--X ga ichiban ii desu. X is the best

Sentence + shi

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

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

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

Oishii shi, yasui shi, kirei desu yo.

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

Oishii shi, yasui shi, daisuki desu yo.

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

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

4.3.1: Drills and Exercises

A. Cue: 野球と相撲とどちらの方がいい？

Which do you like better, baseball or Sumo?

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

Cue: うどんとラーメンとどちらの方がいい？

Which do you like better, Udon or Ramen?

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

B. Cue: 伝統的ですね。 It's traditional, isn't it?

Response: ええ、伝統的だし、おもしろいし、大好きです。

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

Cue: かっこいいですね。 It's cool, isn't it?

Response: ええ、かっこいいし、おもしろいし、大好きです。

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

C. Say it in Japanese.

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

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

Ask a friend the following.

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

D. Act in Japanese

1. Discuss what your favorite sports are and why.
2. Discuss different country's traditional food and sports.
3. Discuss where you want to visit and why. Give more than one reason.
4. You've been invited to a dinner party this weekend. Turn the invitation down politely, mentioning that it is very kind.
5. Compare and discuss a) two or b) more than three items, including food and drink, languages, classes, movies, travel destinations, transportation, etc.

4.4: Dialogue 4

Yamada: 何 になにか食 たい べに行 かない? Nani ka tabe ni ikanai? Wanna go eat something?

Emily: うん、いいわよ。 Un ii way yo. Sure.

Yamada: 何 になにか食 たい べに行 きたい? Nani ga tabetai? What would you like to eat?

Emily: う〜ん、ファミレスでいい。というか、ファミレスがいい。 Nnnn, famiresu de ii..... To iu ka, famiresu ga ii.

Um, a family restaurant is fine. I mean I'd prefer a family restaurant.

Vocabulary

nani ka なにか 何か something

tabe ni iku たべにいく 食べにいく go to eat

ikanai いかない 行かない not go See 8-4-1

tabe ni ikanai? たべにいかない? 食べにいかない Won't you go to eat?

(Invitation)

wa わ sentence particle

(For female speakers; male speakers, often from Osaka area, use it with FALLING tone)

nnn ううん Hesitation Noise; I'm thinking

famiresu ふぁみれす ファミレス family restaurant

de で form of です

to iu ka というか I mean; rather

(reiterating, self-correcting)

+te ka てか casual form of to iu ka

+warikan わりかん 割り勘 equal split

+harau はらう 払う pay

+okane おかね お金 money

+okanemochi おかねもち お金持ち rich, rich person

Grammar Notes

Non-Past Plain Negative Forms of Verbs

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

Group 1: U-Verbs

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

nomimasu -> nomu -> nomanai 'drink'

If there is no consonant before /u/ as in kau 'buy', drop /u/ and add /wanai/.

kaimasu -> kau -> kawanai 'buy'

aimasu -> au -> awanai 'meet'

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

Group 2: RU-Verbs

For the verbs in this group, replace /ru/ with nai.

tabemasu -> taberu -> tabenai 'eat'

Group 3: Irregular Verbs

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

kimasu -> kuru -> konai 'come'

shimasu -> suru -> shinai 'do'

arimasu -> aru -> nai 'exist'

ikimasu -> iku -> ikanai 'go'

Group 4: Special Polite Verbs

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

irasshaimasu -> irasshari -> irassharu

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

irasshaimasu -> irassharu -> irassharanai R

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

Adjective: Takaku nai desu. Takaku arimasen.

Noun: Ame ja nai desu. Ame ja arimasen.

Verb: Tabenai desu. Tabemasen.

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

~te form of desu; X de ii 'X will do'

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

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

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

Note the difference between the following two.

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

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

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

4.4.1: Drills and Exercises

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

Cue: 相撲 ` 見る ? Do you watch sumo?

Response: いや ` 見ない ° No, I don't.

Cue: 焼肉 ` 食べる ° Do you eat Yakiniku (Korean BBQ)?

Response: いや ` 食べない ° No, I don't.

B. Cue: 焼肉でいい ? Would you be okay with Yakiniku?

Response: うん ° というか ` 焼肉の方がいいよ °

Yes. I mean I prefer Yakiniku.

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

Response: うん ° というか ` 割り勘の方がいいよ °

Yes. I mean I prefer that.

C. Say it in Japanese.

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

1. Why don't we see the new movie?
 2. Why don't we do traditional sports rather than baseball?
 3. Why don't we eat Bento in the park because it's a beautiful day?
 4. Why don't we meet at the entrance of the station at 10:00?
 5. Why don't we take a group picture with everyone?
- Correct your statement and restate it as follows.
6. Ramen is fine... I mean I prefer ramen.
 7. I'm busy on Friday...I mean I'm busy everyday.
 8. I'm coming to your party...I mean I'd like to come to your party.
 9. This is NOT my first time eating sushi...I mean I love sushi and eat it often.
 10. I'm fine splitting the bill...I mean I'd like to pay...I mean I will pay the whole thing.

D. Act in Japanese.

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

4.5: New Page

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4.6: New Page

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Review

Grammar Review

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

Sample Homework/Quiz

Listening

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

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

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

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

Grammar

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

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

Sumimasen, shashin _____.
a. kudasai b. totte c. torimashou ka d. totte itadakemasen ka.

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

1. You've been asked which you like better, movies or sport.
a. Eiga yori suki desu. b. Eiga wa motto suki desu.
c. Eiga ga ichiban suki desu. d. Eiga no hou ga suki desu
2. A friend is getting ready to leave. Check your assumption that she is going home.
a. Kaeru n desu ka? b. Kaeru no? c. Kaeranaï no? d. Kaerimasu ka?
3. You'd like to ask a friend a question. How do you get her attention?
a. Sumimasen. b. Anoo. c. Hora? d. Nee..

C. Fill in the chart in Romanization or Hiragana.

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

D. Answer in English.

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

Drill Tape Scripts

Dialogue 1 Dialogue 1

- A. Cue: 相撲、見たくない? Response: あ、見たい。
 Cue: すし、食べたくない? Response: あ、食べたい。
 1. この漫画、読みたくない?
 2. 温泉、行きたくない?
 3. ビール、飲みたくない?
 4. 新しい新幹線、乗りたくない?
 5. 仕事、休みたくない。

- B. Cue: すし、食べますか? Response: うん、食べる。
 Cue: 勉強、しますか? Response: うん、する。
 1. スマホ、使いますか。
 2. 英語、話しますか。
 3. 駅まで行きますか。
 4. 毎日、来ますか。
 5. 日本人の友だち、いますか。

Dialogue 2

- A. Cue: 行きますよ。Response: え、行くの?
 Cue: 雨ですよ。Response: え、雨なの?
 1. ファイル、いりますよ。
 2. 日本人ですよ。
 3. 地下鉄に、乗り換えますよ。
 4. 相撲、みたいです。
 5. 先輩がいっちゃいますよ。
 * Repeat this drill, replacing no with n desu.

- B. Cue: 行きますか? Response: 行くだらうねえ。
 Cue: 楽しいですか? Response: 楽しいだらうねえ。
 1. あの映画、面白いですか。
 2. 明日、雪ですか。

3. 電車、遅れますか。
4. 試験、難しかったですか。
5. アメリカに帰りますか。

Dialogue 3

A. Cue: 野球と相撲とどちらの方がいい？ Response: 野球より、相撲のほうがいい。

Cue: うどんとラーメンとどちらの方が食べたい？ Response: うどんよりラーメンの方が食べたい。

1. 新幹線と飛行機とどちらの方が早い。
2. 今月と来月とどちらの方が忙しい。
3. アジアの文化とヨーロッパの文化とどちらの方が好き。
4. 勉強とバイトとどちらの方が大変。
5. 日本人の友だちとアメリカ人の友だちとどちらの方が多い。

B. Cue: 伝統的ですね。 Response: ええ、伝統的だし、大好きです。

Cue: 安いですね。 Response: ええ、安いし、大好きです。

1. かわいいですね。
2. 古い文化ですね。
3. むずかしくないですね。
4. よくがんばりますね。

Dialogue 4

A. Cue: 相撲、見る。 Response: いや、見ない。

Cue: 焼き肉、食べる。 Response: いや、食べない。

1. 写真撮る。
2. 野球する。
3. ビール飲む。
4. お金払う。
5. 明日も来る。

B. Cue: 焼き肉でいい？ Response: というか、焼き肉の方がいいよ。

Cue: 割り勘でいい？ Response: というか、割り勘の方がいいよ。

1. お弁当でいい？
2. このアパートでいい？
3. 来週の週末でいい？
4. PDF のファイルでいい？
5. 鉛筆でいい？

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GLOSSARY

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