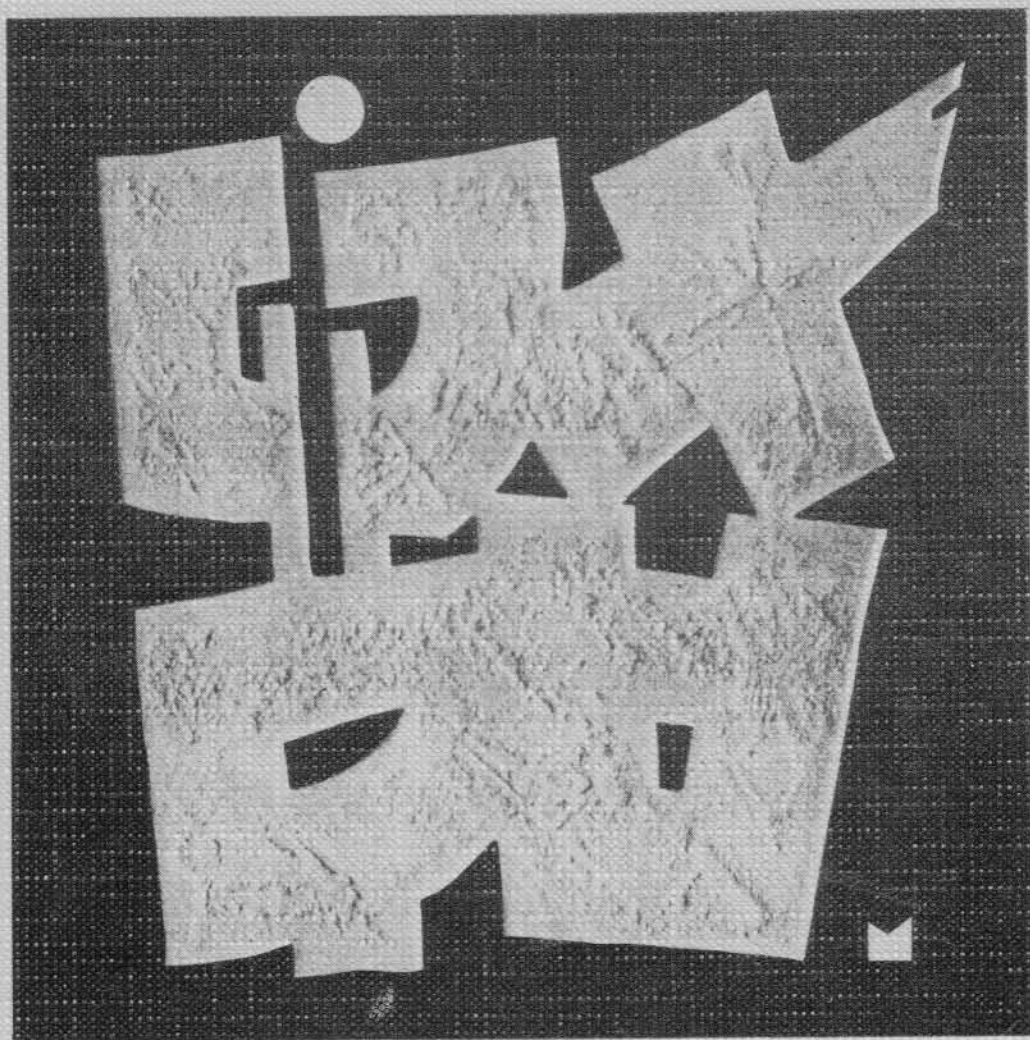


COMMUNICATING
WITH
JAPANESE
BY THE TOTAL METHOD
Basic, Part One

1



COMMUNICATING
WITH
JAPANESE
BY THE TOTAL METHOD
Basic, Part One

1

Revised

Includes

Updated Vocabulary

Self Test with Answer Key

NOAH S. BRANNEN

assisted by Masayoshi Hirose and Tsuyoshi Sasaki

revised with the assistance of Katsuhisa Yamaguchi

COMMUNICATING
WITH
The cover design
by Haku Maki, wood-block artist,
was made especially for *Japanese by the Total Method*
and is an artistic interpretation of
the ancient shape of the Chinese character 語
which means both "language" and "to speak."

1

Revised
Includes
Updated Vocabulary
and New Exercises

All rights reserved.
The materials appearing in this book are original and may not be
reproduced in any form without written permission, except for
brief quotations embodied in critical articles and reviews.

Copyright © 1976 by Japan Missionary Language Institute
for the Author, Noah S. Brannen

Revised, June, 1992

Published by
JAPAN MISSIONARY LANGUAGE INSTITUTE
Ochanomizu Student Christian Center
1 Kanda Surugadai 2-chome, Chiyoda-ku
Tokyo, Japan 101

Printed by
Shinsei Undo

FOREWORD

Confronting the task of learning another language, many people find themselves haunted by the specter of conjugation tables, grammatical rules (with the inevitable exceptions!) and vocabulary lists. Previous experience in studying a language, maybe Latin, French, or Spanish, has for many been sheer drudgery. Very few are the stalwarts who have had the dedication and the determination (the enthusiasm having long since waned) to complete the mastery of a foreign language by the old, traditional methods.

Dr. Noah S. Brannen is one of those who, in spite of the traditional approach used in the textbooks on Japanese available at the time, have achieved a fluency in the Japanese language that testifies to the fact that adults can learn languages well. But in the course of the exercise of sheer determination and dedication, the question must have often presented itself: "Isn't there a better way?"

The course presented in this book is an affirmative answer to that question. Based on a description of the Japanese language according to modern linguistic principles, *Japanese by the Total Method* is an application of recent advances in language theory to the teaching of Japanese. Dr. Brannen's doctoral dissertation was a description of the Japanese language incorporating a highly effective grammar discovery technique. Such techniques are used by linguists to discover the rules that operate in a language and that comprise the framework of a language — what we call grammar. It is on such a framework that the lessons of this text are built.

The student can therefore experience something like the excitement of discovery that the linguistic specialist senses as he systematizes language data. An outline is developed by which relevant data from the lessons and from the environment are seen to be parts of an integrated whole. Japanese studied from this perspective "makes sense" right from the start.

Japanese by the Total Method has been developed and tested with more than 600 students over a period of eight years. The results already produced give eloquent testimony to the effectiveness of the method. It is with confidence that this book is recommended to the serious student of Japanese.

L. Shelton Allen
Okinawa, Japan
1976

AUTHOR'S PREFACE

The motivation for producing the series of texts titled *Japanese by the Total Method* has a number of facets, not the least of which was my own dissatisfaction with texts and teaching methods used on me as I tried to master Japanese as a second language after reaching the age of 26. The sounds of the new language came easy, and the grammar fit nicely into the patterns pointed out to me, but after several years of disciplined study and living in rural Japan where I spoke nothing but Japanese, even to my long-suffering bride from Alabama, I was caught up short one day with the realization that I was *illiterate* — I couldn't read and write in a manner commensurate with my role in the Japanese community in which I had made my home. Over the years and decades the average "foreigner" has come to terms with this situation in Japan, but I was determined not to compromise my goal of total mastery of this language.

Today, several years later, of course I am aware that I still have a long way to go, but I am equally convinced that, given the right start and patient guidance, the foreigner in Japan can achieve a level of "mastery" of the total Japanese language. Japanese is not an esoteric tongue, spoken and written by the initiated few. It is the language of a homogenous culture of 120,000,000 people, not a few of whom have considerable difficulty mastering the reading and writing themselves. To achieve a level of mastery of the Japanese language that would not compromise the goal of literacy, I felt a new approach was needed. This purpose is expressed in the rather ambitious title of these texts: *Japanese by the Total Method*.

A language text should be built on an adequate linguistic model. These texts were begun almost immediately after I completed my Ph.D. thesis at the University of Michigan which described seventy-five syntagmemic formulas drawn from data which I collected on tape over a period of five years. It is assumed that these seventy-five formulas represent the basic sentence patterns (or grammar) of the Japanese language as it is spoken today. Many revisions and adjustments were made during the ten years which it has taken to produce this text as it is now offered, but the basic analysis has changed very little. I assume that if a student masters these patterns he should be able to say anything he wants to say, and he should be able to say it the way a Japanese would say it. Of course, this implies that if a student wants to talk about politics he will have to supply vocabulary from that field. But this new vocabulary can be fitted into the basic patterns. In fact, I think that is what language acquisition is all about.

Another facet of the motivation behind these texts has been the desire to see a course of study which reflects some understanding of the background, psychology, interests, and learning habits of non-native speakers. As the non-Japanese student pursues his study of these texts, he should become aware of this focus throughout.

Fortunately, my own motivations dovetailed with those of Paul McGarvey, representative of the J.C.E.M. language commission, who came to talk to me one day in 1967 about the possibility of developing a "tailor-made language program for missionaries." I remember saying something to Dr. Eugene Nida in the summer of 1966 about the fact that the majority (about 99%) of the missionaries in Japan are illiterate. He acted shocked. Linguist that Dr. Nida is, he seemed either to have expected more of the missionary, or to have under-assessed the difficulty of the task of learning to read and write Japanese. To "tailor-make" a language course for Japan missionaries, to me, included the task of building in all the facets described above as my own motivations in trying a new approach.

Over the past ten years the project of building the texts, *Japanese by the Total Method*, has received the full and enthusiastic support of missionaries related to J.E.M.A., as well as other missions and educational institutions in Japan. It would have been impossible to make this approach from my desk. The materials needed a school, with teachers and pupils, and the numerous dedicated staff members which the Japan Missionary Language Institute provided. During the past three years, International Christian University has also cooperated with the project.

It would be difficult to list all the names of the numerous teachers and students, as well as interested specialists, who have been involved in the preparation of this text. But especially do I wish to thank the dedicated teachers at the Japan Missionary Language Institute for their invaluable help over a period of years in improving the text in terms of theory as well as pedagogy. Special thanks to Marie Olfert, Dean of J.M.L.I. since 1969, who has encouraged every step of the text's progress; and to Frances Horton, J.M.L.I. Publications Secretary, who has supervised the preparation of photo-ready copy for offset printing of the text.

Japanese by the Total Method has been a "total" effort by countless individuals. Without them I am afraid we may have produced another noble attempt at a Japanese language text, but certainly nothing as comprehensive as *Japanese by the Total Method*.

Noah S. Brannen
I.C.U., Mitaka
Tokyo, Japan
1976

PREFACE TO THE FIRST REVISION

It has been twenty-five years since we first began to develop this series of Japanese texts. From 1967 until the present, the entire series, Volumes I - VI, has been used at Japan Missionary Language Institute in Tokyo. All six volumes were used to start the Summer Program in Japanese at International Christian University in 1970, and the Japanese I - VI Program of the regular curriculum of the same university beginning in 1972. The texts continued to be used as the basic texts for both programs at I.C.U. until 1989.

In the quarter of a century that has passed since *Japanese by the Total Method* was first begun, the world has changed radically in a number of ways. Just as new political divisions call for new national names (and sometimes the restoration of old ones), modern developments in science and technology create new terminology. To keep up with changes in the global community of which Japan is becoming more and more a prominent participating member, we can expect to see significant changes in the Japanese language itself.

In this first revision, we have tried to keep step with changes in Japanese society as well as the language. Women students have called our attention to the changing role of women in Japanese society. Prices of goods, as well as ordinary procedures, such as buying a train ticket, have had to be updated. But the promise on page 4 of Volume I; i.e., that upon completion of the first three volumes "the student should have mastered the essential eighty patterns of contemporary colloquial Japanese," remains unchanged.

Experiments with new teaching and learning techniques have generated a rash of Japanese language texts in recent years. In this revision we have incorporated some new methods which seem to us to be sound, such as suggesting ways in which each lesson can be used in communicative situations. It is our hope that creative teachers will take these additions (Section 8: Vocabulary Enrichment) and expand them, so that students can begin to develop confidence in using the language they have learned in practical situations from the very beginning of their study.

Grammatical patterns don't change easily. My Ph.D. thesis was a study of the Japanese language in three generations, concentrating on the language of a small community and three generations of speakers. The study showed some variation among speakers, and some grammatical constructions used by the older generation which had changed with their children and grandchildren. But the grammar of colloquial Japanese has continued with essentially very little change for the past 100 years. Young people, with their in-group language, like to import grammatical features of other languages, such as English, but most of these innovations are short-lived. Vocabulary and expressions found in Section 8 of this revision have been updated and may be used for substitution in the drills and dialogues if the teacher and students wish to do so.

Language teaching and learning methods change, but our experience with using these texts over the past twenty-five years has convinced us even more than ever that the only sure way to mastery of the Japanese language is by *the Total Method*.

Noah S. Brannen
Bunka Women's University
Kodaira, Tokyo, Japan
1992

TABLE OF CONTENTS

<i>Foreword</i> _____	vii
<i>Author's Preface</i> _____	ix
INTRODUCTION _____	1
General Remarks • The Effective Use of This Course • Description of the Total Course	
 SOUND PATTERNS AND THE WRITING SYSTEM	
<i>Unit 1</i> SIMPLE SOUNDS _____	5
Table 1 Consonant-Vowel Syllables	6
Table 2 Consonant-Vowel Syllables with Restricted Consonants	6
<i>Unit 2</i> COMPLEX SOUNDS _____	15
Table 3 Complex Consonants	16
Table 4 Distribution of t, ts, and ch	18
<i>Unit 3</i> LENGTHENED CONSONANTS AND UNVOICED VOWELS _____	23
Table 5 Lengthened Consonants in Word Constructions	23
<i>Unit 4</i> SYLLABLES AND RHYTHM _____	29
<i>Unit 5</i> TONE ACCENT OF WORDS _____	33
<i>Unit 6</i> THE WRITING SYSTEM _____	39
Table 6 The Hiragana Syllabary	44
Table 7 The Katakana Syllabary	45
 SIMPLE SENTENCES	
<i>Lesson 1</i> INTRODUCTIONS _____	47
Simple Sentences Made from the Copular Clause Base • Interrogative Sentences • Deictics • Intonation Patterns	
<i>Lesson 2</i> YOU AND ME _____	65
Nouns • Interrogatives • Deictic Particles • Levels of Politeness • Sentence-Final Particles	
<i>Lesson 3</i> BIG AND SMALL, SHORT AND TALL _____	81
Simple Sentences Made from the Adjectival Clause Base • Accent Shift • Sentence Connectives	
<i>Lesson 4</i> MINE AND THINE _____	99
Noun Phrases • Deictic Particles • Noun + no • Attributives • Deletion of Noun Head • Noun Phrase in Basic Patterns	
<i>Lesson 5</i> WORK AND PLAY _____	115
Simple Sentences Made from the Verbal Clause Base • Plain and Polite Verb Endings • How to Distinguish Consonant and Vowel Verbs • Rule of Thumb for wa and ga • Negative Questions	

<i>Lesson 6</i>	BUYING AND EATING _____	135
	Kinds of Clauses • Simple Sentences Made from the Transitive-Verbal Clause Base • Object Element • Indirect Object Element	
<i>Lesson 7</i>	WHERE, WHO, AND WHAT _____	153
	Peripheral Elements of Clauses • Location Element (1) • Two Verbs Meaning "Is": <i>áru</i> and <i>iru</i> • The Particle <i>wa</i> with Negative Constructions • Inclusive and Exclusive "And"	
<i>Lesson 8</i>	LIKES AND DISLIKES _____	171
	Topic Element • <i>suki</i> and <i>kirai</i> • Intransitive Verbs Which Do Not Require an Agent	
<i>Lesson 9</i>	WHEN AND HOW _____	187
	Manner Element • Time Element • Expanded Clauses	
<i>Lesson 10</i>	CLOCKS AND CALENDARS _____	203
	Dual Numbering System • Telling Time	
<i>Lesson 11</i>	WHERE, WHEN, AND HOW _____	221
	Location Element (2) • Making Verbs of Nouns by Adding <i>suru</i> • Emphatic Sentence-Final Particles <i>yo</i> and <i>wa</i>	
<i>Lesson 12</i>	DIRECTIONS _____	235
	Direction Element • Verbs which Prefer <i>ni</i> • Focusing	
<i>Lesson 13</i>	LET'S GO BY BUS _____	251
	Means Element (1) • The Presumptive Verb Inflection • "Fly the Sky": Motion Verbs and the Location Element	
<i>Lesson 14</i>	COUNTING _____	267
	Counters • Classifiers • Possession	
<i>Lesson 15</i>	OF TIME AND MONEY _____	285
	Counting Time and Money • Time Suffixes • Means: With Money and Time • Shift of Verb Class	
<i>Lesson 16</i>	STUDY, PLEASE _____	307
	Verbal Auxiliaries • The <i>-te</i> Form • Use of Auxiliaries with Main Verbs in <i>-te</i> Form • Nominalizing Suffix <i>-kata</i> • Quotations • Summary of Verb Inflections Introduced Thus Far	
<i>Lesson 17</i>	HOME WITH A COLD WITH THE CHILDREN _____	329
	Means Element (2) • Accompaniment Element • "He Went Shopping"	
<i>Lesson 18</i>	IN JUNE IT RAINS A LOT _____	343
	Adverbs and Adjective Phrases • Manner Expressions of Degree, Quantity, and Contrast • Focusing	
<i>Lesson 19</i>	"AS FOR SUMISU-SAN, JAPANESE BECAME LIKED" _____	355
	Adverbs • Complement Element • With <i>naru</i> • With <i>suru</i>	
<i>Lesson 20</i>	QUIET, PLEASE; HE'S STUDYING _____	369
	Stative Auxiliaries <i>iru</i> and <i>áru</i> • Transitive-Intransitive Verb Pairs • Transitive Verbs and <i>áru</i>	

APPENDICES

<i>Appendix 1</i>	AN OUTLINE OF JAPANESE GRAMMAR: 210 JAPANESE SENTENCES	385
<i>Appendix 2</i>	GRAMMAR EXPLANATIONS IN VOLUME I	391
<i>Appendix 3</i>	VOCABULARY INTRODUCED IN VOLUME I	399
<i>Appendix 4</i>	ANSWERS TO SELF TESTS	431
<i>Appendix 5</i>	KANJI INTRODUCED IN VOLUME I	437

INTRODUCTION

GENERAL REMARKS

This text contains the first half of forty lessons which constitute the basic course in a three-part curriculum which includes basic, intermediate, and advanced. This total curriculum is designed to cover approximately two years of concentrated study.

This approach is neither wholly oral nor wholly written, but a combination of both elements. All four skills--hearing, speaking, reading, and writing--are taught simultaneously. We have named this approach to the study of Japanese the "total method." If the student hopes to become really proficient in Japanese he is advised to adopt the total method approach from the outset and begin with Japanese orthography from Lesson 1.

This curriculum is not a rehash of materials already available elsewhere; it is a new method based upon firm linguistic theory, and it reached its present form only after being tested for seven years with an accumulated total of several hundred students. While the "slot model" owes a great deal to guidance I received from Kenneth L. Pike, under whom I wrote my Ph.D. thesis at the University of Michigan, the understanding of kernel and derived constructions owes much to the influence of generative grammar. My debt to Eugene A. Nida, with whom I have worked on translation theory over the past few years, is obvious in almost every lesson, and more recent study under Charles J. Fillmore at the University of California at Berkeley has helped in tightening up the grammar sections considerably.

Since the concept of "slot" is basic to the construction of the Drills of this text, a word of explanation seems to be in order. A sentence is analyzed as a string of words and particles related to each other by grammatical rules and semantic constraints. Such a string is analyzed as a series of slots, each slot having a specific grammatical relation to the whole. Items (e.g., individual words or phrases, suffixes, etc.) can substitute in a given slot to derive other structures. For example:

<i>Subject</i>	<i>Object</i>	<i>Predicate</i>	
【 Kodomo wa 】	【 pān o 】	【 tabemásu 】	The child eats bread.

An item in a slot may be substituted by an item of the same class:

<i>Subject</i>	<i>Object</i>	<i>Predicate</i>	
【 Kodomo wa 】	【 góhān o 】	【 tabemásu 】	The child eats rice.

But note that slot "markers" (the particles *wa* and *o* in the above examples) are fixed in the slot to indicate the role that the preceding noun plays with respect to the predicate.

Each lesson, consisting of vocabulary, kanji, drill, grammar, dialogue, reading, and exercises, is integrated around patterns. As the student progresses through the course he learns to expand, transform, and combine the patterns. This method reverses the random approach of many traditional Japanese language texts which take a conversation or reading selection and simply explain the patterns as they appear.

Each lesson contains a dialogue and a reading selection which reinforce the patterns under study by providing a natural context. A variety of practical

situations for everyday conversation are presented, and the readings carry much information of an "orientation" nature for persons interested in Japanese life. A section is provided at the end of each lesson to allow for the inclusion of specialized vocabulary. This feature enables these texts to update the vocabulary with each revision to keep pace with the rapidly changing social and economic scene.

Because of the desirability of introducing Japanese orthography simultaneously with the spoken language, a compromise has had to be reached on the matter of the proper method of teaching *kanji*. *Kanji* frequency lists have been followed and only *Jōyō kanji* (i.e., the 1,945 characters prescribed by the Japanese Ministry of Education and adopted by law as the characters most essential and useful for ordinary communication) are introduced. Through the integration of each lesson, the context provides a mnemonic aid to retaining the 504 *kanji* presented in the basic course. Classification of *kanji* in terms of radicals is a useful learning aid, but we believe that this method can best be applied after the basic *kanji* have first been picked up in context. Some guidance to help the student study *kanji* by the classification method is given in Lesson 5.

Today's Japanese Kanji, by Imada, Inagaki, Hirose, and Brannen (Tokyo: Bonjinsha, 1987) is recommended as a *kanji* study guide and reference. This book contains all of the 1945 *Jōyō Kanji*, the official list adopted on October 1, 1981, with all the accepted readings and one example of each reading and the English translation. In addition, 166 *Jinmeiyō Kanji*, *Kanji* for Personal Names, are included. *Today's Japanese Kanji* can also serve as a handy *kanji* dictionary to look up the reading and usage of *kanji* which the student has forgotten or which have not yet been introduced, by stroke-count or radical.

THE EFFECTIVE USE OF THIS COURSE

FOR PRIVATE STUDY. If these lessons are used for private study, it is highly recommended that they be used with tapes, so that the student may hear the lesson performed by native speakers. For this purpose, tapes for all 40 lessons in this course have been prepared and are available upon order. Answers to exercises (Section 7) are not given, since they are designed to be used with a tutor, but each lesson ends with a "Self Test" and an answer key which may serve the same purpose as the exercises if one is studying alone.

IN CLASS. When studying in a class of two students or more, the following procedure is recommended:

(1) *Preview the lesson in class.* If possible, the teacher should introduce a lesson in the session previous to the session in which it is to be performed. First, the teacher reads through the vocabulary list, allowing the students to repeat in chorus. Next, the teacher reads the head sentence of all the drills. It is not recommended that Section 4. Grammar, be covered in class sessions. Thorough reading of the grammar section should have been completed by the student before the lesson is taken up in class. However, questions about grammar should be answered clearly and briefly in Japanese if possible. Often, a few examples of grammar usage in simple sentences and dialogues will suffice.

(2) *Study the lesson at home.* Memorize the new vocabulary. Practice writing the new *kanji* (and *kana*). Study the drills with the help of their English equivalents. Study the grammar explanations (after having first gone through the drills). Re-read the drills. Memorize the dialogue. Study the reading. Exercises are to be completed following the instructions of the teacher. Finally, review previous lessons.

(3) *Perform the lesson in class.* In drill sessions, the students imitate the teacher (in sound practice and repetition drills), first in unison, then individually. A variety of drills is found in these lessons, including repetition, question-answer, transformation, and situation-response drills. The teacher will explain what type of student response is expected by using examples. The teacher corrects mistakes by repeating (a sound, or sentence, etc.) once or twice. The teacher *must not use English*, and students are not permitted to use English excessively in drill sessions. Books should be closed during drill.

In the beginning, dialogues are to be memorized and repeated verbatim, teacher-student, student-student, exchanging roles, in chorus, individually, etc. The dialogue is integrated with the lesson in such a way that new vocabulary and new patterns are practiced in context. Later on in the course, the dialogue should be used as a starting point to stimulate free conversation, but the teacher should be careful to encourage the use of the vocabulary and sentence patterns under study at that time.

Like the dialogues, the readings of each lesson are integrated, stressing the vocabulary and patterns introduced in the lesson, and at the same time introducing systematically new kanji and new readings for kanji already introduced. In the reading session, each student should have an opportunity to read aloud for the teacher, and the teacher should help the student to read correctly, smoothly, and meaningfully. Practice in writing kanji may be combined with the reading session or writing may be taught separately. Writing practice contributes greatly to progress in learning to read.

(4) *Perform the lesson in the lab.* The language laboratory has a unique function in language learning. The privacy of the individual booth, well-selected voices (male and female) on the tapes, good sound fidelity, and other mechanical factors enhance the student's progress. But the greatest advantage of the language lab (if it is technically adequate and conscientiously operated) is the opportunity it provides for the student to hear (on the replay) his own voice responding immediately after the voice on the tape, and the opportunity for the teacher to monitor the student's performance and correct mistakes.

WITH A TUTOR. Unless you are lucky, you will probably have to train your own tutor. This text, however, is designed so that you can do just that. One advantage of the total method is that a Japanese person will be able to read your text, because it is written in Japanese (not a romanized transcription). If your tutor follows the procedure as outlined above for in-class study, he should soon develop into a good teacher even without previous training.

DESCRIPTION OF THE TOTAL COURSE

Japanese by the Total Method is designed to cover beginning, intermediate, and advanced stages of language study. The overall design is to concentrate on grammatical patterns in the first three volumes and to concentrate on vocabulary building and content in the succeeding volumes.

VOLUME I (BASIC, PART ONE, 1976): Sound Patterns and the Writing System; Lessons 1-20. The first volume introduces seven basic patterns on which Japanese sentences are formed; i.e., copular clause 1, copular clause 2, adjectival clause, intransitive verbal clause 1, intransitive verbal clause 2, transitive verbal clause 1, and transitive verbal clause 2. Expansions of these basic patterns are accomplished by the addition of peripheral clause elements such as Location and Time, and by expanding phrases—noun phrase, adjective phrase, and verb phrase. Approximately 1,080 vocabulary entries and 193 kanji plus 107 additional readings are presented.

VOLUME II (BASIC, PART TWO, 1979): Lessons 21-30. Working on the foundation of the seven basic patterns presented in Volume I, the second volume introduces more complex sentence patterns by expansions—principally by embedding sentences in the noun phrase element of a matrix sentence. Four basic transformations—potential, passive, causative, and causative-passive—are introduced. Approximately 850 vocabulary entries and 151 kanji plus 78 additional readings are presented.

VOLUME III (BASIC, PART THREE, 1980): Lessons 31-40. The initial lesson of this volume deals with Honorifics, very polite speech style. Later in the volume, the Plain style is treated. The major concentration of these ten lessons is on complex sentences; i.e., combining simple sentences to form longer sentences through conjoining, producing coordinate and cause-effect type sentences. Approximately 1,030 vocabulary entries and 160 kanji plus 115 additional readings are presented.

Upon completion of the basic course (Volumes I, II, and III) the student should have mastered the essential eighty patterns of contemporary colloquial Japanese, acquired a vocabulary of close to 3,000 words, and studied 504 kanji plus 300 additional readings.

INTERMEDIATE AND ADVANCED STAGES. These texts have been made available, in xerox form, to students of the Japan Missionary Language Institute and International Christian University over the past several years. These materials can be made available also to persons not connected with either of the above institutions upon request.

In this course, as one moves beyond the basics, the focus shifts from sentence structure to the structure of discourse. A reading in natural, up-to-date Japanese provides the framework for the lesson. Grammar patterns, expressions, idioms, and vocabulary are extracted from the reading and used as the material for drill sessions. Subject matter covered includes topics of general interest to both foreigner and Japanese living in Japan today, such as traffic, pollution, trade, and politeness in Japanese society. Literary sections include folk tales, children's stories, historical tales as well as history, women's speech and men's speech, and several writing styles including an exchange of diary entries by a husband and wife. Through these lessons, valuable insights into Japanese family life and private and national customs may be observed.

When the entire course is completed, the student should have learned almost all the 1,945 Jōyō kanji together with most of the different readings of these kanji. He should have acquired a working vocabulary of approximately 5,500 words, including a large number of technical terms in such fields as social studies, history, language, and literature. It is expected that the student will at this time be prepared to read newspapers, novels, and all materials of popular interest. If the student has studied this curriculum with a qualified teacher, his speaking ability should at least match his reading ability.

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 1

SIMPLE SOUNDS

PROBLEM: There are fundamental differences between Japanese sounds and English sounds—both in consonants and vowels. (The same statement is true when comparing Japanese sounds with the sounds of any language.)

OBJECTIVE: To help the student to hear the difference between Japanese sounds and English sounds (concentrating on "pure" simple vowels and simple consonants), and to help him produce some of these sounds so that they are acceptable to the native speaker. The Drills that follow are designed expressly for this purpose.

SECTION 1. DRILL

The Drills used in this book are designed for use with a tutor or with tapes, for private or group study. (See "The Effective Use of This Course," p. 2.) If a student does not have access to a tutor or tapes, it is suggested that he read the Explanation section first, and then read the Drills aloud. If the student is studying in class with a teacher, he should prepare the lesson in advance and perform in class with his book closed. Drills for all Sound Patterns are Repetition Drills; i.e., the student imitates (mimics) the tutor or tape.

PRACTICE 1. Try pronouncing the following vowels. Mimic your tutor until the pronunciation comes naturally.

Short Vowels

a i u e o

Short Vowels in Sequence

aa	ia	ua	ea	oa
ai	ii	ui	ei	oi
au	iu	uu	eu	ou
ae	ie	ue	ee	oe
ao	io	uo	eo	oo

PRACTICE 2. The following tables list typical consonant-vowel syllables. Note that each consonant in Table 1 may be followed by any of the five vowels, but that the consonants in Table 2 are restricted regarding the vowels which may follow them. Mimic your tutor until the pronunciation comes naturally.

TABLE 1. CONSONANT-VOWEL SYLLABLES

	a	i	u	e	o
k	ka	ki	ku	ke	ko
n	na	ni	nu	ne	no
m	ma	mi	mu	me	mo
r	ra	ri	ru	re	ro
g (hard)	ga	gi	gu	ge	go
g (soft)	g̃a	g̃i	g̃u	g̃e	g̃o
b	ba	bi	bu	be	bo
p	pa	pi	pu	pe	po

TABLE 2. CONSONANT-VOWEL SYLLABLES
WITH RESTRICTED CONSONANTS

	a	i	u	e	o
s	sa		su	se	so
t	ta	(ti)		te	to
h	ha	hi	fu	he	ho
y	ya		yu		yo
w	wa				
z	za		zu	ze	zo
d	da	(di)		de	do
sh	sha	shi	shu	(she)	sho

Note: The sound combination *she* occurs, but it is extremely rare. The use of *ti* and *di* are generally restricted to such foreign loan words as *tea* and *dinner*, and many Japanese don't use these combinations at all. A blank slot in Table 2 indicates that this sound combination does not occur.

PRACTICE 3. For some students, certain sounds are hard to distinguish; e.g., *r* (the flap) and *d*. Three sets of minimal pairs are given here to help the student to learn to distinguish between similar sounds. Mimic your tutor until you can make the distinction clearly.

(1)	rakú	daku	sore	sode	rái	dái
	murá	muda	tára	táda	irai	idai
	rokú	dokú	kíro	kído	warai	wadai

(2)	íki	éki	(3)	kuni	kuḡi
	kimono	kemono		ínai	íḡai
	saki	sake		kokúnai	kokúḡai
	kói	kóe		kanéru	kaḡéru
	kámi	káme		kínu	kíḡu

Note: The tone-accent mark (´) is placed over the vowel of the syllable before a fall in pitch. For a more complete explanation of tone accent see Unit 5 (p. 33).

PRACTICE 4. The following words contain the consonants of Table 1 in their first syllable. Mimic your tutor until the pronunciation comes naturally.

káme	kita	kusé	keta	koko
náze	nishi	numá	néko	nódo
mane	mimí	muda	mesú	monó
rakú	ríka	rúsu	réji	róba
gaku	gímu	gúzu	geta	goma
basho	bira	buta	béni	bóku
pápa	piké	púro	pésó	póro

PRACTICE 5. The following words contain the consonants of Table 2 in their first syllable. Mimic your tutor until the pronunciation comes naturally.

sato		suná	séki	soko
táne			terá	toko
hadé	hito	futa	hetá	hodo
yáne		yuka		yoko
wáke				
zarú		zúga	zéni	zoku
damé			deshí	dóko
share	shitá	shúfu		shómu

SECTION 2. EXPLANATION

BREAKING HABITS. It is assumed that the student's primary objective in this course is to learn to "speak like a native." For some students this may not be the chief objective, but even if the student's primary objective is to acquire reading ability in the language, the best and fastest way to achieve his goal is through the mastery of the sounds of the language.

It may not be necessary to "become as a little child" in order to produce the sounds accurately, but it is necessary to *acquire new habits* of speech. Sometimes acquiring new habits means breaking old ones. In order to do this, there are two simple rules which the student must keep in mind at all times:

(1) **TUNE THE EAR.** Listen for the differences between Japanese sounds and English sounds (and be assured that they are *all* different to some extent). This lesson is designed to point up these differences by concentration on "simple" sounds. "Complex" sounds and complicated combinations of sounds will be introduced in succeeding lessons. (The terms "simple" and "complex" are used here in a technical sense. Some students may find certain so-called simple sounds in Japanese not so simple when it comes to producing them, but this is a matter of performance--"simple" and "complex" refer to the phonetic components of the sounds.)

See if you can detect a difference in the vowel sounds which your instructor makes from corresponding English vowel sounds. The difference is essentially the difference in position of the tongue and tension on the part of the articulators (throat muscles, tongue, and so forth). For a graphic representation of

the tongue position when producing Japanese vowels, refer to the diagram which appears below (p. 11). Next, see if you can detect a difference between Japanese vowels and English vowels (in terms of tongue position and quality), and between Japanese consonants and English consonants (in terms of point of articulation, degree of aspiration, etc.). Some of the difference between Japanese consonants and English consonants are summarized below:

DIFFERENCES IN JAPANESE AND ENGLISH CONSONANTS

- (a) *New consonant sounds.* The sound written *f* in romanization in this text occurs only in a syllable before the vowel *u*. It is not to be interpreted as the same sound as *f* in English, though it is close. In English, *f* is made by causing friction of the air stream passing between the upper teeth and the lower lip. For the Japanese *f*, the friction is caused by the upper and lower *lips* only, as if one were playing the flute. Try saying *Fúji-sañ Mt. Fuji*.

When *h* occurs before *i* it is sometimes produced with friction, making a sound something like *sh*. Try saying *hito person*.

Soft *ǰ* is difficult to produce, and it is not absolutely necessary to make this sound, though one's speech is considered more refined if he can make it. It does not occur at the beginning of words, but is used only medially before any of the five vowels. Hard *g* occurs initially in a word, but under certain conditions it also occurs medially in place of the soft *ǰ*. The sound of soft *ǰ* is produced by touching the back upper part of the mouth (the velum) with the back of the tongue, allowing some of the sound to come out through the nose--very much like the last sound of the English word *sing*, though in Japanese this sound is followed by a vowel. Try saying "*sing-a-song*."

Syllabic *n̄* is produced exactly like *m* in some places, like *n* in some places, like the soft *ǰ* (=English *ng*) in some places, and like a nasalized vowel in still others. Before *p*, *b*, and *m* (bilabials), *n̄* is pronounced like *m*--that is, with the lips closed, allowing the air to come through the nose: *eñpitsu pencil*. Before *t*, *d*, and *n* (dentals), before *ts*, *z*, *ch*, and *j* (affricates; *z* in this case sounds more like *dz*, although we don't use this spelling), and before *r* (flap), *n̄* is pronounced like *n*, with the tongue in the same position as the consonant following it--that is, the tip of the tongue just touches the teeth at the point where the front upper teeth meet the gums: *miñná de all together*. Before *k* and *g* or *ǰ* (velars), *n̄* is pronounced like *ǰ* (=English *ng*)--that is, with the back part of the tongue pressing up against the velum (the soft part of the palate in the back of the mouth): *nihōgo Japanese (language)*. Before vowels, before *f*, *h*, *s*, and *sh* (fricatives), before *w* and *y* (semivowels), and before a pause, the syllabic *n̄* is pronounced almost like a nasalized version of the preceding vowel but with a narrower oral passage than the non-nasalized counterpart, so that it sounds darker than the vowel, usually with some degree of the *u* quality; since, unlike *m*, *n*, and *g*, the oral passage is never completely closed, it may be helpful to think of this sound as *n* with the tongue not quite touching the teeth: *señsē teacher*. Try pronouncing the following words from "Useful Expressions": *koñnichi wa hello*; *koñbañ wa hello* (in the evening); *o-gēñki desu ka? How are you?*

- (b) *Difference in distribution.* Check the blank spaces of Table 2 in Practice 2 which shows that several consonants do not occur before all five vowels--such consonants are restricted in distribution.

- (c) *Difference in amount of aspiration.* Remember that Japanese p, t, and k have less aspiration, or breath, than the corresponding English sounds. Practice words with these sounds in them while holding a slip of paper in front of your mouth. Compare with the corresponding English sounds.
- (d) *Slight difference in point of articulation.* For example, the tongue is more forward for Japanese d than for English d. Put the tip of the tongue against the back of the upper teeth and pronounce it very hard; also, the tongue position is different from the nearest English equivalents of Japanese vowels.
- (e) *Manner of delivery.* The terms "lenis" and "fortis" are convenient to describe the difference between the delivery of Japanese sounds compared to English, but perhaps they are too technical for the average reader of this text: remember to clip short all Japanese vowels and pronounce distinctly all consonants.

It is the function of the linguist to help point out differences in Japanese sounds. The student should train himself to hear the differences and practice so that he can produce them without conscious effort.

(2) PRODUCE THE NEW SOUND. The student should *imitate a native speaker* (his tutor in the classroom) and judge from the response he receives from the native speaker whether or not his performance is good. An efficient language lab (with careful monitoring and correcting and play-back facilities so that the student hears his own mistakes) is an invaluable aid.

The student should *watch and observe physically visible phenomena* such as movement or lack of movement of the lips (the upper lip hardly moves with many Japanese speakers), rounding or nonrounding of lips, amount of opening of the mouth, position of the tongue where visible, etc. Even the inclination of the head to indicate affirmative or negative, or the upper part of the body to deliver greetings, is a part of language!

The student should *listen* for nonvisible phenomena such as the difference between \bar{n} in dental position and \bar{n} in velar position; hard and soft g; amount of aspiration on consonants such as p, t, and k.

In the explanation sessions the linguist will explain and demonstrate, through drawings and other aids, the way in which Japanese sounds are produced.

The student should *practice* with a tutor (imitating everything), with a tape recording (ideally using a tape on which he can record his own performance immediately after that of a native speaker and play it back--for this purpose a short-delay playback machine is preferable), and before a mirror. Small hand mirrors should be provided in the lab.

Close attention should be paid to other features of Japanese sounds, such as *rhythm* (in the two-syllable words of this lesson), and *accent*--that is, the tone-pitch difference between syllables within a word. Later, *intonation patterns* of an entire utterance should be carefully noted and copied. For practice on rhythm and pitch a metronome and piano may be helpful.

ROMANIZATION. In these sections on Sound Patterns, Japanese words are written only in the letters of the Western alphabet. This is done to help the student to advance more quickly in the early stages of his language study, but the student should be warned that excessive use of romanization (called rōmaji)

can lead to the acquisition of bad habits which will have to be broken if he wishes to speak Japanese "like a native." The use of romanization has the disadvantage of suggesting that the pronunciation of Japanese sounds is the same as an English sound written with the same letters. The fact is that all Japanese sounds are sufficiently different to warrant retraining even on the simple sounds. The student is advised to use these symbols as little as possible and rely upon his ear both in the classroom and in the lab. A good practice to follow is to read the text materials at home and perform in the class sessions without referring to the written materials at all. In the chart below, vowels and consonants are arranged to show the position of the tongue when producing the sounds; i.e., low, high, front, back.

THE SOUNDS OF JAPANESE

VOWELS

Short

i	u
e	o
a	

Long

ī or ii	ū
ē	ō
ā	

CONSONANTS

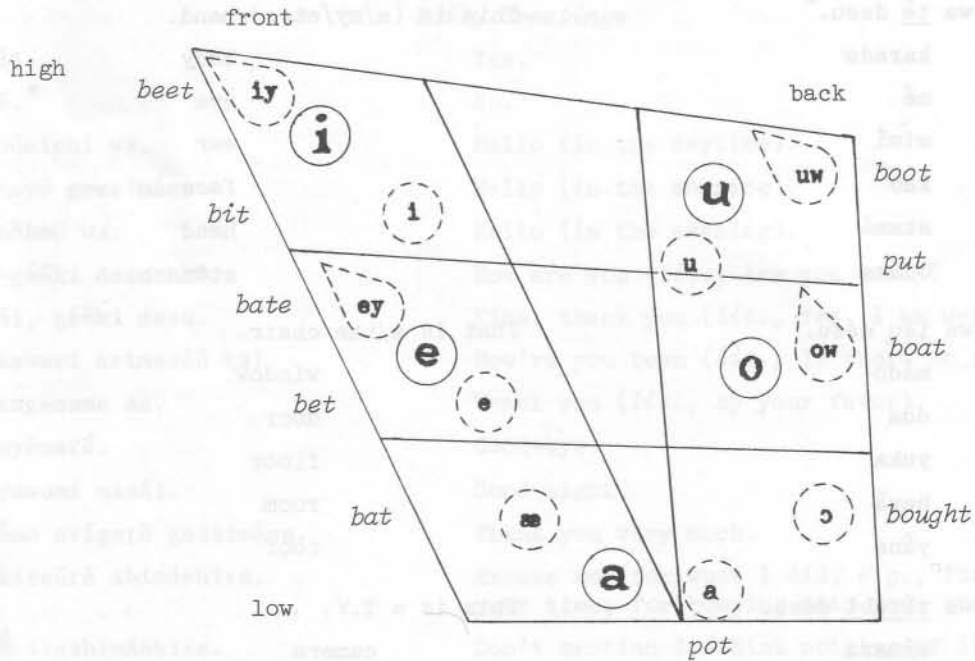
p	t	k	
b	d	g	
m	n	(ŋ)	n
	ts	ch	
		j	
f	s	sh	h
	z		
		r	
w	y		

SECTION 3. EXERCISES

Compare (with a tutor) the following Japanese and English words. Note any differences you hear in the quality of vowels, differences in point of articulation of consonants, and so forth. (The English words are not translation, but simply words which contain similar sounds.)

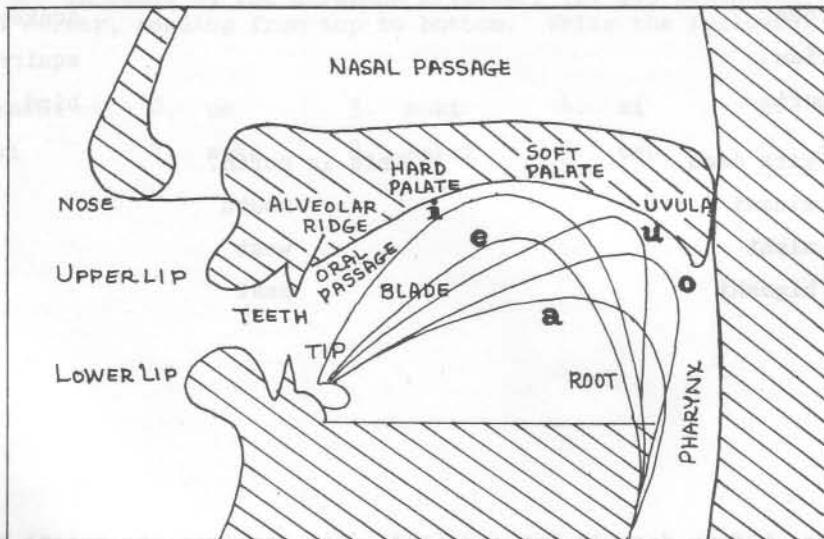
(1) Japanese	English	(2) Japanese	English	(3) Japanese	English
koko	cocoa	rōba	robe	zēni	Zen
kāme	comma	nōdo	node	futa	foot
kita	kitty	monō	monorail	betsu	bets
kusé	custodian	yoko	yokel	dānsu	dance

PRODUCING JAPANESE VOWELS



Vowel Chart Comparing American English and Japanese

The tongue position is indicated in the chart for each of the vowels a, i, u, e, o in Japanese (the vowels enclosed in solid circles). Compare the tongue position--front or back, high or low, with the position when producing American English (vowels enclosed in broken circles). Note: the letters in the chart represent *sounds*, not letters of the alphabet (e.g., the English word *foot* is phonemically /fut/).



Cross Section of Speech Organs
Showing five different positions of the tongue when producing Japanese vowels

SECTION 4. VOCABULARY BUILDING

1. Kore wa té desu.* This is (a/my/etc.) hand.
- | | |
|--------|---------|
| karada | body |
| mé | eye |
| mimí | ear |
| kao | face |
| atamá | head |
| onaka | stomach |
2. Sore wa isu desu. That is a/the chair.
- | | |
|------|--------|
| mádo | window |
| dóa | door |
| yuka | floor |
| heyá | room |
| yáne | roof |
3. Kore wa térebi desu. This is a T.V.
- | | |
|--------|---------------|
| kámera | camera |
| tabako | cigarette |
| taiya | tire |
| míruku | This is milk. |
4. Are wa ushi desu. That (over there) is a cow.
- | | |
|------|----------|
| umá | horse |
| néko | cat |
| inú | dog |
| rôba | donkey |
| rísu | squirrel |
| tori | bird |
5. Kore wa kita desu. This is north.
- | | |
|---------|-------|
| minami | south |
| nishi | west |
| higashi | east |

*If the word before desu is not accented, desu receives the accent on the first syllable (désu). Note, too, that the vowel of the last syllable of desu is not pronounced. Actually it is whispered. (See Unit 3 for an explanation of this.)

SECTION 5. USEFUL EXPRESSIONS

Daily Greetings

Hái.	Yes.
Īé.*	No.
Koñnichi wa.	Hello (in the daytime).
Ohayō gozaimásu.	Hello (in the morning).
Koñbañ wa.	Hello (in the evening).
O-gēñki desu ka?	How are you (<i>lit.</i> , Are you well)?
Hái, gēñki desu.	Fine, thank you (<i>lit.</i> , Yes, I am well).
Okawari arimasēñ ka?	How've you been (<i>lit.</i> , Is there no change)?
Okagesama de.	Thank you (<i>lit.</i> , By your favor).
Sayōnará.	Good-bye.
Oyasumi nasái.	Good night.
Dōmo arígatō gozaimásu.	Thank you very much.
Shitsūrē shimáshita.	Excuse me (for what I did; <i>e.g.</i> , for taking your time; for bumping into you; etc.).
Dō itashimáshite.	Don't mention it/Think nothing of it.
Shitsūrē shimásu.	Excuse me (when saying good-bye or when about to do something).
Dōzo.	Please (go ahead)/Please (have some--when offering food).

SECTION 6. WRITING

Learn to recognize and write the characters of lines 1, 2, and 3 of the Unmodified Kana in Table 6, The Hiragana Syllabary (p. 44) beginning at the upper right-hand corner, reading from top to bottom. Write the following words in hiragana:

- | | | | | |
|-----------|---------|----------|--------|------------|
| 1. okashi | 2. ue | 3. suki | 4. ai | 5. kiku |
| 6. aki | 7. soko | 8. sekai | 9. uso | 10. o-sake |

*Lengthened vowels (*e.g.*, Ī, ō, ē) are treated in the next unit.

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 2

COMPLEX SOUNDS

PROBLEM: Complex sounds include consonant combinations (commonly called clusters) which are unfamiliar to the native speaker of English chiefly because of the difference of distribution of such combinations in Japanese. Long vowels also constitute a problem, because English language habits of off-glides are apt to distort the "pure" quality of lengthened vowels in Japanese, and also because vowel length is not a meaningful distinction in English.

OBJECTIVE: To drill the student in complex consonant sounds and lengthened vowels, and to enable him to acquire "muscular habituation" in Japanese sound patterns.

SECTION 1. DRILL

Refer to Unit 1 for instruction in how the student is to perform in drill sessions. The student studying alone can simulate the drill session by the use of tapes.

PRACTICE 1. Try pronouncing the following lengthened vowels. Mimic your tutor until the pronunciation comes naturally.

Lengthened Vowels

ā ī (ii) ū ē ō

In most dictionaries the long vowel ē is written ei. This reflects the Japanese way of writing this sound in hiragana. However, for the purpose of teaching correct pronunciation, we prefer to write this lengthened vowel as ē. The same consideration holds for lengthened i, though we represent it sometimes by ī and sometimes by ii. In three circumstances ii is preferable and is therefore used in this book: (1) in adjectives (e.g., ōkīi (*is*) big), because of the importance of the final i in adjective declensions; (2) in certain verb forms (e.g., kiite *hears*); and (3) in words in which the ii is formed from two separate kanji (e.g., kiiroi (*is*) yellow). The accent, if present, almost always comes on the first part of a lengthened vowel, so ā, ō, etc., are to be understood as āa, ōo, etc. Exceptions will be written out; e.g., oōi *many*.

PRACTICE 2. The words in Table 3 contain complex consonants. Mimic your tutor until the pronunciation comes naturally.

TABLE 3. COMPLEX CONSONANTS

		INITIAL				
		a	i	u	e	o
ts-				tsú		
ch-	cha	chi	chū	(che)	chō	
j-	já	ji	jú	(jétto)	jo	
ny-	nyá		nyūyoku		nyōbō	
ky-	kyaku		kyūkyū		kyō	
gy-	gyaku		gyūnyū		gyō	
by-	byakúren		byūbyū		byō	
hy-	hyakú		hyūzu		hyō	
ry-	ryáku		ryūryū		ryō	
my-	myakú		myūzu		myō	
py-			pyūpyū		pyōn	

		MEDIAL				
		a	i	u	e	o
-ts-				tátsu		
-ch-	ocha	tochi	úchū			kichō
-j-	réjā	káji	kajú			kajō
-ny-	konyákku		gyūnyū			tōnyōbyō
-ky-	kokyaku		shikyū			kōkyō
-gy-	hāngyaku		tōgyū			sāgyō
-by-	sānbyaku		rebyū			nībyō
-hy-	nihyakú					jikañhyō
-ry-	señryaku		horyū			hōryo
-my-	sañmyaku					kōmyō
-py-	happyakú		koñpyūtā			deñpyō

Note: Forms in parentheses are rare.

PRACTICE 3. Try to distinguish the following minimal pairs by mimicking your tutor. The tutor may test the student's hearing by having the student indicate whether the tutor pronounced a word from the left-hand list or right.

- | | | | | | | |
|-----|------|------|--------|-------|--------|-------|
| (1) | ié | Ié | nému | nému | sode | sōde |
| | keba | kēba | dásu | dāsu | kúi | kūi |
| (2) | kíyō | kyō | ishiya | isha | míyo | myō |
| | híyō | hyō | kíyoku | kyōku | hiyaku | hyaku |

(3)	tsukí	sukí	tsúmi	súmi	tsugi	sugi
	tsúru	súru	rítu	rísu	útsu	úsu
(4)	káshi	káchi	ushi	uchi	shikaku	chikaku
	shijimi	chijimi	shikai	chikai	tóshi	tóchi

PRACTICE 4. Pronounce the following words containing complex consonants. Mimic your tutor until the pronunciation comes naturally.

kyábetsu	kyaku	Dorákyura	kyóka
kyóri	kákyoku	kyá	kyūkyūsha
kyōkai	gyaku	kagyaku	gyōrogyoro
táigyo	ogyá	gyūniku	gyōgi
nyói	nyányā	nyūgaku	nyōbō
hyakú	hyókohyoko	hyūzu	tōhyō
byōki	myakú	myūjīkaru	myōji
ryáku	ryūgaku	hōryo	ryōri

PRACTICE 5. The following words contain lengthened vowels, complex consonants, or both. Mimic your tutor until the pronunciation comes naturally.

kūkō	sētā	kayōbi	otōtō	Kyōto
shīsō	Shōjōji	furī	kōhī	hē
moyō	Tōkyō	apāto	Jōdōshū	aisu-kurīmu

SECTION 2. EXPLANATION

Listening and mimicking (or "mim-mem," mimicking and memorizing) is the first step in acquiring new pronunciation habits. Basic to language is speech, and we cannot hope to master Japanese until we have gained control of the sounds. In this lesson we are working on a more difficult phase of sound mastery, because we are dealing with complex consonant sounds and lengthened vowels. Whereas in the first unit our attention was concentrated on attack--"point of articulation"--in Unit 2 the focus is on delivery--"manner of articulation." In producing complex consonants and lengthened (or long) vowels, it is "follow-through" that counts.

THE "S-FOLLOW-THROUGH." The "s"-sound series in Japanese is less complicated than in most other languages (including English); it consists of *s*, *sh*, and *z*. If we consider that *s* and *sh* are *voiceless* consonants (meaning that the vocal chords are not vibrating when the sound is produced), then we can understand that *z* is the *voiced* counterpart of *s*; the two consonants are formed in the same way except for the fact that the vocal chords do not vibrate for *s* but they do vibrate for *z*. (You can feel your vocal chords vibrating if you place your fingers lightly on the Adam's apple while you pronounce *z*.) In some languages (e.g., French), *sh* has a voiced counterpart, *zh* (as in English *azure*), but *zh* is not found as a distinctive sound in Japanese. Instead of the soft *zh* Japanese has the sound *j* which is slightly harder than *j* in American English. Compare the following pairs: *Voiceless: asá*, *Voiced: azá*; and *Voiceless: íshi*, *Voiced: íji*.

The "S-follow-through" for *t* yields the complex consonants *ts* and *ch*. The former occurs only before the vowel *u*, but the latter may occur before any vowel. These

two sounds, *ts* and *ch*, complement the consonant *t*. Table 4 shows the way the three consonants are distributed before vowels.

TABLE 4. DISTRIBUTION OF *t*, *ts*, AND *ch*

	a	i	u	e	o
<i>t</i>	ta			te	to
<i>ts</i>			tsu		
<i>ch</i>	cha	chi	chu	(che)	cho

Note: Compare the *ts* sound in *kátsu* with the *ts* sound in the phrase *cats 'n' mice*.

THE "Y-FOLLOW-THROUGH." Consonant + *y* clusters are treated as complex consonants because they are articulated as if they were single units of sound. Thus, a consonant + *y* fills the same space as a simple consonant such as *k* (in terms of syllabic rhythm) in the examples below:

<i>Simple Consonant</i>	<i>Consonant + y</i>
kóka	kyóka
kóto	Kyóto
gói	gyói

There is some similarity between the manner of articulation of consonant + *y* combinations and *sh* and *j* of the "S-follow-through" consonants, especially from the point of view of the vowel sound which comes after. In both cases the following vowel is produced with a slight "Y-on-glide" (that is, it begins with *y*): *cháku*, *shaku*, *jáku*; *myakú*, *kyaku*, *gyaku*. The word *nyūyoku* which means *enter the bath* is sometimes used as a pun for "New York." Note that the *nyū* sound is very similar to *new* in the pronunciation of many English speakers. The manner of articulation of *gyō*, *hyō*, *myō*, etc., is similar, but since we do not have ready counterparts in English we are apt to slip in a high vowel (*i*) so that the city, *Kyōto*, becomes *ki-yo-to*. Careful attention should be given to this complex consonant series. (A "high" vowel refers to the position of the tongue when making the sound; i.e., the back of the tongue is high, near the soft palate.)

LENGTHENED VOWELS. Lengthened vowels in Japanese are short vowels voiced for a longer period of time (roughly twice as long as the short vowel counterpart). Remember that it is important to make a distinction between short and long vowels in Japanese.

Perhaps the most difficult area of "muscular habituation" for the Japanese sound patterns (for the native English speaker) is in maintaining the same quality of the vowel over the interval required for uttering lengthened vowels. This requires the elimination of off-glides on vowels (see "on-glides" with relation to *y* before vowels in THE "Y-FOLLOW-THROUGH" above).

The term "diphthong" is not used here, but some students may find it helpful to realize that off-glide on vowels includes the general phenomenon of diphthongs. More specifically, the tendency to glide from a "pure" vowel into another vowel, as when forming a word like *boat*--where *o* glides into *u* (or *w*, lip-rounding), is a habit which must be corrected if one wishes to pronounce lengthened vowels correctly. Try saying *boat* before a mirror, watching carefully the lip movements. The lengthened *ō* in Japanese must not be pronounced as the long vowel in *boat*; the *o*-quality and the original position of the lips must remain constant to the end.

Lengthened \bar{e} is a similar problem. Instead of an off-glide to a high front i or y , Japanese \bar{e} continues unchanged, both with respect to quality and position of the tongue (except in certain dialects).

Here it must be added that the student will hear sounds which he may interpret as diphthongs because they resemble diphthongs in his own native language. For example, $\acute{a}i$ *love* may sound like I /ay/ in English. This reflects the fact that combinations of vowels do occur in Japanese, but they are not diphthongs as we think of diphthongs in English; two vowels in sequence in Japanese do not blend into each other in the manner that diphthongs do. (Actually, Japanese consider that two vowels in sequence belong to two different syllables.)

SECTION 3. EXERCISES

1. Pronounce the following words without making diphthongs of them:

$\acute{a}i$ oi ou $\acute{a}u$ $i\acute{e}$ ue hae $k\acute{a}i$ $m\acute{a}e$

2. Listen to the tutor or tape pronounce the following words at random, and see if you can identify which column (left or right) the word appears in:

LEFT	RIGHT
$\acute{í}chi$	$\acute{í}tsu$
$och\acute{í}$	$\acute{o}tsu$
$uchi$	$\acute{ú}tsu$
$k\acute{u}ch\acute{u}$	$kuts\acute{u}$
$ch\acute{ú}i$	$ts\acute{ú}i$

3. Compare the Japanese loan word with the original English:

LOAN WORD	DERIVED FROM
$\acute{o}tom\acute{í}ru$	oatmeal
$\acute{o}t\acute{o}bai$	autobike
$t\acute{o}suto$	toast
$h\acute{o}su$	hose
$r\acute{o}suto$	roast
$b\acute{o}to$	boat
$j\acute{a}mu$	jam
$r\acute{e}j\acute{a}$	leisure
$r\acute{a}jio$	radio
$jett\acute{o}ki$	jet
$j\acute{í}pu$	jeep
$t\acute{e}buru$	table
$miruku-s\acute{e}ki$	milk shake

4. Practice with tutor or tape; record your own voice and compare your pronunciation with a native speaker:

Tōkyō	shōshō	ē	sēto
Kyōto	tōtō	rē	señsé
kyō	sō	kīrē	gakusē

SECTION 4. VOCABULARY BUILDING

1. Pāpa wa dōko desu ka? Where is Dad (Papa)?

māma	Mom (Mama)
éki	the station
misé	the store
hóteru	the hotel
kaisha	the company
uriba	the sales-place/counter
2. Sore wa uchi desu. That's a/my house.

michi	a street
tomodachi	my friend
iriguchi	the entrance
déguchi	the exit
3. Chikatetsu desu. (It is the) subway.

nīmotsu	(It is) baggage.
tsukue	(It is) a desk.
otsuri	(Here's your) change.
tsukí	(It's the) moon.
tsuchí	(It is) earth/soil.
chikyū	(It is) the (planet) earth.
4. Anāta wa kaichō desu. You are president (of an organization).

sējika	a politician
gakusē	a student
bōkushi	a pastor/minister
isha	a (medical) doctor
kodomo	a child
otona	an adult
5. Watashi no jūsho desu. (This is) my address.

namae	name
rājio	radio
tōsutā	toaster

6. Kore wa jūsu desu. This is juice.
 aisu-kurīmu ice cream
 chokorēto chocolate (candy)
 bīru beer
 mayonēzu mayonnaise
 kōhī coffee
 hañbāgā (a) hamburger
7. Kyōkai desu. (It is) a church.
 Kyōto Kyoto
 kyō today
 kyābetsu cabbage
 sēyō-ryōri Western (not Japanese) cooking
8. Satō o kudasái. Give me (some) sugar, please.
 kōcha (black) tea
 bātā butter
 chīzu cheese

SECTION 5. USEFUL EXPRESSIONS

In the Classroom

- Señsē*: Minásañ, ohayō gozaimásu. *Teacher*: Good morning, everyone.
Gakusē: Señsē, ohayō gozaimásu. *Student*: Good morning, teacher.
Señsē: Kyō wa, ík-ka* o beñkyō-shimásu. *Teacher*: Today, we will study Lesson 1.
- | | |
|--------|-------------------------------|
| ní-ka | Today we will study Lesson 2. |
| sāñ-ka | Today we will study Lesson 3. |
| yōñ-ka | Today we will study Lesson 4. |
| gó-ka | Today we will study Lesson 5. |
- Minná de itte kudasái. Say (it) all together.
 hitóri de Say (it) by yourself.
 ōkíi kōe de Say (it) in a loud(er) voice.
 nihoñgo de Say (it) in Japanese.
 mīnaide Say (it) without looking.
 hakkíri Say (it) clearly.
- Gakusē*: Sumimasēñ ga, mō ichido itte kudasái. *Student*: Excuse me, but please say (it) once more.

*For an explanation of lengthened consonants see Unit 3, Section 1 (p. 23).

	motto yukkūri		Excuse me, but please say (it) more slowly.
<i>Señsē:</i>	Hōn o <u>akete</u> kudasái. tōjite Kurikáeshite kudasái. Kotáete kudasái. Wakarimáshita ka?	<i>Teacher:</i>	Open (your) book(s), please. Close (your) book(s), please. Repeat, please. Answer, please. Did/do you understand?
<i>Gakusē:</i>	Hái, wakarimáshita. Īé, wakarimasēn.	<i>Student:</i>	Yes, I understood/understand. No, I don't/didn't understand.
<i>Señsē:</i>	Shitsumoñ ga arimásu ka?	<i>Teacher:</i>	Are there (any) questions?
<i>Gakusē:</i>	— wa, nihongo de dō iimásu ka?	<i>Student:</i>	How do you say — in Japanese?
<i>Señsē:</i>	Ēgo wa tsukawanáide kudasái.	<i>Teacher:</i>	Please do not use English.

SECTION 6. WRITING

Learn to recognize and write the characters of lines 4, 5, and 6 of the Unmodified Kana in Table 6, The Hiragana Syllabary (p. 44). Write the following words in hiragana:

- | | | | | |
|---------------|----------|---------|-----------|-------------|
| 1. fune | 2. natsu | 3. heta | 4. tanuki | 5. niku |
| 6. chikatetsu | 7. hito | 8. hoka | 9. haiku | 10. tonakai |

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 3

LENGTHENED CONSONANTS AND UNVOICED VOWELS

PROBLEM: Lengthened consonants (or "double consonants" in romanization), which are basic to the phonetic structure of Japanese, are not part of the system of English and hence cause difficulty both in hearing and in production for the native speaker of English. The unvoicing of *i* and *u** follows regular rules of usage and can be grasped readily with a little practice, but the rules should be understood and mastered.

OBJECTIVE: To help the student to "hear" lengthened consonants and the unvoicing of vowels, and to aid him in developing speech habits to accommodate them.

SECTION 1. DRILL

By lengthened consonants we mean only *-pp-*, *-tt-*, *-kk-*, *-ss-*, *-ssh-*, *-tch-*, and *-tts-*. Except for foreign loan words, no voiced consonants become lengthened. Note that, since "S-follow-through" complex sounds such as *ch* and *ts* begin with a *t*-like sound, their lengthened counterparts are spelled *tch* and *tts*, respectively. The more accurate spelling for the lengthened sound of *sh* would be *shsh*, but for convenience we represent it by *ssh*, and no confusion will arise. In the following practices the students imitate the tutor, first in unison, then individually. The tutor corrects mistakes by repeating the sound or word once or twice.

PRACTICE 1. Table 5 shows how the lengthened consonants are combined with other sounds to make actual words. Mimic your tutor after each word until the pronunciation comes naturally.

TABLE 5. LENGTHENED CONSONANTS IN WORD CONSTRUCTIONS

	a	i	u	e	o
-pp-	ippañ	jippi	íppuñ	ippéñ	íppoñ
-tt-	ittañ			ittéñ	íttoñ
-ss-	késsañ		issúñ	jisseñ	íssō
-ssh-	tassha	nesshíñ	risshuñ		issho
-tts-			hettsui		
-tch-	matcha	mátchi	hitchū		ítchō
-kk-	íkka	íkki	íkku	íkkeñ	íkko

* Authorities such as Sirô Hattori and Bernard Bloch recognize other unvoiced vowels besides those treated here, but we limit this introduction to *i* and *u* for pedagogical reasons. The symbol for unvoicing in this lesson will be "()."

PRACTICE 2. Pronounce the following words containing lengthened consonants. Pay special attention to lengthened complex consonants.

(1) mikka	sh(i)kkyaku	(2) assári	ressha
hakkíri		zasshi	
yukkúri	tokkyū	massúgu	issuñ
sekkeñ		tassē	
Níkkō	kekkyoku	íssō	isso

(3) uttaeru	matcha	(4) íppai	roppyakú
mátchi		ipp(i)kí	
yottsú	itchūya	k(i)ppu	
kettēñ		ippēñ	
chōtto	ítchō	sh(i)ppó	happyō

PRACTICE 3. In certain loan-words, the following *voiced* lengthened consonants occur: **-dd-**, **-gg-**, and **-dj-**. (The spelling dj parallels that of tch.) Here are some examples:

béddo hamu-éggu édji

PRACTICE 4. Pronounce the following words. Mimic your tutor until the pronunciation comes naturally.

kóttōñ ippañ-teki kekkōñsh(i)ki sājūrokkai

PRACTICE 5. Pronounce the following minimal pairs. Try to make a clear distinction between single and lengthened consonants. This may be used as a recognition drill, the student indicating "left-hand" or "right-hand" as the tutor pronounces words at random.

LEFT	RIGHT
sakyū	sakkyū
kído	kíddo
sh(i)kaku	sh(i)kkaku
utae	uttae
kaké	kakké
íkeñ	íkkeñ
kóka	kókka
iso	isso

PRACTICE 6. Pronounce the following words containing unvoiced u. Notice that some u are voiced and some unvoiced.

híf(u)	fúbo	páf(u)
fuyú	fuf(u)ku	furats(u)ku
f(u)tarí	f(u)tsuka	f(u)tatsú
sháf(u)to	f(u)tsū	parachíf(u)su

PRACTICE 7. Pronounce the following words containing unvoiced *i*. Notice some *i* are voiced and some unvoiced.

káshi	káchi	ushi	uchi	sh(i)kaku	ch(i)kaku
shijimi	chijimi	sh(i)kai	ch(i)kai	tóshi	tóchi

PRACTICE 8. Pronounce the following words containing unvoiced *i* and *u*.

déte k(i)te	h(i)to	kúgats(u)	s(u)kēto
sh(i)sē	h(i)tóri	des(u)	s(u)sumu
sh(i)ta	k(i)shá	s(u)kiyaki	ts(u)kúsu
okásh(i)	kosh(i)kaké	s(u)kí	k(u)tsush(i)tá

SECTION 2. EXPLANATION

LENGTHENED CONSONANTS. In order to master lengthened consonants the student must be able to distinguish the difference in length between the medial consonants of pairs such as the following: *kóka* : *kókka*; *móto* : *mótto*; *máchi* : *máchi*. To help distinguish the difference in length of the medial consonants in the right hand members of these pairs, perhaps it would be useful to compare English pairs such as the following: *housekeeper* : *bookkeeper*; *appraise* : *lip praise*.

Besides length (a lengthened consonant is roughly twice as long--in terms of time lapse--as the corresponding single consonant), the element of intensity or strength of the sound is important. Obviously a lengthened consonant is pronounced with more tension and hence is harder. The first consonant of a "double-consonant" series can be considered to be the same as the second consonant (in point of articulation) but unreleased.

UNVOICED VOWELS. In normal, fairly rapid conversation, in an unaccented syllable between two voiceless consonants, or in final position, *i* and *u* are usually unvoiced. Check the examples given in the practices to confirm this rule, and listen for unvoicing in the speech of your tutor. (This is a good chance to tell whether your tutor is a native of Tokyo or not, because Tokyo speakers, almost without exception, unvoice *i* and *u* according to this rule.)

Actually, other vowels (*o* and *a*) are unvoiced in special contexts, but these are not treated as regular pronunciation patterns in these lessons. The student can readily pick up these special usages by listening carefully. Of course, whispering is a special instance of the unvoicing of all vowels and consonants.

SECTION 3. EXERCISES

1. Listen to the tutor or tape pronounce the following words at random, and see if you can identify which column (left or right) the word appears in. Words with "double consonants" occur in the right-hand column.

LEFT	RIGHT	LEFT	RIGHT	LEFT	RIGHT
asaku	assaku	íto	ítto	sakyū	sakkyū
áki	ákki	utae	uttae	sáku	sákku

LEFT	RIGHT	LEFT	RIGHT	LEFT	RIGHT
ishoku	isskokú	kaké	kakké	sákoñ	sákkonñ
ishiñ	issshiñ	kaseki	kasseki	sh(i)kaku	sh(i)kkaku
Íse	ísse	kído	kíddo	sh(i)ké	sh(i)kké
íkeñ	íkkeñ	kóka	kókka	tesē	tessē
iteñ	itteñ	kóku	kókku	móto	móttō

2. Pronounce the following according to the rules for the unvoicing of vowels.
Note: Some *i* and *u* vowels in this list are *not* unvoiced.

kutsushitá	shimáshita	súgu	kutsú
shichíji	otonáshiku	sukóshi	kutsū
íkite iru	sukútā	tsukéte	gomúgutsu
dekíru	bósu	hákushi	muné

SECTION 4. VOCABULARY BUILDING

1. Yamá desu. (It is) a mountain.

sóra	the sky
mori	a forest
nóhara	a field
oka	a hill
gake	a cliff
kawá	a river
úmi	the ocean
saká	a slope
2. Jōzú desu. (He is) skillful.

hetá	clumsy
hén	strange
rippa	splendid

(It is) convenient.

bénri	inconvenient
-------	--------------
3. Básu desu. (It is) a bus.

fúne	a ship
kuruma	a car
gakkō	a school
jettōki	a jet
rokétto	a rocket
zasshi	a magazine
mōppu	a mop
móttō	a motto

4. *Watashi no musuko desu.* (This is) my son.
 musumé daughter
 kusuri medicine
 tákushī taxi
 kishá train
 kutsushitá socks
 fukú clothes
 sukiyaki sukiyaki
 okáshi sweets
5. *Ocha o kudasái.* Give me some tea, please.
 kókoa hot-chocolate
 bánana banana(s)
 tamágo egg(s)
 yasai vegetables
 sakana fish
 gyūniku beef (meat)
 butaniku pork
 o-sashimi raw fish
 o-súshi sushi
 kamí paper
 kitte stamp(s)
 kippu ticket(s)

SECTION 5. USEFUL EXPRESSIONS

In the Lab

- Señsē:* *Íi desu ka?* *Teacher:* Are you ready?
 Déwa, hajimemásu. We're going to begin.
 Rokuon-shite kudasái. Record, please.
 Tēpu o tomete kudasái. Stop your tape, please.
 Issho ni itte kudasái. Say/Repeat together, please.
 Kore de owarimásu. That's all/We end with this.
Gakusē: *Móttö ókiku shite kudasái.* Make (it) louder, please.
 Móttö chíshaku shite kudasái. Make (it) lower, please.

In the Classroom

- Señsē:* *Kokuban ni káite kudasái.* *Teacher:* Write on the blackboard, please.
 Kokuban o míte kudasái. Look at the blackboard, please.
 Kokuban o keshite kudasái. Erase the blackboard, please.

Shukudai o shite kudasái.	Do (this) homework, please.
Shukudai o dâshite kudasái.	Hand in (your) homework, please.
Tésuto o shimásu.	(We're) going to have a test.
Yasumi-jíkañ desu.	It's rest time (time for a break).
Déwa mata.	I'll see you next time.

SECTION 6. WRITING

Learn to recognize and write the characters of lines 7 through 11 of Unmodified Kana in Table 6, The Hiragana Syllabary (p. 44). Write the following words in hiragana:

- 1. warai 2. yureru 3. musume 4. mori 5. miñna
- 6. Yamamoto 7. yoroñ 8. sukiyaki 9. kuruma 10. mushiatsui

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 4

SYLLABLES AND RHYTHM

PROBLEM: Syllables in Japanese differ considerably from syllables in English, chiefly because Japanese syllables normally end in a vowel, and usually a single consonant followed by a single vowel constitutes a syllable. The occurrence of lengthened consonants and syllabic *n̄* complicates this syllabic pattern.

OBJECTIVE: To introduce the characteristic even-rhythm phenomenon of the Japanese language and to help the student to develop the ability to produce it.

SECTION 1. DRILL

The students imitate the tutor, first in unison, then individually. The tutor corrects mistakes by repeating the word once or twice.

PRACTICE 1. Pronounce the following words with special attention to open syllables. Syllable boundaries are marked by periods.

(1) <i>n̄</i> .ki.bi	hi.tó.ri	mi.chi	dá.re	kí	shi
to.na.ri	wa.ta.shi	ma.ta	ká.re	há	yó
mu.ka.shi	ka.wa.ru	ró.ji	tá.tsu	to	na

(2) <i>kō</i> . <i>kō</i>	<i>sō</i> . <i>sō</i>	byō.dō	shō.mē	shū.nyū
hē.zē	kē.hō	mē.ryō	tsū.jō	Kyū.shū

(3) <i>jō</i> .ro	ku.tsū	hi.mē	bi.myō	fu.tsū
kē.ko	sho.chū	to.kē	kó.kyō	Kyō.to

(4) <i>kó</i> .e	á.i	há.i	ka.u	shi.ó
e.sa	o.u	chi.é	kú.i	kú.i
i.sha	u.e	kó.i	ké.u	kē.i

(5) ku.mi.a.i	ko.n̄.ba.n̄.wa	a.ta.ta.ká.i	i.tá.ru.to.ko.ro
sa.i.a.ku	ko.n̄.ni.chi.wa	ko.kó.no.tsu	mo.no.ma.ne
to.i.a.wa.se	ko.n̄.da.te	fu.mi.ki.ri	na.ka.na.ka

PRACTICE 2. The lengthened consonant requires an extra syllable to accommodate the length. Pronounce the following words containing syllabic consonants with special attention to rhythm.

Lengthened Consonants

i.t.ta	má.t.chi	i.s.sho	f.t.chō
ka.t.ta	ma.k.ká	ta.s.sha	ma.s.sú.gu
mó.t.ta	ké.k.kō	sá.k.ki	bi.k.kú.ri

Syllabic ñ

ka.ñ	ká.ñ.na.ñ	za.ñ.né.ñ	Ká.ñ.tō
me.ñ.dō	ké.ñ.dō	Ji.mi.ñ.tō	ko.ñ.da.te
ná.ñ.ne.ñ	ná.ñ.ji	ná.ñ.chō	cha.ñ.to
gé.ñ.ki	ka.ñ.gē	shi.ñ.bu.ñ	shi.ñ.po.ñ
sa.ñ.mo.ñ	á.ñ.i	ké.ñ.i	Mi.ñ.o.ñ
é.ñ	ó.ñ	sé.ñ	mó.ñ
ka.ñ.gá.e	sa.ñ.ká.i	e.ñ.ka.i	kó.ñ.go
shi.ñ.yū	hó.ñ.ya	ki.ñ.yō.bi	hó.ñ o ku.da.sá.i

SECTION 2. EXPLANATION

SYLLABLES. For Practice 1, it will be noted that simple syllables are formed by a consonant-vowel sequence usually, but that when there are two vowels in sequence there is a syllable break between them. This last feature of Japanese means that there are no true diphthongs (in the way that we think of them in English). Two vowels in sequence should be pronounced as belonging to two different syllables. This means that each vowel is given the same amount of time in pronunciation.

RHYTHM. To speak Japanese naturally it is absolutely imperative for the student to master the rhythm pattern of Japanese syllables. As far as time-lapse (the technical term is "mora") is concerned, each unit separated from others by the period mark in the drill sections above receives the same rhythm beat. It is this feature which gives to Japanese its staccato-like rhythm (or, the sound of machine-gun fire, as someone put it). This staccato rhythm is so unlike the rhythm pattern of English that the native speaker of English finds it difficult to throw off his old habits and adopt the new.

SECTION 3. EXERCISES

Review all patterns practiced in Units 1, 2, and 3, concentrating on the recognition of syllables, practicing them until the staccato rhythm becomes second nature.

SECTION 4. VOCABULARY BUILDING

- | | |
|---------------------------------|-----------------------------|
| 1. Kore wa nāñ desu ka? | What is this? |
| 2. Sore wa <u>shashiñ</u> desu. | That is a photograph. |
| dēñsha | an electric (powered) train |
| pāñ | bread |
| shiñbuñ | a newspaper |

kaidañ	a stairway
hñ	a book
gasoriñ	gasoline
hañkachi	a handkerchief
sañdoñtchi	a sandwich
mágaríñ	margarine
deñwa	a telephone
deñpñ	a telegram
3. <u>Háru</u> desu	(It's) spring.
natsú	summer
áki	fall
fuyú	winter
4. <u>Watashi</u> desu.	(It's) me.
anáta	you
señsē	(I'm/he's/you're) a teacher.
señkyōshi	a missionary
5. <u>Otona</u> desu.	(He's) an adult.
shiñkō	(It's) faith.
beñkyō	study
Kirisutokyō	Christianity

SECTION 5. USEFUL EXPRESSIONS

Greetings & Introductions

watashi	I; me
anáta	you (<i>but usually name or title is used</i>)
go-shújiñ	(your/her) husband
shújiñ	(my) husband
ókusañ	(your/his) wife
kánaí	(my) wife
kodomo	(my/a) child
tomodachi	friend
Watashi wa — — desu. Dōzo yoroshiku.	I'm — — . How do you do?
Kono katá wa — — -sañ desu.	This is — — . (<i>When introducing someone not a member of one's own family.</i>)
Kore wa — — desu.	This is — — . (<i>When introducing a member of one's own family.</i>)
Hajimemáshite. Dōzo yoroshiku.	I'm very pleased to meet you.
Shitsúrē desu ga, dónata desu ka?	I beg your pardon, but who are you?

O-hisashiburi d ^é su.	It's been a long time (since we met).
— — -sañ ni yoroshiku.	Say hello to — — .
O-daiji ni.	Take care of (yourself/him/etc.) (<i>In case the person is sick, etc.</i>)
D ^ó zo, o-saki ni.	Please go on ahead.
O-saki ni.	(Excuse me for) going ahead.
— — o d ^ó zo.	Have some — — .
Hái. D ^ó mo arígat ^ó gozaimásu.	Thank you very much.
Īé, k ^é kk ^ó desu.	No, thank you.
Itadakimásu.	(<i>word said before beginning to eat</i>)
Gochis ^ó -sama.	(<i>word said after finishing a meal</i>)

SECTION 6. WRITING.

Learn to recognize and write the characters of the kana with dakuteñ and hañdákuteñ and the kana combinations for Y-follow-through syllables in Table 6, The Hiragana Syllabary (p. 44). Observe the short lines (dakuteñ) and the small circle (hañdákuteñ) put on the right-hand shoulder of the characters and how the smaller kana are made for the Y-follow-through syllables. Write the following words in hiragana:

- | | | | | |
|-----------|-----------|-------------|----------|-----------|
| 1. tegami | 2. karada | 3. mado | 4. deñwa | 5. chizu |
| 6. ocha | 7. deñsha | 8. shukudai | 9. isha | 10. kisha |

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 5

TONE ACCENT OF WORDS

PROBLEM: Recognizing and producing the tone-accent on Japanese words is perhaps one of the most difficult problems in learning the language. Word accent is phonemic--that is, the tone pattern of high and low syllables on many words is arbitrarily fixed and cannot be predicted, hence it must be learned. On the other hand, tone-accent is different from stress-accent in English; i.e., high pitch on an accented syllable is important, but stress on the accented syllable is not.

OBJECTIVE: To help the student to hear tone-accent in Japanese, and to help him to produce correct accent patterns in his own speech.

SECTION 1. DRILL

PRACTICE 1. This drill gives practice in two-syllable homophones (words which sound alike but whose meanings are different) which are distinguished on the basis of tone-accent. Words in Group I have a high tone-accent on the first syllable; words in Group II have a high tone-accent on the last syllable.

GROUP I		GROUP II	
<u>há</u> shi	chopsticks	ha <u>shí</u>	bridge
á <u>shi</u>	reed	a <u>shí</u>	foot
<u>ú</u> mi	ocean	u <u>mí</u>	pus
<u>á</u> sa	morning	a <u>sá</u>	linen

PRACTICE 2. Two-syllable homophones in context. When words such as those appearing in Practice 1 are included in a larger context (i.e., when they are spoken in a sentence), a third accent type appears; i.e., atonic, or words which have no basic accent at all. Thus, if the atonic word **desu** is added to the words of Practice 1 (thus making these words into simple sentences), the accent pattern appears as follows:

GROUP I		GROUP II	
Háshi desu.	They are chopsticks.	Hashí desu.	It's a bridge.
GROUP III			
Hashi <u>désu</u> .		It's the edge.	

Under the guidance of a tutor practice substituting words from the three groups below in the frame: _____ **desu**.

<i>Example:</i>	GROUP I	<u>há</u> shi	<u>Há</u> shi desu.	They are chopsticks.
	GROUP II	hashí	<u>Hashí</u> desu.	It's a bridge.
	GROUP III	hashi	<u>Hashi</u> <u>désu</u> .	It's the edge.

TWO-SYLLABLE NOUNS

GROUP I		GROUP II		GROUP III	
háshi	chopsticks	hashí	bridge	hashi	an edge
káki	oyster	kakí	fence	kaki	persimmon
Hána	(girl's name)	haná	flower	hana	nose
áshi	reed	ashí	foot		
úmi	ocean	umí	pus		
ása	morning	asá	linen		
kóto	harp	kotó	thing		
áme	rain			ame	candy
káshi	sweets			kashi	debt

Note that when *desu* follows any of the words of Group III (i.e., atonic words), it receives the tone-accent on its first syllable.

PRACTICE 3. Pronounce the following two-syllable nouns in context. Mimic your tutor until the pronunciation comes naturally.

GROUP I	Néko desu	It is a cat.
	Zō desu.	It is an elephant.
	Háto desu.	It is a pigeon.
GROUP II	Sáru desu.	It is a monkey.
	Inú desu.	It is a dog.
	Umá desu.	It is a horse.
GROUP III	Kumá desu.	It is a bear.
	Buta désu.	It is a pig.
	Ushi désu.	It is a cow.
	Mushi désu.	It is an insect.
	Tori désu.	It is a bird.

ONE-SYLLABLE NOUNS

One-syllable nouns are of two types: accented and nonaccented. Of course, when one-syllable words are spoken in isolation the difference in accent cannot be detected.

PRACTICE 4. Practice the following by substituting in the frame: _____ *desu*.

GROUP I		GROUP II	
<u>Kí</u> desu.	It's a tree.	<u>Ki</u> désu.	It's one's spirit.
chí	earth	chí	blood
hí	fire	hi	the sun
jí	a character	ji	the ground
sú	a nest	su	vinegar
shí	death	shi	a poem
é	a picture	e	a handle

Standard Tokyo accent for nouns of more than one syllable follows two basic rules: (1) the pitch of the first and second syllables of a word is always different; and (2) one word has only one accent (or, one area of high pitch); therefore, if one hears two accents it is a clear indication that he has heard two separate words.

Another way of stating Rule (1) above is to consider that unless the first syllable has the accent, it is a warm-up syllable, and thus spoken on a lower tone than the rest of the word. All syllables (except the first syllable of a word) which precede the accent are spoken on the same high pitch of the syllable which bears the accent; all syllables following the accented syllable are spoken on a lower pitch. There are four accent patterns for three-syllable words.

PRACTICE 5. Pronounce the following three-syllable nouns in context:

GROUP I		GROUP II	
Ínochi desu.	It is life.	Kokóro desu.	It is (the) heart.
Námida desu.	They are tears.	Shikéñ desu.	It is an exam.
Bíru desu.	It is beer.	Sató desu.	It is sugar.
Mégane desu.	They are spectacles.	Anáta desu.	It is you.
GROUP III		GROUP IV	
Atamá desu.	It is (the) head.	Karada désu.	It is (the) body.
Otokó desu.	He is a man.	Hitsuji désu.	It is a sheep.
Oñná desu.	She is a woman.	Tsukue désu.	It is a desk.
Hasamí desu.	They are scissors.	Ēgo désu.	It is English.

PRACTICE 6. Pronounce the following four- and five-syllable nouns.

FOUR-SYLLABLE NOUNS		FIVE-SYLLABLE NOUNS
kónzatsu	kómori	ó-tsuki-sama
soyókaze	ugúisu	otósañ
mizuúmi	señsé	señkyóshi
otótó	imótó	atama-kázu
tomodachi	nihoñgo	o-shōgatsú
		nihoñ-gami

SECTION 2. EXPLANATION

This lesson on tone-accent in Japanese has concentrated on accent patterns of nouns. The accent patterns of inflected words (e.g., verbs and adjectives) is somewhat more complicated, and will be introduced at the appropriate place in the Basic Lessons. Numerals and certain time words manifest accent change depending on position in the sentence. Notice how the basically unaccented *futatsu* two acquires an accent when followed by a particle. The same thing is true of the adverbial *kinō yesterday*. Thus: *Riñgo o futatsu kudasái. Give me two apples, please; Futatsú de ikura desu ka? How much for two? Kinō Tōkyō ni ikimáshita. Yesterday, I went to Tokyo; Kinō wa sámukatta desu. Yesterday, it was cold.*

As with English, the accent of a word is part of the word itself, and one simply has to remember the accent along with the word. It is helpful to recognize different types of accent, however, because new words can soon be associated with a particular type. This is the reason for the method of constructing the drills of this lesson.

It is not true, however, that there are no rules of tone-accent on nouns. Though the following list of rules is by no means exhaustive, perhaps it will help the student to understand accent themes in Japanese.

(1) Accent patterns differ depending upon parts of speech; e.g., the accent patterns for nouns differ from those of verbs, etc.

(2) Tone-accent in Japanese is distinct from stress-accent in English; i.e., the accented syllable in a Japanese word is not spoken in a louder voice but at a higher pitch.

(3) The accent mark (´) used in these units is to be interpreted as follows: the syllable bearing the accent mark is the syllable *before the fall in pitch*. Since pitch is relative, differing with each speaker and even with each different utterance of a word by the same speaker, pitch does not have a corresponding musical tone (e.g., C on the piano). There are four meaningful tones ranging from 1 to 4 (low to high). Normally the syllable which receives the tone-accent is spoken at level 3 (level 4 being reserved for emphasis or exclamation), and the tone drops immediately after it to level 2 (or level 1 if it is at the end of the utterance). Thus, we can say that tone-accent on a syllable means that the pitch of the voice is lowered beginning with the next syllable immediately following the tone-accent mark. All syllables *before* the tone-accent mark (except the first "warm-up" syllable) are to be given the same high tone as the syllable with the accent mark (level 3). If there is a pause, then the pattern of "warm-up," level, and fall is repeated.

(4) Accent patterns on nouns are affected by the following: (a) The composition of the word; i.e., compound nouns, nouns derived from verbs, etc.; (b) The origin of the word; i.e., native Japanese nouns, Chinese loans, English loans, etc.; (c) The number of syllables in the word; (d) The nature of the sounds which compose the word; i.e., presence of long vowels, syllabic consonants, syllabic *n̄*, unvoiced vowels. For example, the favorite accent pattern for three-syllable nouns is pattern I (on the first syllable). Thus, when a new word is borrowed from English, it is common for this loan-word to receive the primary accent pattern: *tómato*, *bánana*, *yóttó*, *térebi*, *máitchi*, *míshiñ*. Chinese loan-words also show a preference for this accent pattern: *shákai*, *gógaku*, *bókushi*.

Recognizing and producing the tone-accent on Japanese words is perhaps one of the most difficult problems in learning the language. But the accent on a word is just as much a part of it as are the consonants and vowels. Proper pronunciation of a word *includes* a proper reproduction of the tone-accent.

If the student feels at this point that the accent system of Japanese is too difficult, he should be reminded that the accent system of English is, if anything, even more difficult, and that the foreign student has no alternative except to learn word accent along with the new word.

SECTION 3. EXERCISES

Review the Useful Expressions of the first four units paying special attention to word accents. It may be helpful to try drawing intonation lines as follows:

Sore wa shashin desu.

That is a photograph.

Sore wa densha desu.

That is an electric car (train).

Have your tutor pronounce these sentences slowly and deliberately and see if you can draw lines to indicate his intonation. Use a tape recorder to study your own accent.

SECTION 4. VOCABULARY BUILDING

- Ame desu. (It is) rain.
 yukí snow
 yuki-dáruma a snowman
- Ame o kudasái. Give me some candy, please.
 háshi chopsticks
 haná flowers
 kaki persimmons
- Hana desu. (It's) a nose.
 hashí a bridge
 káki oysters
 é a picture (drawing)
 hako a box
 norí paste
 kamí paper
 hasamí scissors
 tegami a letter
- Kore wa kagamí desu. This is a mirror.
 hikóki an airplane
 misáiru a missile
 Kyóto Kyoto
 Tókyō Tokyo
 Karúizawa Karuizawa
 Nojiríko Lake Nojiri
 Hokkaidō Hokkaidō
- Watanabe-san desu. (This/it is) Mr./Mrs./Miss Watanabe.
 Yamada Yamada
 Ōta Ota
 Súmisu Smith
 Takáhashi Takahashi
 Sátō Sato

SECTION 5. USEFUL EXPRESSIONS

Telephone

Deñwa désu.	Telephone!
Móshimoshi, — — -sañ no otaku désu ka?	Hello! Is this — — 's residence?
Hái, sô desu.	Yes, it is.
Īé, chigaimásu.	No, it isn't (lit., it's different).
Watashi wa — — desu.	This is — — (lit., I am — —).
— — -sañ wa irasshaimásu ka?	Is — — in?
Hái. Chóttó mátte kudasái.	Yes. Wait a moment, please.
Īé, íma imasēñ.	No, he/she's not here now.
Omatase shimáshita.	(I'm sorry) I kept you waiting.
Watashi wa nihoñgo ga wakarimasēñ.	I don't understand Japanese.
Anáta wa ēgo ga wakarimásu ka?	Do you understand English?
Sumimasēñ ga, mō ichido itte kudasái.	Pardon me, but please say (that) again.
Yukkúri hanáshite kudasái.	Please speak slowly.
Yóku wakarimasēñ.	I don't/didn't understand (very) well.
Wakarimáshita.	I understand/understood.

SECTION 6. WRITING

Learn to recognize and write lengthened vowels and double consonants. Refer to Unit 6 (p. 39) for the rules of writing. Write the following words in hiragana:

- | | | | | |
|----------------|-----------|------------|--------------|----------------|
| A. 1. señsē | 2. tokē | 3. ēgo | 4. kirē | 5. sējika |
| 6. deñpō | 7. kyōkai | 8. hikōki | 9. señkyōshi | 10. sēyō-ryōri |
| B. 1. Hokkaidō | 2. rippa | 3. massugu | 4. kitte | 5. nesshiñ |
| 6. yukkuri | 7. kekkoñ | 8. chotto | 9. hakkiri | 10. kakko |

The student will do well to familiarize himself with Table 7, The Katakana Syllabary (p. 45) during the early stages of the Basic Lessons. The following exercises will be helpful in mastering katakana. Please refer to Unit 6, Section 3 (p. 40) for the rules of writing. Write the following words in katakana:

- | | | | | |
|----------------|---------------|------------|------------|-----------------|
| C. 1. kokoa | 2. Iesu | 3. Suisu | 4. Aioa | 5. aisu |
| D. 1. Tai | 2. tekisuto | 3. nekutai | 4. naifu | 5. tenisu |
| E. 1. hañkachi | 2. misairu | 3. kamera | 4. Amerika | 5. kurasu |
| F. 1. papa | 2. puro | 3. banana | 4. pike | 5. bira |
| 6. reji | 7. gasoriñ | 8. Buraun | 9. Doitsu | 10. Igirisu |
| 11. kyabetsu | 12. Dorakyura | 13. jamu | 14. Joñsoñ | 15. shatsu |
| G. 1. sētā | 2. kōhī | 3. shīsō | 4. apāto | 5. aisu-kurīmu |
| 6. kōto | 7. ōtomīru | 8. tōsutā | 9. tēburu | 10. miruku-sēki |
| 11. roketto | 12. hamu-eggu | 13. matchi | 14. jetto | 15. sañdoitchi |

SOUND PATTERNS AND THE WRITING SYSTEM

UNIT 6

THE WRITING SYSTEM

PROBLEM: Because the Japanese writing system was devised under the influence of Chinese, a language which is phonetically quite different, the resulting orthography is perhaps one of the most complex in the world.

OBJECTIVE: To introduce the Japanese writing system.

SECTION 1. IN GENERAL

Japanese is written with *hiragana*, *katakana*, and *kanji*. The former two systems are referred to as *kana*, and represent two parallel syllabaries by means of which all the sounds of Japanese may be written. Each kana symbol represents a syllable --either a single vowel or a combination of consonant + vowel, with one additional symbol for the syllabic *n̄*. Thus, the three-syllable word *kodomo child* is written either in hiragana or in katakana. But the same word may also be written in kanji (Chinese characters) which have been adopted and assigned conventional "readings" in Japanese.

	<i>hiragana</i>	<i>katakana</i>	<i>kanji</i>
<i>kodomo</i>	こども	コトモ	子供

Normally Japanese is written without division (or space) between words or phrases, except for punctuation marks which correspond to the comma and period. However, in this text in the early lessons we have left a blank space between phrases to help the beginning student to learn to read. Gradually these divisions are reduced until the text is written in standard style.

SECTION 2. HIRAGANA

Hiragana has three important functions in the Japanese writing system: (1) Syntactic features peculiar to the Japanese language are carried by hiragana; e.g., verb, adjective, and copula inflections, relators such as the possessive particle in noun phrases, connectors such as *kéredomo however*, etc. (2) Certain words, by convention, are written in hiragana. Currently, the number of words which are recommended for writing in hiragana instead of kanji is increasing, making it difficult for the writers of language texts such as this to keep abreast of the times. (However, though the recommendations of the Ministry of Education concerning writing standards are the most authoritative source for "correct" writing style, nevertheless, much of the literature which the student of Japanese may have occasion to read may not conform to the latest changes in the writing system.) (3) The "Japanese" *kuñ* reading for a kanji is traditionally noted in dictionaries in hiragana (and the "Chinese" *oñ* reading is noted in katakana).

Hiragana is an almost completely phonetic writing system, but the student should be aware of the following formations adopted by convention:

(1) When the vowel sounds are lengthened, the expected hiragana are added in the case of the a, i, and u sounds; that is, あ, い, and う are added to the preceding hiragana, respectively. But e and o are usually lengthened by adding い and う, respectively (although some words require え and お, respectively). Lengthened え written by adding い (えい) is pronounced ē, and lengthened お written by adding う (おう) is pronounced ō.

Examples:	おかあさん	okāsañ	mother
	おにいさん	onīsañ	older brother
	ふつう	futsū	usual
	がくせい	gakusē	student
	とうきょう	Tōkyō	Tokyo

(2) When any consonant is doubled in Japanese, the first one of the pair is always written with a small tsu っ. In horizontal writing, the small tsu is written at the bottom of the space occupied by the regular size characters; and in vertical writing, at the right. For example: がっこう gakkō school; ざっし zasshi magazine. (For vertical writing style, see example on p. 46.)

(3) The object-marker particle o is written を. This hiragana is only used in this grammatical function; elsewhere the sound o is written お.

(4) The direction-marker particle e is written へ. Do not pronounce it he in this usage.

(5) The topic-marker particle wa is written は. Do not pronounce it ha in this usage.

(6) By convention today ji is written じ and zu is written ず except in a few exceptional words which will have to be learned specially.

SECTION 3. KATAKANA

Though it is possible to represent all the sounds of Japanese in writing using the katakana script, by convention katakana is reserved for the following usages only:

(1) Foreign loan-words: コーヒー kōhī coffee; パン pān bread.

(2) Foreign personal names: トマス Tōmasu Thomas.

(3) Foreign place names: アメリカ Amerika America.

(4) As a kind of italics; i.e., to draw attention to the word. The resident of Japan will be struck by the extensive use of katakana on billboards and in ads.

(5) In dictionaries, to give the oñ ("Chinese") reading of a kanji, hiragana being used to give the kuñ reading:

(kanji)	山	サン (oñ reading)
		やま (kuñ reading)

(6) For onomatopoeic words (words which reflect actual sounds): ガタガタ gatagata rattling.

(7) For electronic media; e.g., telegrams, computer print-outs, telex, etc.

SECTION 4. KANJI

The first writing system known to the Japanese was that developed by the Chinese. Consequently, the Japanese adopted the Chinese writing system, assigned conventional readings to the kanji, and began to put their own language into writing. This process of accommodation of the Chinese writing system to the sounds and syntax of Japanese covered a period of two or three centuries until the oldest extant book in Japanese, the *Kojiki*, was written in 712 A.D. It was not until after the *Kojiki* was written that the kana systems were invented. But the development of kana or some equivalent native script was necessitated by the nature of the Japanese language--especially the inflected forms. In order to reproduce these and other elements of Japanese syntax, Japanese has developed a system of writing which mixes kanji and kana called kana-majiri. For example: 行く *iku goes*; 行った *itta went*.

Today, kanji still continue to be used in writing Japanese, and indeed these characters play an important role in the writing system. Since kanji are basically "image" symbols (in contrast to kana which are phonetic symbols), the Japanese find it easier and quicker to read sentences which have a generous scattering of kanji. Many nouns are compounds of two kanji, each with its own basic meaning, which combine to create a visual symbol. For example: 人 *hito person*; *people* + 口 *kuchi mouth(s)* = 人口 *jinŋō population*.

Kanji are written in various styles, but to get the proper "feel" for the shapes the beginner should practice writing in the style called *kaisho*. Each kanji is fitted into an imaginary square, the individual strokes proportioned so as to achieve "balance" while aesthetically filling the space inside the square. Sometimes a kanji is clearly composed of parts--top and bottom, left and right, etc. Certain kanji are used (in modified shapes) to form constituent parts (called "radicals") of other kanji. Thus, the kanji for man 人 occurs in modified form as the left-hand radical in 休み *yasumi rest* (a man beside a tree); and 木 *ki tree* becomes 林 *hayashi a grove*, or 森 *mori a forest*.

To write kanji correctly, the order of strokes must be carefully observed. Even when writing with pen or pencil, kanji are formed as if one were using the traditional brush. This accounts for the order and direction of strokes (lines) and also for certain shapes, hooks, and angles.

For a more complete introduction to kanji the student is referred to *Today's Japanese Kanji*, by Shigeko Imada, Shigeko Inagaki, Masayoshi Hirose, and Noah S. Brannen (Tokyo: Bonjinsha, 1987). This book contains all of the Jōyō Kanji ("Kanji in Common Use") made official on October 1, 1981, by the Ministry of Education, with a supplement of 166 Jinmeiyō Kanji ("Kanji for Personal Names"), making a total of 2111 kanji which are recommended for ordinary use in Japan today. The present course is keyed into this book by following the numbers assigned to kanji in *Today's Japanese Kanji*.

The number of strokes in each kanji as well as a graphic illustration of stroke order is another helpful feature of *Today's Japanese Kanji*. The basic rules governing stroke order are summarized as follows: (1) top to bottom, (2) left to right, (3) when two or more cross, horizontal strokes precede vertical ones, (4) center first, then left and right, (5) perpendicular line running through center written last, and (6) right-to-left diagonal stroke precedes left-to-right.

SECTION 5. PUNCTUATION AND OTHER MECHANICS

PUNCTUATION MARKS.

- (1) Kuteñ ° Also called *maru* or *shiomaru*, this open circle functions as a "period" in Japanese writing. There are certain differences, however, between the *kuteñ* and the period: (a) it marks the end of a sentence, whether declarative or interrogative, though in some styles the interrogative mark ? is substituted; (b) it marks the end of a quotation, even though the sentence in which the quotation is embedded continues. Note: this punctuation mark is not used after headlines, titles, slogans, proverbs, etc., nor after the exclamation mark ! or the interrogative mark.
- 句点
くゑ
- (2) Tōteñ ° Also called *teñ*, this mark serves as a "comma" in Japanese writing but differs somewhat in shape and also in use from the comma in English writing. Its usage is as follows: (a) to avoid ambiguity in the meaning; (b) between parallel expressions--words or phrases--which have equal roles in a sentence (i.e., paratactic constructions); (c) to reflect the presence of a pause; (d) to set off a sentence or paragraph introducer, or connector; e.g., *sore kara then*; *sono ue in addition*; *sore de with that*; *shikáshi but*; *sate well*; *now*.
- 読点
どゑ
- (3) Nakateñ ° Also called *kuromaru* or *nakapotsu*. The round dot (which most closely resembles the period in English writing) is used as follows: (a) between the family name and given name of foreigners; (c) between the month and day, hour and minute, title and name. Note: this punctuation mark does not fall on the base line but is half-raised.
- なかくてん
- (4) Kákko () Parentheses of this type are alike both in form and function to parentheses used in English writing; i.e., they are used to enclose parenthetical information.
- かっこ
 ()
- (5) Kagí 「 」 These marks are used (a) to mark a quotation, or (b) to place special emphasis on a word or phrase.
- かぎ
 「 」
- (6) Nijū-kagi 『 』 This is a particular form of quotation marks, used for a quotation within a quotation, the title of a book, etc.
- 二重かぎ
にじゅう
 『 』
- (7) Dásshu — Also called *nakaseñ*, this mark is used before a parenthetical remark or to show a time interval.
- ダッシュ
 —
- (8) Teñsen ... As in English writing, a series of dots (not limited to three as in English, but always an odd number) indicates a deletion or time lapse.
- 点線
てんせん
 ...

REPETITION MARKS. There are three very useful marks used in Japanese writing to indicate reduplication, either of a kanji or a sound or a sequence of sound.

- (9) Dō no jiteñ ☆ This sign is used to indicate that the immediately preceding kanji is repeated. Note: This mark cannot be used for duplicating two or more kanji in sequence.
- 同の字点
どうのじてん

- (10) Hitotsúteñ > This sign means that the preceding kana is duplicated.
 一つ点 > If the consonant of the second syllable takes on voicing,
 び ゑ > two dots (dakuteñ) are added.

- (11) Ku no jíteñ < This sign is used only in vertical writing and means
 く の 字 点 < a sequence of two or more kana is repeated. As with
 じ ゑ < hitotsúteñ, two dots are added to show voicing in the
 first syllable of the repeated word or phrase.

Note: The student will encounter these repetition marks in reading though it is currently recommended by the Ministry of Education that the hitotsúteñ and ku no jíteñ not be used.

HOW TO USE GENKŌYŌSHI (MANUSCRIPT PAPER).

- (1) Write the title on the first line.
- (2) Write your name on the second line.
- (3) Start your composition from the third or fourth line.
- (4) Leave one square open at the beginning of each paragraph.
- (5) Use one square per letter. The period, comma, quotation marks, question mark, exclamation mark are counted as one letter. The first three of these marks are written within the last square of a line if otherwise they would begin a new line.
- (6) In case of written dialogue, start on a new line when the speaker changes.

Note: For a sample of writing on manuscript paper, see p. 46.



TABLE 6. THE HIRAGANA SYLLABARY

A. UNMODIFIED KANA

ん n	わ wa	ら ra	や ya	ま ma	は ha	な na	た ta	さ sa	か ka	あ a
		り ri		み mi	ひ hi	に ni	ち chi	し shi	き ki	い i
		る ru	ゆ yu	む mu	ふ fu	ぬ nu	つ tsu	す su	く ku	う u
		れ re		め me	へ he	ね ne	て te	せ se	け ke	え e
		を o	ろ ro	よ yo	も mo	ほ ho	の no	と to	そ so	こ ko
										お o

B. KANA WITH DAKUTEN AND HANDAKUTEN

は pa	ば ba	だ da	ざ za	が ga
ひ pi	び bi	ぢ ji	じ ji	ぎ gi
ふ pu	ぶ bu	づ zu	ず zu	ぐ gu
へ pe	べ be	て te	ぜ ze	げ ge
ほ po	ぼ bo	ど do	ぞ zo	ご go

C. KANA COMBINATIONS FOR Y-FOLLOW-THROUGH SYLLABLES

ひ	び	じ	ぎ	り	み	ひ	に	ち	し	き
や	ば	や	や	や	や	や	や	や	や	や
pya	bya	ja	gya	rya	mya	hya	nya	cha	sha	kya
ひ	び	じ	ぎ	り	み	ひ	に	ち	し	き
ゆ	ぶ	ゆ	ゆ	ゆ	ゆ	ゆ	ゆ	ゆ	ゆ	ゆ
pyu	byu	ju	gyu	ryu	myu	hyu	nyu	chu	shu	kyu
ひ	び	じ	ぎ	り	み	ひ	に	ち	し	き
よ	ぼ	よ	よ	よ	よ	よ	よ	よ	よ	よ
pyo	byo	jo	gyo	ryo	myo	hyo	nyo	cho	sho	kyo

TABLE 7. THE KATAKANA SYLLABARY

A. UNMODIFIED KANA

ワ wa	ラ ra	ヤ ya	マ ma	ハ ha	ナ na	タ ta	サ sa	カ ka	ア a
	リ ri		ミ mi	ヒ hi	ニ ni	チ chi	シ shi	キ ki	イ i
	ル ru	ユ yu	ム mu	フ fu	ツ tsu	ズ zu	ク ku	ウ u	
	レ re		メ me	ヘ he	ネ ne	テ te	セ se	ケ ke	エ e
ヲ o	ロ ro	ヨ yo	モ mo	ホ ho	ト to	ソ so	コ ko	ク o	

B. KANA WITH DAKUTEN AND HĀNDAKUTEN

バ pa	バ ba	ダ da	ザ za	ガ ga
ピ pi	ビ bi	チ chi	ジ ji	キ ki
フ fu	ブ bu	ツ tsu	ズ zu	グ gu
ペ pe	ベ be	テ te	ゼ ze	ゲ ge
ポ po	ボ bo	ド do	ゾ zo	ゴ go

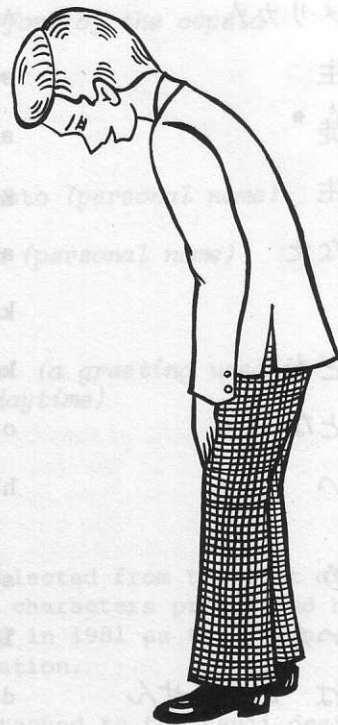
C. KANA COMBINATIONS FOR Y-FOLLOW-THROUGH SYLLABLES

ピ	ビ	ジ	ギ	リ	ミ	ヒ	ニ	チ	シ	キ
ャ	ャ	ャ	ャ	ャ	ャ	ャ	ャ	ャ	ャ	ャ
pya	bya	ja	gya	rya	mya	hya	nya	cha	sha	kya
ピ	ビ	ジ	ギ	リ	ミ	ヒ	ニ	チ	シ	キ
ユ	ユ	ユ	ユ	ユ	ユ	ユ	ユ	ユ	ユ	ユ
pyu	byu	ju	gyu	ryu	myu	hyu	nyu	chu	shu	kyu
ピ	ビ	ジ	ギ	リ	ミ	ヒ	ニ	チ	シ	キ
ヨ	ヨ	ヨ	ヨ	ヨ	ヨ	ヨ	ヨ	ヨ	ヨ	ヨ
pyo	byo	jo	gyo	ryo	myo	hyo	nyo	cho	sho	kyo

LESSON 1
INTRODUCTIONS



こんにちは



PROBLEM: Simple sentences in Japanese are single independent clauses. Clause structure must be mastered before the student can produce natural sentences.

OBJECTIVE: (1) To introduce the basic structure of copular clauses in the affirmative, negative, past, and interrogative forms.
(2) To call attention to intonation patterns.

SECTION 1. VOCABULARY

Drill

わたし	watashi	I
は	wa	particle, Subject or Topic marker
日本人	Nihonjīn	(a) Japanese (person)
～人	-jīn	suffix to indicate nationality

です	desu	<i>the copula</i>
ドイツ人	Doitsujiin	(a) German (person)
アメリカ人	Amerikajiin	(an) American (person)
先生	seense	teacher
生徒*	seto	student (pupil)
学生	gakuse	student (usually university)
あなた	anata	you
か	ka	<i>particle for interrogation</i>
子ども	kodomo	child
おとな	otona	(an) adult
はい	hai	<i>yes (this word has many shades of meaning)</i>
そう	so	thus; (just) so
いいえ	iee	no
では ありません	de wa arimasen	<i>neg. form of the copula</i>
これ	kore	this (near speaker)
本	hon	book
ボールペン	boru-pen	ballpoint pen
えんぴつ	enpitsu	pencil
まんねんひつ	mannenhitsu	fountain pen
かみ	kami	paper
それ	sore	that
あれ	are	that (over there)
デパート	depato	department store
じどうしゃ	jidousha	automobile
がっこう	gakkou	school
やま	yama	mountain

*A small kana appearing above a kañji (or to the right in vertical writing) is called furigana. The student should learn to recognize these kañji but is not required to reproduce them.

バス	básu	bus
も	mo	also (particle: emphatic)
でした	deshita	past form of the copula
何	náñ	what?

Dialogue

やまもと	Yamamoto	Yamamoto (personal name)
スミス	Súmisu	Smith (personal name)

Common Expressions

こんにちは。	Koñnichi wa.	Hello! (a greeting used in the daytime)
--------	--------------	---

SECTION 2. KANJI STUDY

Kanji (characters) introduced in these lessons are selected from the list of "Kanji in Common Use" (Jōyō Kanji), a total of 1,945 characters prescribed by the Japanese Ministry of Education and adopted by law in 1981 as the characters most essential and useful for ordinary communication.

(1) In the kanji list of each lesson, numerals attached to the kanji designate the reference numbers used in *Today's Japanese Kanji*, by Shigeko Imada, Shigeko Inagaki, Masayoshi Hirose, and Noah S. Brannen (Tokyo: Bonjinsha, 1987). In this kanji reference book, the number of strokes for each character are indicated along with a handy guide to the stroke order.

(2) The new character is introduced followed by the context in which it appears in the text. The reading of the kanji in context is given in hiragana, with the part of the word represented by the new kanji underlined.

(3) Finally, an entry giving a basic reading of the new kanji is included. At the beginning the student may not find this last entry of any practical purpose, but gradually he will come to appreciate its importance. Practically all kanji have two basic readings: the Chinese (oñ) reading, and the native Japanese (kuñ) reading. In the kanji list the oñ reading is given in katakana and the kuñ reading is given in hiragana. The student will soon discover that while most kanji have only one kuñ reading, they have several oñ readings, depending on context. Also, because of the assimilation of sounds, a basic reading is altered in some contexts. For example, gaku (in *gakusē student*) is altered to *gak-* (in *gakkō school*); -hoñ (a classifier for long, cylindrical objects such as pencils—the same kanji as *hōñ book*) has the following readings: *īppoñ one (pencil)*, *nīhoñ two (pencils)*, and *sāñboñ three (pencils)*. (See Lesson 5 for help on classifying kanji by radicals.)

1440

日

日本人

にほんじん

ニチ

1721

本

日本人

にほんじん

ホン

977	人	日本人	にほんじん	ジン
1072	先生	先生	せんせい	セン
1013	生	先生	せんせい	セイ
194	学	学生	がくせい	ガク
115	何	何	なん	なに

SECTION 3. DRILL

Two types of drills are used in this lesson: Substitution Drill and Question-Answer Drill. In the Substitution Drill the tutor gives the first sentence of each drill exercise and the student repeats after him. When there is more than one student, the tutor has all students repeat in unison, then individually. After each student performs, the tutor repeats the sentence once more to reinforce correct performance before moving on to the next student. Finally, the tutor gives the substitution word (cue) and the student repeats the original sentence substituting the new word in the appropriate slot. For Question-Answer Drills follow the example given.

Substitution:

English Equivalents

1. わたしは 日本人です。 I am a Japanese.

Watashi wa Nihonjin desu.

- | | |
|---------------|----------------------|
| Cues: a) ドイツ人 | a) I am a German. |
| b) アメリカ人 | b) I am an American. |
| c) 先生 | c) I am a teacher. |
| d) 生徒 | d) I am a student. |
| e) 学生 | e) I am a student. |

2. あなたは 日本人ですか。 Are you a Japanese?

Anata wa Nihonjin desu ka?

- | | |
|---------------|-------------------------|
| Cues: a) ドイツ人 | a) Are you a German? |
| b) アメリカ人 | b) Are you an American? |
| c) こども | c) Are you a child? |
| d) おとな | d) Are you an adult? |

Question-Answer:

3. Answer the questions in Drill 2 in the affirmative.

Q: あなたは 日本人ですか。

Q: Are you a Japanese?

A: (a) はい、 そうです。

A: (a) Yes, (that's) so.

Hāi, sō desu. ↘

(b) はい、 日本人です。

(b) Yes, (I'm) a Japanese.

Hāi, Nihonjīn desu. ↘

Substitution:

4. わたしは 学生では ありません。

I am not a student.

Watashi wa gakusē de wa arimasēn. ↘

Cues: a) ドイツ人

a) I am not a German.

b) アメリカ人

b) I am not an American.

c) こども

c) I am not a child.

d) 先生

d) I am not a teacher.

Question-Answer:

5. Answer the questions in Drill 2 in the negative.

Q: あなたは 日本人ですか。

Q: Are you a Japanese?

A: (a) いいえ、 そうでは ありません。

A: (a) No, (that's) not so.

Iē, sō de wa arimasēn. ↘

(b) いいえ、 日本人では ありません。

(b) No, (I'm) not a Japanese.

Iē, Nihonjīn de wa arimasēn. ↘

Substitution:

6. これは 本です。

This is a book.

Kore wa hōn desu. ↘

Cues: a) ボールペン

a) This is a ballpoint pen.

b) えんぴつ

b) This is a pencil.

A: (a) はい、 そうです。

A: (a) Yes, (that's) so.

Hái, sō desu. ↘

(b) はい、 (それは) 本です。

(b) Yes, (that's) a book.

Hái, (sore wa) hōn desu. ↘

(c) いいえ、 そうでは ありません。

(c) No, (that's) not so.

Ie, sō de wa arimasēn. ↘

(d) いいえ、 (それは) 本では
ありません。

(d) No, (that's) not a book.

Ie, (sore wa) hōn de wa arimasēn. ↘

Substitution:

11. わたしは 先生でした。

I was a teacher.

Watashi wa sensei deshita. ↘

Cues: a) 生徒

a) I was a student.

b) 学生

b) I was a student.

c) とも

c) I was a child.

12. あなたは 先生でしたか。

Were you a teacher?

Anata wa sensei deshita ka? ↗

Cues: a) 生徒

a) Were you a student?

b) 学生

b) Were you a student?

c) とも

c) Were you a child?

Question-Answer:

13. Answer the questions in Drill 12 in the affirmative.

Q: あなたは 先生でしたか。

Q: Were you a teacher?

A: (a) はい、 そうです。

A: (a) Yes, (I) was.

Hái, sō deshita. ↘

(b) はい、 先生でした。

(b) Yes, (I) was a teacher.

Hái, sensei deshita. ↘

Substitution:

14. わたしは 先生では ありませんでした。 I wasn't a teacher.

Watashi wa sensei de wa arimasen deshita.

- Cues: a) 生徒 a) I wasn't a student.
 b) 学生 b) I wasn't a student.
 c) おとな c) I wasn't an adult.

Question-Answer:

15. Answer the questions in Drill 12 in the negative.

Q: あなたは 先生でしたか。

Q: Were you a teacher?

A: (a) いいえ、そうでは ありません
 でした。

A: (a) No, (I) was not.

Ie, sou de wa arimasen deshita.

(b) いいえ、先生では ありません
 でした。

(b) No, (I) was not a
 teacher.

Ie, sensei de wa arimasen deshita.

16. The tutor asks the student for the names of objects, using real objects or pictures.

Q: これは 何ですか。

Q: What is this?

Kore wa nan desu ka?

A: それは 本です。

A: That is a book.

17. The student asks the tutor for the names of objects, using the above pattern.

SECTION 4. GRAMMAR

1.1. SIMPLE SENTENCES MADE FROM THE COPULAR CLAUSE BASE. This lesson introduces a basic, or kernel, pattern of Japanese sentences to which we give the label SIMPLE SENTENCE, COPULAR CLAUSE BASE. This means that such sentences are composed of a single clause (or a single predication) in which the predicate is made up of a noun plus the copula (N + desu).

1.1.1. COPULAR CLAUSE: BASIC PATTERN 1. In the example below of Basic Pattern 1 (kore wa hōn desu), the word hōn *book* by itself does not make a complete sentence (or predication), but hōn desu *it is a book* does.

Subject	Predicate	
	【 hōn 】 [desu] 【	(It) is (a) book.
【 kore wa 】	【 hōn 】 [desu] 【	This is (a) book.

The minimal form is the predicate alone; e.g., hōn desu, but this may be expanded to include a subject (e.g., Kore wa hōn desu. *This is a book.* Sore wa hōn desu. *That is a book.* etc.). Remember: the copula (desu) is not the predicate; the combination of a noun (e.g., hōn) or noun phrase (as we will explain in a later lesson) and the copula makes up the predicate element of this basic pattern.

Unlike English, Japanese does not require a verb to make a complete sentence. The word desu of a copular clause is not a verb. Later we will introduce clauses in which the predicate slot is filled by a verb, but in another kind of clause the predicate slot is filled by an adjective. A literal translation of the basic sentence Hōn desu. would be *Book.* (There is no article "a" or "the" in Japanese.) But the nearest English equivalent to Hōn desu. is *It is a book.*

1.1.2. THE SUBJECT IN COPULAR CLAUSES. The first expansion of this simple sentence type is the inclusion of a subject in the basic clause (see pattern at 1.1.1.). This subject slot, like most slots in Japanese, has a marker--i.e., the particle *wa*--which follows the noun (or noun phrase) which serves as the subject of the clause. Thus Hōn desu. is expanded to Kore wa hōn desu. *This is a book.*, in which kore wa is the subject (a noun with the subject-marker particle wa).

Certain nouns (or what we will call classes of nouns)--namely, Copular Nouns (introduced in Lesson 2)--do not fill the subject slot of copular clauses, though they do occur with desu to make up the predicate (e.g., Watashi wa géŋki desu. *I'm well/healthy.*, where géŋki is a copular noun meaning *well* or *healthy*). Another class of nouns (interrogative nouns equivalent to English words like *which?*, *what?*, etc.) never occur before the subject-marker particle wa in this pattern. Interrogative nouns will receive special treatment below.

Whereas in English one rarely speaks a sentence without stating the subject, the subject is often omitted in Japanese, particularly if it is obvious, or if either the speaker or the one spoken to is the subject. This feature of Japanese gives an air of ambiguity to the language, especially for the beginner. But Japanese is not as ambiguous as it seems at first; there are other signals in the context which clear up the ambiguity, and the student will learn to recognize these as he acquires skill in the language.

1.1.3. NEGATIVE COPULAR CLAUSE. The diagram below describes the way in which a simple affirmative copular clause is made negative; i.e., the copula desu is changed to de wa arimasén. A variant of the negative copula is ja arimasén.

Subject

Predicate

【 [hón] [{ de wa } arimasén] 】【 (It) is not (a) book.

【 kore wa 】 【 [hón] [{ de wa } arimasén] 】【 This is not (a) book.

Some speakers (native of Tokyo) never use the contracted form *ja* with *arimasén* (*is not*, polite), but only with *nái* (*is not*, plain).

1.1.4. COPULAR CLAUSE, PAST. To make a copular clause past the indicative copula *desu* is substituted by the past inflection of the copula, *deshita*:

Subject

Predicate

【 [hón] [deshita] 】【 (It) was (a) book.

【 kore wa 】 【 [hón] [deshita] 】【 This was (a) book.

1.1.5. INFLECTED WORDS. There are two major classes of words in Japanese: inflected and non-inflected. As the student would expect from his familiarity with other languages, verbs in Japanese are inflected. But, as the drills of Lesson 1 show, the copula is also inflected.*

To inflect a word means to change the tense, aspect, or mood of a word by changing the shape of the word itself. In Japanese this is done by attaching a *suffix* to the basic stem. Thus:

Stem	Indicative (Present Tense)	Past
des-	-u	⇒ desu
deshi-		-ta ⇒ deshita

1.1.6. NEGATIVE PAST COPULAR CLAUSE. To change a basic copular clause to negative past (equivalent to changing English *It is a book.* to *It was not a book.*) first make the clause negative, then add the past form of the copula: **hón desu** ⇒ **hón de wa arimasén** ⇒ **hón de wa arimasén deshita**.

*It will be noted that the *stem itself* changes when it is combined with the past suffix. This is quite common in languages, and in Japanese, though some word stems remain unchanged, many words have two or more shapes for the stem. The change in the stem is due to what is called *assimilation*; i.e., the stem accommodates itself to the sound of the suffix. In the case of the past form of the copula, the fact that the suffix begins with a consonant requires that the stem end in a vowel, because Japanese is a CV.CV-type language. (Recall that, excepting the syllabic nasal *n̄* and cases of double consonants, every syllable of Japanese consists of a consonant and a vowel, in this order, or a single vowel, and no syllable ends in a consonant.) Thus **desta* is not a likely combination since the consonant *s* would be followed immediately by another consonant *t*, instead of a vowel, which is normal. (In this text an asterisk *before* a word indicates that this is not a real [or correct] form.) For this reason, a vowel *i* is inserted, giving **desita*, and the consonant *s* is changed to *sh* to "accommodate" the vowel. The result is *deshita*, the past form of the copula. (cf. Lesson 5, Section 4, 5.1.2).

Subject

Predicate

【 [hón] [{ de wa } arimasén deshita] 】 (It) was not (a) book.

【 kore wa 】 【 [hón] [{ de wa } arimasén deshita] 】 This was not (a) book.

1.2. INTERROGATIVE SENTENCES. Making questions is easier in Japanese than in English because it is not necessary to change the order of the words or elements of the basic sentence (cf. *It is a book. Is it a book?*). In Japanese a question can be made from a statement simply by adding the interrogative particle *ka*: *Hón desu. It is a book. Hón desu ka? Is it a book?*

Changing a statement into a question is a process which takes place on the sentence level, not clause level. This statement may sound unnecessarily confusing, but it is necessary to make this distinction because a clause is the *raw material* from which a sentence is made, whereas a sentence is the utterance itself (written or spoken), with words, accents, pauses, intonation, etc.

There are three important rules used in forming interrogative sentences:

- (a) Add the interrogative particle *ka* at the end of the sentence;
- (b) Give the utterance a rising intonation ↗;
- (c) If an interrogative word such as *dóre which* is used as subject, change the subject-marker particle to *ga* (e.g., *Dóre ga anáta no hón desu ka? Which is your book?*--see Lesson 2).

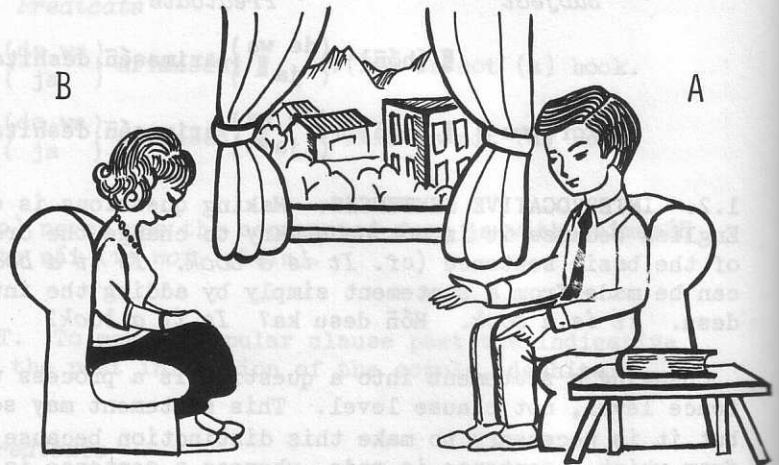
1.3. DEICTICS. There are several series of words in Japanese which are roughly equivalent to English demonstrative pronouns (*this, that, etc.*).

	Near the Speaker	Near the Addressee	Distant ("Known" to both Speaker and Addressee)	Interrogative
Deictic Particle (demonstrative; attributive)	kono <i>this</i>	sono <i>that</i>	ano <i>that</i>	dóno <i>which?</i>
Noun (independent)	kore <i>this</i>	sore <i>that</i>	are <i>that</i>	dóre <i>which?</i>
Adverb (locative)	koko <i>here</i>	soko <i>there</i>	asoko <i>there</i>	dóko <i>where?</i>
Adverb (manner)	kō <i>in this manner</i>	sō <i>in that manner</i>	ā <i>in that manner</i>	dō <i>in what manner?</i>

There are three features of these series which should be noticed:

- (1) Each series has the same characteristic initial sounds.
- (2) *Kore this* refers to something near at hand, i.e., near the speaker. *Sore that* refers to something nearer the addressee than the speaker. *Are that* refers to something distant from the point of view of both speaker and addressee (cf. "that yonder" in certain American dialects). This gradation in the not-near-the-speaker category is not found in English (though it is possible to distinguish between "that" and "that over there," or "there" versus "yonder"). It appears impossible to define the line between *sore that* and *are that over there*, but the following hypothetical situation may help to clarify the distinction somewhat:

Two people are seated in a room, talking. There is a book on a table beside the chair in which speaker A is seated. Through the window a mountain can be seen in the distance. In this situation, speaker A would refer to the book as *kore this*, but speaker B would refer to it as *sore that*. Both speaker A and speaker B would refer to the mountain as *are that over there*.



The series *ano, are, asoko* has another important use which appears to be directly opposite to the use which we have explained thus far; i.e., these words can be used to indicate things or events which are familiar to both parties in a conversation (but not immediately at hand). For example, speaker A might say to speaker B, *Are wa Tanaka-san deshita. That was Mr. Tanaka.*, meaning *That fellow who was just here . . .* (This use of words to point to "known" or "shared information" belongs to a phenomenon of language which Charles Fillmore calls *deixis*.)

(3) The Noun series (*kore, sore, are, dōre*) is not used immediately preceding a noun. To say *this book* in Japanese, the Deictic Particle series, *kono, sono, ano, dōno*, is used; thus: *kono hōn this book*, etc.

1.4. INTONATION PATTERNS. Intonation is characteristic of all speech. In fact, we cannot speak without intonation. Intonation is the means by which an individual speaker is able to insert his own attitude, feeling, intention, reaction, and so forth, into the language system of his culture.

This does not mean, however, that intonation patterns are created by each speaker to suit his own fancy, irrespective of other speakers of the same language. If this were so, intonation would be unintelligible and useless as a means of verbal communication. Intonation patterns, like the sounds of a language, are established by the culture group as a whole.

Thus it is that certain patterns which we will call PRIMARY INTONATION PATTERNS become associated with a spoken language and become an integral part of it. There is an intonation to show that the speaker is through speaking, or not through; that he is asking a question; or that he is surprised, relieved, sympathetic, and so forth. The language cannot be spoken properly without the use of these intonation patterns. Nor is it possible to speak a language properly by superimposing intonation patterns brought over from another language and culture.

In the drills of this lesson, we have marked the intonation contours by conventional symbols. There are four distinctive voice levels relating to intonation: low (1), mid (2), high (3), and extra-high (4). These levels are all relative; i.e., each speaker will use his own set of four distinctive voice levels for intonation, so that these levels do not match, for example, notes on the piano.

Primary intonation patterns of Japanese are of the following four types:

- (a) ↘ *Falling*. From level 3 to level 1, marking the end of a sentence.

- (b) ↗ *Rising*. To level 3, indicating that the sentence is a question or emphatic. (Note: Under certain conditions a question sentence may have falling intonation, as in the Dialogue of this lesson.)
- (c) → *Non-terminal*. Contour ending at level 2, indicating that the statement is not finished.
- (d) ↓ ↑ *Exclamatory*. Either falling sharply to level 1, or rising to level 4, with a great contrast of tone level, indicating excitement, anger, intense concern, fear.

Falling intonation (↘) does not differ essentially from the equivalent pattern in English. Note, in this lesson, how word-accent affects the shape of the intonation contour on the end of a sentence.

Rising intonation (↗), as in questions, at the end of a sentence in Japanese is different from the rising intonation pattern of English. Whereas in English the speaker begins to raise the pitch gradually over several words toward the end of the sentence, in Japanese the usual pattern is to raise the pitch only on the final *ka*:

Hōn desu ka? ↗ Is it a book?

Non-terminal intonation (→). In the Controlled Dialogue of this lesson, the greeting

Koñnichi wa. → Hello!

illustrates the non-terminal type of intonation. Such an intonation indicates to the addressee that the speaker has not brought his speech to a conclusion (though he may actually break off his speech at this point). Though the above example is exceptional, since it represents a greeting which means *As for today . . .*, it is easy to imagine that such a greeting originated in a complete sentence (a comment on the weather?), the latter part of which has dropped out in current usage, leaving *Koñnichi wa. Hello!*

Exclamatory intonation (↓↑) in Japanese has certain distinctive characteristics not found in English, but we reserve treatment of this pattern until later.

SECTION 5. DIALOGUE

The Dialogues of the first few lessons are for memorization. They should be previewed by the tutor on the day before they are to be used so the student will have the advantage of hearing them correctly produced before he begins to memorize them. In class the student will be called on to participate in the dialogue with the tutor or with another student.

The dialogue should be controlled, but this does not mean that there can be no variation. The control is placed on the patterns and vocabulary to be employed in the dialogue. The student should be permitted to "try his wings," but he should not be allowed to use patterns not yet introduced, nor should he be content to use only patterns of previous lessons at the expense of failing to concentrate on the patterns under study.

Today, Japanese is written both in the traditional manner, i.e., in vertical lines from top to bottom (beginning at the right), as well as in the "western" manner, i.e., in horizontal lines from left to right. To help the student to become familiar with both forms we present all the Dialogues in horizontal lines and most Readings in vertical lines. Punctuation conventions (such as the comma) and arabic numerals (as well as direct quotations from languages using romanized alphabets) are more readily accommodated by the horizontal style of writing.

SECTION 5. DIALOGUE

やまもと： こんにちは。

スミス： こんにちは。

やまもと： あなたは 学生ですか。

スミス： いいえ、 学生では ありません。 あなたは？

やまもと： わたしは 学生です。 あなたは 先生ですか。

スミス： はい、 そうです。 あなたは 日本人ですか。

やまもと： はい、 日本人です。 あなたは ドイツ人ですか。

スミス： いいえ、 ドイツ人では ありません。 アメリカ人です。

やまもと： そうですか。

Yamamoto: Konnichi wa. →

Smith: Konnichi wa. →

Yamamoto: Anata wa gakusē desu ka? ↗

Smith: Īe, gakusē de wa arimasēn. ↘ Anata wa? ↗

Yamamoto: Watashi wa gakusē desu. ↘ Anata wa sensei desu ka? ↗

Smith: Hai, sō desu. ↘ Anata wa Nihonjin desu ka? ↗

Yamamoto: Hai, Nihonjin desu. ↘ Anata wa Doitsujin desu ka? ↗

Smith: Īe, Doitsujin de wa arimasēn. ↘ Amerikajin desu. ↘

Yamamoto: Sō desu ka. ↘

English Equivalents

Yamamoto: Hello.

Smith: Hello.

Yamamoto: Are you a student?

Smith: No, I'm not a student. (Are) you?

Yamamoto: I am a student. Are you a teacher?

Smith: Yes, I am (*lit.*, it is so). Are you a Japanese?

Yamamoto: Yes, (I am) a Japanese. Are you a German?

Smith: No, (I'm) not a German. (I'm) an American.

Yamamoto: Is that so?

SECTION 6. READING

- 15 いいえ、あれは えんぴつですか。
あれは まんねんひつです。
- 10 それは 本です。
それは 本では ありません。
- 5 「あなたは アメリカ人ですか。」
「はい、そうです。」
「いいえ、ドイツ人です。あなたは 日本人ですか。」
「はい、そうです。」
- わたしは 日本人です。
アメリカ人では ありません。
わたしは 学生です。
先生では ありません。

SECTION 7. EXERCISES

Fill in the blanks:

- わたし _____ 日本人 _____。
- あなたは _____ アメリカ人 _____。
- それ _____ がっこう _____ ありません。
- これ _____ 何 _____。
- わたし _____ ドイツ人では _____。

Change the following sentences to the form indicated in parentheses:

- わたしは 先生です。 (Negative)
- あなたは 日本人です。 (Question)
- あれは デパートです。 (Negative)
- あなたは 学生です。 (Past)
- わたしは こどもでした。 (Negative)

SECTION 5. DIALOGUE.
Express in Japanese:

11. I am a student.
12. That is a book.
13. This is not a fountain pen.
14. Were you a teacher?

Add accent marks to all the above.



SECTION 8. VOCABULARY ENRICHMENT

Nan desu ka?

Q. しごとは 何ですか。 What is your occupation?

仕事 しごと occupation

A. (わたしは) べんごし です。 I am a lawyer.

エンジニア えんじにあ engineer

会社員 かいしゃいん company employee

外交官 がいこうかん diplomat

教師 きょうし teacher

公務員 こうむいん government employee

主婦 しゅふ housewife

新聞記者 しんぶんきしゃ news reporter

留学生 りゅうがくせい overseas' student

Q. ちょっと すみません。 Excuse me.

A. 何ですか。 What is it you want?

Q. えきは どちらですか。 I'm looking for the station.

Q. 何ですか。 What is that?

A. わしが セーターを あみました。 みて下さい。 I knitted a sweater. Take a look.

Q. 何ですか。 What is that called in Japanese?

A. これは かけじくですよ。 This is a kakejiku (scroll).

Q. 何ですか。 What's the matter?

A. きのうから かみがいたいのですが。 I've had a headache since yesterday.

Q. コンサートは いつですか。 When is the concert?

A. 何ですか。 What?

Q. (大きい声で) コンサートは (Louder) I said, "When is the concert?"

いつ でした かしら。

Q. 何ですか。 What do you want?

A. コーヒーまめが ほしいんですが。 I'd like some coffee beans.

SECTION 9. SELF TEST

This section is provided to assist students in individual study. Complete the test after you have finished the lesson, then check your answers with the Answer Key, Appendix 4.

I. Write kanji on the line, hiragana or katakana in parentheses.

1. わたしは _____ です。
がくせい
2. それは _____ です。
ほん
3. あなたは _____ ですか。
にほんじん
4. あれは (bus) _____ ですか。
()

II. Fill in the blanks.

1. これは ボールペン _____ ありません。まんねんひつ _____。
2. こんにちは _____。
3. A: あなたは 先生 _____ た か。
B: いいえ、先生 _____ 。
4. スミスさんは アメリカ人 _____ か。
5. それ _____ 何 _____ 。

III. Change the following sentences to the form indicated in parentheses:

1. あれは 学校^{ミウ}です。 (Negative)
2. あなたは 生徒^トです。 (Question)
3. あなたは こどもです。 (Past)
4. わたしは おとなです。 (Negative Past)

IV. Express in Japanese.

1. A: Are you an American? _____
B: No, I'm German. _____
2. A: Are you a teacher? _____
B: No, I'm a student. _____

LESSON 2

YOU AND ME

PROBLEM: One class of nouns in Japanese functions much like the adjective in English; e.g., as *kind* in *he is kind*; *the kind man*.

OBJECTIVE: (1) To introduce copular nouns.
 (2) To introduce levels of politeness in asking personal questions.

SECTION 1. VOCABULARY

Drill

元気 (な/に) *	gēnki (na/ni)	well; healthy (-ly)
だいじょうぶ (な)	daijōbu (na)	all right; fine; O.K.
ひま (な)	hima (na)	free; free time; leisure
きょう (な/に)	kīyō (na/ni)	skillful; dexterous (-ly)
病気	byōki	sick (<i>note that byōki is not a copular noun</i>)
スマート (な/に)	sumāto (na/ni)	slender; stylish (<i>e.g.</i> , stylish in dress)
けち (な)	kéchi (na)	stingy; miserly
ねっしん (な/に)	nesshīn (na/ni); nésshīn (na/ni) **	enthusiastic; earnest (-ly)
きれい (な/に)	kīrē (na/ni)	pretty; nice looking
その	sono	that (near the person addressed)
人	hito; -- hitō ***	person
おいしゃさん	o-isha-saṅ	(a) doctor; physician (<i>o-</i> is an honorific noun prefix; <i>-saṅ</i> is an honorific suffix)
かんごふさん	kaṅgōfu-saṅ	(a) nurse

*Copular Nouns take *na* in the pre-noun attributive slot (e.g., *shīnsetsu na hito a kind person*) and *ni* when used adverbially (e.g., *shīnsetsu ni kindly*). The "(-ly entry in the English column indicates that the word may be used adverbially.

**Some words can be accented in more than one way. Usually it makes no difference but in some cases the function requires a change of accent (see Sound Patterns, Unit 5, Section 2, p. 35).

***Some nouns change their accent when modified.

この	kono	this (near the speaker)
方	katá	person (<i>Polite</i>)
しんせつ(な/に)	shīnsetsu (na/ni)	kind (-ly)
へや	heyá	(a) room
便利(な)	bēnri (na)	convenient; useful; suitable
不便(な)	fúbeñ (na)	inconvenient; unsuitable
しずか(な/に)	shízuka (na/ni)	quiet (-ly)
だめ(な)	damé (na)	not good; no good
まっくら(な)	makkúra (na)	pitch dark
あの	ano	that (over there [distant from both the speaker and the person addressed])
だれ	dáre	who?
山本	Yamamoto	Yamamoto (<i>personal name</i>)
～さん	-- --sañ	Mr./Mrs./Miss (<i>noun suffix used principally with names</i>) (<i>Hon.</i>)
どなた	dónata	who? (<i>Polite</i>)
どの	dóno	which/what?
が	ga	particle, Subject marker
Dialogue		
お～	o-	Honorific noun prefix (e.g., o-gēnki)
あ	a	an exclamation
ね	ne	sentence-final particle: not emphatic; tag question
ええ	é	yes (indicates affirmation or consent)
ところで	tokoróde	by the way; however (<i>sentence connector</i>)
よ	yo	sentence-final particle: emphatic
ああ	ā	an interjection
ホワイト	Howáito	White (<i>personal name</i>)
もう	mō	already

SECTION 2. KANJI STUDY

487	元	元気	<u>げん</u> き	ゲン
266	気	元気	<u>げん</u> き	キ
1572	病	病気	<u>びょう</u> き	ビョウ
1669	方	方	<u>かた</u>	かた
1655	便	便利	<u>べん</u> り	ベン
1856	利	便利	<u>べん</u> り	リ
1586	不	不便	<u>ふ</u> べん	フ
667	山	山本	<u>やま</u> もと	やま

New Readings

1721	本:	本	<u>ほん</u>	(1)	977	人:	日本人	に <u>ほんじん</u>	(1)
		山本	<u>やまもと</u>				人	<u>ひと</u>	

SECTION 3. DRILL

Follow the instructions for performances of Substitution and Question-Answer Drills given in Lesson 1.

Substitution:

1. わたしは 元気です。

Cues: a) だいじょうぶ

b) ひま

c) きょう

d) 病気*

English Equivalents

I am well/healthy.

a) I am all right.

b) I am free. / I have free time.

c) I am dexterous/skillful.

d) I am sick.

*Byōki is not a Copular Noun; i.e., it takes no instead of na in the pre-noun attributive slot (e.g., byōki no hito a sick person).

2. わたしは スマートでは ありません。 I'm not stylish/slender.
- Cues: a) けち a) I'm not stingy.
 b) ねっしん b) I'm not earnest.
 c) きれい c) I'm not pretty.
 d) 病気 d) I'm not sick.

3. あなたは ひまですか。 Are you free? / Do you have free time?
- Cues: a) きょう a) Are you skillful/dexterous?
 b) 病気 b) Are you sick?
 c) 元気 c) Are you well/healthy?

Question-Answer:

4. Answer the questions in Drill 3.

Q: あなたは ひまですか。

Q: Are you free?

A: (a) はい、 ひまです。

A: (a) Yes, (I'm) free.

(b) いいえ、 ひまでは ありません。 (b) No, (I'm) not free.

Substitution:

5. その人は 生徒です。

That person (or he/she) is a student.

- Cues: a) 学生
 b) おいしゃさん
 c) かんごふさん
 d) 先生

- a) That person is a student.
 b) That person is a doctor.
 c) That person is a nurse.
 d) That person is a teacher.

6. この方は ドイツ人です。

This person (*Polite*) (or he/she) is a German.

- Cues: a) 日本人
 b) おとな
 c) 先生
 d) アメリカ人

- a) This person is a Japanese.
 b) This person is an adult.
 c) This person is a teacher.
 d) This person is an American.

7. その人は しんせつでした。

That person (or he/she) was kind.

Cues: a) きょう

a) That person was skillful/dexterous.

b) 病気

b) That person was sick.

c) きれい

c) That person was pretty.

d) ねっしん

d) That person was earnest.

8. このへやは 便利です。

This room is convenient.

Cues: a) 不便

a) This room is inconvenient.

b) しずか

b) This room is quiet.

c) だめ

c) This room is no good.

d) まっくら

d) This room is pitch dark.

Question-Answer:

9. (a) Q: あの人は だれですか。

(a) Q: Who is that person (or he/she)?

A: あの人は (山本)さんです。

A: He/she is Mr./Mrs./Miss (Yamamoto).

(b) Q: あの方は どなたですか。

(b) Q: Who is that person (Polite)?

A: あの方は (スミス)さんです。

A: That person is Mr./Mrs./Miss (Smith).

10. Q: どの方が 山本さんですか。

Q: Which person (or who) is Mr./Mrs./Miss Yamamoto?

A: (a) この方が 山本さんです。

A: (a) This person (or he/she) is Mr./Mrs./Miss Yamamoto.

(b) この方が そうです。

(b) This person is.

(c) この方です。

(c) This person.

SECTION 4. GRAMMAR

2.1. NOUNS. Nouns are generally considered to be noninflected words in Japanese, and this is true for most nouns. However, there are classes of nouns which take affixes--suffixes, prefixes, or both. Noun affixes are treated in a later section, but it should be noted here that Japanese nouns are not inflected for gender (there are no feminine and masculine nouns) or number, the only exceptions being pronouns, nouns designating people (e.g., *kodomō-tachi children*), and a limited class of nouns which take reduplication (e.g., *yamā-yama mountains* or *every mountain*). There are no case suffixes, but nouns are marked for "case" or function or role in the sentence by particles in postposition (as *wa* marks the subject in *Kore wa hōn desu. This is a book.*). Noun classes include: (1) ordinary nouns--*hōn book*; (2) honorific nouns--*o-isha-saṅ doctor*; (3) interrogative nouns--*dāre/dōnata who?*; (4) pronouns--*watashi I, anāta you, kore this, sore that*; and (5) copular nouns--*gēnki well/healthy*. Other classes or subclasses will be treated in a later section.

2.1.1. COPULAR NOUNS. The noun *gēnki well/healthy* represents the class of copular nouns. Nouns of this class are usually translated by words belonging to the adjective class in English: *bēnri handy/convenient; fūbeṅ inconvenient; shizuka quiet; shīnsetsu kind*. But these nouns are distinguished from adjectives in Japanese because adjectives take inflectional suffixes and these do not.

Copular nouns have certain characteristics in common which distinguish them from ordinary nouns:

(1) When they occur in the pre-noun attributive slot (when they modify another noun) they take *na*, the attributive form of the copula; e.g., *gēnki na hitō (a) healthy person; bēnri na hōn (a) handy/useful book*. Ordinary nouns and pronouns take *no* in this usage: *byōki no hitō (a) sick person; watashi no hōn my book*.

(2) They are used as "adverbs of manner," taking the Manner particle *ni*: *shizuka ni quietly; shīnsetsu ni kindly*.

(3) Most of them are not followed by the particle *wa*.

2.1.2. PRONOUNS. Pronouns, in Japanese, do not have nominative and objective cases as in English; i.e., *I, me; he, him; she, her*. Neither is there a possessive form such as we find in English *his book*. Pronouns, in Japanese, behave very much like nouns (e.g., *gakkō no hōn [a] school book; watashi no hōn my book*).

(1) *Demonstrative Pronouns*. The equivalent to what has traditionally been called "demonstrative pronoun" in English is the series *kore, sore, are, and dōre*, which we have identified as DEICTIC NOUNS (see 1.3.). The plural suffix for these nouns (or pronouns) is *-ra*: *kore this, korēra these; sore that, sorēra those; are that, arēra those*.

(2) *Personal Pronouns*. Since Japanese personal pronouns have no nominative and objective case distinction (such as *I/me, he/him, etc.*), and since they function in slots filled by nouns, they are considered to constitute a class of nouns which take plural suffixes. The suffixes for personal pronouns are shown as follows: *watashi I, watashitachi we; anāta you, anagata you (plural); kāre he, kārera they*. (Other forms such as *watakushidōmo we* and the masculine *bōkura we* occur.)

Japanese has an abundance of pronouns (20 to 30, depending on how many dialectal forms are admitted), allowing for various shades of meaning, including masculine, feminine, young, old, vulgar, neutral, polite, honorific, formal, literary, etc. This abundance itself attests to the peripheral status of personal pronouns in the

grammar. Actually the speaker avoids using pronouns unless they are essential to clear up ambiguity. Special verb forms and honorific nouns are used to carry the meaning of second and third person, and humble expressions indicate the speaker.

2.2. INTERROGATIVES. The interrogatives *dóno* which, *dóre* which, and *dóko* where were listed at 1.3. Lesson 2 introduces two forms of the interrogative used to indicate people: *dáre* who (plain), and *dónata* who (polite). Note the characteristic d- at the beginning of such words.

Use of an interrogative word in the subject slot alters slightly the basic pattern for interrogative copular clauses, as follows:

	<i>Subject</i>	<i>Predicate</i>	
(a)	【 kono katá wa 】	【 Yamamoto-sañ désu 】	【 ka 】? Is this person Mr. Yamamoto?
(b)	【 dóno kata ga 】	【 Yamamoto-sañ désu 】	【 ka 】? Which person is Mr. Yamamoto?
(c)	【 dónata ga 】	【 Yamamoto-sañ désu 】	【 ka 】? Who is Mr. Yamamoto?

When the subject slot includes an interrogative word (such as the deictic particle *dóno* or the interrogative noun *dónata*) the slot is marked with the particle *ga* instead of the usual marker *wa*. In the answer to (2) and (3) in which the subject includes an interrogative word, the marker *ga* is retained:

Q: *Dóno kata ga Yamamoto-sañ désu ka?* Which person is Mr. Yamamoto?

A: *Kono katá ga Yamamoto-sañ désu.* This person is Mr. Yamamoto.

Thus, when an interrogative is used in the subject slot of a copular clause it serves to *focus* the subject; i.e., to make it the important part of the sentence. For focus on the subject in copular clause constructions, the particle *ga* (instead of *wa*) is used. (Note that the interrogatives *dáre/dónata* are *never* used as relative pronouns as English *who* is used in expressions such as *the man who came to dinner*.)

2.3. DEICTIC PARTICLES (see also 1.3.). There is a small class of deictic particles (sometimes called "determiners" or "demonstratives") which is limited in distribution to a modifying slot before a noun; e.g., *kono hōn* *this book*; *ano heyá* *that room*. These words can never be used (as nouns) in such slots as subject or object; i.e., they cannot be followed by "case-marker particles" *wa*, *ga*, *o*, etc. The entire list of deictic particles is given below:

DEICTIC PARTICLES

<i>kono</i>	this	<i>koñna</i>	this kind
<i>sono</i>	that (<i>near</i>)	<i>soñna</i>	that kind (<i>near</i>)
<i>ano</i>	that (<i>distant</i>)	<i>añna</i>	that kind (<i>distant</i>)
<i>dóno</i>	which?	<i>dóñna</i>	which kind?

áru a certain

If one wishes to use "this" as subject (e.g., *This is a book*) he uses *kore* (*Kore wa hōn desu This is a book.*), but "this book" is *kono hōn*.

2.4. LEVELS OF POLITENESS. Though the Japanese language is changing, as all languages do, there remain a number of polite forms and expressions which have no formal correspondents in English. And there are several levels of politeness! Of course one can be polite in English, but the linguistic structure for politeness in Japanese is quite a different system.

The treatment of "honorifics" is reserved for Lesson 31, but certain features, relative to politeness, are illustrated in the drills and conversation of the present lesson:

(1) The head sentence of each drill is given in Polite Style (called, by some, the "masu-desu style"). This style will be followed throughout the basic course, because it is a style of speech especially important to the non-native speaker, since it is used in ordinary, non-intimate, somewhat formal communication.

Characteristic of the Polite Style is the nature of the predicate: for copular and adjectival clauses, the predicate ends in *desu*, *deshita*, etc., i.e., the polite form of the copula; and for verbal clauses the predicate (verb) ends in *-máshu*, *-máshita*, etc., i.e., the polite form of the verb.

(2) For spoken Japanese we identify three significant levels of politeness (though subdivisions in each level may be recognized). These are: (a) *Plain*--when the relationship between speakers is intimate, or when the situation does not call for deference, or between men of equal status, among students, etc.; (b) *Polite*--in somewhat formal, non-intimate communication, when the relative status of speakers is unknown; and (c) *Honorific*--"status-conscious" speech, showing deference to others and deprecation of self.

(3) The primary distinction between polite and plain styles is, as explained in (1) above, the form of the predicate. However, as in English, certain words are considered to be more polite than others. For example:

<i>Polite</i>	<i>Plain</i>	
Dónata desu ka?	Dáre desu ka?	Who is (it)?
ano katá	anó hito	he/she (<i>lit.</i> , that person)

One class of nouns--Honorific Nouns--take honorific affixes *o-* and/or *-sañ* (or variants of these affixes). Such forms are used in polite speech. For example: *ocha tea*; *o-isha-sañ doctor*; *Tanaka-sañ Mr. Tanaka*. The suffix *-sañ* (or *-sama* in the honorific style) is used with surnames (other than one's own) and is equivalent to Mr., Mrs., Miss, or Master in English. However, as the above illustration (*o-isha-sañ*) shows, this suffix is sometimes attached to other nouns to show respect. Certain words--notably, common items connected with everyday living--are never spoken without the honorific affix: e.g., *góhañ rice/a meal*, where *go-* is a variant of the honorific prefix *o-*.

2.5. SENTENCE-FINAL PARTICLES. A unique feature of Japanese sentences (especially spoken Japanese) is the final particle which often carries the significant intonation of the sentence. In Lesson 1, the final interrogative particle *ka* was introduced. Sentences ending in *ka* are doubly marked for interrogative: (a) by the final *ka*, and (b) by rising intonation (though the rising intonation is optional when the final particle *ka* is present).

In Lesson 2, two new sentence-final particles are introduced: *ne* and *yo*. These two particles (and their variants) function much like *ka*. The sentence-final particle *ne*, it appears, is very similar to the particle *ka* in that it indicates a question. Actually *ne* carries quite a few meanings, but it can perhaps be grasped first as the equivalent of English "tag questions." That is, often *ne* doesn't really mark a question, but rather is spoken to elicit the consent of the one spoken to, or to confirm one's own statement:

Kono heyá wa shízuka desu ne. ↘ This room's quiet, isn't it.

Sentence-final particle *yo* is added to emphasize one's statement. In most cases

this particle cannot be translated into English. Occasionally *yo* can be reproduced in written translations by underlining and in speech by stress (or intonation):

Ano katá desu yo. ↘ That person (over there).

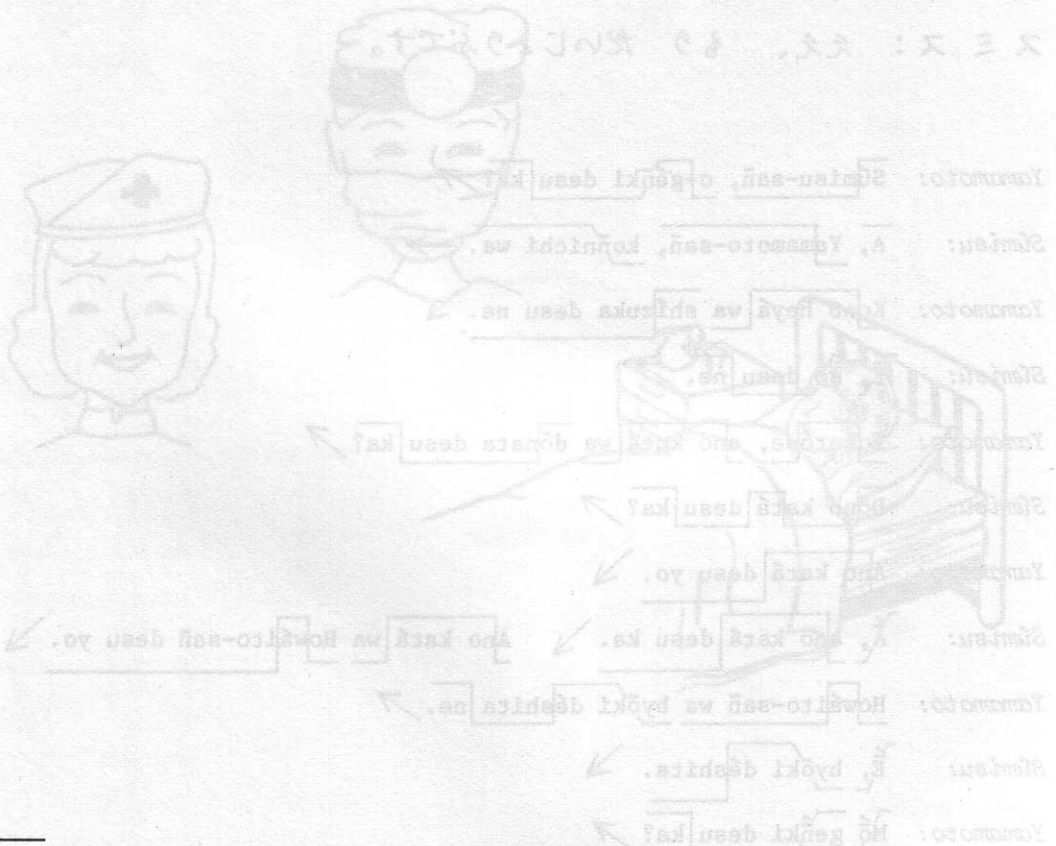
The particle *ne* can be understood as a nonemphatic particle (in contrast to *yo*), serving to soften, somewhat, a statement.

Howáito-sañ wa byōki déshita ne. ↘ Mr. White was sick, wasn't he?

Both *ne* and *yo* are used at the end of exclamatory utterances. In such cases they are often lengthened to *nē* and *yō*, respectively, and the intonation contour is marked for a greater span of tone change (from level 4 to level 1, or vice versa).

The intonation on the final particle *yo* carries important meaning: If *yo* is spoken with falling intonation (↘) it adds the meaning of "insistence" or sometimes "resistance." With rising intonation (↗) *yo* indicates that the speaker is instructing or informing the listener.

There are numerous sentence-final particles, many of which are characteristic of particular dialects.* Some particles (such as *wa*) are characteristic of women's speech, while others (such as *ze*) are characteristic of men's speech.



*Interested students are referred to Yoichi Fujiwara, *The Sentence Structure of Japanese*, translated and edited by Noah S. Brannen and Scott J. Baird (University of Tokyo Press, Tokyo, 1973).

SECTION 5. DIALOGUE

山 本: スミスさん、お元気ですか。

スミス: あ、山本さん、こんにちは。

山 本: このへやはしずかですね。

スミス: ええ、そうですね。

山 本: ところで、あの方はどなたですか。

スミス: どの方ですか。

山 本: あの方ですよ。

スミス: ああ、あの方ですか。あの方はホワイトさんですよ。

山 本: ホワイトさんは病気でしたね。

スミス: ええ、病気でした。

山 本: もう元気ですか。

スミス: ええ、もうだいじょうぶです。

Yamamoto: Sūmisu-saṅ, o-geṅki desu ka? ↗

Sūmisu: A, Yamamoto-saṅ, konnichi wa. →

Yamamoto: Kono heyā wa shizuka desu ne. ↘

Sūmisu: E, sō desu ne. ↗

Yamamoto: Tokorōde, ano katā wa dōnata desu ka? ↗

Sūmisu: Dōno katā desu ka? ↗

Yamamoto: Ano katā desu yo. ↘

Sūmisu: Ā, ano katā desu ka. ↘ Ano katā wa Howāito-saṅ desu yo. ↘

Yamamoto: Howāito-saṅ wa byōki deshita ne. ↗

Sūmisu: E, byōki deshita. ↘

Yamamoto: Mō geṅki desu ka? ↗

Sūmisu: E, mō daijōbu desu. ↘

English Equivalents

Yamamoto: How are you, Mr. Smith (*lit.*, Mr. Smith, are you well)?

Smith: Oh, hello, Mr. Yamamoto.

Yamamoto: This room is quiet, isn't it?

Smith: Yes, it is.

Yamamoto: Say, who is that (person over there)?

Smith: Who?

Yamamoto: That person over there.

Smith: Oh, him (that person)? He is Mr. White.

Yamamoto: Mr. White was sick, wasn't he?

Smith: Yes, (he) was sick.

Yamamoto: Is he well (now)?

Smith: Yes, he's O.K. (now).



SECTION 6. READING

あなたは きょうです。わたしは
きょうでは ありません。

あなたは ひまでした。わたしは
ひまでは ありませんでした。

5. あの方は 病気でした。わたしは
元気でした。

その方は 日本人です。わたしは
アメリカ人です。

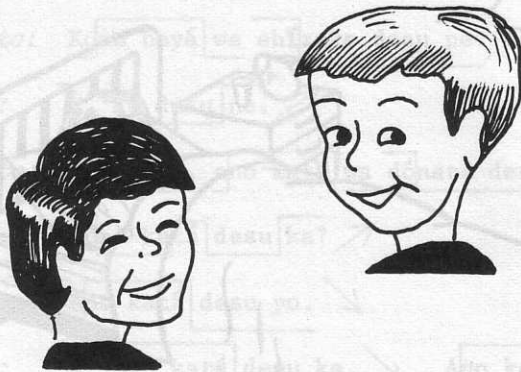
10 この方は 山本さんです。わたしは
ホワイトです。

この方は 先生です。わたしは
学生です。

どの方が スミスさんですか。

この方が スミスさんです。

15 その方は どなたですか。
ホワイトさんです。



20 このへやは 便利です。
そのへやは 不便利です。
このへやは 便利です。
そのへやは 不便利です。

SECTION 7. EXERCISES

Fill in the blanks:

1. わたし _____ ひま _____ 。
2. あの _____ 人 _____ きれい _____ ありません。
3. あの _____ 方 _____ どなた _____ 。
4. この _____ 方 _____ ねっしんです _____ 。
5. どの _____ 方 _____ ホワイト _____ です _____ 。
- この _____ 方 _____ ホワイト _____ です _____ 。

Change the following sentences to the form indicated in parentheses:

6. あなたは 病気です。 (Negative)
7. わたしは ひまです。 (Past)
8. この方は 山本さんです。 (Negative)
9. あの へやは まっくらです。 (Question)
10. その方は しんせつです。 (Negative Past)

Express in Japanese:

11. I am sick.
12. That room (over there) is no good.
13. This person is pretty.
14. Who is the person over there?
He is Mr. Smith.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Daily Greetings

(Useful Expressions from Unit 1, p. 13)

こんにちは。	Hello (in the daytime).
おはよう ございます。	Hello (in the morning).
こんばんは。	Hello (in the evening).
おやすみ なさい。	Good night.
<hr/>	
A. お元気ですか。	How are you?
B. はい、元気です。	Fine, thank you.
<hr/>	
A. おかわり ありませんか。	How are you? (or, Has there been any change since I saw you last)?
B. おかげさまで。	Thank you (for asking).
<hr/>	
A. しつれい しました。	Oh, I'm sorry.
B. どう いたしまして。	Think nothing of it.
<hr/>	
A. しつれい します。	Excuse me (I want to telephone).
B. どうぞ。	Please (go ahead).
<hr/>	
A. さようなら。	Good-bye.
B. さようなら。	Good-bye.

Copular Nouns with 'TEKI'

個人的(な/ に)	こじんてき(な/ に)	individual (-ly)
社会的(な/ に)	しゃかいてき(な/ に)	social (-ly)
<hr/>		
客観的(な/ に)	きゃっかんでき(な/ に)	objective (-ly)
主観的(な/ に)	しゅかんでき(な/ に)	subjective (-ly)
<hr/>		
現実的(な/ に)	げんじつてき(な/ に)	actual (-ly)
理想的(な/ に)	りそうてき(な/ に)	ideal (-ly)

SECTION 9. SELF TEST (For answers, see Appendix 4.)

I. Write kanji on the line, hiragana or katakana in parentheses.

- あの学生は_____です。
() びょうき
- あの _____ は _____ です。
ひと げんき
- 先生は _____ さんです。
() やまもと
- このへやは _____ です。
ふべん
- Smith() White()

II. Fill in the blanks.

- Q: だれ__病気でした__。
A: ホワイトさん__病気でした。
- Q: どのへや__しずかです__。
A: このへや__そう__。
- Q: 先生__しんせつ__。
A: はい、__。
- Q: 学生__ねっしん__。
A: いいえ、__。

III. Rewrite each sentence in negative and past polite forms.

- その人は 学生です。
Negative _____
Past _____
- その人は しんせつです。
Negative _____
Past _____
- わたしは ひまです。
Negative _____
Past _____
- へやは きれいですか。
Negative _____
Past _____

IV. Express in Japanese.

- Mr. Yamamoto is a doctor. _____
- The nurse was not skillful. _____
- Who is that person? _____
- You (Mr. White) were sick, weren't you?

LESSON 3

BIG AND SMALL, SHORT AND TALL



PROBLEM: Adjectives have a predicative as well as attributive function in Japanese.

OBJECTIVE: To introduce the Adjectival Clause: indicative, negative, past, and past negative.

SECTION 1. VOCABULARY

Drill

小さい

chīsái

adj (is) small

大きい

ōkii

adj (is) big

やかましい	yakamashii	adj (is) noisy; boisterous
よわい	yowai	adj (is) weak
つよい	tsuyoi	adj (is) strong
むずかしい	muzukashii*	adj (is) difficult
あつい	atsui	adj (is) thick
うすい	usui	adj (is) thin (not people)
おもい	omoi	adj (is) heavy
かるい	karui	adj (is) light (in weight)
ジョンソン	Jōnson	Johnson (personal name)
わかい	wakai	adj (is) young (not children)
うつくしい	utsukushii	adj (is) beautiful
いそがしい	isogashii	adj (is) busy; in a hurry
やさしい	yasashii*	adj (is) easy
にく	niku	meat
高い	takai	adj (is) expensive; high
安い	yasui	adj (is) cheap; inexpensive
あかい	akai	adj (is) red
ふるい	furui	adj (is) old (not people)
おいしい	oishii	adj (is) good tasting; delicious
あたらしい	atarashii	adj (is) new; fresh
はやい	hayai	adj (is) early
東京	Tōkyō	Tokyo (place name)
おもしろい	omoshirōi	adj (is) interesting
あつい	atsui	adj (is) hot (weather)
さむい	samui	adj (is) cold (weather)

*Unaccented adjectives receive an accent when they occur immediately before *desu*; e.g. *Muzukashii desu. It is difficult.* In the speech of many young people today, unaccented adjectives have acquired an accent not only before *désu* but in all occurrences.

むしあつい	mushiatsúi	adj (is) sultry; muggy
まとう 佐藤	Sátō	Sato (<i>personal name</i>)
Dialogue		
私	watakushi	I; me (<i>Polite</i>)
でも	démo	but
いくら	íkura	how much?
千	sēn	one thousand
千円	sen-eñ	one thousand yen
(～)円	(-)eñ	(--) yen (<i>Japanese currency</i>)
百	hyaku ^{o*}	one hundred
百円	hyaku-eñ	one hundred yen

Reading

そして	soshite	and
-----	---------	-----

Common Expressions

はじめまして。	Hajimemáshite.	I'm pleased to meet you (<i>lit.</i> , It is the first time . . .).
どうぞよろしく。	Dōzo yoroshiku.	How do you do (<i>lit.</i> , Please think well of me)?
こちらこそ。	Kochira kóso.	How do you do (<i>said after receiving the greeting, Dōzo yoroshiku; meaning, lit.</i> , I am the one to ask that of you).

SECTION 2. KANJI STUDY

870	小	小さい	ちいさい	ちい(さい)
1197	大	大きい	おおきい	おお(きい)
567	高	高い	たかい	たか(い)

*Words marked with the superior circle (°) are accented when they are followed immediately by a particle or desu. (See Sound Patterns, Unit 5, Section 2, p. 35.)

8	安	安い	<u>やすい</u>	やす(い)
1374	東京	東京	<u>とうきょう</u>	トウ
354	京	東京	<u>とうきょう</u>	キョウ
697	私	私	<u>わたくし</u>	わたくし
1068	千	千円	<u>せんえん</u>	セン
72	円	千円	<u>せんえん</u>	エン
1562	百	百円	<u>ひゃくえん</u>	ヒャク

SECTION 3. DRILL

Note: English Equivalents appear at the end of the Drill section from this point on.

Substitution:

1. この こども は 小さい です。

Cues: a) 大きい

b) やかましい

c) よわい

d) つよい

2. この 本 は むずかしい です。

Cues: a) あつい

b) うすい

c) おもい

d) かるい

3. ジョンソンさんは わかく ありません。

- Cues: a) うつくしい
 b) いそがしい
 c) 大きい
 d) 小さい

4. その本は あつく ありません。

- Cues: a) うすい
 b) おもい
 c) むずかしい
 d) やさしい

Question-Answer:

5. Change the sentences of Drill 1 to questions and answer them in the affirmative.

Q: この こどもは 小さいですか。

A: (a) はい、 小さいです。

(b) はい、 その こどもは 小さいです。

6. Change the sentences of Drill 2 to questions and answer them in the negative.

Q: この 本は むずかしいですか。

A: (a) いいえ、 むずかしく ありません。

(b) いいえ、 その 本は むずかしく ありません。

Substitution:

7. この にくは 高く ないです。

- Cues: a) 安い
 b) あかい
 c) ふるい
 d) おいしい
 e) あたらしい

8. ホワイトさんは わかかったです。

- Cues: a) いそがしい
b) よわい
c) つよい
d) はやい

9. その 本は やさしかったです。

- Cues: a) むずかしい
b) うすい
c) あつい
d) おもい

10. 東京は おもしろく ありませんでした。

- Cues: a) あつい
b) さむい
c) 大きい
d) むしあつい

11. あの 本は むずかしく ありませんでした。

- Cues: a) やさしい
b) かるい
c) おもい
d) あつい

12. 佐藤^{さとう}さんは 大きく なかったです。

- Cues: a) 小さい
b) いそがしい
c) わかい
d) つよい

English Equivalents

1. This child is small.
 - a) This child is big.
 - b) This child is noisy.
 - c) This child is weak.
 - d) This child is strong.
2. This book is difficult.
 - a) This book is thick.
 - b) This book is thin.
 - c) This book is heavy.
 - d) This book is light.
3. Mrs./Miss/Mr. Johnson is not young.
 - a) Mrs. Johnson is not beautiful.
 - b) Mrs. Johnson is not busy.
 - c) Mrs. Johnson is not big.
 - d) Mrs. Johnson is not small.
4. That book is not thick.
 - a) That book is not thin.
 - b) That book is not heavy.
 - c) That book is not difficult.
 - d) That book is not easy.
5. Q: Is this child small?
A: (a) Yes, (it) is small.
 (b) Yes, the child is small.
6. Q: Is this book difficult?
A: (a) No, (it) is not difficult.
 (b) No, that book is not difficult.
7. This meat is not expensive.
 - a) This meat is not cheap.
 - b) This meat is not red.
 - c) This meat is not old.
 - d) This meat is not good(-tasting).
 - e) This meat is not fresh.
8. Mr./Mrs./Miss White was young.
 - a) Mr. White was busy.
 - b) Mr. White was weak.
 - c) Mr. White was strong.
 - d) Mr. White was early.
9. That book was easy.
 - a) That book was difficult.
 - b) That book was thin.
 - c) That book was thick.
 - d) That book was heavy.
10. Tokyo was not interesting.
 - a) Tokyo was not hot.
 - b) Tokyo was not cold.
 - c) Tokyo was not big.
 - d) Tokyo was not muggy.
11. That book was not difficult.
 - a) That book was not easy.
 - b) That book was not light.
 - c) That book was not heavy.
 - d) That book was not thick.
12. Mr./Mrs./Miss Sato was not big.
 - a) Mr. Sato was not small.
 - b) Mr. Sato was not busy.
 - c) Mr. Sato was not young.
 - d) Mr. Sato was not strong.

SECTION 4. GRAMMAR

3.1. SIMPLE SENTENCES MADE FROM THE ADJECTIVAL CLAUSE BASE. The Adjectival Clause, like the Copular Clause, forms the base for simple sentences in Japanese. In an adjectival clause the predicate slot is filled by the adjective alone. Thus:

<i>Subject</i>	<i>Predicate</i>	<i>Polite Ending</i>	
【 [Nihoŋgo wa]]	[muzukashii]】	desu.	Japanese is difficult.

3.1.1. ADJECTIVES: DEFINITION. Adjectives are inflected forms typically filling the predicate slot in adjectival clauses and the attributive slot in noun phrases. In form, adjectives are distinguished from nouns and verbs by the endings (every adjective must have an inflectional suffix, thus distinguishing adjectives from nouns; and adjective suffixes differ from verb suffixes.)

3.1.2. ADJECTIVE INFLECTIONS. Not all of the adjective inflections are presented in this lesson. (For a complete list, see Appendix 1.) Lesson 3 introduces the (1) indicative (or "present"), (2) past, and (3) adverbial endings for adjectives:

(1) Adjective Indicative Inflection

<i>Stem</i>	<i>Inflection</i>	<i>Indicative Form</i>	
aka-	-i	akai	(is) red
kuro-	-i	kurói	(is) black
muzukashi-	-i	muzukashii	(is) difficult
samu-	-i	samúi	(is) cold

Note: The stem of an adjective always ends in a vowel, but never the vowel e.

(2) Adjective Past Inflection

<i>Stem</i>	<i>Inflection</i>	<i>Past Form</i>	
aka-	-katta	akákatta	(was) red
kuro-	-katta	kúrokatta	(was) black
muzukashi-	-katta	muzukáshikatta	(was) difficult
samu-	-katta	sámukatta	(was) cold

(3) Adverbial Inflection. The use of the adverbial inflection in negative adjective constructions only is presented here. There are other uses of this adverbial form.

<i>Stem</i>	<i>Inflection</i>	<i>Adverbial with Neg.</i>	
aka-	-ku	akaku náí	isn't red
kuro-	-ku	kúroku náí	isn't black
muzukashi-	-ku	muzukashiku náí	isn't difficult
samu-	-ku	sámuku náí	isn't cold

3.1.3. ADJECTIVAL CLAUSES. Adjectival clauses are very much like copular clauses, except the predicate slot is filled by adjectives (instead of NOUN + COPULA, in copular clauses).

(1) ADJECTIVE CLAUSE: BASIC PATTERN 2

<i>Subject</i>	<i>Predicate</i>	<i>Polite Ending</i>	
	【 muzukashii 】		(It) is difficult.
	【 muzukashíi 】	desu.	(It) is difficult.
【 [Nihōngo wa] 】	【 muzukashii 】		Japanese is difficult.
【 [Nihōngo wa] 】	【 muzukashíi 】	desu.	Japanese is difficult.

Each of the four forms presented in Basic Pattern 2 is a *complete* adjectival clause, and hence a complete simple sentence.

(2) *Decorative desu*. The copula *desu*, or some inflected form of the copula, is obligatory to the predicate of copular clauses, but it is optional in adjectival clauses, as the pattern above shows. Therefore, the final polite *desu* in adjectival clauses is not treated as part of the predicate, but only as a polite ending to the sentence. We have given it the name "decorative *desu*" to indicate its peripheral status. If the decorative *desu* is dropped from an adjectival clause the result is a sentence with exactly the same meaning. But there is a difference--a difference in style (if we are talking about writing), or politeness (if we are talking about speech).

3.1.4. DUAL ROLE OF THE ADJECTIVE. The term "adjective" may sound like a misnomer, since we are not accustomed to the use of the adjective as a predicate in English. If we think of *is difficult* as one word, we have something like the adjectival predicate of Japanese adjectival clauses. For this reason, we have given the gloss for adjectives in the predicate form: (*is*) *difficult*.

3.1.5. ADJECTIVE ACCENT CHANGES. If the indicative form ("present tense"), the form which is listed in a dictionary, has an accent, the adverbial form also is accented, but it characteristically shifts one syllable to the left. If the indicative is not accented, the adverbial is not accented. Plain Past is accented, but follows a similar pattern:

(1) Accented

<i>Indicative</i>		<i>Adverbial</i>	<i>Past</i>
ōkíi	(is) big	ōkíku	ōkíkatta
chísái	(is) small	chísaku	chísakatta
omoshirói	(is) interesting	omoshíroku	omoshírokatta
atarashíi	(is) new	ataráshiku	ataráshikatta
atsúi	(is) hot	átsuku	átsukatta

(2) Unaccented

<i>Indicative</i>		<i>Adverbial</i>	<i>Past</i>
atsui	(is) thick	atsuku	atsúkatta
muzukashii	(is) difficult	muzukashiku	muzukáshikatta
usui	(is) thin	usuku	usúkatta

omoi	(is) heavy	omoku	omókatta
karui	(is) light	karuku	karúkatta

3.1.6. ADJECTIVAL CLAUSE PATTERNS.

(1) Basic Pattern: Indicative ("Present Tense")

	Subject	Predicate	
Plain:	【 muzukashii】		(It) is difficult.
Plain:	【 [Nihoŋgo wa] [muzukashii】		Japanese is difficult.
Polite:	【 muzukashíi】	desu	(It) is difficult.
Polite:	【 [Nihoŋgo wa] [muzukashíi】	desu.	Japanese is difficult.

(2) Negative

	Subject	Predicate	
Plain:	【 (muzukashiku) (muzukáshiku wa)】	nái】	(It) isn't difficult.
Plain:	【 [Nihoŋgo wa] [(muzukashiku) (muzukáshiku wa)】	nái】	Japanese isn't difficult.
*Polite:	【 [Nihoŋgo wa] [(muzukashiku) (muzukáshiku wa)】	nái】 desu.	Japanese isn't difficult.
Polite:	【 [Nihoŋgo wa] [(muzukashiku) (muzukáshiku wa)】	arimaséñ】	Japanese isn't difficult.

(3) Past

	Subject	Predicate	
Plain:	【 muzukáshikatta】		(It) was difficult.
Plain:	【 [Nihoŋgo wa] [muzukáshikatta】		Japanese was difficult.
Polite:	【 [Nihoŋgo wa] [muzukáshikatta】	desu.	Japanese was difficult.

(4) Negative Past

	Subject	Predicate	
Plain:	【 (muzukashiku) (muzukáshiku wa)】	nákatta】	(It) wasn't difficult.
Plain:	【 [Nihoŋgo wa] [(muzukashiku) (muzukáshiku wa)】	nákatta】	Japanese wasn't difficult.
*Polite:	【 [Nihoŋgo wa] [(muzukashiku) (muzukáshiku wa)】	nákatta】 desu.	Japanese wasn't difficult.
Polite:	【 [Nihoŋgo wa] [(muzukashiku) (muzukáshiku wa)】	arimaséñ deshita】	Japanese wasn't difficult.

3.2. ACCENT SHIFT. It was noted (see fn. p. 82) that unaccented adjectives, such as muzukashii (*is*) *difficult*, take on an accent when followed by the bas-

*This form is not commonly used in standard Japanese.

ically unaccented desu: Thus, muzukashii + desu \Rightarrow muzukashíi desu. The copula desu is basically unaccented (or atonic), but it may affect or itself be affected by the accent of a preceding word. Thus, Tanaka is unaccented, but in the sentence Tanaka *désu*. *I'm Tanaka*. desu acquires an accent. When an unaccented adjective (in the indicative) is followed by the polite desu, the reverse occurs, i.e., the adjective acquires an accent.

The placement of accent (or tone-accent, as explained in "Sound Patterns") on words in sequence, i.e., when speaking a complete phrase or sentence, does not always follow the pattern observed in pronouncing each of the words in isolation. For example, ano *that* has no innate accent, but in the phrase ano hito *that person* it receives the accent. Likewise, hito *person* itself is accented in some contexts and unaccented in others.

It is wise for the student to learn the accent of a word as it appears in the vocabulary lists and then note carefully how accents are dropped or acquired in the sentences given in the drills of each lesson. Sentence intonation affects word accent, especially toward the end of a sentence.

3.3. SENTENCE CONNECTIVES. All languages appear to have ways to connect independent sentences so that the speaker can indicate what type of relationship he intends to be understood between the sentences which he utters. The sentences which appear in the Reading section of Lesson 3 illustrate some of the principal sentence connectives in Japanese.

(1) *No connective: contrastive wa*. The first two sentences of the Reading section are Kono kodomo wa Amerikájiñ desu. Ano kodomo wa Nihoñjiñ desu. *This child is an American, (but) that child is a Japanese*. There is no connective between the two independent sentences. However, the subjects of both sentences are marked with wa. Up to this point we have identified wa as simply a particle marking the subject element of a clause. In these two sentences, i.e., when two similar sentences are juxtaposed as the two first sentences of the Reading, and the subjects are marked with the particle wa, it is understood that the subject of one sentence is being contrasted with the subject of the other. We could show this contrast in English by underlining or italics. Thus: *This* child is an American. *That* child is a Japanese. The contrastive use of wa serves the same function in Japanese.

(2) *Disjunctive: démo*. The third and fourth sentences of the Reading illustrate the same use of contrastive wa as sentences one and two, but in addition they are further marked with the sentence connective démo *but* to heighten the contrast between them: Kono kodomo wa ôkíi desu. Démo, ano kodomo wa chíisái desu. *This child is big. But that child is small*.

(3) *Conjunctive: soshite*. If the speaker wishes to add another sentence to what he has said, and wants to specify that what he is adding does not contrast with his former sentence, but that it is an addition to it, he may connect the two sentences with the sentence connector soshite *and* or *and then*. Thus: Tōkyō wa ôkíi desu. Soshite, mushiatsúi desu. *Tokyo's big. And it's muggy*. It will be noted that the subject is deleted from the second sentence.

(4) *Transitional: tokoróde*. Sometimes the speaker may want to indicate that there is no connection between what he is about to say and what he (or the other speaker) has just said. In this situation, he may introduce a new subject with the phrase tokoróde *by the way* or any of a number of other transitionals. Thus in the dialogue of Lesson 2 the expression tokoróde was used to change the subject: Tokoróde, ano katá wa dónata desu ka? *By the way, who is that (person)?*

SECTION 5. DIALOGUE

佐藤： ホワイトさんですね。 こんにちは。 はじめまして。 私は
佐藤です。

ホワイト： はじめまして。 どうぞ よろしく。

佐藤： こちらこそ。 ホワイトさんは アメリカ人ですか。

ホワイト： ええ、 そうです。

ホワイト： ところで、 佐藤さん、 その 本は おもしろいですか。

佐藤： ええ、 おもしろいです。 でも 高かったです。

ホワイト： そうですか。 いくらでしたか。

佐藤： 千円でした。

ホワイト： 高かったですね。

佐藤： この 本は 百円でした。

ホワイト： それは 安かったですね。

佐藤： ええ。 でも おもしろく ありません。

Sātō: Howáito-sañ desu ne. Koñnichi wa. Hajimemáshite. Watakushi wa
Sātō desu.

Howáito: Hajimemáshite. Dōzo yoroshiku.

Sātō: Kochira kōso. Howáito-sañ wa Amerikájiñ desu ka?

Howáito: Ē, sō desu.

Howáito: Tokoróde, Sātō-sañ, sono hōn wa omoshirōi desu ka?

Sātō: Ē, omoshirōi desu. Démo tákakatta desu.

Howáito: Sō desu ka? Íkura deshita ka?

Sātō: Señ-eñ déshita.

Howáito: Tákakatta desu ne.

Sātō: Kono hōn wa hyaku-eñ déshita.

Howáito: Sore wa yasukatta desu ne.

Sātō: Ē. Démo omoshíroku arimasēn.

English Equivalents

Sato: You're Mr. White, aren't you? I'm pleased to meet you (*lit.*, being the first time). I'm Sato.

White: How do you do? I'm pleased to meet you.

Sato: The pleasure is mine (*lit.*, I indeed . . .). Mr. White, are you an American?

White: Yes, that's right.

* * * * *

White: By the way, Mr. Sato, is that book interesting?

Sato: Yes, it's interesting. But (it) was expensive.

White: Is that so? How much was it?

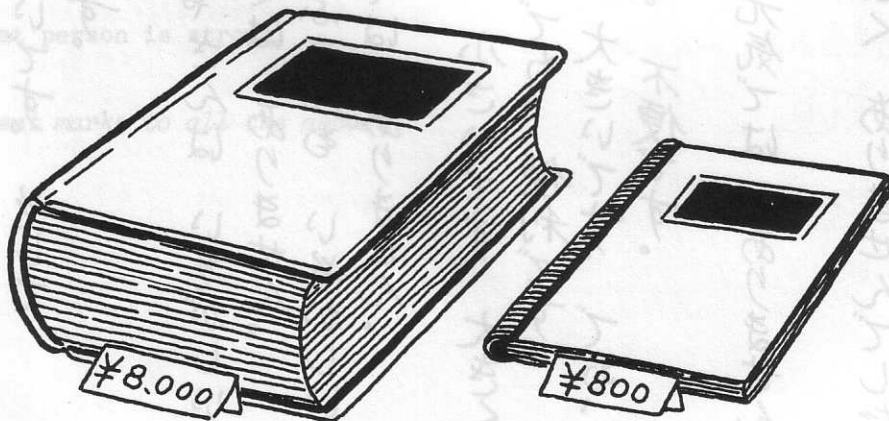
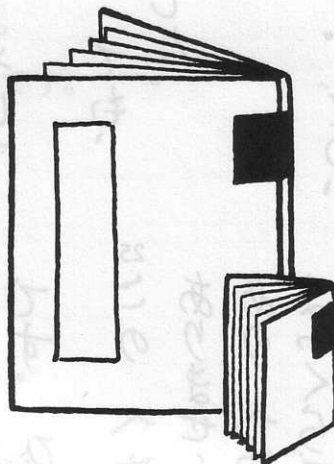
Sato: It was one thousand yen.

White: (That) was expensive, wasn't it.

Sato: This book was a hundred yen.

White: That was cheap, wasn't it.

Sato: Yes. But it isn't interesting.



SECTION 6. READING

この こどもは アメリカ人です。
 あの こどもは 日本人です。
 この こどもは 大きいです。 でも、
 あの こどもは 小さいです。
 この こどもは つよいです。 でも、
 あの こどもは よわいです。

この 本は 安かったです。 そして
 おもしろかったです。
 あの 本は 高かったです。 でも、
 おもしろく ありませんでした。
 この 本は あついです。
 あの 本も あついです。
 この 本は あたらしいです。 でも、
 あの 本は ふるいです。

15 ジョンソンさんは アメリカ人です。
 わかいです。
 スミスさんも アメリカ人です。

でも、 わかくは ありません。
 東京は 大きいです。 そして
 20 おしあついです。

その おいしやさんは いそがしい
 です。 ひまでは ありません。
 その かんごふさんも いそがしい
 です。 ひまでは ありません。

25 この へやは 小さいです。 大きくは
 ありません。 でも、 便利です。
 あの へやは 大きいです。 でも、
 まっくらです。 不便です。

30 佐藤^{さとう}さんは 元気では ありません
 でした。
 そして、 つよく ありませんでした。
 よわかったです。
 でも、 もう だいじょうぶです。

SECTION 7. EXERCISES

Fill in the blanks:

1. この 本は むずかしく _____。
2. 東京は あつ _____ ありません。
3. どの 本 _____ 高い _____。
4. あの方は しんせつ _____ ありません。
5. スミスさんは いそがしく _____ でした。

Change the following sentences to the form indicated in parentheses:

6. ホワイトさんは わかいです。 (Negative)
7. この 本は あたらしいです。 (Past)
8. この へやは しずかです。 (Negative)
9. その がっこうは ふるいです。 (Negative)
10. この 本は やさしいです。 (Negative Past)

Express in Japanese:

11. This paper is not new.
12. That person was not kind.
13. That meat was cheap.
14. This department store is old.
15. It was cold in Tokyo (or Tokyo was cold).
16. That person is strong.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Say That Again

(Useful Expressions from Unit 2, pp.21-22)

すみませんが、もう いちど 言って ください。	Excuse me, but please say (it) once more.
すみませんが、 もっと ゆっくり 言って ください。	Excuse me, but please say (it) more slowly.
くりかえして 言って ください。	Repeat, please.
本を あけて ください。	Open (your) book(s), please.
本を とじて ください。	Close (your) book(s), please.
見ないで 言って ください。	Say (it) without looking.
えいごは つかわないで ください。	Please do not use English.
何か しつもんが ありますか。	Do you have any questions?
しつもんが あります。	I have a question.

Adjective Pairs

デパートは 高いです。	Department stores are expensive.
スーパーマーケットは 安いです。	Supermarkets are cheap.
この山は 高いです。	This mountain is high.
あの山は 低いです。	That mountain is low.
このえんぴつは 長いです。	This pencil is long.
そのえんぴつは 短いです。	That pencil is short.
はるは あたたかい。	Spring is warm.
あきは すずしい。	Fall is cool.
なつは 暑い。	Summer is hot.
ふゆは 寒い。	Winter is cold.
おゆは 熱い。	Hot water is hot.
みずは 冷たい。	(Cold) water is cold.

SECTION 9. SELF TEST (For answers, see Appendix 4.)

I. Write kanji with okurigana on the line, hiragana or katakana in parentheses.Note: Be sure to write the okurigana also.Example: この basu は 小「さい」(okurigana)です。
(バス) (ちいさい)1. その depāto は _____ です。
() (おおきかった)2. Q: その 本 は _____ ですか。
() (たかかった)A: いいえ、_____ ありませんでした。 _____ です。
(たかく) (やすかった)

Q: いくら でしたか。

A: _____ でした。
(せんえん)

II. Rewrite each sentence in negative and past polite forms.

1. わたしは いそがしいです。

Negative _____

Past _____

2. わたしは 病気です。

Negative _____

Past _____

3. 東京は あついです。

Negative _____

Past _____

4. 山本さんは きれいです。

Negative _____

Past _____

III. Match words with opposite meanings.

() 1. おもい

a. 大きい

() 2. やさしい

b. うすい

() 3. 小さい

c. 安い

() 4. よわい

d. ふるい

() 5. 厚い

e. つよい

() 6. 髻い

f. むずかしい

() 7. あたらしい

g. 龯い

() 8. 高い

h. かるい

LESSON 4

MINE AND THINE

PROBLEM; Modified Noun Phrases contain pre-noun construction not found in English.

OBJECTIVE: To introduce the modified Noun Phrase.

SECTION 1. VOCABULARY

Drill

の	no	-- 's (particle: possessive, attributive; apposition)
田中	Tanaka	Tanaka (personal name)
おとうさん	otōsañ	(your/his) father
おかあさん	okāsañ	(your/his) mother
おにいさん	onīsañ	(your/his) older brother
おねえさん *	onēsañ	(your/his) older sister
おとうとさん	otōto-sañ	(your/his) younger brother
いもうとさん	imōto-sañ	(your/his) younger sister
フランス人	Furañsújiñ	(a) French person
中国人	Chūgokújiñ	(a) Chinese (person)
かがく	kāgaku	science
文学 ^{ぶん}	būngaku	literature
れきし	rekishi	history
おんがく	ōngaku	music
けいざい	kēzai	economics
ちち	chichí	(one's own) father
はは	háha	(one's own) mother
あに	áni	(one's own) older brother
あね	ane	(one's own) older sister

*Remember that in some words え is lengthened with え and not い (see p. 40).

おとうと	otōtō	(one's own) younger brother
いもうと	imōtō	(one's own) younger sister
病院 ^{びん}	byōin	hospital
古い	furúi	<i>adj</i> (is) old (not new)
新しい	atarashii	<i>adj</i> (is) new; fresh
いい/よい	ii/yói	<i>adj</i> (is) good
どれ	dōre	which? (of more than two alternatives)
日本語	nihōngo	Japanese (language)
~ご	-go	language (e.g., the Japanese language) (<i>noun suffix</i>)
えいご	ēgo	English (language)
フランスご	furañsugo	French (language)
ドイツご	doitsugo	German (language)
中国ご	chūgokugo	Chinese (language)
ペン	Pēn	Peng (<i>personal name</i>)
せんきょうし	señkyōshi	(a) missionary
日本	Nihōn	Japan
新聞	shiñbuñ	newspaper
アメリカ	Amerika	America
フランス	Furañsu	France
中国	Chūgoku	China
ドイツ	Dóitsu	Germany
かわいい	kawaií	<i>adj</i> (is) cute
女	oñná	woman; female
女の子	oñná no ko	(a) girl
子	ko	child
なまえ	namae	name
アリス	Árisu	Alice (<i>name, fem.</i>)
男	otokó	man; male

男の子	otokó no ko	(a) boy
トム	Tómu	Tom (name, masc.)
男の人	otoko no hitó	(a) man
やさしい	yasashii	adj (is) gentle; sweet
女の人	oñna no hitó	(a) woman

Dialogue

けれども	kéredomo	however; but
------	----------	--------------

Reading

かない	kánai	(one's own) wife
ご主人	go-shújiñ	(another's) husband
主人	shújiñ	(one's own) husband
むすめ	musumé	(one's own) daughter
むすこ	musuko	(one's own) son
山田	Yamada	Yamada (personal name)

Common Expressions

どうも ありがとう。	Dómo arígatō.	Thank you very much.
------------	---------------	----------------------

SECTION 2. KANJI STUDY

1352

田

田中	<u>た</u> なか	た
山田	や <u>ま</u> だ	た

1257

中

田中	た <u>な</u> か	なか
中国人	ちゅう <u>ご</u> くじん	チュウ

594

国

中国人	ちゅう <u>こ</u> くじん	コク
-----	------------------	----

500

古

古い	<u>ふる</u> い	ふる(い)
----	-------------	-------

972

新

新しい	<u>あた</u> らしい	あた(ら)しい
新聞	<u>しん</u> ぶん	シン

1631	聞	新聞	しんぶん	ブン
863	女	女の子	おんなのこ	おんな
681	子	女の子	おんなのこ	こ
1231	男	男の子	おとこのこ	おとこ

SECTION 3. DRILL

Substitution:

1. これは わたしの 本です。

- Cues: a) あなた
 b) ホワイトさん
 c) 田中さん
 d) あの人
 e) この方

2. あの方は ジョンソンさんの おとうさんです。

- Cues: a) おかあさん
 b) おにいさん
 c) おねえさん
 d) おとうとさん
 e) いもうとさん

3. あの ドイツ人の* 先生は しんせつです。

- Cues: a) 日本人
 b) アメリカ人
 c) フランス人
 d) 中国人

*Appositional no.

4. この かがく の 本は おもしろいです。

- Cues: a) ^{ぶん}文学
 b) れきし
 c) おんがく
 d) けいざい

Question-Answer:

5. Humble and Honorific terms.

Q: これは だれの えんぴつですか。

A: ちち の です。

- Cues: a) はは
 b) あに

- c) あね
 d) おとうと
 e) いもうと

Q: おとうさん の えんぴつですか。

- Cues: a) おかあさん
 b) おにいさん
 c) おねえさん
 d) おとうとさん
 e) いもうとさん

A: はい、ちち の です。

Substitution:

6. あの しんせつな 方は ホワイトさんです。

Cues: a) 元気

- b) スマート
 c) ねっしん
 d) しずか

7. それは 大きい 病院です。

- Cues: a) 小さい
b) 古い
c) 新しい
d) いい

Question-Answer:

8. Q: どなたが 日本ごの 先生ですか。

- Cues: a) えいご
b) フランスご
c) ドイツご
d) 中国ご

A: 山田さんが 日本ごの 先生です。/この方が そうです。

- Cues: a) ホワイト
b) 田中
c) 山本
d) ペン

9. Q: どれが むずかしい 本ですか。

A: これが むずかしい 本です。/これが そうです。

- Cues: a) やさしい
b) 高い
c) 安い
d) 古い
e) 新しい

10. Q: ホワイトさんは どの方ですか。

A: あの 元気な 方です。

- Cues: a) おもしろい
b) スマート

- c) 大きい
d) きれい
e) せんきょうし

Substitution:

11. この おもしろい 日本の 新聞は 田中さんのです。

Cues: a) あの

b) アメリカ

c) 新しい

d) フランス

e) その

f) 中国

g) 古い

h) ドイツ

12. この かわいい 女の子の なまえは アリスです。

Cues: a) 元気

b) 男の子 トム

c) つよい

d) 男の人

e) やさしい

f) 女の人 アリス

SECTION 4. GRAMMAR

MOON PHRASES (see also Lesson 2, 251 and 252)

of the construction of moon phrases will be found in the construction of moon phrases and it will be found in the construction of moon phrases.

English Equivalents

1. This is my book (*lit.*, As for this, [it] is my book).

- a) This is your book.
b) This is Mr./Mrs./Miss White's book.
c) This is Mr./Mrs./Miss Tanaka's book.
d) This is that person's (or his/her) book.
e) This is this person's (or his/her) book.

2. That person (or he/she) is Mr./Mrs./Miss Johnson's father.
- That person is Mr. Johnson's mother.
 - That person is Mr. Johnson's older brother.
 - That person is Mr. Johnson's older sister.
 - That person is Mr. Johnson's younger brother.
 - That person is Mr. Johnson's younger sister.
3. That teacher who is German is kind.
- That teacher who is Japanese is kind.
 - That teacher who is American is kind.
 - That teacher who is French is kind.
 - That teacher who is Chinese is kind.
4. This science book is interesting.
- This literature book is interesting.
 - This history book is interesting.
 - This music book is interesting.
 - This economics book is interesting.
5. Q: Whose pencil is this (*lit.*, As for this, whose pencil is it)?
- A: It's Dad's.
- It's Mom's.
 - It's my older brother's.
 - It's my older sister's.
 - It's my younger brother's.
 - It's my younger sister's.
- Q: Is (it) your father's pencil?
- Is (it) your mother's pencil?
 - Is (it) your older brother's pencil?
 - Is (it) your older sister's pencil?
 - Is (it) your younger brother's pencil?
 - Is (it) your younger sister's pencil?
- A: Yes, it's Dad's. (*etc.*)
6. That kind person is Mr./Mrs./Miss White.
- That healthy/full-of-life person is Mr. White.
 - That stylish person is Mr. White.
 - That earnest person is Mr. White.
 - That quiet person is Mr. White.
7. That is a big hospital.
- That is a small hospital.
 - That is an old hospital.
 - That is a new hospital.
 - That is a good hospital.
8. Q: Who is a/the Japanese teacher?
- Who is a/the English teacher?
 - Who is a/the French teacher?
 - Who is a/the German teacher?
 - Who is a/the Chinese teacher?
- A: Mr./Mrs./Miss Yamada is a/the Japanese teacher. / This person is.
- Mr. White is a/the English teacher. / This person is.
 - Mr. Tanaka is a/the French teacher. / This person is.
 - Mr. Yamamoto is a/the German teacher. / This person is.
 - Mr. Peng is a/the Chinese teacher. / This person is.

9. Q: Which book is difficult (*lit.*, Which [of several] is [a] difficult book)?
- Which book is easy?
 - Which book is expensive?
 - Which book is cheap?
 - Which book is old?
 - Which book is new?
- A: This book is difficult. / This (one) is.
- This book is easy. / This (one) is.
 - This book is expensive. / This (one) is.
 - This book is cheap. / This (one) is.
 - This book is old. / This (one) is.
 - This book is new. / This (one) is.
10. Q: Who is Mr./Mrs./Miss White (*lit.*, As for Mr. White, which person is he)?
- A: That healthy/full-of-life person (is). / It is that healthy person.
- That interesting person (is).
 - That stylish person (is).
 - That big person (is).
 - That pretty person (is).
 - That missionary (person is).
11. This interesting Japanese newspaper is Mr./Mrs./Miss Tanaka's (*lit.*, As for this interesting Japanese newspaper, [it] is Mr. Tanaka's).
- That interesting Japanese newspaper is Mr. Tanaka's.
 - That interesting American newspaper is Mr. Tanaka's.
 - That new American newspaper is Mr. Tanaka's.
 - That new French newspaper is Mr. Tanaka's.
 - That new French newspaper is Mr. Tanaka's.
 - That new Chinese newspaper is Mr. Tanaka's.
 - That old Chinese newspaper is Mr. Tanaka's.
 - That old German newspaper is Mr. Tanaka's.
12. This cute girl's name is Alice.
- This healthy/full-of-life girl's name is Alice.
 - This healthy/full-of-life boy's name is Tom.
 - This strong boy's name is Tom.
 - This strong man's name is Tom.
 - This gentle man's name is Tom.
 - This sweet woman's name is Alice.

SECTION 4. GRAMMAR

4.1. NOUN PHRASES (see also Lessons 23 and 25). A more detailed explanation of the construction of noun phrases will be given in Lesson 25. For the present lesson it will suffice to identify the different types of modifiers of the head noun of a phrase.

4.1.1. DEICTIC PARTICLES (see also 2.3.). Deictic particles (*kono this*, *sono that*, *ano that*, and *dono which?*) can come immediately before the head of a noun phrase, as in the following examples: *ano hito that person*; *dono hito which person?* Sometimes, however, these particles are separated from the head noun: *ano Doitsújiñ no sensei that teacher who is German*. Deictic particles can only occur in noun phrases, because they have to have a noun "to lean on."

4.1.2. NOUN + no. A noun can modify another noun by joining the two with the particle no. At this point it is not wise to identify this construction as "possessive" or "apposition" or the like; we will simply designate this part of a noun phrase as the NOUN + no part. Two or more nouns may be joined in this manner, but it is the last noun in the series which is head of the phrase. Thus: *oñná no ko no namae* (a) *girl's name* (lit., *female child's name*); *Nihoñ no shiñbuñ* (a) *Japanese newspaper*; *Nihoñgo no señsē* (a) *Japanese teacher / teacher of Japanese*; *watashi no hōñ my book*.

4.1.3. ATTRIBUTIVES. A more complete explanation of attributives in noun phrases will be given at 25.1. In the present lesson, two types of attributives are introduced: (1) adjectives and (2) copular attributives. When an adjective is used to modify a noun (i.e., the attributive use of adjectives), it comes immediately before the noun which it modifies. This use of adjectives was briefly introduced in Lesson 3: *muzukashii hōñ* (a) *difficult book*; *atarashii hōñ* (a) *new book*; *ōkii byōiñ* (a) *big hospital*. When a copular noun modifies another noun (i.e., the attributive use of the copular noun), the copular noun is followed immediately by na: *shīñsetsu na katá* (a) *kind person*; *gēñki na kodomo* (a) *healthy child*. The particle na is actually the attributive form of the copula desu.

4.1.4. DELETION OF NOUN HEAD. In expressions such as *chichí no desu* *It's Dad's*, the noun head (i.e., *eñpitsu pencil* in *chichí no eñpitsu desu*) is deleted, just as in the English equivalent. As the student has no doubt begun to observe, the little particle no carries a tremendous load in Japanese syntax.

4.1.5. NOUN PHRASES IN BASIC PATTERNS. In Japanese, as in English, a noun phrase may be substituted for a noun. Thus, in Basic Pattern 1 (see 1.1.1.) which contains two nouns, each of the nouns may be substituted by noun phrases:

BASIC PATTERN 1

Subject	Predicate
	【 [hōñ][desu] 】 (It) is (a) book.
【 kore wa 】	【 [hōñ][desu] 】 This is (a) book.

BASIC PATTERN 1, WITH NOUN PHRASES IN THE NOUN SLOTS

Subject	Predicate
	【 [watashi no hōñ][desu] 】 (It) is my book.
【 [kono atarashii hōñ wa] 】	【 [watashi no hōñ][desu] 】 This new book is my book.

Note that the slot marker (e.g., the subject-marker particle wa in the examples above) comes at the end of the phrase, and the noun before the slot marker is the head noun of the phrase.

SECTION 5. DIALOGUE

スミス： 田中さん、きれいな本ですね。田中さんのですか。

田中： ええ、わたしのです。

スミス： 何の本ですか。

田中： れきしの本です。

スミス： 日本のれきしですか。

田中： いいえ、フランスのれきしです。

スミス： その本はよかったですか。

田中： いいえ、よくありませんでした。

スミス： むずかしかったですか。

田中： いいえ、むずかしくありませんでした。でも、
おもしろくありませんでした。

スミス： フランスのれきしはおもしろくありませんか。

田中： れきしはおもしろいです。けれども、この本は
おもしろくありませんでした。

スミス： ああ、そうですか。

Sūmīsu: Tanaka-saṅ, kīrē na hōn desu ne. Tanaka-saṅ no desu ka?

Tanaka: Ē, watashi nō desu.

Sūmīsu: Nān no hōn desu ka?

Tanaka: Rekishi no hōn desu.

Sūmīsu: Nihōn no rekishi desu ka?

Tanaka: Īé, Furaṅsu no rekishi desu.

Sūmīsu: Sono hōn wa yōkatta desu ka?

Tanaka: Īé, yōku arimasēn deshita.

Sūmīsu: Muzukāshikatta desu ka?

Tanaka: Īé, muzukashiku arimasēn deshita. Dēmo, omoshīroku arimasēn deshita.

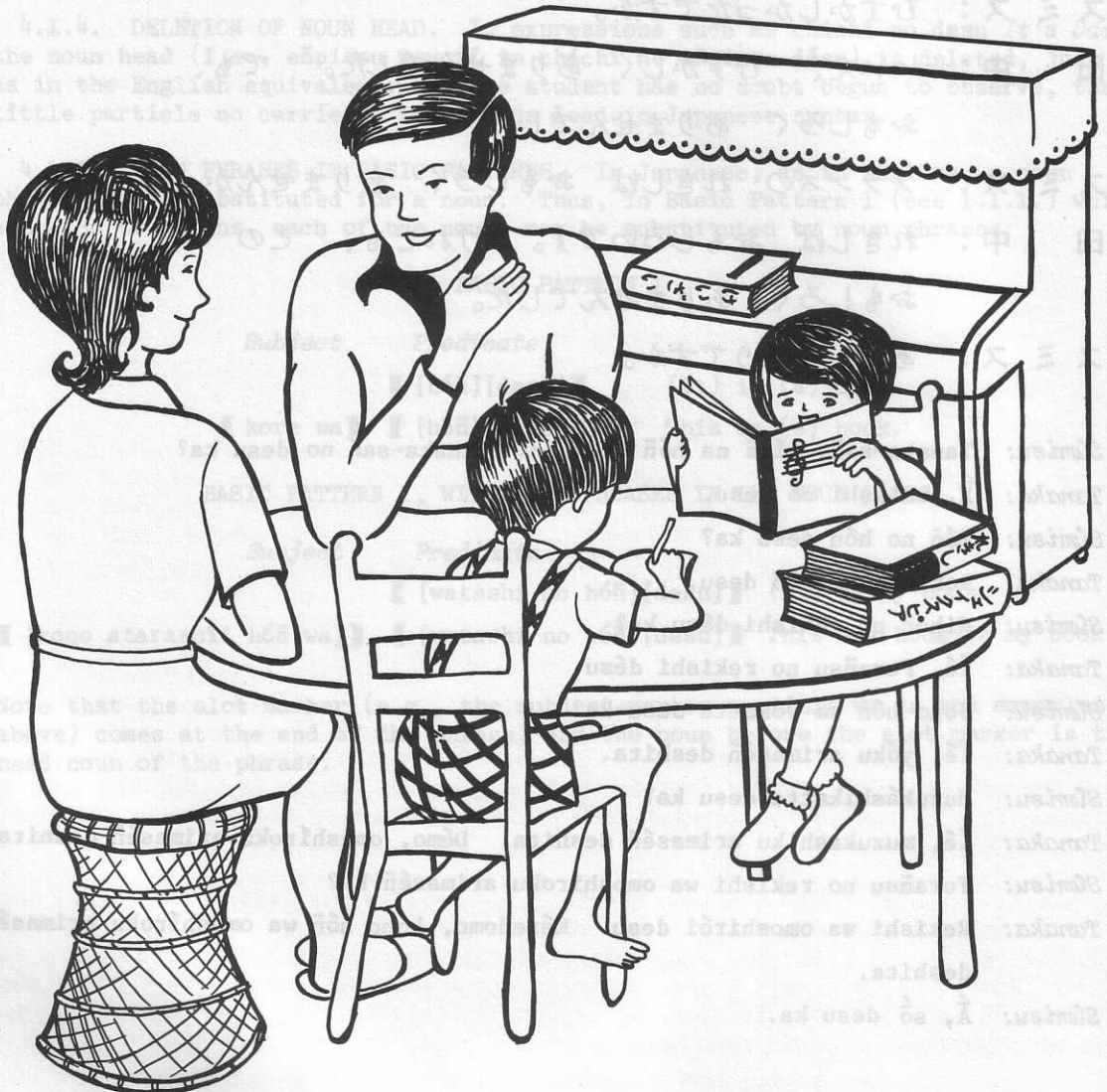
Sūmīsu: Furaṅsu no rekishi wa omoshīroku arimasēn ka?

Tanaka: Rekishi wa omoshirōi desu. Keredomo, kono hōn wa omoshīroku arimasēn deshita.

Sūmīsu: Ā, sō desu ka.

English Equivalents

- Smith:* Mr. Tanaka, that's a nice-looking book. Is it yours (*lit.*, Is it Mr. Tanaka's)?
- Tanaka:* Yes, it's mine.
- Smith:* What book is it?
- Tanaka:* It's a history book.
- Smith:* Japanese history?
- Tanaka:* No, French history.
- Smith:* Was it (that book) good?
- Tanaka:* No, it wasn't very good.
- Smith:* Was it difficult?
- Tanaka:* No, it wasn't difficult. But it wasn't interesting.
- Smith:* Isn't French history interesting?
- Tanaka:* The history is interesting. But this book wasn't interesting.
- Smith:* Oh, I see (*lit.*, Is it so?).



SECTION 6. READING

私は スミスです。

これは 私の かないです。

かないは おんがくの 先生でした。

5 「ご主人も おんがくの 先生

ですか。」

「いいえ、主人は せんきょうし

です。これは 私の おすすめです。

なまえは アリスです。」

10 「かわいい 女の子ですね。」

「どうも ありがとうございます。」

トムは 私の おすすめです。

アリスの おとうとです。

トムは 元気な 男の子です。

15

私は 山田です。

私の ちちは いしやです。

ははは かんごふでした。

私の あには 学生です。

20 「その 中国の 新聞は

おにいさんのですか。」

「はい、あにのです。」

「この 新しい えんぴつは

あなたのですか。」

25 「いいえ、それは いもうとのです。

私のは 古いです。」

二

SECTION 7. EXERCISES

SECTION 7. EXERCISES

Fill in the blanks:

1. スミスさん _____ いもうとさん _____ なまえ _____ アリスです。
2. あの 元気 _____ 人は 佐藤^{さとう}さんです。
3. この方は おんがく _____ 先生です。
4. その 病気 _____ 方 _____ どなたです _____ 。
5. ジョンソンさんは スマート _____ 人です。

Construct sentences using the words given, adding na or no if necessary:

6. この、本、佐藤^{さとう}さん、いい、は、です
7. しんせつ、ホワイトさん、あの、方、です、は
8. おもしろい、は、あの、生徒^と、人、ありません、では
9. その、でした、小さい、不便、へや、は
10. ボールペン、か、トム、が、どの、です

Express in Japanese:

11. This big person is a German.
12. Which one is yours?
13. The English book was not interesting.
14. The man (over there) is not Tom's younger brother.
15. The sweet girl is sick.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Let's Begin

(Useful Expressions from Unit 3, pp.27-28)

いいですか。

Are you ready (to begin)?

では、はじめます。

Well then, we're going to begin.

いっしょに 言って ください。

Say/ Repeat together, please.

ひとりで 言って ください。

Say/ Repeat it by yourself.

これで おわります。

That's all/ We end with this.

しゅくだいです。

(This is your) homework.

しゅくだいを だして ください。

Hand in (your) homework, please.

テストを します。

(We) are going to have a test.

休み時間です。

It's rest time (time for a break).

では、また。

I'll see you next time.

Noun Phrases

山は 高いです。

The mountain is high.

それは 高い山です。

That is a high mountain.

この子どもは 小さいです。

This child is little.

その女の子は 小さい子どもです。

That girl is a little child.

この子どもは 元気です。

This child is healthy.

その男の子は 元気な子どもです。

That boy is a healthy child.

このへやは しずかです。

This room is quiet.

これは しずかなへやです。

This is a quiet room.

その意見は 現実的ですか。

That opinion is realistic.

それは 現実的な意見です。

That is a realistic opinion.

SECTION 9. SELF TEST (For answers see Appendix 4)

I. Write kanji with okurigana on the line, hiragana or katakana in parentheses.

- この _____ は どなたのですか。
あたらしいしんぶん
- あの元気な _____ の _____ は _____ さんの むすめさんです。
() おんな こ やまだ
- あの _____ の _____ は _____ 人ですか。
おとこ こ ちゅうごく
- この _____ にくは千円でした。けれども おいしくありませんでした。 _____ でした。
() ふるかった
- France() America() Germany()

II. Supply particles where necessary. Mark "X" where not needed.

- あのしんせつ__おいしゃさん__ホワイト先生です。
- これはおいしい__ケーキ__ですね。
- この新しい__れきし__本は高いです。
- あの小さい__女__子はかわいいです。

III. Give the Humble forms for the following.

- おとうさん _____
- おかあさん _____
- おにいさん _____
- おねえさん _____
- おとうとさん _____
- いもうとさん _____

IV. Express in Japanese.

- A pitch-dark room is no good.

- My new car is red.

- Q: Is that stylish (smart-looking) person your elder sister?

A: No, she's my mother.

- Q: Which is your book?

A: The history book.

- Who is your teacher?

LESSON 5

WORK AND PLAY

PROBLEM: Japanese verbs are highly inflected.

- OBJECTIVE:** (1) To introduce the basic structure of intransitive clauses.
 (2) To introduce negative questions.
 (3) To introduce the direction element in intransitive clauses.

SECTION 1. VOCABULARY

Drill

いぬ	inú	dog
なく (なかない; ないた)	naku (nakanai; naita)	<i>vi</i> barks
あるく (あるかない; あるいた)	arúku (arukánai; arúita)	<i>vi</i> walks
はしる (はしらない; はしった)	hashíru (hashiránai; hashítta)	<i>vi</i> runs
あそぶ (あそばない; あそんだ)	asobu (asobanai; asoñda)	<i>vi</i> plays
クラーク	Kuráku	Clark (<i>personal name</i>)
あした	ashita° *	tomorrow
行く (行かない; 行った)	iku; yuku (ikanai; itta)	<i>vi</i> goes
働く (働かない; 働いた)	hataraku (hatarakanai; hataraita)	<i>vi</i> works
やすむ (やすまない; やすんだ)	yasúmu (yasumánai; yasúnda)	<i>vi</i> rests

*See Lesson 3, p. 83, footnote.

出かける (出かけない; 出かけた)	dekakeru (dekakenai; dekaketa)	<i>vi</i> goes out (from one's home)
かえる (かえらない; かえた)	káeru (kaeránai; káetta)	<i>vi</i> returns; goes home
子ども	kodomo	child
動く (動かない; 動いた)	ugóku (ugokánai; ugóita)	<i>vi</i> moves; runs (e.g., the car runs)
とまる (とまらない; とまった)	tomaru (tomaranai; tomatta)	<i>vi</i> stops; parks
車	kuruma	car
なおる (なおらない; なおった)	naóru (naoránai; naótta)	<i>vi</i> becomes fixed; is repaired
たつ (たたない; たった)	tátsu (tatánai; táтта)	<i>vi</i> stands (up)
すわる (すわらない; すわった)	suwaru (suwaranai; suwatta)	<i>vi</i> sits; sits (Japanese style)
ねる (ねない; ねた)	neru (nenai; neta)	<i>vi</i> sleeps; goes to bed
おきる (おきない; おきた)	okíru (okínai; ókita)	<i>vi</i> awakes; gets up
ハリス	Hárisu	Harris (personal name)
きのう	kinō	yesterday
来る (来ない; 来た)	kúru (kónai; kitá)	<i>vi</i> comes
つかれる (つかれない; つかれた)	tsukaréru (tsukarénai; tsukáreta)	<i>vi</i> becomes tired

おどろく (おどろかない; おどろいた)	odorōku (odorokánai; odoróita)	<i>vi</i> is startled; is surprised
困る (困らない; 困った)	komáru (komaránai; komátta)	<i>vi</i> is perplexed
ふとる (ふとらない; ふとった)	futóru (futoránai; futótta)	<i>vi</i> becomes fat
やせる (やせない; やせた)	yaseru (yasenai; yaseta)	<i>vi</i> becomes thin
中村	Nakamura	Nakamura (<i>personal name</i>)
に	ni	to (particle, Direction marker)

Dialogue

エンジン	ēnjiñ	engine; motor (of a car)
わるい	warúi	<i>adj</i> (is) bad
たぶん	tábuñ	probably
わかる (わからない; わかった)	wakáru (wakaránai; wakátta)	<i>vi</i> understands

すぐ *súgu* right away; soon

Reading

だから *dákara* so; therefore (*sentence connective*)

Common Expressions

おかわり ありません か。	Okawari arimasēn ka.	How are you (<i>lit.</i> , Is there no change)?
おかげさまで。	Okagesama de.	Thank you! (<i>lit.</i> , By your favor.)
すみませんが.....	Sumimasēn ga . . .	Excuse me, but . . . / I'm sorry, but . . .

SECTION 2. KANJI STUDY

540	行	行く	い<	い(く)
1412	働	働く	はたら<	はたら(く)
837	出	出かける	で<	で(る)
1408	動	動く	うご<	うご(く)
758	車	車	くるま	くるま
1844	来	来る	く<	く(る)
		来ない	こ<ない	く(る)
		来ます	きます	く(る)
602	困	困る	こま<	こま(る)
1169	村	中村	なかむら	むら

HOW TO STUDY KANJI. The student may have already discovered, as more and more complicated kanji are introduced, that there are certain relatively simple kanji which are used in combination with others to form new ones. For example: 女 *oñá woman* combines with 子 *ko child* to make 好き *sukí likes*. Such kanji as 女 and 子 are independent kanji, but they are also radicals; i.e., they are kanji roots which are used to compose other kanji. Many times the basic shape of these kanji is altered somewhat when it is used as a part of another kanji; e.g., 人 is altered to 亻 when it is the left-hand radical as in 便利 *béñri convenient*.

Traditionally there are 214 historical radicals,* each with a number assigned to it. Thus 女 is Radical No. 38, and 子 is Radical No. 39. Already the following kanji which are used both independently and as radicals have appeared:

* See, A.N. Nelson: *Japanese-English Character Dictionary* (Charles E. Tuttle, Co., Rutland Vermont; Tokyo, Japan, 1962). Nelson, like Rose-Innes, classifies a number of kanji under different radicals than those established by tradition. However, he always indicates the traditional classification as well. For help in determining the radical, take Nelson's advice: 'Take a LEFT radical in preference to a RIGHT; take a TOP radical in preference to a BOTTOM.' For further help in identifying radicals, study Nelson's Appendices 1 to 3.

Radical No.	Kanji	Reading	Root Meaning
72	日	NICHI [NI]	sun
9	人	JIN; <i>hito</i> *	person
100	生	SĒ	birth; life
46	山	<i>yama</i>	mountain
70	方	<i>kata</i>	person (Hon.)
42	小 (さい)	<i>chī(sai)</i>	small
37	大 (きい)	<i>ō(kii)</i>	big
189	高 (い)	<i>taka(i)</i>	tall; high
102	田	<i>ta</i>	rice field
38	女	<i>onna</i>	woman
39	子	<i>ko</i>	child
144	行 (く)	<i>i(ku)</i>	goes
159	車	<i>kuruma</i>	wheel

Begin to keep a notebook of the kanji you have learned, classifying them by radicals. You will discover that some radicals consistently appear on the left, some on the right. Some radicals change their shape depending on where they appear in a combination. A few radicals may appear at the top, bottom, left, and right.

FOR YOUR KANJI NOTEBOOK

A. LEFT-HAND RADICAL

Example:



9	イ	(also used as a top radical in the shape 人)
	何	何ですか。 What is it?
	便	便利 convenient
	働	働く <i>vi</i> works
115	禾	(also used as top or bottom radical)
	利	便利 convenient
	私	私 I; me

B. RIGHT-HAND RADICAL



Example:



19	力	(also used as bottom radical)
	動	動く <i>vi</i> moves

*Most kanji have two different "readings"; some have many more. In these texts, when readings are given in romanization, caps stand for the on (Chinese) reading and italics stand for the kuñ (Japanese) reading.

C. TOP RADICAL


			Example:			
8	亠	京	東京			Tokyo
40	宀	安	安い			adj (is) cheap
4	丷	千 (traditionally classified under 24)	千円			¥1000
1	一	百 (traditionally classified under 106)	百円			¥100
7	二	元 (traditionally classified under 10)	元気			healthy; well

D. BOTTOM RADICAL



			Example:			
10	儿	先	先生			teacher
39	子	(also used as left-hand or top radical)	学			student

E. ENCLOSURES



a. Complete Exterior Enclosure

			Example:			
31	口	国	中国人			(a) Chinese
		困	困る			vi is perplexed

b. Three-side Enclosure

			Example:			
169	門	聞 (traditionally classified under 128)	新聞			newspaper

c. Two-side Enclosure

			Example:			
104	疒	病	病气			sick

SECTION 3. DRILL

Substitution:

1. いぬは なきます。

Cues: a) あるく

b) はしる

c) あそぶ

Question-Answer:

2. Q: クラークさんは あした 行きますか。

A: はい、行きます。

Cues: a) 働く

b) やすむ

c) 出かける

d) かえる

Substitution:

3. この バスは 動きません。

Cues: a) 行く

b) とまる

c) 車 なおる

4. クラークさんは あした 行きません。

Cues: a) 働く

b) やすむ

c) 出かける

d) かえる

5. あの 子どもは たちました。

Cues: a) すわる

b) ねる

c) おきる

6. ハリスさんは きのう 来ませんでした。

- Cues: a) 行く
b) やすむ
c) 出かける
d) かえる

7. わたしは つかれました。

- Cues: a) おどろく
b) 困る
c) ふとる
d) やせる

Question-Answer:

8. Q: この 本は おもしろく ありませんか。

A: (a) はい、おもしろく ありません。

(b) いいえ、おもしろいです。

- Cues: a) むずかしい
b) 高い
c) 古い
d) 新しい

9. Q: 中村さんは 出かけませんでしたか。

A: (a) はい、出かけませんでした。

(b) いいえ、出かけました。

- Cues: a) おどろく
b) 働く
c) 来る

10. ハリス先生は がっこうに 来ましたか。

- Cues: a) 病院 行く
b) 東京 出かける
c) うち かえる

English Equivalents

1. A/the dog barks. /Dogs bark.
 - a) A dog walks.
 - b) A dog runs.
 - c) A dog plays.

2. Q: Is Mr./Mrs./Miss Clark going tomorrow (or Will Mr. Clark go tomorrow)?
A: Yes, he/she is (going).
 - a) Is Mr. Clark working/going to work tomorrow?
 - b) Is Mr. Clark resting tomorrow?
 - c) Is Mr. Clark leaving (or going somewhere) tomorrow?
 - d) Is Mr. Clark returning (home) tomorrow?

3. This bus will not run (*lit.*, will not move).
 - a) This bus will/does not go.
 - b) This bus will/does not stop (there).
 - c) This car will not (or cannot) repair/be repaired.

4. Mr./Mrs./Miss Clark is not going (or will not go) tomorrow.
 - a) Mr. Clark is not working tomorrow.
 - b) Mr. Clark is not resting tomorrow.
 - c) Mr. Clark is not leaving (or going anywhere) tomorrow.
 - d) Mr. Clark is not returning (home) tomorrow.

5. That child stood up.
 - a) That child sat down.
 - b) That child slept/went to bed.
 - c) That child woke/got up.

6. Mr./Mrs./Miss Harris didn't come yesterday.
 - a) Mr. Harris didn't go yesterday.
 - b) Mr. Harris didn't rest yesterday.
 - c) Mr. Harris didn't leave (or go anywhere) yesterday.
 - d) Mr. Harris didn't return (home) yesterday.

7. I am tired (or I became tired).
 - a) I am surprised.
 - b) I am perplexed.
 - c) I am fat.
 - d) I am thin.

8. Q: Isn't this book interesting (*lit.*, As for this book, is [it] not interesting)?
A: (a) No, it isn't interesting (*lit.*, Yes [what you said is true], it isn't interesting).
(b) Yes, it's interesting (*lit.*, No [what you said is not true], it *is* interesting).
 - a) Isn't this book difficult?
 - b) Isn't this book expensive?
 - c) Isn't this book old?
 - d) Isn't this book new?

9. Q: Didn't Mr./Mrs./Miss Nakamura leave?
 A: (a) No, he didn't (*lit.*, Yes [what you said is true], he didn't leave).
 (b) Yes, he left (*lit.*, No [what you said is not true], he *did* leave).
 a) Wasn't Mr. Nakamura surprised?
 b) Didn't Mr. Nakamura work?
 c) Didn't Mr. Nakamura come?
10. Did Dr./Professor Harris come to school?
 a) Did Dr. Harris go to the hospital?
 b) Did Dr. Harris leave for Tokyo?
 c) Did Dr. Harris go (return) home?

SECTION 4. GRAMMAR

5.1. SIMPLE SENTENCES MADE FROM THE VERBAL CLAUSE BASE. A third base for simple sentences in Japanese is a verbal clause, transitive or intransitive. Lesson 5 introduces the pattern of intransitive verbal clauses. As with the copular and adjectival clauses, the essential element in verbal clauses is the predicate. The verbal clause predicate may be a single verb form or a verb phrase.

5.1.1. INTRANSITIVE VERBAL CLAUSE: BASIC PATTERN 3

- (1) Basic Pattern: Indicative ("Present Tense")

<i>Subject</i>	<i>Predicate</i>	
	【nakimásu】	(He) barks.
【[inú (wa) (ga)]】	【nakimásu】】	(The) dog barks.

- (2) Negative

	【nakimaséñ】	(He) doesn't bark.
【[inú wa]】	【nakimaséñ】】	(The) dog doesn't bark.

- (3) Past

	【nakimáshita】	(He) barked.
【[inú (wa) (ga)]】	【nakimáshita】】	(The) dog barked.

- (4) Negative Past

	【nakimaséñ deshita】	(He) didn't bark.
【[inú wa]】	【nakimaséñ deshita】】	(The) dog didn't bark.

5.1.2. VERBS. Like the copula* and adjective, the verb is inflected in Japanese. The basic construction is Stem and Ending, with the ending carrying a wide range of meaning, including past, future, conditional, provisional, negative, etc. (see Appendix).

(1) *The Polite -masu form of the Verb.* In this lesson four forms of the verb are treated: polite present (or non-past, since this form is also used for future or habitual action), polite negative, polite past, and polite negative-past.

Plain forms of verbs are listed in the vocabulary, primarily for the purpose of showing accents. With the polite -masu ending, all verbs are accented alike, but

*Cf. Lesson 1, 1.1.5, p. 56, footnote.

some verbs have an innate accent while others are unaccented. If a verb has an accent, then the plain negative and plain past forms are also accented (see the vocabulary list of this and subsequent lessons).

COMPARISON OF PLAIN AND POLITE FORM OF VERBS

	<i>Plain</i>	<i>Polite</i>	
Present:	naku	nakimásu	(He) barks.
Negative:	nakanai	nakimaséñ	(He) doesn't bark.
Past:	naita	nakimáshita	(He) barked.
Negative Past:	nakanákatta	nakimaséñ deshita	(He) didn't bark.

The polite form of the verb is characterized by the inclusion of the polite DERIVATIVE SUFFIX **-mas-**. The indicative ("present") suffix is **-u**, and the past suffix is **-ta** (the same as for the copula). Verb inflections will be dealt with in detail in subsequent lessons. At this point the student should remember only the polite forms for indicative, negative, past, and negative-past, and the rules for forming these from the dictionary listing of verbs.

(2) *Verb Inflections with Polite -masu form of the Verb*

	<i>Dictionary</i>	<i>Stem</i>	<i>Formant</i>	<i>Indicative</i>	<i>Negative</i>	<i>Past</i>
C-Verb:	naku <i>barks</i>	nak-	-i-	nakimásu	nakimaséñ	nakimáshita
V-Verb:	neru <i>sleeps</i>	ne-		nemásu	nemaséñ	nemáshita

(3) *Determining Consonant Verbs (C-Verbs) and Vowel Verbs (V-Verbs)*. The term "C-Verb" means that the verb stem ends in a consonant, and "V-Verb" means that the verb stem ends in a vowel. Thus, if the stem ends in a consonant (e.g., *nak-barks*) the vowel formant **-i-** must be added before suffixing the polite ending: *nakimásu (he) barks*. If the stem ends in a vowel (e.g., *ne-sleeps*), the ending is added immediately to the stem: *nemásu (he) sleeps*. On the other hand, Vowel Verbs take a consonant formant **-r-** in the plain indicative; e.g., *ne- + -r- + -u* ⇒ *neru*. Vowel Verbs and Consonant Verbs are easily discovered in the vocabulary list of these lessons by checking the plain negative form. If the plain negative ends in **-anai** it is a Consonant Verb; if the plain negative does not end in **-anai** it is a Vowel Verb. In the Vocabulary Index (Appendix 3), C-Verbs and V-Verbs are distinguished with a period between the stem and ending; thus, *nak.u*, a Consonant Verb because the stem ends in a consonant, and *ne.ru*, a Vowel Verb because the stem ends in a vowel.

<i>Plain Negative</i>		<i>Consonant Verb</i>	<i>Vowel Verb</i>	<i>(Plain Indicative)</i>
<u>hashiránai</u>	doesn't run	hashirimaséñ		(hashíru)
<u>hatarakanai</u>	doesn't work	hatarakimaséñ		(hataraku)
<u>asobanai</u>	doesn't play	asobimaséñ		(asobu)
<u>tatánai</u>	doesn't stand	tachimaséñ		(táttsu)
<u>nenai</u>	doesn't sleep		nemaséñ	(neru)
<u>okínai</u>	doesn't wake		okimaséñ	(okíru)
<u>dekakenai</u>	doesn't go out		dekakemaséñ	(dekakeru)

The ordinary dictionary, however, doesn't list verbs in this convenient manner. It will be necessary for the student to recognize other means of distinguishing between the two classes of verbs, because proper conjugation of the verb is contingent upon this distinction. The following guide may be of some help:

HOW TO DISTINGUISH CONSONANT AND VOWEL VERBS

If the "dictionary" form *does not* end in -ru it is a C-Verb.

If the "dictionary" form ends in -ru look at the preceding vowel:

- a) Verbs ending in -oru are C-Verbs.
- b) Verbs ending in -aru are C-Verbs.
- c) Verbs ending in -uru are C-Verbs.
- d) Verbs ending in -iru are V-Verbs--except *hashīru runs* and a few others.
- e) Verbs ending in -eru are V-Verbs--except *kāeru returns* and a few others.

(4) *Irregular Verbs.* Fortunately, Japanese has very few irregular verbs (that is, there are very few verbs which cannot be classed either as C-Verb or V-Verb). Essentially, the irregular verbs are three:

IRREGULAR VERBS

<i>Plain Indicative</i>	<i>Plain Negative</i>	<i>Plain Past</i>	<i>Polite</i>
suru does	shinai	shita	shimāsu
kūru comes	kónai	kitá	kimāsu
iku goes	ikanai	itta	ikimāsu

A class of Honorific verbs ending in -aru is like C-Verbs except in the polite -masu and imperative inflections:

HONORIFIC VERBS

<i>Plain Indicative</i>	<i>Plain Negative</i>	<i>Imperative</i>	<i>Polite</i>
kudasáru gives	kudasaránai	kudasái	kudasaimāsu
irassháru comes	irassharánai	irasshái	irasshaimāsu

5.1.3. SUBJECT-MARKER PARTICLES *wa* AND *ga*. Up to this point the student has been led to believe that the subject of a sentence is always marked with the particle *wa* which occurs immediately after the noun, or the head noun in a noun phrase. In Lesson 5, sentences in which the subject element is marked with *ga* appear (see the Reading). It will be noted, in BASIC PATTERN 3 (see 5.1.1.), that the particle marking the subject of an indicative or past intransitive verbal clause may be either *wa* or *ga*. However, the particle is *wa* in a negative clause.

The choice of *wa* or *ga* isn't entirely optional, as these diagrams may lead the student to believe. As was explained in Lesson 3 (see 3.3.), the subjects of contrastive clauses (or sentences) are marked with *wa*. But a subject may be marked with *ga* to focus or emphasize it; e.g., *Ano katá wa señsé desu. He is a teacher. Ano katá ga señsé desu. He is a teacher.* This last sentence could be the answer to the question: *Dono katá ga señsé desu ka? Who is a/the teacher?* When there is an interrogative word such as *dono, dare, dore* in the subject slot it is always marked with the particle *ga*, and the subject slot of the answer is always marked with *ga* as well.

RULE OF THUMB FOR *wa* AND *ga*

wa marks a new topic which is brought up for comment, but the presupposition is that the topic is "shared information."

wa contrasts the subjects of two sentences in sequence.

wa marks the subject of a negative sentence (usually, but there are exceptions when *ga* is used).

wa is used to bring a particular slot (like Object, Time, etc.) into focus; in this usage, *wa* replaces *o* or *ga*, but it does not replace other particles such as *ni*, but is added to the particle marker for the slot; e.g., *soko ni wa as for there*.

ga replaces *wa* to emphasize the subject of a copular clause.

ga marks the subject if there is a "question word" (such as *dare*) in the subject slot, and *ga* is also used to mark the subject of the answer.

ga marks the subject of an embedded clause.

5.2. **NEGATIVE QUESTIONS.** Ask a negative question and you get a negative answer. At least this is the way it strikes the native speaker of English when he comes up against negative questions in Japanese. But there is a logic at work, as we have tried to explain in the English equivalents to the drills. To the question: *Kono hōn wa omoshiroku arimasēn ka? Is this book not interesting?* the answer *Hái. Yes.* would imply that one agreed with what was said; i.e., that he thought the book uninteresting. To indicate that one did, in fact, find the book interesting, he feels he first has to negate the statement which was put in the negative. The result: *Īé, omoshirōi desu. No, it is interesting.*

5.3. **INTRANSITIVE VERBS.** Verbs introduced in Lesson 5 are intransitive, which means that these verbs do not take an object. Transitive verbs (verbs which may take an object) are introduced in Lesson 6.

The first four lessons concentrate on two basic sentence patterns in Japanese; i.e., Copular sentences and Adjectival sentences. Basic elements of these two types are Subject and Predicate, the contrast between them being shown in the Predicate slot. Verbal sentences (the third, and last, basic sentence type) are those sentences where the predicate slot is filled by a verb.

THREE BASIC SENTENCES

<i>Copular Sentence</i>	【 Noun + <i>wa</i> 】	【 Noun + <i>desu</i> 】
<i>Adjectival Sentence</i>	【 Noun + <i>wa</i> 】	【 Adjective 】
<i>Verbal Sentence</i>	【 Noun + <i>wa</i> 】	【 Verb 】

5.3.1. **THE DIRECTION ELEMENT** (*see also* 12.1). Verbal sentences are expanded by the addition of a variety of elements (slots), each accompanied by its distinctive marker particle. In this lesson, the Direction element and its marker, *ni*, are introduced in Drill 10.

Verbal Sentence with Direction 【 Noun + *wa* 】 【 Noun + *ni* 】 【 Verb 】
Hárisu-sensē wa gakkō ni kimáshita.
 Professor Harris came to school.

SECTION 5. DIALOGUE

クラーク： 山本さん、 こんにちは。

山 本： こんにちは、 クラークさん。 おかわり ありませんか。

クラーク： はい、 おかげさまで。 山本さんは？

山 本： ええ、 わたしも。



クラーク： 山本さん、 すみませんが、 車が 動きません。

山 本： それは 困りましたね。

クラーク： ええ。

山 本： エンジンが わるいですか。

クラーク： たぶん そうです。

山 本： ああ、 わかりました。 すぐ なおります。

- Kurāku: Yamamoto-saⁿ, koⁿnichi wa.
- Yamamoto: Koⁿnichi wa, Kurāku-saⁿ. O-kawari arimasēⁿ ka?
- Kurāku: Hāi, o-kage-sama de. Yamamoto-saⁿ wa?
- Yamamoto: Ē, watashi mo.
- Kurāku: Yamamoto-saⁿ, sumimasēⁿ ga, kuruma ga ugokimasēⁿ.
- Yamamoto: Sore wa komarimāshita ne.
- Kurāku: Ē.
- Yamamoto: Ēnjiⁿ ga warūi desu ka?
- Kurāku: Tābuⁿ sō desu.
- Yamamoto: Ā, wakarimāshita. Sūgu naorimāsu.

English Equivalent

- Clark: Hello, Mr. Yamamoto.
- Yamamoto: Hello, Mr. Clark. How are you (*lit.*, Is there no change)?
- Clark: Fine, thank you (*lit.*, by your favor). And how are you?
- Yamamoto: Yes, I'm fine, too.
- Clark: Mr. Yamamoto, pardon me, but (my) car won't go.
- Yamamoto: You're in a fix, aren't you.
- Clark: Yes.
- Yamamoto: Is it the motor (*lit.*, Is the engine bad)?
- Clark: Probably so.
- Yamamoto: I've found your trouble (*lit.*, Oh, I understand). It will be repaired right away.

SECTION 6. READING

15

山本「クラークさんは 行きましたか。」
ハリス「ええ、行きません。山本さん

10

中村さんが 来ました。
中村さんは ふとりました。
私は おどろきました。
佐藤さんは 来ませんでした。
佐藤さんは やせました。
病気で。

5

子どもは あそびます。けれども、
おとなは あそびません。
この人は はしります。けれども、
あの人は はしりません。

中村さんは つかれました。
だから、中村さんは 働きません。
でも、田中さんは 働きます。

20

山本「は……。」
山本「私も 行きません。」
私の 新しい車は 動きませんでした。
エンジンが わるいです。
困りました。

ホワイトさんの 古い車は
なおりました。
ホワイトさんは 出かけました。

SECTION 7. EXERCISES

Change the following sentences to the form indicated in parentheses:

1. わたしは あした 働きます。 (Negative)
2. クラークさんは 出かけません。 (Past--add きのう)
3. トムは ねます。 (Past)
4. この 車は なおります。 (Negative)
5. わたしは あそびます。 (Past)

Answer in Japanese, using the cue given in parentheses:

6. この 本は 高く ありませんか。 (はい)
7. 中村さんは 出かけますか。 (いいえ)
8. これは あなたの 車ですか。 (いいえ)
9. あなたは ねませんでしたか。 (ええ)
10. あの人は 病気ですか。 (いいえ)
11. あなたは おどろきませんでしたか。 (いいえ)

Express in Japanese:

12. I ran.
13. The boy will get up.
14. The man did not go.
15. The American worked.
16. The car will not go (move).

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Getting Acquainted

(Useful Expressions from Unit 4, pp.31-32)

- A: 私^{わたし}は _____ です。どうぞ よろしく。 I am _____. How do you do?
- B: はじめまして、どうぞ よろしく。 I am pleased to meet you.
- A: ご招待^{しょうたい}を ありがとう ございます。 Thank you for inviting me (today).
- B: どうぞ めしあがって ください。 Please eat.
- A: では、いただきます。 (Said before beginning to eat.)
- B: どうぞ。 Please.
- A: お先^{まへ}に。 (Excuse me for) going ahead.
- B: どうぞ。 Please.
- B: あじは いかがですか。 How does it taste?
- A: たいへん けっこうです。 Very good!
- B: ごはんの おかわりは いかがですか。 Would you like some more rice?
- A: いいえ、けっこうです。 No, thank you.
- A: ごちそうさま。 Thank you (lit. It was a feast).
- B: おそまつさま でした。 No, no (lit. It was rough fare)!

いいですか?

いいですか。 では、はじめます。

Are you ready? Well, we will begin.

もう いいですか。

Are you all right now?

Q: おさとうが いらいますか。

Do you want sugar?

A: いいです。

No, thank you.

A: お天気^{てんき}が いいですね。

Nice weather, isn't it?

B: ええ、いいですね。

Yes, it is, isn't it?

A: あした つごうは どうですか。

Is tomorrow convenient for you?

B: ええ、いいですよ。

Yes, it's O.K.

SECTION 9. SUMMARY TEST. Lessons 1-5 (For answers see Appendix 4)

- I. かんじ、おくりがな、ひらがな、カタカナ 漢字+おくりがな
(ひらがな/カタカナ)
1. わたくし の ちいさい いぬは びょうき です。 なきません。 うごきません。
ごまりました。
2. Convenience Storeは便利です。
() ()
3. Q: やまむら さんのきれいな くるま は あたらしい ですか。
A: いいえ、ふるい です。
4. Johnson さんのおくさんの にほん ごの先生は、きのう、がっこうに きません でした。
- II. Rewrite the following in negative form.
1. あの人は学生です。(Neg.) _____
 2. クラークさんは あした でかれます。(Neg.) _____
 3. このやさいは 新しいです。(Neg.) _____
 4. 子どもは やかましかったです。(Neg.) _____
 5. この本は わたしのです。(Neg.) _____
- III. Supply appropriate particles. Mark "X" where not needed.
1. 山田さん 新しい 車 動きません。
 2. この パン おいしく ありません。
 3. これ わたし ボールペン ありません。 あね です。
 4. どなた 中村さんですか。
- IV. Make your own sentence using the verb given.
1. _____ あそびます。
 2. _____ 行きませんでした。
 3. _____ かえりました。
 4. _____ すわります。
 5. _____ なおりません。

V. Fill in the blanks in the chart. Do not use kanji.

Dictionary Form	Polite Form	Negative Polite Form	Past Polite Form
きれい	きれいです	きれいではありません	きれいでした
出かける			
たつ			
病気			
あつい			
大きい			
はしる			
不便			
ふとる			
働く			
ねる			

VI. Express in Japanese.

1. Is Tom your younger brother? _____
2. Was that French book difficult? _____
3. I'm going to Tokyo tomorrow. _____
4. My new ball-point pen is no good. _____
5. My father is going to return to America tomorrow. _____

LESSON 6

BUYING AND EATING

PROBLEM: As in English, the distinction between transitive and intransitive verbs is not indicated in the "shape" of the word, but in the larger context of clause--i.e., transitive verbs "take an object."

OBJECTIVE: (1) To introduce the Transitive Verbal Clause.
(2) To present the Topic and Subject slots in transitive verbal clauses.

SECTION 1. VOCABULARY

Drill

を	を	particle, Object marker
買う (買わない; 買った)	かう (かわない; かった)	vt buys
売る (売らない; 売った)	うる (うらない; うった)	vt sells
読む (読まない; 読んだ)	よむ (よまない; よんだ)	vt reads
見る (見ない; 見た)	みる (みない; みた)	vt sees; looks at
ごはん	ごはん	(cooked) rice; a meal
食べる (食べない; 食べた)	たべる (たべない; たべた)	vt eats
(お)さけ	(お)さけ	sake (Japanese rice wine) (or alcoholic drinks in general)
飲む (飲まない; 飲んだ)	のむ (のまない; のんだ)	vt drinks
ビール	ビール	beer
パン	パン	bread
ケーキ	ケーキ	cake
おちゃ	おちゃ	(Japanese) tea
コーヒー	コーヒー	coffee

てがみ	てがみ	letter (epistle)
かく (かかない; かいた)	かく (かかない; かいた)	vt writes; draws; paints
え	え	(a) picture (drawing; painting)
えいが	えいが; えいが	movie
その子	そのこ	the (lit., that) child
べんきょう	べんきょう	study
はじめる (はじめない; はじめた)	はじめる (はじめない; はじめた)	vt begins
着物	きもの	kimono (Japanese style dress)
きる (きない; きた)	きる (きない; きた)	vt wears; puts on (clothing)
(お)はし	(お)はし	chopsticks
つかう (つかわない; 使った)	つかう (つかわない; 使った)	vt uses
ドア	ドア	door
あける (あけない; あけた)	あける (あけない; あけた)	vt opens
まど	まど	window
しめる (しめない; しめた)	しめる (しめない; しめた)	vt closes; shuts
に	に	particle, Indirect Object marker
日本語	にほんご	Japanese (language)
～語	～ご	language (e.g., the Japanese language) (noun suffix)
おしえる (おしえない; おしえた)	おしえる (おしえない; おしえた)	vt teaches
あげる (あげない; あげた)	あげる (あげない; あげた)	vt gives (someone)
トランジスターラジオ	トランジスターラジオ	transistor radio

とけい	とけい	(a) watch; clock
カメラ	カメラ	camera
イギリス人	イギリスじん	Englishman
クーラー	クーラー	air-conditioning unit
見せる (見せない; 見せた)	みせる (みせない; みせた)	vt shows
テレビ	テレビ	television
何	なに	what?
する (しない; した)	する (しない; した)	vt does

Dialogue

林	はやし	Hayashi (personal name)
食べ物	たべもの; たべもの	food
すきやき	すきやき	sukiyaki (a Japanese food)
と	と	and (a conjunctive used between nouns or noun phrases)
てんぷら	てんぷら	tempura (deep-fat fried food)

Reading

赤い	あかい	adj (is) red
----	-----	--------------

Common Expressions

そうですね。	そうですね。	Let's see . . . / Let me think
ええ、どうも。	ええ、どうも。	Thank you.
～ませんか。	～ませんか。	Won't you . . . ?

SECTION 2. KANJI STUDY

1483	買	買う	かう	か(う)
1477	売	売る	うる	う(る)
1424	読	読む	よむ	よ(む)

460	見	見る	<u>みる</u>	み(る)
940	食	食べる	<u>たべる</u>	た(べる)
44	飲	飲む	<u>のむ</u>	の(む)
1621	物	^き 着物	<u>きもの</u>	もの
522	語	日本語	<u>にほんご</u>	ゴ
1892	林	林	<u>はやし</u>	はやし
1045	赤	赤い	<u>あかい</u>	あか(い)

New Readings

115	何:	何	<u>なん</u>	(1)
		何	<u>なに</u>	

SECTION 3. DRILL

Substitution:

1. (a) わたしは 本を 買います。

Cues: a) 売る

b) 読む

c) 見る

Expansion:

(b) Add あした to the sentences in 1(a).

Example: わたしは あした 本を 買います。

Substitution:

(c) わたしは 安い本を 買います。

Cues: a) 高い 売る

- Cues: a) b) 古い 読む
c) 新しい 見る

Expansion:

(d) Add あした to the sentences in 1(c).

Example: わたしは あした 安い本を 買います。

Substitution:

2. わたしは ごはんを 食べません。

Cues: a) おさけ 飲む

b) ビール

c) パン 食べる

d) ケーキ

Question-Answer:

3. Q: あなたは ごはんを 食べますか。

A: はい、(ごはんを) 食べます。

Cues: a) パン

b) ケーキ

c) にく

4. Q: あなたは おさけを 飲みますか。

A: (a) いいえ、(おさけを) 飲みません。

(b) いいえ、(おさけは) 飲みません。

Cues: a) おちゃ

b) ビール

c) コーヒー

Substitution:

5. (a) 子どもは ごはんを 食べました。

Cues: a) 本 読む

- b) コーヒー 飲む
 c) てがみ かく
 d) え かく
 e) えいが 見る

Expansion:

(b) Add きのう to the sentences in 5(a).

Example: 子どもは きのう ごはんを 食べました。

(c) Add すぐ to the sentences in 5(a).

Example: 子どもは すぐ ごはんを 食べました。

Substitution:

6. その子は 本を 買いませんでした。

- Cues: a) べんきょう はじめる
 b) 着物 きる
 c) はし つかう
 d) ドア あける
 e) まど しめる

Question-Answer:

7. Q: 子どもは にくを 食べましたか。

A: (a) はい、(にくを) 食べました。

(b) はい、(にくは) 食べました。

Cues: a) パン

b) ケーキ

c) ごはん

8. Q: 子どもは にくを 食べましたか。

A: (a) いいえ、(にくは) 食べませんでした。

(b) いいえ、(にくを) 食べませんでした。

Cues: a) パン

b) ケーキ

c) ごはん

Substitution:

9. 日本人は ホワイトさんに 日本語を おしえます。

Cues: a) 中国人 中国語

b) フランス人 フランス語

c) アメリカ人 えい語の本あげました。

d) ドイツ人 ドイツ語

10. 日本人は アメリカ人に トランジスターラジオを 売ります。

Cues: a) ドイツ人 とけい

b) フランス人 カメラ

c) イギリス人 クーラー

d) 中国人 着物

11. 先生は わたしに がっこうの クーラーを 見せました。

Cues: a) 山本さん カメラ

b) ホワイトさん とけい

c) ^{さとう}佐藤さん 本

d) ハリスさん テレビ

Situation-Response (Question-Answer):

12. The tutor gives the situation, or statement, and then questions the student about the content.

Situation: わたしは ^{さとう}佐藤さんに 本を あげました。

(a) Q: だれが 佐藤さんに 本を あげましたか。

A: あなたが (佐藤さんに) (本を) あげました。

(b) Q: わたしは だれに 本を あげましたか。

A: (あなたは) 佐藤さんに (本を) あげました。

- (c) Q: わたしは 佐藤さんに 何を あげましたか。
A: (あなたは) (佐藤さんに) 本を あげました。
- (d) Q: わたしは 何を しましたか。
A: (あなたは) 佐藤さんに 本を あげました。

English Equivalents

1. (a) I buy books. / I (will) buy a book.
a) I sell books. / I (will) sell a book.
b) I read books. / I (will) read a book.
c) I look at books. / I (will) see/look at a book.
- (b) I'm going to/will buy (a) book(s) tomorrow.
- (c) I buy cheap books. / I'm going to buy a cheap book.
a) I sell expensive books. / I'm going to sell an expensive book.
b) I read old books. / I'm going to read an old book.
c) I look at new books. / I'm going to look at a new book.
- (d) I'm going to buy a cheap book (or books) tomorrow.
2. I don't (or will not/am not going to) eat rice (or a meal).
a) I don't drink sake.
b) I don't drink beer.
c) I don't eat bread.
d) I don't eat cake.
3. Q: Do you drink sake?
A: Yes, (I) drink (sake).
a) Do you drink (Japanese) tea?
b) Do you drink beer?
c) Do you drink coffee?
4. Q: Do you drink sake?
A: (a) No, (I) don't drink (sake).
(b) No, (I) don't drink (sake).
a) Do you drink (Japanese) tea?
b) Do you drink beer?
c) Do you drink coffee?
5. (a) The child(ren) (or my child) ate rice/his meal.
a) The child read a book.
b) The child drank coffee.
c) The child wrote a letter.
d) The child drew a picture.
e) The child saw a movie.
- (b) The child(ren) (or my child) ate rice yesterday.
- (c) The child(ren) (or my child) ate (his meal) right away.

6. The (*lit.*, That) child didn't buy a/the book(s).
- a) The child didn't begin studying. / The child didn't begin his study.
 - b) The child didn't dress (*lit.*, put on a/his/her kimono).
 - c) The child didn't use chopsticks.
 - d) The child didn't open the door.
 - e) The child didn't shut the window.

7. Q: Did (the) child(ren) eat (the) meat?
A: (a) Yes, (the) child(ren) ate (the) meat.
(b) Yes, (the) child(ren) ate (the) meat.

- a) Did (the) child(ren) eat bread?
- b) Did (the) child(ren) eat cake?
- c) Did (the) child(ren) eat rice/the meal?

8. Q: Did (the) child(ren) eat (the) meat?
A: (a) No, (the) child(ren) didn't eat (the) meat.
(b) No, (the) child(ren) didn't eat (the) meat.

- a) Did (the) child(ren) eat bread?
- b) Did (the) child(ren) eat cake?
- c) Did (the) child(ren) eat rice/the meal?

9. A Japanese teaches Mr./Mrs./Miss White (the) Japanese language.
- a) A Chinese teaches Mr. White Chinese.
 - b) A Frenchman teaches Mr. White French.
 - c) An American gave Mr. White an English book.
 - d) A German gave Mr. White a German book.

10. (The) Japanese sell Americans transistor radios. / Japanese sell transistor radios to Americans.
- a) Japanese sell Germans watches/clocks.
 - b) Japanese sell the French cameras.
 - c) Japanese sell the English air-conditioning units.
 - d) Japanese sell Chinese kimonos.

11. (The) teacher showed me (the) school air-conditioning unit.
- a) The teacher showed Mr./Mrs./Miss Yamamoto the school camera.
 - b) The teacher showed Mr./Mrs./Miss White the school clock.
 - c) The Teacher showed Mr./Mrs./Miss Sato the school book(s).
 - d) The teacher showed Mr./Mrs./Miss Harris a/the school television.

12. Situation: I gave Mr./Mrs./Miss Sato a/the book(s).

- a) Q: Who gave Mr. Sato the book?
A: You gave (Mr. Sato) (the book).
- b) Q: To whom did I give the book?
A: (You) gave (the book) to Mr. Sato.
- c) Q: What did I give Mr. Sato?
A: (You) gave (Mr. Sato) the book.
- d) Q: What did I do?
A: (You) gave Mr. Sato the book.

SECTION 4. GRAMMAR

6.1. KINDS OF CLAUSES. With this lesson we introduce the last of the four kinds of clauses in Japanese: Transitive Verbal Clause. The total list is given below:

SIMPLE SENTENCE BASE

1. Copular Clause
2. Adjectival Clause
3. Intransitive Verbal Clause
4. Transitive Verbal Clause

These clauses receive their names from the nature of the predicate. Thus, a copular clause has a predicate which contains the copula, an adjectival clause has a predicate which contains an adjective, and the predicate of verbal clauses is a verb. Intransitive and Transitive Verbal Clauses are distinguished by the fact that the latter type can include a direct object of the verb whereas the former cannot.

6.2. SIMPLE SENTENCES MADE FROM THE TRANSITIVE-VERBAL-CLAUSE BASE. Transitive verbal clauses are clauses containing a verbal predicate and optional object and indirect-object elements.

6.2.1. TRANSITIVE VERBAL CLAUSE: BASIC PATTERN 4

(1) Basic Pattern 4(a): Indicative

<i>Subject</i>	<i>Object</i>	<i>Predicate</i>	
		【 tabemásu 】	(He/she/it/etc.) eats.
	【 pān o 】	【 tabemásu 】	(He/she/it/etc.) eats bread.
【 kodomo (wa) (ga) 】		【 tabemásu 】	(The) child eats.
【 kodomo (wa) (ga) 】	【 pān o 】	【 tabemásu 】	(The) child eats bread.

(2) Basic Pattern 4(b): Past

<i>Subject</i>	<i>Ind. Obj.</i>	<i>Object</i>	<i>Predicate</i>	
			【 oshiemáshita 】	(He/she/etc.) taught.
		【 ēgo o 】	【 oshiemáshita 】	(He) taught English.
	【 kodomo ni 】		【 oshiemáshita 】	(He) taught the child.
	【 kodomo ni 】	【 ēgo o 】	【 oshiemáshita 】	(He) taught the child English.
【 seǹsē (wa) (ga) 】			【 oshiemáshita 】	(The) teacher taught.
【 seǹsē (wa) (ga) 】		【 ēgo o 】	【 oshiemáshita 】	(The) teacher taught English.
【 seǹsē (wa) (ga) 】	【 kodomo ni 】	【 ēgo o 】	【 oshiemáshita 】	(The) teacher taught (the) child English.

(3) Negative

Subject	Object	Predicate	
		【 tabemasén̄】	(He/she/it) doesn't eat.
	【 pān (o) (wa)】	【 tabemasén̄】	(He) doesn't eat bread.
【 kodomo wa】		【 tabemasén̄】	(The) child doesn't eat.
【 kodomo wa】	【 pān (o) (wa)】	【 tabemasén̄】	(The) child doesn't eat bread.

(4) Negative-Past

Subject	Ind. Obj.	Object	Predicate	
			【 oshiemasén̄ deshita】	(He/she/etc.) didn't teach.
		【 ēgo (o) (wa)】	【 oshiemasén̄ deshita】	(He) didn't teach English.
	【 kodomo ni】	【 ēgo (o) (wa)】	【 oshiemasén̄ deshita】	(He) didn't teach the child English.
【 señsē wa】	【 kodomo ni】	【 ēgo (o) (wa)】	【 oshiemasén̄ deshita】	(The) teacher didn't teach (the) child English.

6.2.2. THE OBJECT. There are certain verbs which may occur in a clause with a unit of grammar which we call Object (or "direct object"). The term "object" refers to the element in a clause which is the *goal* of the action of the verb. The native speaker of English is familiar with this structure in his own language, though the object comes after the verb in English and before the verb in Japanese. A transitive verbal clause, then, is a clause in which the object may occur.

(1) *Optional and Obligatory Elements.* It will be noticed that we have used the expression "may occur" when speaking of the object element in transitive verbal clauses. The patterns presented in 6.2.1., as well as the drills of this lesson, illustrate the optional status of the object. Therefore, the object is an optional element of transitive verbal clauses. However, the object element cannot occur in intransitive verbal clauses, nor can it occur in adjectival or copular clauses.

Omission of the object is easy enough to understand in sentences like *Kodomo wa (gōhañ o) tabemáshita.* (*The child ate (a meal).*) In English, too, such sentences usually omit the object: *The child ate.* But in many instances, especially when the object is understood or has been mentioned previously in the conversation, this characteristic omission of the object in Japanese can be puzzling to the beginner; e.g.,

Q: Sono ēga o mimáshita ka? Did you see that movie?
A: Mimáshita. (I) saw (it).

As the patterns of 6.2.1. show, in transitive verbal clauses (as in all clause types) all elements except the predicate are optional.

(2) *The Object-Marker Particle o.* Conveniently Japanese marks the object element of the clause overtly with a particle: *o.* In fact, all slots such as Subject,

Object, Indirect Object, etc., except the Predicate, are marked at the end of the slot by a particle. These particles are something like prepositions in English, but since they come at the end of the slot perhaps they should be called *post-positions*. The fact that these slots (or functions) are so well marked by these distinctive particles makes it possible to change the order of the slots and still not alter the meaning of the sentence.

(3) *The Use of wa to Focus.* As the drills of this lesson illustrate, the Object slot is normally marked with the particle *o* unless the speaker wishes to focus (or emphasize, or call attention to) this slot. In such a case the object is marked with *wa*. Any slot in a sentence can be put in focus by marking it with *wa*. Compare the following two sentences:

Kodomo ni ēgo wa oshiemasēn deshita. (He) didn't teach the child(ren)
English.

Kodomo ni wa ēgo o oshiemasēn deshita. (He) didn't teach English to children.

(4) *Nāni (what) as Object.* The word *nān what?* was introduced in Lesson 1; e.g., *Kore wa nān desu ka? What is this?* The word *nāni what?* which occurs in the present lesson in the Object slot is the same word; the form is changed because it is followed immediately by the vowel *o*. Remember that the form of this word before the object-marker particle and also before the subject-marker particle *ga* is *nāni*. Thus,

Nāni o tabemāshita ka? What did (you) eat?

Nāni ga arimāsu ka? What is there?

6.2.3. THE INDIRECT OBJECT. This lesson points up another feature of transitive verbal clauses: the indirect-object element. The indirect object can be thought of as a *second goal* of the action of the verb. However, this element is much like the traditional indirect object in English (except there is no special objective form of the pronoun to fill this slot as in English, *Give me the book*). Like the object, the indirect object is marked by a particle (*ni*) which comes after the indirect-object noun, or after the noun head of a noun phrase. As was explained above, the particle *wa* may be attached to the indirect-object element to focus it, but *wa* does not replace the particle *ni* as it does the particle *o*.

6.2.4. TWO CLASSES OF TRANSITIVE VERBS. The indirect object is optional in certain transitive verbal clauses, which means it may or may not occur, but it is obligatorily absent from other transitive clauses. For this reason, the drills of this lesson are designed to call attention to two classes of transitive verbs. In 6.2.1. these are distinguished as Basic Pattern 4(a) and 4(b). The fact is, in Japanese, the indirect-object slot may occur with some transitive verbs but not with others. Certain verbs cannot take an indirect object. One such verb is *tabēru eats*.

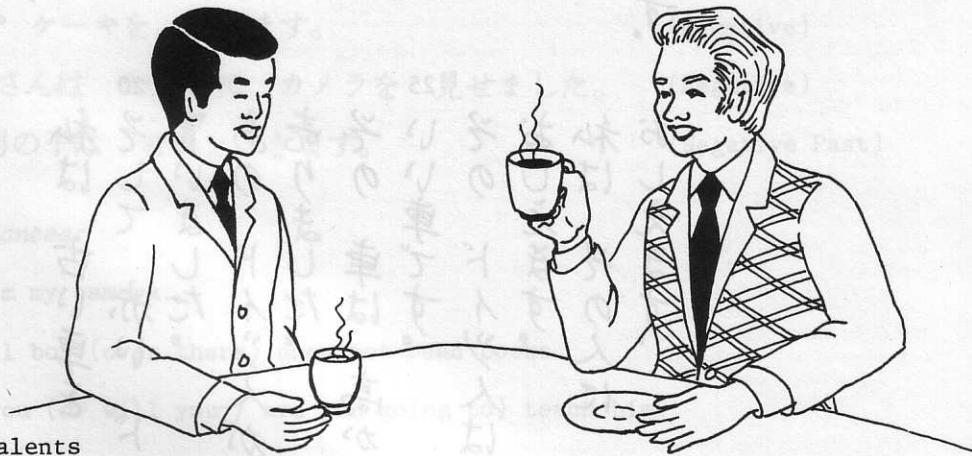
6.3. INVITATIONS. Invitations and requests are often phrased as negative questions for the sake of politeness, but are answered as if they were affirmative questions (see 5.2. for negative questions). The opening sentence of the Dialogue is such an invitation:

Jōnsoñ-sañ, kōhī o nomimasēn ka? Mr. Johnson, won't you have some coffee?

Ē, dōmo. Yes, thanks.

SECTION 5. DIALOGUE

- 林 : ジョンソンさん、 コーヒーを 飲みませんか。
 ジョンソン : ええ、 どうも。
 林 : わたしは おちゃを 飲みます。
 ジョンソン : ところで、 林さんは おさけを 飲みますか。
 林 : ええ、 飲みます。 ジョンソンさんは？
 ジョンソン : わたしは おさけは 飲みません。
 林 : ジョンソンさんは 日本の 食べ物を 食べましたか。
 ジョンソン : ええ、 食べました。
 林 : 何を 食べましたか。
 ジョンソン : そうですね。 すきやきと てんぷらです。
 林 : おいしかったですか。
 ジョンソン : はい、 おいしかったです。



English Equivalents

- Hayashi: Mr. Johnson, won't you have some coffee?
 Johnson: Yes, thanks.
 Hayashi: I'm drinking (Japanese) tea.
 Johnson: By the way, do you drink sake (or alcoholic beverages)?
 Hayashi: Yes (I drink it). How about you?
 Johnson: I don't drink sake.
 Hayashi: Have you eaten (*lit.*, did you eat) Japanese food?
 Johnson: Yes, I have.
 Hayashi: What have you eaten (*lit.*, what did you eat)?
 Johnson: Let's see . . . Suki-yaki and tempura.
 Hayashi: Was it good?
 Johnson: Yes, it was good.

SECTION 6. READING

田中さんは おさけを 飲みます。
 クラークさんは 飲みません。
 私は すきやきは 食べます。
 けれども、 てんぷらは 食べません。

5 佐藤^{さとう}さんは その えいがを
 見ました。
 スミスさんは 見ませんでした。

10 日本人は はしを つかいます。
 けれども、 アメリカ人は はしを
 つかいません。

ドイツ人は ビールを 飲みます。
 アメリカ人は コーヒーを 飲みます。

15 その 男の人は 新しい新聞を
 読みました。
 あの 女の人は 古い新聞を

読みました。

あなたは 何を 読みましたか。

私は 文学^{ぶんがく}の本を 読みました。

私は 古い車を 売りました。

20 そして 赤い ドイツの車を

買いました。

あの ドイツ人が 私に 車を

売りました。

その 車は 高かったです。でも、

25 いい車です。

その ドイツ人は 私に ドイツ語を

おしえます。

私は その人に 日本語を

おしえます。

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

- だれ _____ ともうと _____ ケーキ _____ 食べました _____ 。
トム _____ 食べました。
- わたし _____ 子ども _____ えい語 _____ おしえます。
- あなた _____ 何 _____ しました _____ 。
べんきょう _____ しました。
- ホワイトさん _____ 何 _____ おしえました _____ 。
えい語 _____ おしえました。
- だれ _____ この きれい _____ え _____ かきました _____ 。
まとう 佐藤さん _____ かきました。

Change each sentence to the form indicated in parentheses:

- わたしは コーヒーを 飲みます。 (Past)
- 子どもは ケーキを 食べます。 (Negative)
- クラークさんは わたしに カメラを 見せました。 (Negative)
- その 男の子は 着物を きます。 (Negative Past)

Express in Japanese:

- I sold him my camera.
- That small boy (over there) does not read books.
- What do you (or will you / are you going to) teach him?
- Japanese use chopsticks.
- Do you drink beer?

Add accent marks to all the above.



SECTION 8. VOCABULARY ENRICHMENT

Telephone!

(Useful Expressions from Unit 5, p.38)

電話です。

もしもし、_____さんのおたくですか。

はい、そうです。

いいえ、ちがいます。

私は_____です。

_____さんは いらっしゃいますか。

はい、ちょっと 待ってください。

いいえ、いま いません。

お待たせしました。

私は 日本語が わかりません。

あなたは えい語が わかりますか。

すみません。もう ちょっと

ゆっくり 話してください。

よく わかりません。

わかりました。

では、 さようなら。

Telephone!

Hello! Is this _____'s residence?

Yes, it is.

No, it isn't (lit. it's different).

This is _____.

Is _____ in?

Yes, wait a moment, please.

No, he/she's not here now.

(I'm sorry) I kept you waiting.

I don't understand Japanese.

Do you understand English?

Pardon me. Please talk a little more slowly.

I don't/didn't understand (very) well.

I understand/understood.

Well, good-bye.

何を 食べますか?

Japanese Food Menu

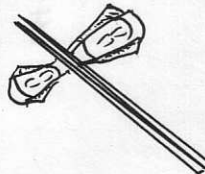
すきやき	meat and vegetable stew
てんぷら	fish and vegetables fried in deep fat
とんかつ	pork cutlet
やきとり	chicken shishkabob
さしみ	sliced raw fish
ていしょく	set menu
e.g. やきざかな	ていしょく set menu of grilled fish
おべんとう	box lunch
e.g. まくのうち	べんとう fancy box lunch
どんぶり	rice served in large bowl with various types of topping
e.g. てんどん	rice topped with tempura
かつどん	rice topped with pork cutlet
そば	buckwheat (served as noodles)
e.g. きつねそば	soba topped with fried tofu
うどん	noodles
e.g. おかめうどん	udon topped with various foods including fish cake
すし	venegared rice (usually topped with fish)
e.g. おにぎり	rice ball
まきずし	sushi rolled in seaweed
にぎり	sushi topped with raw fish
ちらし	sushi mixed with various foods

Western Food Menu

カレーライス	curried rice
グラタン	macaroni gratin casserole
ステーキ	beef steak
スパゲティー	spaghetti
ハンバーガー	hamburger
ピザ	pizza
ピラフ	pilaf (seasoned rice with meat or sea food)
ホットドッグ	hot dog
ポテトフライ	french fried potatoes

Spices

からし	mustard
しょうゆ	soy sauce
わさび	Japanese horseradish
ケチャップ	ketchup



SECTION 9. SELF TEST (For answer see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

- きのう、わたしは (古い) (camera) を () () oughました。そして 新しいのを () () きました。
- () () さんは わたしに (車の) (eakon) (air-conditioner) を () () せました。
- () () と () () は 高いです。
- わたしは () () の 新聞を () () よみません。

II. Supply particles where needed.

- 日本人はおちゃ__飲みます。 コーヒー__飲みます。
- 先生は何__おしえます__。
- あなたはだれ__てがみ__かきました__。
- えいが__ 見ませんか。
- 東京__行きましたか。

III. Answer the questions, based on the sentence given.

クラークさんは むすこさんに スイスのとけいを あげました。

(a) Q: だれが クラークの息子^{むすこ}さんに とけいを あげましたか。

A: _____

(b) Q: クラークさんは だれに とけいを あげましたか。

A: _____

(c) Q: 何を あげましたか。

A: _____

(d) Q: 何のとけいでしたか。

A: _____

(e) Q: クラークさんは 何をしましたか。

A: _____

IV. Complete the chart.

Dictionary Form	-masu Form	English
あげる		
食べる	たべます	
かく		Writes
読む		
売る		
買う		
見る		
つかう		

LESSON 7

WHERE, WHO, AND WHAT

PROBLEM: There are two verbs to express "is" (existence in a certain location), one used with animate (or mobile) objects, and one used with inanimate objects.

OBJECTIVE: (1) To present the peripheral element, Location.
 (2) To present the two verbs meaning "is" ("to exist").

SECTION 1. VOCABULARY

Drill

ここ	ここ	here
に	に	particle, Location marker
ある (ない; あった)	ある (ない; あった)	vi is (inanimate)
しゃしん	しゃしん	photograph
そこ	そこ	there
病院	びょういん	hospital
学校	がっこう	school
大学	だいがく	university; college
かいしゃ	かいしゃ	company; firm
こうじょう	こうじょう	factory
あそこ	あそこ	over there
銀行	ぎんこう	(a) bank
えき	えき	station (railroad)
高校	こうこう	high school
にくや(さん)	にくや(さん)	butcher (shop); meatman
～や	～や	person or shop engaged in retail business (e.g., pān-ya bread store/bread-man)
やおや(さん)	やおや(さん)	vegetable(-fruit) shop/seller

絵	え	(a) picture (drawing; painting)
(お)ふろ	おふろ; ふろ	ofuro (Japanese style bath); bath (for bathing) (<i>The polite form ofuro is always used by women and has also come to be generally used by men. The form furō is sometimes used by men but never by women.</i>)
テーブル	テーブル	table
いす	いす	chair
ラジオ	ラジオ	radio
うち	うち; ~うち	house
前	まえ	before; in front (of)
いる (いない; いた)	いる (いない; いた)	vi is (<i>animate</i>)
後ろ	うしろ	behind; in back (of)
どこ	どこ	where?
よこ	よこ	(the) side; beside
となり	となり	(right) next to (physical proximity) (<i>only for like things</i>)
みぎ	みぎ	right (side/direction)
ひだり	ひだり	left (side/direction)
上	うえ; ~うえ	on top (of); above
そば	そば	beside; nearby
(お)てあらい	(お)てあらい	toilet (<i>lit.</i> , washroom)
トイレ	トイレ	toilet (<i>term preferred by men</i>)
みぎの方	みぎのほう	(the) right side; to the right
先	さき	ahead
中	なか	inside
どんな	どんな	what; what sort/kind of?
Dialogue		
ほら	ほら	Look! (<i>an exclamation</i>)
ねこ	ねこ	cat
え	え	Eh!; What! (<i>an exclamation</i>)

Reading

お茶	おちゃ	(Japanese) tea
や	や	and (conjunctive used between nouns or noun phrases; inclusive)
下	した; ~した	below; beneath
カーステレオ	カーステレオ	car stereo
聞く	きく	vt hears; listens
(聞かない; 聞いた)	(きかない; きいた)	

SECTION 2. KANJI STUDY

42	院	病院	びょういん	イン
560	校	学校	がっこう	コウ
397	銀	銀行	ぎんこう	ギン
161	絵	絵	え	エ
1095	前	前	まえ	まえ
518	後	後ろ	うしろ	うし(ろ)
919	上	上	うえ	うえ
1254	茶	お茶	おちゃ	チャ
109	下	下	した	した

New Readings

194	学:	学生	がくせい (1)	540	行:	行く	いく (5)
		学校	がっこう			銀行	ぎんこう
1197	大:	大きい	おおきい (3)	567	高:	高い	たかい (3)
		大学	だいがく			高校	こうこう

- 1669 方： 方 かた (2) 1631 聞： 新聞 しんぶん (4)
 みぎの方 みぎのほう 聞く きく
- 1072 先： 先生 せんせい (1)
 先 さき

SECTION 3. DRILL

Substitution:

1. ここに 本が あります。

Cues: a) ドア

b) まど

c) シャしん

d) てがみ

e) ケーキ

Question-Answer:

2. Q: そこに 病院が ありますか。

A: (a) はい、 あります。

(b) いいえ、 (そこには 病院は) ありません。

Cues: a) 学校

b) 大学

c) かいしゃ

d) こうじょう

Substitution:

3. あそこに 銀行が ありました。

Cues: a) えき

b) 高校

c) にくや

d) やおや

4. (a) そこには テレビは ありませんでした。

- Cues: a) 絵
b) おふろ
c) テーブル
d) いす
e) ラジオ

(b) わたしの うちには おふろは ありませんでした。

- Cues: a) 学校 クーラー
b) わたしの 高校 テレビ
c) 銀行 まど

5. うちの 前に 子どもが います。

- Cues: a) おとうと
b) いもうと
c) あに
d) あね

6. このへやに(は) 男の人は いません。

- Cues: a) 女の人
b) 男の子
c) 女の子
d) おとな

7. わたしの 後ろに ちちが いました。

- Cues: a) はは
b) アメリカ人
c) 先生
d) 山本さん

Question-Answer:

8. Q: 子どもは えきに いましたか。

A: (a) はい、 (えきに) いました。

(b) いいえ、 (えきに ((は))) いませんでした。

Cues: a) 学校

b) デパート

c) うち

d) へや

Substitution:

9. このへやに 子どもが います。

Cues: a) 学生

b) クーラー

c) いぬ

d) ドイツ人

e) とけい

Question-Answer:

10. Q: 山本さんは どこに いますか。

A: (山本さんは) あなたの 前に います。

Cues: a) 後ろ

b) よこ

c) となり

d) みぎ

e) ひだり

11. Q: テレビは どこに ありますか。

A: (テレビは) テーブルの よこに あります。

Cues: a) 上

b) みぎ

- c) ひだり
d) そば
12. Q: おてあらい／トイレは どこに ありますか。
A: おてあらい／トイレは みぎの方に あります。
- Cues: a) ひだりの方
b) 後ろ
c) この先
d) えきの中

Free Expression:

13. Draw a picture on the blackboard and explain what you have drawn. For example: "Here is a house. To the right of the house there is a tree. In front of the house there is a car."

Question-Answer:

14. Answer the question using the words in the cue.

(a) Q: テーブルの 上に 何が ありますか。

A: 本が あります。

Cues: a) 本／ノート ⇒ 本と ノートが あります。

b) 本／ノート／えんぴつ

c) カメラ／ラジオ／とけい

d) ボールペン／まんねんひつ／かみ

(b) Q: テーブルの 上に どんな本が ありますか。

A: あつい本が あります。

Cues: a) うすい

b) 小さい

c) 大きい

d) 古い

15. Alternative Location Pattern

Q: えきは どこですか。

A: すぐ そこです。

Cues: a) トイレ

b) 銀行

c) あなたのうち

English Equivalents

1. Here is a book. / There is a book here.
 - a) Here is (a/the) door.
 - b) Here is (a/the) window.
 - c) Here is a photograph.
 - d) Here is a letter.
 - e) Here is (some) cake.

2. Q: Is there a hospital there?
 A: (a) Yes, there is.
 (b) No, there is not (a hospital there).
 - a) Is there a school there?
 - b) Is there a university there?
 - c) Is there a company there?
 - d) Is there a factory there?

3. Over there there was a bank.
 - a) Over there there was a (R.R.) station.
 - b) Over there there was a high school.
 - c) Over there there was a meat store.
 - d) Over there there was a grocery (vegetable) store.

4. (a) There was no television (or There were no T.V. sets) there.
 - a) There were no pictures there.
 - b) There was no bath there.
 - c) There was no table there.
 - d) There were no chairs there.
 - e) There was no radio there.
 (b) There was no bath in my house.
 - a) There was no air conditioner in the school.
 - b) There was no television in my high school.
 - c) There was no window in the bank.

5. In front of the house (or my house) there is a child (or children). / There is a child in front of the house.
 - a) My younger brother is in front of (our) house.
 - b) My younger sister is in front of our house.
 - c) My older brother is in front of our house.
 - d) My older sister is in front of our house.

6. There are no men in this room.
 - a) There are no women in this room.
 - b) There are no boys in this room.
 - c) There are no girls in this room.
 - d) There are no adults in this room.

7. My father was behind/in back of me.
 - a) My mother was behind me.
 - b) An American was behind me.
 - c) The teacher was behind me.
 - d) Mr./Mrs./Miss Yamamoto was behind me.

8. Q: Was the child (or Were the children) in the (R.R.) station?
 A: (a) Yes, (the child) was (in the station).
 (b) No, (the child) was not (in the station).

- a) Was the child at school?
b) Was the child in the department store?
c) Was the child at home (or in the house)?
d) Was the child in the/his room?
9. There is a child (or There are children) in this room.
a) There are students in this room.
b) There is an air-conditioning unit in this room.
c) There is a dog in this room.
d) There is a German in this room.
e) There is a clock in this room.
10. Q: Where is Mr./Mrs./Miss Yamamoto?
A: (Mr./Mrs./Miss Yamamoto) is in front of you.
a) (Mr. Yamamoto) is behind you.
b) (Mr. Yamamoto) is at your side.
c) (Mr. Yamamoto) is next to you.
d) (Mr. Yamamoto) is on your right.
e) (Mr. Yamamoto) is on your left.
11. Q: Where is the washroom?
A: The washroom is on the right-hand side.
a) The washroom is on the left-hand side.
b) The washroom is at the rear.
c) The washroom is (straight) ahead.
d) The washroom is inside the station.
13. (Free Expression Drill)
14. (a) Q: What is there on the table?
A: There is a book.
a) There are a book and a notebook.
b) There are a book, a notebook, and a pencil.
c) There are a camera, a radio, and a clock.
d) There are a ball-point pen, a fountain pen, and paper.
- (b) Q: What kind (i.e., description) of book(s) is/are on the table?
A: There is a thick book.
a) There is a thin book.
b) There is a small book.
c) There is a big book.
d) There is an old book.
15. Q: Where is the station?
A: [Pointing] (It's) right over there.
a) Where is the toilet?
b) Where is the bank?
c) Where is your house?

SECTION 4. GRAMMAR

7.1. PERIPHERAL ELEMENTS OF CLAUSES. With the introduction of the Location slot in Lesson 7 we begin to explore the expansion potential of clauses in Japanese. In other words, we begin to learn how to make longer sentences. There are a number of other elements (slots) which we refer to as peripheral elements because of their optional status (i.e., they may or may not occur) and because of the fact that they are not distinguishing elements of contrastive clauses (such as Object for transitive clauses). Peripheral elements may occur in both intransitive and transitive clauses, and some of them (e.g., Time, Location) may occur in adjectival and copular clauses as well.

To help the student grasp the construction of expanded clauses (expanded simple sentences) the following model is given, showing the types of elements or slots and the order in which they usually occur in the same clause, but the speaker has some liberty to select. It will also be discovered as one develops familiarity with the language that there is a certain amount of freedom with respect to the order in which these elements occur. For example, an element may be moved to the front of the sentence for emphasis. Since elements are marked by particles which show the role which the element plays with respect to the predicate, it is easy to keep tab on them. Incidentally, it may be of interest to know that our survey showed that usually no more than four or five elements (slots) occur in a single clause (simple sentence) in normal conversation.

EXPANDED TRANSITIVE VERBAL CLAUSE

[[Time] [Loc/Dir] [Subj] [Acc] [Means] [Manner] [Ind.Obj] [Obj] [Pred]

Abbreviations: Loc=Location
Dir=Direction
Subj=Subject
Acc=Accompaniment
Ind.Obj=Indirect Object
Obj=Object
Pred=Predicate

7.2. THE LOCATION ELEMENT (1). The Location element, as the name of the slot indicates, identifies the location in which an action takes place or a certain state or condition exists. In this lesson the latter function only is introduced; i.e., location in which a certain state or condition exists. With the two intransitive ("stative") verbs *arimásu is* (inanimate) and *imásu is* (animate), the location element is always marked by the particle *ni*, but it is marked by *de* with verbs of another class.

7.3. TWO VERBS MEANING "IS": *áru* AND *iru*. With animate objects, such as people, animals, birds, fish, etc., the verb meaning "is" (i.e., existence in a certain location) is *iru* (Polite, *imásu*): *Kodomo wa éki ni imáshita.* (*The child was in the station.*) *Kono heyá ni inú ga imásu.* (*In this room there is a dog./There's a dog in this room.*) The verb meaning "is" (location) used with inanimate objects, such as books, chairs, houses, etc., is *áru* (Polite, *arimásu*): *Tsukue no ué ni hón ga arimásu.* (*There's a book on (top of) the desk.*) *Asoko ni giñkō ga arimáshita.* (*There was a bank over there.*)

As explained before, the copula *desu* is not a verb and it should not be mistaken for these verbs of location. The meaning of *is* in *He is Mr. Tanaka.* and *is* in *Here is Mr. Tanaka. / Mr. Tanaka is here.* is quite different. In Japanese, these two expressions belong to different clause types:

COPULAR CLAUSE: *Ano katá wa Tanaka-sañ désu.* He is Mr. Tanaka.

VERBAL CLAUSE: *Tanaka-sañ wa koko ni imásu.* Mr. Tanaka is here.

7.4. THE PARTICLE *wa* WITH NEGATIVE CONSTRUCTIONS (see also 5.1.3). In Lesson 6, the use of *wa* to replace the object-marker particle *o* in negative constructions was observed: *O-sake o nomimásu. I drink sake. O-sake o nomimaséñ. I don't drink sake. O-sake wa nomimaséñ. I don't drink sake./It is sake that I don't drink.* The use of *wa* to call attention to the Indirect-Object slot when it is this slot that is being negated was also explained in Lesson 6: *Kodomo ní wa égo o oshiemaséñ deshita. (He) didn't teach English to children.*

In Lesson 7 a similar use of *wa* is found; i.e., *wa* is used to mark the element of the clause which is specifically negated. This may be referred to as "focusing" a clause element by marking it with *wa*: Thus:

LOCATION NOT IN FOCUS

Kodomo wa éki ni imaséñ deshita.

The child was not in the station.

LOCATION IN FOCUS

Kodomo wa éki ni *wa* imaséñ deshita.

The child was not in the *station*.

Observe that *wa* does not take the place of the location-marker particle *ni* but is added after it, just as in the case of focusing the Indirect-Object marker *ni*. The particles *ga* and *o* may be replaced by *wa*, but *wa* is added after other particles. *Any slot in a clause may be brought into focus by marking it with wa.* With this understanding of another use of *wa* we can now explain the use of *wa* in the negative predicate slot: *Nihoñgo wa muzukáshiku wa arimaséñ. Japanese isn't difficult.* In the following examples note how *wa* serves to focus or "topicalize" elements:

- | | |
|---|---|
| (1) SUBJECT NOT IN FOCUS | SUBJECT IN FOCUS |
| Hón ga arimasu.
<i>There is a book (here).</i> | Hón wa arimasu.
<i>There is a book (but no paper).</i> |
| (2) INDIRECT OBJECT NOT IN FOCUS | INDIRECT OBJECT IN FOCUS |
| Kodomo ni égo o oshiemaséñ.
<i>(He) doesn't teach English to children.</i> | Kodomo ní wa égo o oshiemaséñ.
<i>(He) doesn't teach English to children.</i> |
| (3) OBJECT NOT IN FOCUS | OBJECT IN FOCUS |
| Égo o oshiemásu.
<i>(He) teaches English.</i> | Égo wa oshiemásu. (Kéredomo,
Furañsugo wa oshiemaséñ.)
<i>(He) teaches English. (But, he doesn't teach French.)</i> |

The three examples above illustrate three uses of the particle *wa* (cf., 5.1.3): (a) to topicalize or "thematicize" an element of the sentence; i.e., to set up some element in the sentence as the topic about which a statement is made, as illustrated in Example (1); (b) to focus a specific element of the sentence (clause) which is negated, as illustrated in (2); and (c) to contrast two elements in different sentences (clauses), as in Example (3).

7.5. INCLUSIVE AND EXCLUSIVE "AND" (see also Lesson 23 for drills on Compound Noun Phrases). Drill 14 here and the Reading of Lesson 7 demonstrate the use of three conjunctives between nouns or noun phrases: *to*, *ya*, and *mo*. (Caution: Do not use these conjunctions between sentences.)

The particle *mo* was introduced in Lesson 1 with the meaning "also," and it was shown how this particle replaces the subject particle *wa* in copular clauses: *Kore wa hón desu ka? Is this a book? Kore mo hón desu ka? Is this also a book?* The particle *mo* has a number of meanings, including "also," "too," "even," "as much (many) as," etc.

In this lesson another use of *mo*—conjunctive—is introduced. In this usage *mo*

. . . mo carries the meaning "both . . . and . . .": *Kore mo sore mo hōn desu ka?* *Are both this and that books?* Note that *mo* follows both nouns in the example; every noun, including the last noun, in a series which is joined by this conjunctive is followed by *mo*.

The conjunctives *to* and *ya* introduce a concept common to many languages but foreign to English; i.e., the concept of *inclusion* and *exclusion* when enumerating items. In English, when we wish to imply that the list of items which we are enumerating could be expanded to include others, we use an expression such as the following: "There are books, notebooks, pencils, etc., in the left-hand drawer." In Japanese, the use of the conjunctive *ya* between nouns or noun phrases implies (like the English *and so forth* or *etc.*) that there are other items which could be added to the list given but are not specifically stated. In other words, *ya* is an inclusive conjunctive; i.e., *ya* implies a longer list: *Tsukue no ué ni wa hōn ya nōto ga arimásu.* *On the desk there are a book and a notebook.* (From the point of view of the speaker, the list is still open. Compare the use of *etc.* in English.)

The conjunctive *to*, on the other hand, is *exclusive*, meaning that the speaker has closed the list (even though there may be other items which he could have mentioned): *Tsukue no ué ni wa hōn to nōto ga arimásu.* *On the desk there are a book and a notebook.*

7.6. ALTERNATIVE LOCATION PATTERN. You will often hear questions asking for the location of something using the Copular Sentence pattern, thus:

【 Noun + wa 】 【 Noun + desu 】 ka?

Yūbīnkyoku wa dōko desu ka?

Where is the post office?

This is the first basic sentence pattern which was introduced in Lesson 1. This pattern alternates with the verbal sentence pattern with the location element which is introduced in Lesson 7, and either pattern is acceptable. However, note that the Location Element marked with the particle *ni* never occurs in the alternative location pattern.

SECTION 5. DIALOGUE

林 : クラークさん、これは かわいい絵ですね。

クラーク : むすめが かきました。

林 : これは テレビですか。

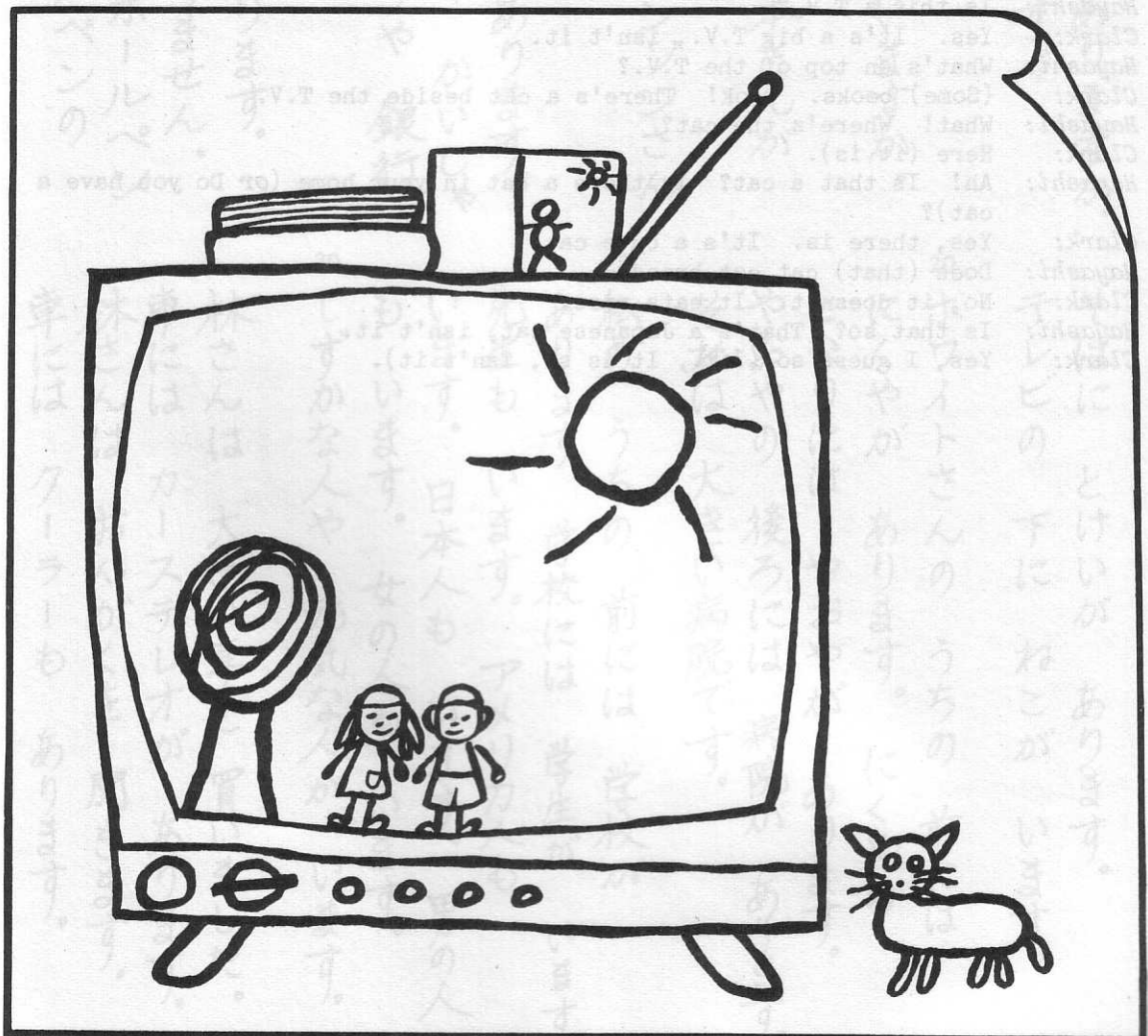
クラーク : はい。大きいテレビですね。

林 : テレビの 上に 何が ありますか。

クラーク : 本ですね。ほら、テレビの そばには ねこが いますよ。

林 : え、ねこは どこに いますか。

クラーク : ここに います。



林 : ああ、それはねこですか。クラークさんのうちには
ねこがいますか。

クラーク : ええ、います。かわいいねこです。

林 : そのねこはパンを食べますか。

クラーク : いいえ、食べません。ごはんを食べます。

林 : そうですか。そのねこは日本のねこですね。

クラーク : そうですね。

English Equivalents

Hayashi: This is a cute picture, isn't it, Clark.

Clark: My daughter drew it.

Hayashi: Is this a T.V.?

Clark: Yes. It's a big T.V., isn't it.

Hayashi: What's on top of the T.V.?

Clark: (Some) books. Look! There's a cat beside the T.V.

Hayashi: What! Where's the cat?

Clark: Here (it is).

Hayashi: Ah! Is that a cat? Is there a cat in your home (or Do you have a cat)?

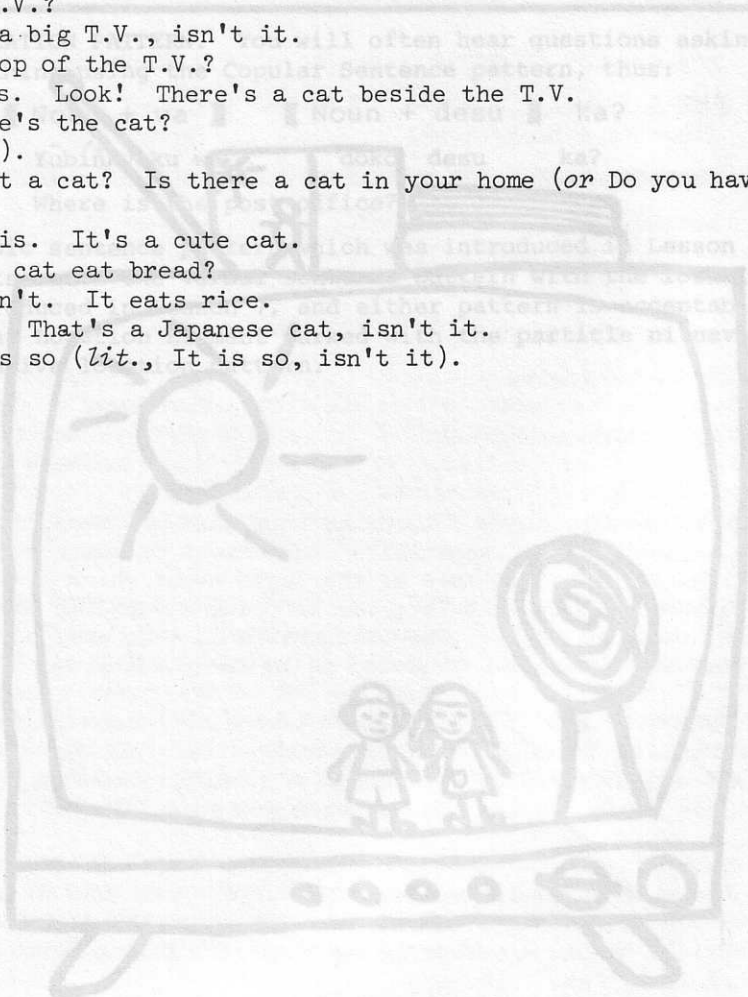
Clark: Yes, there is. It's a cute cat.

Hayashi: Does (that) cat eat bread?

Clark: No, it doesn't. It eats rice.

Hayashi: Is that so? That's a Japanese cat, isn't it.

Clark: Yes, I guess so (*lit.*, It is so, isn't it).



SECTION 6. READING

あなたのそばに何がありますか。
お茶とケーキがあります。
おいしいお茶です。

5 あなたの前にだれがいますか。
佐藤さんがいます。

佐藤さんのとなりに山本さんが
います。

山本さんの後ろにジョンソンさん
がいます。

10 東京には大きい病院があります。

大学もありません。学校やかいしゃ
もありません。こうじょうや銀行
もありません。

このへやにテレビがあります。

15 けれども、ラジオはありません。
テレビの上にきれいなボールペン
があります。そのボールペンの

そばにとけいがあります。
テレビの下にねこがいます。

20 ホワイトさんのうちの前には
にくやがあります。にくやの

となりにはおややがあります。
やおやの後ろには病院があります。
それは大きい病院です。

25 私のうちの前には学校が

あります。学校には学生がいます。
先生もいます。アメリカ人も

います。日本人もいます。男の人
もいます。女の人もいます。

30 しずかな人や元気な人がいます。

林さんは大きい車を買いました。

車にはカーステレオがあります。
林さんはおんがくを聞きます。
車にはクラーもありません。

SECTION 7. EXERCISES

Fill the blanks with appropriate words or particles:

1. ここ _____ 病気 _____ 人 _____ います。
2. 日本語 _____ 先生 _____ どこ _____ 。
あなた _____ 後ろ _____ 。
3. その人 _____ 銀行 _____ 。
4. クラークさん _____ うち _____ テレビ _____ 。
- いいえ、_____ 。
5. あなたは おさけ _____ 飲みます _____ 。
- はい、_____ 。

Construct sentences using the words given, supplying necessary particles.

6. 東京, 大きい, 銀行, あります
7. ありません, クラークさん, テレビ, うち
8. かわいい, そば, わたし, いました, ねこ
9. 山本さん, わたし, となり, います
10. この, 男, いません, へや, 人

Express in Japanese, and write answers to the questions also:

11. Who is in front of you?
12. What is under the table?
13. What is to the right of the factory?
14. Where is your mother?
15. There is nice (good) meat in the meat store over there.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

In The Taxi

外務省へおねがいます。

To the Foreign Office, please.

新宿三丁目

3-chome, Shinjuku

東京駅八重洲口

Tokyo Station, Yaesu Entrance

上野公園

Ueno Park

博物館

museum

美術館

museum of fine arts

帝国ホテル

Imperial Hotel

出入国管理局

Immigration Office

成田空港

Narita Airport

この住所

this address

_____まで何分ぐらいかかりますか。

How many minutes does it take to _____?

わかっていますから あんないします。

I know. I'll show you how to go.

地図があります。

I have the map.

まっすぐ行ってください。

Go straight ahead.

右(左)に曲がってください。

Turn right (left).

次のかどを(右に)曲がってください。

Turn (right) at the next corner.

信号でおろしてください。

Let me (get) out at the light.

ここでいいです。

Here will be fine.

とめてください。

Stop.

ごめんなさい。小さいお金がありません。

I'm sorry. I don't have a small bill.

おつりはいいです。

Keep the change.

小銭があります。

I have some small change.

トランクをあけてください。

Open the trunk, please.

SECTION 9. SELF TEST (For answer see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. 学がくのそばに 大きい おほい が あります。
だい () びょういん
2. _____ は _____ の _____ に あります。
ぎんこう こうこう まえ
3. Toireは えきの中、 みぎの方に あります。
() () ()
4. Tēburuの _____ にお _____ が あります。
() うえ ちゃ
5. door () radio () television()

II. Supply particles in every blank.

1. 日本人は お茶__コーヒー__飲みます。
2. 村山さんは かいしゃ__いません。 うち__かえりました。
3. テーブル__上__ 何__ありますか。
4. あなた__うち__ 車__ ありますか。
5. わたしのまち(town)__高校__ありました。 けれども 大学__ありませんでした。

III. Fill in the blanks with appropriate verbs.

1. へやの中に 何が_____か。
2. へやの中に だれが_____か。
3. 山本さんは 日本語の先生です。 おとなにも子どもにも 日本語を_____。
4. Q: きのうち、かいしゃに_____か。
A: いいえ、病院に_____。

IV. Express in Japanese.

1. Clark's house is right next to mine. _____
2. Near my house there is a good vegetable store. _____
3. Do you have a car? (Hint: Is there a car at your house?)

4. Do you have children? (Hint: Are there children in your house?)

5. Where do you live (lit., Where is your house)?

LESSON 8

LIKES AND DISLIKES

PROBLEM: A clause may have both a Subject and a Topic.

OBJECTIVE: To present copular, adjectival, and verbal clauses in which there is both a Topic slot and a Subject slot.

SECTION 1. VOCABULARY

Drill

好き(な)	すき(な)	likes
きらい(な)	きらい(な)	dislikes
おくさん	おくさん	(your/his) wife
りょうり	りょうり	cooking; cuisine
上手(な/に)	じょうず(な/に)	skillful (-ly)
テニス	テニス	tennis
英語	えいご	English (language)
下手(な/に)	へた(な/に)	unskillful (-ly)
かんじ	かんじ	(a) Chinese character (written language)
目	め	eye(s)
手	て	hand(s)
声	こゑ	voice
せ	せ	height
高い	たかい	adj (is) tall; high
ひくい	ひくい	adj (is) low; short
頭	あたま	head
出来る (出来ない; 出来た)	できる (できない; できた)	vi is able; can; is done (e.g., the cake is done)
うんてん	うんてん	driving (a vehicle)

やける (やけない; やけた)	やける (やけない; やけた)	<i>vi</i> is baked; is toasted; is grilled
のこる (のこらない; のこった)	のこる (のこらない; のこった)	<i>vi</i> remains
あく (あかない; あいた)	あく (あかない; あいた)	<i>vi</i> opens
しまる (しまらない; しまった)	しまる (しまらない; しまった)	<i>vi</i> closes; shuts
ガソリン	ガソリン	gasoline
きれる (きれない; きれた)	きれる (きれない; きれた)	<i>vi</i> runs out; is exhausted (e.g., runs out of gas)
いる (いらない; いった)	いる (いらない; いった)	<i>vi</i> needs; wants
ナンシー	ナンシー	Nancy (name, fem.)
なおす (なおさない; なおした)	なおす (なおさない; なおした)	<i>vt</i> fixes; repairs; mends
とめる (とめない; とめた)	とめる (とめない; とめた)	<i>vt</i> stops; parks
Dialogue		
さあ	さあ	well . . . (an interjection)
いかが	いかが	how about?
木村	きむら	Kimura (personal name)
(お)さとう	おさとう; さとう	sugar
クリーム	クリーム	cream
こんな	こんな	this kind; this sort; this manner
ひさしぶり	ひさしぶり; ひさしぶり	(after) a long time; (for) the first time in months/ years
やく	やく	<i>vt</i> bakes

(やかない; やいた)	(やかない; やいた)	
上げる (上げない; 上げた)	あげる (あげない; あげた)	vt gives (e.g., I give you) (a different verb is used to express "You give me")

Reading

話す (話さない; 話した)	はなす (はなさない; はなした)	vt talks
まいにち	まいにち	every day
その上	そのうえ	in addition
すばらしい	すばらしい	adj (is) wonderful
高橋 <small>はし</small>	たかはし	Takahashi (personal name)
いろいろ(な/の/に)	いろいろ(な/の/に)	various (-ly)
国	くに	country; nation
物	もの	thing (concrete)
それで	それで	then; that's why
教える (教えない; 教えた)	おしえる (おしえない; おしえた)	vt teaches

Common Expressions

どうぞ	どうぞ	Please! (e.g., Go ahead, please. / Take this, please; BUT NOT Please give me)
いいえ、けっこう です。	いいえ、けっこう です。	No, thank you.
それでは	それでは	well then --
ありがとう (ごさいます)。	ありがとう (ごさいます)。	Thank you.
どういたしまして。	どういたしまして。	Don't mention it! / Not at all!

SECTION 2. KANJI STUDY

537	好	好き	<u>す</u> き	す(き)
55	英	英語	<u>えい</u> ご	エイ
1777	目	目	<u>め</u>	め ; め(る語)
779	手	手	<u>て</u>	て
		上手	じょう <u>ず</u>	ず
1016	声	声	<u>こ</u> え	こえ
1401	頭	頭	<u>あたま</u>	あたま
1713	木	木村	<u>き</u> むら	き
1940	話	話す	<u>はな</u> す	はな(す)
367	教	教える	<u>おし</u> える	おし(える)

New Readings

919	上 :	上	<u>う</u> え	(7)	594	国 :	中国	ちゅうごく	(4)
		上手	じょう <u>ず</u>				国	くに	
		上げる	<u>あ</u> げる						

SECTION 3. DRILL

Substitution:

1. わたしは べんきょうが 好きです。

Cues: a) ビール

b) えいが

c) ドイツ

d) おふろ

2. 田中さんは 学校が きらいです。

- Cues: a) かがく
b) ケーキ
c) いぬ
d) コーヒー

3. ジョンソンさんのおくさんは りょうりが 上手です。

- Cues: a) 絵
b) 日本語
c) すきやき
d) テニス

4. わたしは 英語が ^{へた}下手です。

- Cues: a) てんぷら
b) かんじ
c) テニス
d) りょうり

Question-Answer:

5. Q: あなたは べんきょうが 好きですか。

A: (a) はい、(べんきょうが) 好きです。

(b) いいえ、(べんきょうは/が) 好きでは ありません。

(c) いいえ、(べんきょうは/が) きらいです。

- Cues: a) えいが
b) いぬ
c) コーヒー
d) ドイツ

Substitution:

6. アリスは 目が 大きいです。

- Cues: a) 手 小さい

- SECTION 2
- b) 声 いい
- c) せ 高い
- d) ひくい
- e) 頭 いい

Question-Answer:

7. Q: ドイツ語が 出来ますか。

A: (a) はい、 (ドイツ語が) 出来ます。

(b) いいえ、 (ドイツ語は/が) 出来ません。

Cues: a) りょうり

b) テニス

c) 日本語

d) うんてん

Substitution:

8. わたしは フランス語が わかります。

Cues: a) 英語

b) 中国語

c) ドイツ語

d) それ

9. ケーキが 出来ました。

Cues: a) やける

b) のこる

c) ドア あく

d) まど しまる

e) ガソリン きれる

f) 車 とまる

g) エンジン なおる

English Equivalents

1. I like study.
 - a) I like beer.
 - b) I like movies.
 - c) I like Germany.
 - d) I like the (Japanese) bath.

2. Mr./Mrs./Miss Tanaka dislikes school.
 - a) Mr. Tanaka dislikes science.
 - b) Mr. Tanaka dislikes cake.
 - c) Mr. Tanaka dislikes dogs.
 - d) Mr. Tanaka dislikes coffee.

3. Mrs. Johnson (*lit.*, Mr. Johnson's wife) is good/skillful at cooking.
 - a) Mrs. Johnson is good at (painting) pictures.
 - b) Mrs. Johnson is good in Japanese.
 - c) Mrs. Johnson is good at (making) sukiyaki.
 - d) Mrs. Johnson is good at tennis.

4. I'm no good (unskillful) in English.
 - a) I'm no good at (making) tempura.
 - b) I'm no good at (writing) kanji.
 - c) I'm no good at tennis.
 - d) I'm no good at cooking.

5. Q: Do you like study (*or to study*)?
 A: (a) Yes, (I) like (study).
 (b) No, (I) don't like (study).
 (c) No, (I) dislike (study).
 - a) Do you like movies?
 - b) Do you like dogs?
 - c) Do you like coffee?
 - d) Do you like Germany?

6. Alice's eyes are big (*lit.*, As for Alice, [her] eyes are big).
 - a) Alice's hands are small.
 - b) Alice's voice is good.
 - c) Alice is tall (*lit.*, As for Alice, [her] height is high).
 - d) Alice is short.
 - e) Alice is smart (*lit.*, As for Alice, [her] head is good).

7. Q: Can you speak German?
 A: (a) Yes, I can (speak German).
 (b) No, I cannot (speak German).
 - a) Can you cook?
 - b) Can you play tennis?
 - c) Can you speak Japanese?
 - d) Can you drive?

8. I understand French (*lit.*, As for me, French is understood).
 - a) I understand English.
 - b) I understand Chinese.
 - c) I understand German.
 - d) I understand that.

9. The cake is done (i.e., The cake is made/finished).
- The cake is baked.
 - There's some cake left over.
 - The door opened.
 - The window shut.
 - I'm out of gas (*lit.*, The gasoline gave out).
 - The car stopped.
 - The engine (was) repaired.
10. (I) don't want (any) cake (*lit.*, As for me, cake is not needed).
- (I) don't want coffee.
 - (I) don't want (Japanese) tea.
 - (I) don't want beer.
 - (I) don't want that.
11. Q: Is Nancy smart (*lit.*, As for Nancy, is her head good)?
- A: (a) Yes, (Nancy) is smart. / Yes, she is.
- (b) No, (Nancy) is not smart (*lit.*, As for Nancy, her head is not good).
No, she isn't.
- (c) No, (Nancy) is not smart (*lit.*, As for Nancy, her head is bad).
- Is Nancy's voice pretty?
 - Are Nancy's eyes big?
 - Does Nancy like school?
 - Is Nancy good at cooking?
12. I opened that window. \Rightarrow That window opened.
- I shut that door. \Rightarrow That door shut.
 - Mr. Yamamoto fixed the car. \Rightarrow The car was repaired (got fixed).
 - Mrs. Johnson baked a cake. \Rightarrow The cake was baked.
 - (He) stopped the car. \Rightarrow The car stopped.

SECTION 4. GRAMMAR

8.1. THE TOPIC ELEMENT. Up to this point the Topic element has been used in these lessons but not explained. The fact is, when a new subject (topic) of discourse is introduced by a speaker it receives the marker **wa**, which indicates to the person spoken to that the word or phrase so marked is going to be the TOPIC. Thus, in the drills of these lessons, since sentences are given entirely out of context, it is natural in Japanese to state the subject of the sentence as Topic; i.e., to mark the subject with **wa**: *Watashi wa hōn o kaimashita.* (I) bought a book. / As for me, (I) bought a book. When there is only one element in a clause marked with **wa** and no element marked with **ga**, the element marked with **wa** can double as the subject of the clause (as in the drill sentences of these lessons

thus far). However, as the drills of Lesson 8 are designed to show, sentences containing an element marked with **wa** and another marked with **ga** are quite common in Japanese. In such sentences the element marked with **wa** should be considered the Topic of the sentence, and the element marked with **ga** interpreted as the Subject. The following chart shows the occurrence of Topic and Subject in copular, adjectival, and verbal sentences.

CO-OCCURRENCE OF TOPIC AND SUBJECT

	Topic	Subject	Predicate	
(a) Cop.	watashi wa	【 beñkyō ga 】	【 sukí desu 】	I like study.
(b) Adj.	Árisu wa	【 mé ga 】	【 utsukushí 】	Alice's eyes are beautiful.
(c) Vb.	Takáhashi-sañ wa	【 unteñ ga 】	【 dekimásu 】	Mr. Takahashi can drive.

In example (a), the subject of the copular predicate is not "I" (as in the English equivalent), but "study." The word *watashi* is the topic; i.e., "As for me . . ." The literal rendering (if we slavishly follow the grammar) would be "As for me, study is liked." In example (b), the subject of *utsukushí* (*are*) *beautiful*, is *mé eyes*, not "Alice." Isn't Japanese logical!

8.2. **Sukí AND kirai.** Because of the English gloss in sentences such as *Watashi wa beñkyō ga sukí desu. I like study*, the beginner is influenced to think of words like *sukí likes* and *kirai dislikes* as verbs. They are not verbs but nouns—copular nouns—and as nouns they fill the slot for nouns in the NOUN + COPULA predicate of copular clauses. However, unlike the large class of copular nouns which form adverbials with *ni* (e.g., *jōzú ni skillfully*, *hetá ni unskillfully*, etc.) *sukí* and *kirai* do not form adverbs of manner. *Sukí* and *kirai*, like other copular nouns, do not appear in the subject or object slots.

8.3. **INTRANSITIVE VERBS WHICH DO NOT REQUIRE AN AGENT: dekiru, aku, shimáru, naōru.** It has already been explained that intransitive verbs are verbs which do not take an object. But the verbs used in Drill 9 represent a class of intransitive verbs which do not require an agent; i.e., they do not need to specify who or what caused the action: *Dōa ga akimáshita. The door opened. Mādo ga shimari-máshita. The window shut.* It is not specified, for example, what caused the door to open; it may have been the wind, or it may be that you thought the door could not be opened but found that it could be opened, without specifying how the feat was accomplished.

Many verbs of this intransitive type have a transitive counterpart which is used when one wants to specify the agent: *Dōa ga akimáshita. The door opened. Dōa o akemáshita. (Someone) opened the door.* Some other pairs appear below:

INTRANSITIVE

TRANSITIVE

shimáru

shiméru

shuts

nokōru

nokósu

leaves over

tomaru

tomeru

stops

naōru

naósu

repairs

yakeru

yaku

bakes

SECTION 5. DIALOGUE

クラークさんの

おくさん： さあ、 ケーキが 出来ました。

コーヒーと ケーキは いかがですか。

クラーク： 木村さん、 おさとうと クリームが いますか。

木村： いいえ、 けっこうです。 おいしいケーキ
ですね。

クラーク： そうですか。

木村： おくさんは おりょうりが 上手ですね。 こんな
おいしいケーキは ひさしぶりです。

クラーク： 木村さんのおくさんは ケーキを やきませんか。

木村： かないは りょうりは 上手です。 でも、 ケーキは
やきません。

クラークさんの

おくさん： そうですか。 それでは、 このケーキを おくさんに
上げます。 どうぞ。

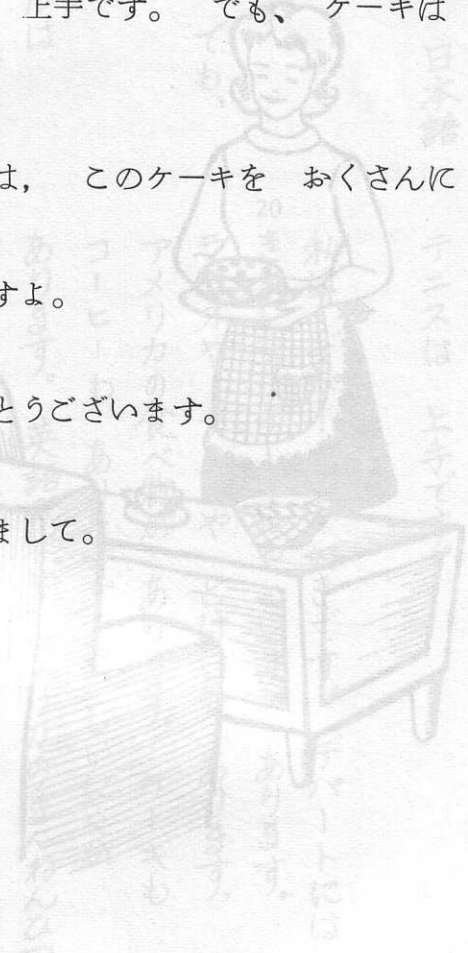
木村： いいえ、 けっこうですよ。

クラーク： どうぞ。

木村： そうですか。 ありがとうございます。

クラークさんの

おくさん： いいえ、 どういたしまして。



English Equivalents

- Mrs. Clark: Well, the cake's done. How about some coffee and cake?
 Clark: Mr. Kimura, do you use (*lit.*, need) sugar and cream?
 Kimura: No, thank you. It's delicious cake.
 Clark: You think so (*lit.*, Is that so)?
 Kimura: Your wife is a good cook (*lit.*, As for your wife, [her] cooking is skillful). It's been a long time since I've had such good cake.
 Clark: Doesn't Mrs. Kimura bake cakes?
 Kimura: My wife's a good cook. But she doesn't bake cakes.
 Mrs. Clark: Is that so? Well then, I'll give your wife this cake. Please (take it).
 Kimura: No, it's all right.
 Clark: Please!
 Kimura: Well . . . (*lit.*, Is that so?). Thank you.
 Mrs. Clark: Not at all.



SECTION 6. READING

ジョンソンさんは アメリカ人です。英語を話します。佐藤さんは 日本人です。日本語を話します。

木村さんは 日本の食べ物が好きです。

5 てんぷらと すきやきが 好きです。でも、お茶は きらいです。

私は ビールが きらいです。ビールは 飲みません。けれども、コーヒーは 好きです。まいにち、コーヒーを 飲みます。

10 ホワイトさんのおくさんは きらいです。

せが 高いです。目が 大きいです。声もきれいです。そして、頭が いいです。

その上、りょうりが 上手です。すばらしいおくさんです。

15 ラジオの上に 絵が あります。上手な絵です。高橋さんが かきました。高橋さんは 絵が

上手です。私は 絵は 下手です。けれども、テニスは 上手です。

私は デパートが 好きです。デパートには きれいな テーブルや いすが あります。

ラジオや テレビや とけいも あります。アメリカの食べ物があります。ケーキも コーヒーも あります。おいしいにくが

25 も あります。英語の本や アメリカのまんねんひつ物が あります。デパートには いろいろな国の

ナンシーは べんきょうが 好きです。それで、学校も 好きです。ナンシーの学校は 小さいです。先生は ナンシーに 日本語を

30 教えます。ナンシーは 日本語が もう 上手です。アリスは べんきょうが きらいです。

でも、りょうりは 好きです。それで、アリスは りょうりが 上手です。でも、日本語は 下手です。

SECTION 7. EXERCISES

Construct sentences using the words given:

1. わたし, 好き, は, えいが, です, が
2. あなた, 中国語, 出来ます, は, か, が
3. うんてん, は, ジョンソンさん, おくさん, の, が, です, 上手
4. その, わかります, 人, は, 英語, か, が
5. 田中さん, ねこ, きらい, は, です, が, か

Change these sentences to the form indicated in parentheses:

6. 佐藤^{きと}さんは りょうりが 上手です。 (Negative)
7. わたしは せが ひくいです。 (Past)
8. ホワイトさんは 日本語が 出来ます。 (Past)
9. 田中さんのおくさんは 目が きれいです。 (Question)
10. わたしは てんぷらが 好きです。 (Negative Past)

Express in Japanese:

11. I am not tall.
12. Mr. Johnson is intelligent.
13. Nancy can speak Chinese.
14. Do you understand German?
15. I am not good at cooking.
16. Alice doesn't like dogs.

Add accent marks to all the above.

LESSON 8. VOCABULARY ENRICHMENT

What Kind Do You Like?

Q: どんな映画が 好きですか。

What kind of movies do you like?

A: フランス映画が 好きです。

I like French movies.

西部劇

I like westerns.

ミュージカル

I like musicals.

Q: どんな人が 好きですか。

What kind of person do you like?

A: しずかな人が 好きです。

I like a quiet person.

活動的な

I like an active person.

やさしい

I like a gentle (kind) person.

Q: どんな食べ物が好きですか。

What kind of food do you like?

A: いろいろな食べ物が 好きです。

I like various kinds of food.

中華料理

I like Chinese food.

和食

I like Japanese food.

やさいの料理

I like vegetable dishes.

あっさりした食べ物

I like simple (light) food.

Q: どんなスポーツが好きですか。

What kind of sports do you like?

A: 球技が 好きです。

I like games played with a ball.

水泳

I like swimming.

屋外スポーツ

I like outdoor sports.

Q: どんな本が好きですか。

What kind of books do you like?

A: 小説が 好きです。

I like novels.

推理小説

I like mystery (detective) stories.

恋愛小説

I like love stories.

詩

I like poetry.

伝記物

I like biographies.

ノンフィクション

I like non-fiction.

LESSON 9

WHEN AND HOW

PROBLEM: Manner expressions and time expressions are adverbs and have certain similarities in Japanese sentences.

OBJECTIVE: To introduce the Manner and Time slots.

SECTION 1. VOCABULARY

Drill

いつも	い ^っ つも	always
大てい	た ^い てい	usually
よく	よ ^く	often; well; hard
時々	と ^き ど ^き	sometimes
はじめて	は ^じ め ^て	for the first time
まだ	ま ^だ	(not) yet
きょう	き ^ょ う	today
あさって	あ ^さ つ ^て	the day after tomorrow
来週	らいし ^ゅ う	next week
来月	らいげ ^つ	next month
来年	らいね ^ん	next year
つく (つかない; ついた)	つ ^く (つか ^な い; つ ^い た)	vi arrives
おととい	お ^と と ^い °*	the day before yesterday
先週	せんし ^ゅ う	last week
先月	せんげ ^つ	last month
きょ年	き ^ょ ね ^ん	last year
赤ちゃん	あ ^か ち ^ゃ ん	baby

*See Lesson 3, p. 83, footnote.

生まれる (生まれない; 生まれた)	うまれる (うまれぬ; うまれた)	<i>vi</i> is born
インド	インド	India
今週	こんしゅう	this week
今月	こんげつ	this month
今年	ことし	this year
いつ	いつ	when?
はな	はな	flower
はる	はる	spring (one of the seasons)
に	に	<i>particle, Time marker</i>
さく (さかない; さいた)	さく (さかない; さいた)	<i>vi</i> blossoms; blooms
夏	なつ°	summer (one of the seasons)
あき	あき	fall; autumn (one of the seasons)
冬	ふゆ°	winter (one of the seasons)
何曜日	なんようび	what day (of the week)?
月曜日	げつようび	Monday
か曜日	かようび	Tuesday
すい曜日	すいようび	Wednesday
木曜日	もくようび	Thursday
金曜日	きんようび	Friday
ど曜日	どようび	Saturday
日曜日	にちようび	Sunday
Dialogue		
まあ	まあ	My! (<i>an interjection, usually used by women</i>)
買物	かいもの	shopping
おはな	おはな	flower arranging
けいこ	けいこ	lesson; practice

おくさま	おくさま	(your/his) wife (Hon.)
いけばな	いけばな	ikebana (Japanese flower arranging)
たのしい	たのしい	adj (is) enjoyable; fun
Reading		
大好き(な)	大好き(な)	likes very much
イギリス	イギリス	England; Great Britain; U. K.
今	いま	now
ゆうめい(な)	ゆうめい(な)	famous
ハムレット	ハムレット	Hamlet (name of a play)
ともだち	ともだち	friend
きっぷ	きっぷ	ticket
下さる (下さらない; 下さった)	くださる (くださらない; くださった)	vt gives (e.g., he gives me; BUT NOT I give you) (Hon.) (irr. [see 5.1.2 (4), p. 126])
大学生	だいがくせい	college/university student
せんもん	せんもん	major (study)
^{がい} 外国	がいこく	foreign country
ヨーロッパ	ヨーロッパ	Europe

Common Expressions

うんが よかったです。 うんが よかったです。 (I) was fortunate/lucky.

SECTION 2. KANJI STUDY

737

時

時々

ときどき

とき

々

時々

symbol for repetition of previous character

810

週

来週

らいしゅう

シュウ

457

月

来月

らいげつ

ゲツ

1450	年	来年	らいねん	ネン
		今年	ことし	とし
601	今	今週	こんしゅう	コン
		今年	ことし*	* (カ)
		今	いま	いま
123	夏	夏	なつ	なつ
1369		冬	ふゆ	ふゆ

New Readings

1197	大:	大きい	おおきい (3)	1713	木:	木村	きむら (8)
		大学	だいがく (7)			木よう日	もくようび
		大てい	たいてい	1483	買:	買う	かう (6)
1844	来:	来る	くる (5)			買物	かいもの
		来ない	こない (5)			(買い物)**	
		来ます	きます (5)	109	下:	下	した (7)
		来週	らいしゅう			下さる	くださる
1013	生:	学生	がくせい (1)	594	国:	中国	ちゅうごく (4)
		生まれる	うまれる			国	くに (8)
1440	日:	日本人	にほんじん (1)			がいの国	がいこく
		月よう日	げつようび				
		日よう日	にちようび				

*Occasionally a two-kanji combination and more rarely a three-kanji combination is pronounced as a unit; i.e., it is not possible to assign a reading to each kanji independently.

**The form in parentheses is currently recommended by the Ministry of Education, but we have chosen the older form because it is still more common in present usage.

SECTION 3. DRILL

Substitution:

1. わたしは いつも コーヒーを 飲みます。

Cues: a) 大てい

b) よく

c) 時々

d) きょう はじめて

2. スミスさんは まだ 来ません。

Cues: a) 行く

b) ねる

c) おきる

d) かえる

3. ホワイトさんは もう 食べました。

Cues: a) 飲む

b) する

c) 読む

d) 来る

4. わたしは きょう 行きます。

Cues: a) あした

b) あさって

c) 来週

d) 来月

e) 来年

5. ジョンソンさんは きのう つきました。

- Cues: a) おととい
b) 先週
c) 先月
d) きょ年

6. 林さんの赤ちゃんは きのう 生まれました。

- Cues: a) きょう
b) おととい
c) 先週
d) 先月

7. きょうは インドのれきしのべんきょうを します。

- Cues: a) 今週
b) 今月
c) 今年

Question-Answer:

8. Q: 田中さんは いつ 来ますか。

A: (田中さんは) きょう 来ます。

- Cues: a) あさって
b) あした
c) 来年
d) 来月

9. Q: スミスさんは 来ましたか。

A: (a) はい、(スミスさんは) もう 来ました。
(b) いいえ、まだ 来ません。
(c) いいえ、まだです。

*Occasionally a kanji combination is pronounced as a unit; i.e., it is not possible to assign a reading to each kanji independently.

**The form in parentheses is currently recommended by the Ministry of Education, but we have chosen the older form because it is still more common in present usage.

Substitution:

10. (a) このはなは はる(に) さきます。

Cues: a) 夏

b) あき

c) 冬

(b) この赤いはなは はる(に) さきます。

Cues: a) 夏

b) 小さい あき

c) 大きい 冬

11. 月よう日に 日本語のべんきょうを します。

Cues: a) かよう日

b) すいよう日

c) 木よう日

d) きんよう日

e) どよう日

f) 日よう日

Expansion:

12. Change the basic sentence to include the word in the cue.

Basic sentence: 林さんは 働きます。

Cues: a) いつも

b) 日よう日

c) 夏

d) よく

English Equivalents

1. I always drink coffee.
 - a) I usually drink coffee.
 - b) I often drink coffee.
 - c) I sometimes drink coffee.
 - d) I'm drinking coffee for the first time today.

2. Mr./Mrs./Miss Smith hasn't come yet.
 - a) Mr. Smith hasn't gone yet.
 - b) Mr. Smith hasn't gone to bed yet.
 - c) Mr. Smith hasn't got up yet.
 - d) Mr. Smith hasn't returned yet.

3. Mr./Mrs./Miss White has already eaten (*or* already ate).
 - a) Mr. White has already drunk (it).
 - b) Mr. White has already done (it).
 - c) Mr. White has already read (it).
 - d) Mr. White has already come.

4. I'm going today. / I will go today.
 - a) I'm going tomorrow.
 - b) I'm going the day after tomorrow.
 - c) I'm going next week.
 - d) I'm going next month.
 - e) I'm going next year.

5. Mr./Mrs./Miss Johnson arrived yesterday.
 - a) Mr. Johnson arrived the day before yesterday.
 - b) Mr. Johnson arrived last week.
 - c) Mr. Johnson arrived last month.
 - d) Mr. Johnson arrived last year.

6. Mrs./Mr. Hayashi's baby was born yesterday.
 - a) Mrs. Hayashi's baby was born today.
 - b) Mrs. Hayashi's baby was born the day before yesterday.
 - c) Mrs. Hayashi's baby was born last week.
 - d) Mrs. Hayashi's baby was born last month.

7. Today we're going to study the history of India. / Today I am (*or* we/they are) doing (the) study of the history of India.
 - a) This week we're going to study the history of India.
 - b) This month we're going to study the history of India.
 - c) This year we're going to study the history of India.

8. Q: When is Mr./Mrs./Miss Tanaka coming?
 A: (Mr./Mrs./Miss Tanaka) is coming today.
 - a) (Mr. Tanaka) is coming the day after tomorrow.
 - b) (Mr. Tanaka) is coming tomorrow.
 - c) (Mr. Tanaka) is coming next year.
 - d) (Mr. Tanaka) is coming next month.

9. Q: Has (*or* Did) Mr./Mrs./Miss Smith come?
 A: (a) Yes, (Mr. Smith) has already come.
 (b) No, (Mr. Smith) hasn't come yet.
 (c) No, not yet.

10. (a) This flower blooms in the spring.
 a) This flower blooms in the summer.
 b) This flower blooms in the fall.
 c) This flower blooms in the winter.
- (b) This red flower blooms in the spring.
 a) This red flower blooms in the summer.
 b) This small flower blooms in the fall.
 c) This large flower blooms in the winter.
11. (On) Monday (I/you/he/she/we/you/they) study (or will study) Japanese.
 a) On Tuesday (I) study Japanese.
 b) On Wednesday (I) study Japanese.
 c) On Thursday (I) study Japanese.
 d) On Friday (I) study Japanese.
 e) On Saturday (I) study Japanese.
 f) On Sunday (I) study Japanese.
12. Mr./Mrs./Miss Hayashi works/will work.
 a) Mr. Hayashi always works.
 b) Mr. Hayashi works/will work on Sunday.
 c) Mr. Hayashi works/will work in the summer.
 d) Mr. Hayashi works hard (or well).

SECTION 4. GRAMMAR

9.1. THE MANNER ELEMENT (see also Lesson 32). The Manner element will receive a fuller treatment in Lesson 32. In Lesson 9 we introduce a few simple manner expressions to show form and position of occurrence in a clause. In the drills, the manner words have been carefully chosen to show degree and contrast:

MANNER EXPRESSIONS (see also 18.2)

<i>Degree</i>		<i>Contrast</i>	
ítsu mo	always	mō	already (<i>affirmative</i>)
taitē	usually	máda	(not) yet (<i>negative</i>)
yōku	often		
tokidoki	sometimes		

This list could be extended *ad infinitum*, for Japanese abounds in manner words. However, our procedure will be to introduce such expressions in this lesson and pick up individual items from time to time. A summary treatment of the Manner element appears in Lesson 32. Note that manner words are not inflected, and that the position of occurrence in a clause is relatively free. Manner expressions such as those appearing in the chart above may occur in any clause type — copular, adjectival, or verbal.

9.2. THE TIME ELEMENT. The Time element is used to express the meaning "time in which an action takes place or a condition exists." This element is somewhat free in terms of the position of occurrence, but (like the Manner element) it frequently occurs as the first element in a clause.

The Time element may occur with the time-marker particle *ni* or without it. Some time expressions do not take the particle when filling the time slot; e.g.,

itsu when, kinō yesterday. Notice that words for the seasons—*hāru spring, natsu summer, āki fall, fuyu winter*—may or may not take *ni*. When the Time element is manifested by a time word plus *ni* it is freer in distribution. Lesson 10 continues this introduction of the Time element with the addition of hours, the months of the year, and so forth. In clauses such as the following, the Time element may be considered to occur twice: *Kono haná wa kotoshi hāru ni saki-máshita. This flower blossomed, this year, in the spring.*

9.2.1. TIME RELATIONS. For convenience, a chart is given below showing time relationships; e.g., "today," "yesterday," "tomorrow," "the day after tomorrow," "next year," etc. Taking the column marked NOW as one's standpoint, the column marked "-1" is to be interpreted as "the unit before the present" (where the unit is a day, a year, etc.), and the column marked "+1" is to be interpreted as "the unit which immediately follows the present."

TIME RELATIONS

-2	-1	NOW	+1	+2
ototoi	kinō	kyō	ashita	asátte
day before yesterday	yesterday	today	tomorrow	day after tomorrow
señsēnshū	señshū	koñshū	raishū	saraishū
week before last	last week	this week	next week	week after next
señsēngetsu	sēngetsu	koñgetsu	ráigetsu	saráigetsu
month before last	last month	this month	next month	month after next
otótoshi	kyóneñ	kotoshi	rainēñ	sarainēñ
year before last	last year	this year	next year	year after next

9.2.2. TIME NOUN AFFIXES. The time slot is typically filled by time nouns which are distinguished from ordinary nouns and pronouns by the affixes which may accompany them:

TIME NOUN AFFIXES

Prefix:	mai-	every	Suffixes:	-gōro	about, around
				-goto*	every
				-oki*	every other

Examples:

- Kono haná wa mai-toshi sakimásu. This flower blossoms every year.
 Kono haná wa haru-gōro sakimásu. This flower blossoms around spring.
 Kono haná wa nineñ-gōto ni sakimásu. This flower blossoms every two years.
 Kono haná wa ichineñ-oki ni sakimásu. This flower blossoms every other year.

9.3. EXPANDED CLAUSES. An "expanded clause" is a basic clause pattern which includes at least one peripheral element. Peripheral elements are those elements

*May be used with nouns other than time nouns.

which are not diagnostic (contrastive) of particular clause types, such as Object (with transitive clauses only). In this lesson the peripheral elements of time and manner have been introduced. Note the diagram below showing clause expansion by including peripheral elements.

CLAUSE EXPANSIONS

(1) *Transitive Verbal Clause*

【 SUBJECT (wa) 】【	【 MANNER 】【	【 OBJECT (o) 】【	【 PREDICATE 】【
watashi	ítsu mo	gôhan	tabemásu
Yamada-sañ	taitē	ocha	nomimásu
kodomo	yôku	o-káshi	kaimásu
Tanaka-sañ	tokidoki	ēgo	oshiemásu

(2) *Intransitive Verbal Clause*

【 SUBJECT (wa) 】【	【 TIME 】【	【 PREDICATE 】【
sonó hito	kinō	dekakemáshita
Árisu	ototoi	ikimáshita
watashi	señshū	tsukimáshita
anáta	kyóneñ	kimáshita

Note that the fillers for the slots may be interchanged, providing semantic constraints are observed, giving a variety of sentences. For example:

- i. Tanaka-sañ wa yôku ocha o nomimásu. Mr. Tanaka often drinks tea.
 Otona wa taitē o-sake o nomimásu. Adults usually drink sake.
- ii. Sonó hito wa kinō dekakemáshita. He (or that person) left yesterday.
 Árisu wa señshū tsukimáshita. Alice arrived last week.

Permutation of the order of occurrence of slots (except for the predicate) is also possible. For example:

- iii. Yôku Tanaka-sañ wa ocha o nomimásu. Mr. Tanaka often drinks tea.
 iv. Kinō sonó hito wa dekakemáshita. Yesterday he left.

The subjects in the above examples are all marked with the particle *wa* instead of *ga*. This means that in each example the subject is in focus, as explained in 7.4. In sentences given out of context it is normal to focus, or topicalize, or "thematize" the subject. Thus, *Tanaka-sañ wa yôku ocha o nomimásu*, could be glossed as "As for Mr. Tanaka, he often drinks tea!"



SECTION 5. DIALOGUE

(Two Women)

中村さん : まあ、ホワイトさん、おひさしぶり。

買物ですか。

ホワイトさん : いいえ、おはなのけいこです。

中村さん : そうですか。先生は どなたですか。

ホワイトさん : 木村さんのおくさまです。

中村さん : いつ はじめましたか。

ホワイトさん : 先月 はじめました。

中村さん : いつも かよう日ですか。

ホワイトさん : ええ、大てい かよう日です。けれども、
時々 きんよう日に 行きます。

中村さん : いけばなは おもしろいですか。

ホワイトさん : はい。たのしいです。

English Equivalents

Mrs. Nakamura: My! Mrs. White! I haven't seen you for a long time. Are you going shopping?

Mrs. White: No, I'm going to study flower arranging.

Mrs. Nakamura: Is that so? Who is your teacher?

Mrs. White: Mrs. Kimura.

Mrs. Nakamura: When did you begin (studying)?

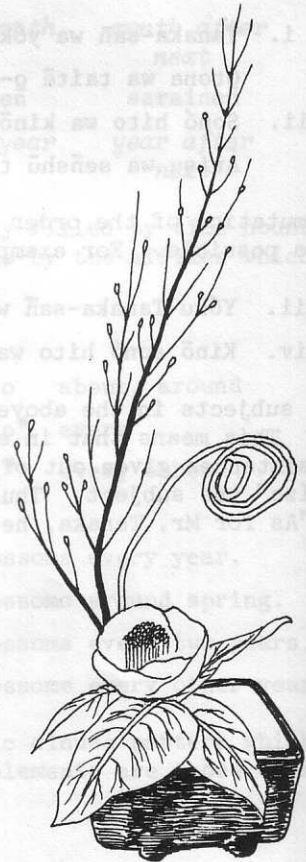
Mrs. White: I began last month.

Mrs. Nakamura: Is it always on Tuesday?

Mrs. White: Yes, it's usually on Tuesday. But sometimes I go on Friday.

Mrs. Nakamura: Is flower arranging interesting?

Mrs. White: Yes, it's fun.



SECTION 6. READING

私はきのう えいがを 見ました。
おもしろかったです。

私は えいがが 大好きです。よく 見ます。

イギリスのえいがや アメリカのえいがが

5 好きです。日本のえいがは 時々 見ます。

中国のえいがは 先月 はじめて 見ました。
きれいでした。

今、ゆうめいな「ハムレット」のえいがが
あります。ともだちは もう 見ました。

10 でも、私は まだです。来週の日よう日の

きっぷが あります。山田さんが

下さいました。私は うんが よかったです。

山田さんは 大学生です。せんもんは れきし
です。

15 日本は 古い国です。そして、れきしは
ながいです。

山田さんは 外国のれきしも 好きです。

来年は ヨーロッパのれきしの べんきょうを
します。

20 日本の冬は さむいです。でも、夏は

むしあついです。それで、私は 先週の

木よう日 クーラーを 買いました。

いいクーラーです。でも、安かったです。

そのクーラーは 私のへやに あります。

25 きょう クラークさんが 来ました。私は
そのクーラーを 見せました。クラークさんも
あした クーラーを 買います。

SECTION 7. EXERCISES

Fill in the blanks:

1.	- 2	おととい			
	- 1		先週		きょ年
	NOW	きょう			
	+ 1	あした		来月	
	+ 2				

Answer in Japanese:

2. あなたは いつも パンを 食べますか。
3. きょうは 何曜日ですか。
4. あした 何のべんきょうを しますか。
5. きょ年の夏は さむかったですか。
6. きょうは か曜日ですか。

Express in Japanese:

7. It was hot last week.
8. I ate tempura yesterday.
9. The person will come Wednesday this week.
10. Mr. White's already come. (Hint: use Past)
11. Mrs. Smith hasn't come yet. (Hint: use Present)

Expand and transform the following, using the words given:

12. わたしは 来ます。 (きょ年)
13. かえりません。 (来年)
14. あついです。 (夏)
15. あの人は 行きます。 (まだ)

Add accent marks to all the above.

SECTION 9. SELF TEST

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. Wilson先生は _____ の _____ に日本に来ました。 _____ の _____ まで日本にいます。
() () () ()
2. Testは大てい _____ よう日にあります。けれども先 _____ は _____ よう日でした。
() () () ()
3. 主人は いつも 日よう日に (golf)をします。
() ()
4. あなたは _____ えいがを 見ますか。

II. Complete the answers to the following questions.

1. Q: ごはんを 食べましたか。
A: はい、もう _____。
A: いいえ、まだ _____。
2. Q: まいにち あさごはんに (at breakfast) パンを 食べますか。
A: いいえ、時々 _____。
3. Q: いつ 日本に 来ましたか。
A: (Summer, this year) 今年 _____。
4. Q: いつも あさごはんに パンを 食べますか。
A: 大てい _____。

III. Give the Japanese word for the following.

1. 今週の前の週 _____
2. 今年^{とし}のつぎの(after)年 _____
3. 今年^{とし}の前の年 _____
4. 木よう日の前の前のよう日 _____
5. 木よう日のつぎのつぎのよう日 _____

IV. Express in Japanese.

1. That person came to my house day before yesterday.

2. Mrs. Yamada often corrects(なおす) my Japanese.

3. My wife usually drinks tea. _____
4. I was busy Friday, last week. _____
5. Tokyo was hot and humid last summer (lit., the summer of last year).

LESSON 10

CLOCKS AND CALENDARS

PROBLEM: Telling time, months, and days in Japanese brings to focus several basic differences between Japanese and western languages.

OBJECTIVE: To continue the introduction of the Time slot, with fillers of hours, days, and months.

SECTION 1. VOCABULARY

Drill

一	いち	one
二	に	two
三	さん	three
四	し; よん	four
五	ご	five
六	ろく	six
七	しち; なな	seven
八	はち	eight
九	く; きゅう	nine
十	じゅう	ten
十一	じゅういち ^{o*}	eleven
十二	じゅうに ^o	twelve
二十	にじゅう	twenty
三十	さんじゅう	thirty
～時	～じ	-- o'clock (<i>classifier for time in hours</i>)
何時	なんじ	what time?
一時	いちじ	one o'clock

*See Lesson 3, p. 83, footnote.

二時	にじ	two o'clock
三時	さんじ	three o'clock
四時	よじ	four o'clock
五時	ごじ	five o'clock
六時	ろくじ	six o'clock
七時	しちじ	seven o'clock
八時	はちじ	eight o'clock
九時	くじ	nine o'clock
十時	じゅうじ	ten o'clock
十一時	じゅういちじ	eleven o'clock
十二時	じゅうにじ	twelve o'clock
～半	～はん	half-past --
何月	なんがつ	what month?
一月	いちがつ°	January
二月	にがつ°	February
三月	さんがつ	March
四月	しがつ°	April
五月	ごがつ	May
六月	ろくがつ°	June
七月	しちがつ°	July
八月	はちがつ°	August
九月	くがつ	September
十月	じゅうがつ°	October
十一月	じゅういちがつ°	November
十二月	じゅうにがつ°	December
何日	なんにち	what day (of the month)?
一日	ついたち°	the first (of the month)
二日	ふつか	the second (of the month)
三日	みっか	the third (of the month)

四日	よっか	the fourth (of the month)
五日	いつか	the fifth (of the month)
六日	むいか	the sixth (of the month)
七日	なのか	the seventh (of the month)
八日	ようか	the eighth (of the month)
九日	ここのか°	the ninth (of the month)
十日	とおか	the tenth (of the month)
十一日	じゅういちにち°	the eleventh (of the month)
十二日	じゅうににち°	the twelfth (of the month)
十三日	じゅうさんにち; じゅうさんにち	the thirteenth (of the month)
十四日	じゅうよっか	the fourteenth (of the month)
十五日	じゅうごにち	the fifteenth (of the month)
十六日	じゅうろくにち°	the sixteenth (of the month)
十七日	じゅうしちにち°	the seventeenth (of the month)
十八日	じゅうはちにち°	the eighteenth (of the month)
十九日	じゅうくにち	the nineteenth (of the month)
二十日	はつか	the twentieth (of the month)
二十一日	にじゅういちにち°	the twenty-first (of the month)
二十四日	にじゅうよっか	the twenty-fourth (of the month)
三十日	さんじゅうにち; さんじゅうにち	the thirtieth (of the month)
三十一日	さんじゅういちにち°	the thirty-first (of the month)
テスト	テスト	test; examination
(お)たん生日	(お)たんじょうび	birthday

Dialogue

このあいだ	このあいだ°	the other day
かぶき	かぶき	Kabuki (a classical Japanese theater form)
どう	どう	how?

はじまる

(はじまらない;
はじまった)

はじまる

(はじまらない;
はじまった)

vi begins

タクシー

タクシー

taxi

Reading

きた
北山

きたやま

Kitayama (personal name)

けさ

けさ

this morning

クラス

クラス

class

おわる

おわる

vi ends; finishes

(おわらない;
おわった)

(おわらない;
おわった)

ごご

ごご

afternoon; p.m.

それから

それから

after that; afterward

~ごろ

~ごろ ; ~ごろ

approximately; about (used
with Time expressions)

Common Expressions

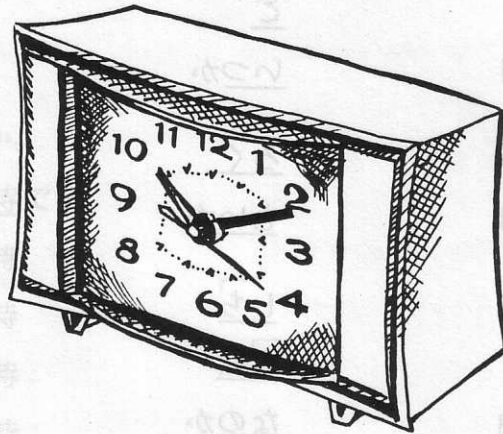
どうも ありがとう
ございました。

どうも ありがとう
ございました。

Thank you very much (for what
you did).

日	月	火	水	木	金	土
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1	JAN	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEB	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	2
3	MAR	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APR	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	4
5	MAY	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUN	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	6
7	JUL	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AUG	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	8
9	SEP	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	OCT	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	10
11	NOV	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DEC	日 月 火 水 木 金 土 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	12



SECTION 2. KANJI STUDY

33	一	一	<u>いち</u>	イチ
		一日	<u>ついたち</u> *	*
1436	二	二	<u>に</u>	ニ
		二日	<u>ふつか</u>	ふた(つ)
		二十日	<u>はつか</u> *	*
666	三	三	<u>さん</u>	サン
		三日	<u>みっか</u>	みっ(つ)
688	四	四	<u>し</u>	シ
		四	<u>よん</u>	よん
		四時	<u>よじ</u>	よ
		四日	<u>よっか</u>	よっ(つ)

* 一日 tsuitachi and 二十日 hatsuka are combination readings (see fn. p. 190). For another meaning, 一日 may be read ichinichi *one day*, in which case 一 is read ichi and 日 is read nichi.

514	五	五	<u>ご</u>	ゴ
		五日	<u>いつか</u>	いつ(つ)
1936	六	六	<u>ろく</u>	ロク
		六日	<u>むいか</u>	むっ(つ)
746	七	七	<u>しち</u>	シチ
		七	<u>なな</u>	なな
		七日	<u>なのか</u>	なな(つ)
1500	八	八	<u>はち</u>	ハチ
		八日	<u>ようか</u>	やっ(つ)
317	九	九	<u>く</u>	ク
		九	<u>きゅう</u>	キュウ
		九日	<u>このか</u>	この(つ)
818	十	十	<u>じゅう</u>	ジュウ
		十日	<u>とおか</u>	とお
		二十日	<u>はつか</u> *	*
1509	半	~半	~ <u>はん</u>	ハン

New Readings

737	時:	時々	<u>ときどき</u>	(9)	1440	日:	日本人	<u>にほんじん</u>	(1)
		何時	<u>なんじ</u>				日曜日	<u>にちようび</u>	(9)
457	月:	来月	<u>らいげつ</u>	(9)			一日	<u>ついたち</u> *	
		一月	<u>いちがつ</u>				二日	<u>ふつか</u>	
					1013	生:	学生	<u>がくせい</u>	(1)
							生まれる	<u>うまれる</u>	(9)
							たん生日	<u>たんじょうび</u>	

*See previous page footnote.

SECTION 3. DRILL

Question-Answer:

1. Q: 今 何時ですか。

A: 一時です。

Cues: a) 二時

b) 三時

c) 四時

d) 五時

e) 六時

2. Q: 今 七時ですか。

A: (a) はい、七時です。

(b) いいえ、七時ではありません。

Cues: a) 八時

b) 九時

c) 十時

d) 十一時

e) 十二時

Substitution:

3. (a) わたしは 五時に おきました。

Cues: a) 五時半

b) 六時

c) 六時半

d) 七時

e) 七時半

Expansion:

(b) Add きのう to the sentences above.

Example: わたしは きのう 五時に おきました。

Expansion and Transformation:

(c) Add あした to the sentences in 3(a).

Example: わたしは あした 五時に おきます。

Question-Answer:

4. Q: あなたは 何時に ねますか。

A: 十時に ねます。

Cues: a) 十時半

b) 十一時

c) 十一時半

d) 十二時

Substitution:

5. わたしは 一月に 生まれました。

Cues: a) 三月

b) 五月

c) 七月

d) 九月

e) 十一月

Question-Answer:

6. Q: あなたは 何月に 来ましたか。

A: 二月に 来ました。

Cues: a) 四月

b) 六月

c) 八月

d) 十月

e) 十二月

Substitution:

7. きょうは 一日です。

- Cues: a) 二日
b) 三日
c) 四日
d) 五日

Question-Answer:

8. Q: きょうは 何日ですか。

A: (きょうは) 六日です。

- Cues: a) the seventh
b) the eighth
c) the ninth
d) the tenth

9. Q: いつ テストを しますか。

A: 十一日に (テストを) します。

- Cues: a) the eighteenth
b) the twentieth
c) the twenty-fourth

10. Q: (あなたの) おたん生日は いつですか。

A: 一月一日です。

- Cues: a) March 3rd
b) May 5th
c) July 7th
d) September 9th

English Equivalents

1. Q: What time is it now?
 A: (It's) one o'clock.
 a) (It's) two o'clock.
 b) (It's) three o'clock.
 c) (It's) four o'clock.
 d) (It's) five o'clock.
 e) (It's) six o'clock.
2. Q: Is it seven o'clock now?
 A: (a) Yes, it's seven o'clock.
 (b) No, it's not seven o'clock.
 a) Is it eight o'clock now?
 b) Is it nine o'clock now?
 c) Is it ten o'clock now?
 d) Is it eleven o'clock now?
 e) Is it twelve o'clock now?
3. (a) I got up at five o'clock.
 a) I got up at five-thirty.
 b) I got up at six o'clock.
 c) I got up at six-thirty.
 d) I got up at seven o'clock.
 e) I got up at seven-thirty.
 (b) Yesterday, I got up at five o'clock.
 (c) Tomorrow, I'm going to get up at five o'clock.
4. Q: What time (or when) do you go to bed?
 A: (I) go to bed at ten.
 a) (I) go to bed at ten-thirty.
 b) (I) go to bed at eleven.
 c) (I) go to bed at eleven-thirty.
 d) (I) go to bed at twelve.
5. I was born in January.
 a) I was born in March.
 b) I was born in May.
 c) I was born in July.
 d) I was born in September.
 e) I was born in November.
6. Q: In what month did you come?
 A: (I) came in February.
 a) (I) came in April.
 b) (I) came in June.
 c) (I) came in August.
 d) (I) came in October.
 e) (I) came in December.
7. Today's the first.
 a) Today's the second.
 b) Today's the third.
 c) Today's the fourth.
 d) Today's the fifth.

8. Q: What day is it today?
A: (Today's/It's) the sixth.
a) It's the seventh.
b) It's the eighth.
c) It's the ninth.
d) It's the tenth.
9. Q: When are you going to give the exam (*lit.*, When do [you] do [the] exam)?
A: On the eleventh.
a) On the eighteenth.
b) On the twentieth.
c) On the twenty-fourth.
10. Q: When is your birthday?
A: January 1st.
a) March 3rd.
b) May 5th.
c) July 7th.
d) September 9th.

SECTION 4. GRAMMAR

10.1. THE DUAL NUMBERING SYSTEM. Since Japanese is written with an adapted orthography borrowed from Chinese, a number of interesting features occur in the Japanese language which reflect the influence of this borrowing. One of these is the existence of two systems of numbering: one which is rooted in the original Japanese language, and one which manifests influence from the Chinese.

Except for a very few notable exceptions (see *jūyokka* the fourteenth day of the month and *hatsuka* the twentieth day of the month of this lesson), native Japanese numerals extend only to ten, after which the numerals of Chinese derivation must be used:

Japanese		From Chinese	Japanese		From Chinese
hitótsu	1	ichí	yattsú	8	hachí
futatsú	2	ní	kokónotsu	9	kú; kyū
mittsú	3	san	tó	10	jū
yottsú	4	shí (often substituted by yōn)		11	jūichí
itsútsu	5	gó		12	jūnī
muttsú	6	rokú		20	níjū
nanátsu	7	shichí (often substituted by nāna)		30	sānjū

To tell time and to tell the months and years, Japanese uses the Chinese-derived system of numerals. The months have no special "names" as such (e.g., "January," "February," etc.). The student will note with interest that the Japanese designation of months is by "moons"—"first moon," "second moon," etc.

10.1.1. ACCENT ON NUMERALS. Some Japanese words do not have an innate accent but may acquire an accent under certain conditions. This is especially true of numerals and adverbs. Some numerals (see 10.1 and also Lesson 14) do not have an innate accent, but they acquire an accent on the final (or near-final) syllable under certain conditions, i.e., when followed directly by an element (or "case") marker such as *de*. For example: *Koko ni isu ga futatsu arimásu. Here are two chairs. Futatsú de íkura desu ka? How much (does it cost) for two?*

When a numeral is accented differently according to its use, this is indicated in the vocabulary list in the following manner: *futatsu°*.

10.2. TELLING TIME. To ask the time in Japanese the copular clause construction is used: *Íma nánji desu ka? What time is it now?* The answer follows the same construction: *Íma jūji desu. It's now ten o'clock.* Though time nouns occur in the above examples, the Time element (which is a peripheral slot in clauses) does not occur. The phrases *nánji desu what time?* and *jūji desu ten o'clock* manifest the copular predicate (NOUN + *desu*).

Questions about time are usually more specific in Japanese than in English. Instead of asking, "When do you go to bed?" it is more natural in Japanese to say: *Anáta wa nánji ni nemásu ka? At what hour do you go to bed?* In this verbal clause, the time element is manifested by *nánji ni at what hour* (and the time-marker particle *ni* is used).

The suffix for designating the hour is *-ji o'clock*; minute, *-fuñ* or *-puñ*; and second, *-byō*. Thus, the question *Anáta wa nánji ni nemásu ka?* may be answered by substituting a numeral for the prefix *nán-* in the pattern of the question: *Watashi wa jūji ni nemásu. I go to bed at ten o'clock.*

To tell the time more exactly, minutes are added to the hours as follows: *jūji nijuppūn-sugi 20 minutes after 10; jūji nijuppūn-mae 20 minutes before 10; jūji-hán ten-thirty.*

10.1 THE CHINESE NUMERALS SYSTEM

Except for a very few notable exceptions (see Japanese-English dictionary) the month and seasons the numeral day of the month and seasons, native Japanese numerals extend only to ten, after which the Chinese numerals must be used.

Japanese	from Chinese	Japanese	from Chinese
いち	1	一	1
ふた	2	二	2
さん	3	三	3
よん	4	四	4
ご	5	五	5
ろく	6	六	6
しち	7	七	7
はち	8	八	8
こく	9	九	9
じゅう	10	十	10

7. Today's the first.
 a) Today's the second.
 b) Today's the third.
 c) Today's the fourth.
 d) Today's the fifth.

SECTION 5. DIALOGUE

ホワイト： このあいだは、かぶきのきつぷを どうも ありがとう
 ございました。

木 村： いいえ、 どういたしまして。
 かぶきは どうでしたか。

ホワイト： きれいでした。 でも、 日本語は わかりませんでした。

木 村： そうですね。 あれは 古い日本語です。

ホワイト： そうですか。

木 村： かぶきは 何時に はじまりましたか。

ホワイト： 五時に はじまりました。 わたしは 三時半に 出かけました。

木 村： 何時に かえりましたか。

ホワイト： 十時に かえりました。

木 村： タクシーは ありましたか。

ホワイト： ええ、 ありました。

木 村： よかったですね。



English Equivalents

- White:* Thank you for the Kabuki tickets
 (which you gave me) the other day.
- Kimura:* Don't mention it. How was the Kabuki?
- White:* (It was) beautiful. But I didn't understand the Japanese.
- Kimura:* That's right. That Japanese is old (Japanese).
- White:* Is that so?
- Kimura:* What time did the Kabuki begin?
- White:* It began at five. I went (or set out) at three-thirty.
- Kimura:* What time did you get back home?
- White:* I got home at ten.
- Kimura:* Could you find a taxi (*lit.*, Was there a taxi)?
- White:* Yes.
- Kimura:* That was fortunate (*lit.*, It was good, wasn't it).

SECTION 6. READING

5 今、何時ですか。
一時半です。

今、何時ですか。
今、八時です。

5 べんきようきはじめます。

あなたはいつ生まれましたか。

二月に生まれました。

二月何日ですか。

二月三日です。

10 私は北山きたです。大学の先生です。

けさは九時に出かけました。

学生にけいざいを教えました。

クラスは十時にはじまりました。

そして、十一時半におわりました。

15 ごごはべんきようきをしました。

五時半ごろかえりました。

きょうは十月二十日、私のおすめの

たん生日です。

大きいケーキを買いました。

20 七時にごはんを食べました。

それから、本を読みました。



SECTION 7. EXERCISES

Answer in Japanese:

1. いつ かえますか。
2. 何時に ねますか。
3. 今 何時ですか。
4. きょうは 何日ですか。
5. 五月は あついですか。

Express in Japanese:

6. It is four o'clock.
7. When will the bus come?
8. When did you begin to study Japanese?
9. School starts at eight-thirty.
10. My birthday is July 4th.

Write in kanji, and indicate the readings also:

- | | | | |
|-----------------|-----------------|----------|-----------|
| 11. April 8 | 17. January 3 | 23. 3:00 | 29. 2:30 |
| 12. May 24 | 18. March 6 | 24. 5:00 | 30. 10:00 |
| 13. September 1 | 19. February 10 | 25. 6:30 | 31. 8:00 |
| 14. October 9 | 20. July 7 | 26. 1:30 | 32. 11:00 |
| 15. December 2 | 21. June 20 | 27. 4:00 | 33. 9:00 |
| 16. November 5 | 22. August 26 | 28. 7:30 | 34. 12:00 |

Add Accent marks to all the above.

Consulting the 1970 Japanese-English Dictionary, pp. 206 and 207, answer the following questions.

1. いま、何時ですか。 _____
2. あなたの大きいカレンダーは何月ですか。 _____
3. 大きいカレンダーでは、五月は何よう日ですか。 _____
4. 小さいカレンダーでは、九月は右の方にありますか。 _____
5. 八月の木よう日は何日ですか。 _____

SECTION 8. VOCABULARY ENRICHMENT

When Do You Eat?

Q: 朝御飯は何時に食べますか。

What time do you eat breakfast?

A: 七時に食べます。

I eat at 7:00.

朝御飯	or	朝食	breakfast
昼御飯	or	昼食 or お昼	noon meal
晩御飯	or	夕食	evening meal
おやつ			snack
簡食			eating between meals

When Do They Bloom?

Q: 桜はいつさきますか。

When do the cherry blossoms bloom?

A: 四月ごろさきます。

Around April.

Q: 紅葉の季節はいつですか。

When is the season for autumn leaves?

A: 秋です。

Fall.

四季	the four seasons
春	spring
夏	summer
秋	fall; autumn
冬	winter

梅	(Japanese) plum (blossoms)
桃	peach (blossoms)
藤	wisteria
水ばしろう	calla lily
あやめ	iris
あさがお	morning glory
ひまわり	sunflower
コスモス	cosmos
菊	chrysanthemum

SECTION 9. SUMMARY TEST, Lesson 6 - 10 (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____
10 _____ 11 _____ 12 _____ 13 _____ 14 _____ 15 _____ 20 _____

2. かう うる よむ みる たべる のむ はなす おしえる できる

3. (目) (手) (声) (頭) (今年) (来年) (今週) (先月)

4. (beer) (bread) (cake) (coffee) (table) (taxi) (class)

II. Supply particles. Mark "x" where not needed.

- どなた__北川先生です__。
- この__日本語__本__むずかしいです。
- わたし__うち__いぬ__いません。
- アリス__りょうり__上手です。
- あなた__中国語__出来ますか。
- あの__わかい__人__後ろ__だれ__いますか。
- けさ、何時__おきましたか。

III. Fill in the parentheses with appropriate particles. Select from the intransitive-transitive verb pairs and write the verb on the line.

このあいだ、十時半ごろ、タクシー()私のうちの前に_____ました。
(とまる/とめる)

それから、タクシーのドア()_____ました。男の人がうち()じっと
(あく/あける)

(intently)_____ました。私はおどろきました。けれども、すぐにその男の
(見える/見る)

人はドア()_____ました。それから、タクシーがはしりました。
(しまる/しめる)

何もなかったです。けれども、こわかったです。

IV. Translate III into English.

V. Consulting the calendars and clock on pp. 206 and 207, answer the following questions.

- いま、何時ですか。 _____
- 左の大きいカレンダーは何月ですか。 _____
- 大きいカレンダーでは、五日は何曜日ですか。 _____
- 小さいカレンダーでは、九月は右の方にありますか。 _____
- 八月の木よう日は何日ですか。 _____

VI. Express in Japanese.

1. Mrs. Hayashi's baby was born on February 2.

2. My birthday is also February 2. _____
3. I go to the university on Mondays, Wednesdays and Fridays.

4. (On the telephone)
 - A. Hello, Is Nancy there? _____
 - B. No, she isn't in (right) now. She went to school.

 - A. What time will she return? _____
 - B. About 10:30 p.m. _____

VII. Complete the chart.

Dictionary Form	Polite Form	Negative Polite Form	Past Polite Form
好き			
いる			
ある			
しめる			
しまる			
ゆうめい			
たのしい			

LESSON 11

WHERE, WHEN, AND HOW

PROBLEM: The Location Element is marked in two ways; with the particle **ni** (already introduced in Lesson 7), and with the particle **de**.

OBJECTIVE: (1) To present the Location slot marked with **de**.
 (2) To present verb forms composed of noun + **suru**.

SECTION 1. VOCABULARY

Drill

で	で	particle, Location marker
ソ連 ^{れん}	ソ連 ^{れん}	U.S.S.R.
京都 ^と	きょうと	Kyoto (place name)
オルファート	オルファート	Olfert (personal name)
山川	やまかわ	Yamakawa (personal name)
だいどころ	だいどころ	kitchen
いま	いま	living room
えいがかん	えいがかん	movie theater
およぐ (およがない; およいだ)	およぐ (およがない; およいだ)	vi swims
うみ	うみ	ocean; sea
川	かわ	river
プール	プール	swimming pool
やさい	やさい	vegetable(s)
かど	かど	corner (e.g., street corner)
店	みせ	store; shop
きんじょ	きんじょ	neighborhood; vicinity
スーパーマーケット	スーパーマーケット	supermarket
八百屋 ^や	やおや	vegetable(-fruit) shop/seller

けっこんする	けっこんする	<i>vi</i> gets married
べんきょうする	べんきょうする	<i>vt</i> studies
^{うん} 運動する	うんどうする	<i>vi</i> exercises
りょうりする	りょうりする	<i>vt</i> cooks; prepares food
りょ行する	りょこうする	<i>vi</i> takes a trip
でんわする	でんわする	<i>vi</i> telephones
レストラン	レストラン	restaurant
食事する	しょくじする	<i>vi</i> eats
そと	そと	outside
りょ行	りょこう	(a) trip
けいかくする	けいかくする	<i>vt</i> plans
にわ	にわ	garden; yard
そうじする	そうじする	<i>vt</i> cleans
シャツ	シャツ	undershirt; shirt
せんたくする	せんたくする	<i>vt</i> does the washing; launders
食事	しょくじ	(a) meal
よういする	よういする	<i>vt</i> prepares
せんたく	せんたく	washing; laundry
そうじ	そうじ	cleaning
けいかく	けいかく	(a) plan
ようい	ようい	preparation
けんきゅうする	けんきゅうする	<i>vt</i> studies; researches

Dialogue

わ	わ	<i>sentence final particle, fem.</i>
あまり	あまり	(not) very (much) (<i>occurs with neg.</i>)

Reading

(お)見 ^あ 合い	(お)みあい	(a) formal interview (first meeting) with a prospective marriage partner
----------------------	--------	--

よし子	よしこ	Yoshiko (name, fem.)
を	を	particle, Starting Point marker
出る (出ない; 出た)	でる (でない; できた)	vi graduates
お母さん	おかあさん	(your/his) mother
りれきしよ	りれきしよ; りれきしよ; りれきしよ; りれきしよ	curriculum vitae; record of (one's) life
友達	ともだち	friend
お父さん	おとうさん	(your/his) father
そこで	そこで	then; thereupon
かぶき座	かぶきざ	(the) Kabuki Theater
日	ひ; ~ひ	(a) day
とても	とても	very
デート	デート	(a) date; engagement
渋谷	しぶや	Shibuya (place name)
新宿	しんじゅく	Shinjuku (place name)
ホテル	ホテル	hotel
お茶	おちゃ	tea ceremony
お花	おはな	flower arranging
まだ	まだ	still
作る (作らない; 作った)	つくる (つくらない; つくった)	vt makes
けっこん	けっこん	marriage

SECTION 2. KANJI STUDY

1069	川	山川	やま <u>かわ</u>	かわ
1347	店	店	<u>みせ</u>	みせ
99	屋	八百屋	やお <u>や</u>	や
733	事	食事	しょく <u>じ</u>	じ
1663	母	お母さん	お <u>かあ</u> さん	
1798	友	友達	<u>とも</u> だち	とも
1213	達	友達	とも <u>だち</u>	タツ
1584	父	お父さん	お <u>とう</u> さん	
116	花	お花	お <u>はな</u>	はな
648	作	作る	<u>つ</u> くる	つく(る)

New Readings

1500	八：八月	<u>はち</u> がつ	(10)	1408	動：動く	<u>うご</u> く	(5)
	八日	<u>よう</u> か	(10)		運動	うん <u>ど</u> う	
	八百屋	やお <u>や</u>		1440	日：日本人	<u>にほん</u> じん	(1)
940	食：食べる	<u>た</u> べる	(6)		日曜日	<u>にち</u> よう <u>び</u>	(9)
	食事	<u>しょく</u> じ			一日	つ <u>い</u> た <u>ち</u>	(10)
					二日	ふ <u>つ</u> か	(10)
					その日	その <u>ひ</u>	

SECTION 3. DRILL

Substitution:

1. わたしは 日本で カメラを 買います。

- Cues: a) 東京
 b) ソ連
 c) 外国
 d) 京都

2. 高橋さんは 日本で 生まれました。

- Cues: a) ホワイト アメリカ
 b) オルファート ドイツ
 c) ペン 中国
 d) 山川 東京

3. かないは だいどころでは 本を 読みません。

- Cues: a) うち
 b) いま
 c) えいがかん
 d) 学校

Question-Answer:

4. Q: あなたは そこで およぎましたか。

- A: (a) はい、(わたしは) (そこで) およぎました。
 (b) いいえ、(わたしは) (そこでは) およぎませんでした。

- Cues: a) あそこ
 b) うみ
 c) 川
 d) プール

5. Q: あなたは どこで やさいを 買いますか。

A: (わたしは) かどの店で 買います。

- Cues: a) きんじょの店
 b) スーパーマーケット
 c) あの八百屋
 d) デパート

Substitution:

6. わたしは けっこんします。

- Cues: a) ぺんきょう
 b) ^{うん}運動
 c) りょうり
 d) りょ行

7. わたしは デパートで でんわしました。

- Cues: a) へや ぺんきょう
 b) だいどころ りょうり
 c) レストラン 食事
 d) うちのそと ^{うん}運動

8. わたしが いつも りょ行を けいかくします。

- Cues: a) にわ そうじ
 b) にく りょうり
 c) シャツ せんたく
 d) 食事 ようい

9. わたしが 大てい シャツのせんたくを します。

- Cues: a) にわ そうじ
 b) りょ行 けいかく
 c) 食事 ようい
 d) にく りょうり

Question-Answer:

10. Q: あなたは どこで 日本語を べんきょうしますか。

A: (わたしは) 学校で (日本語を) (べんきょう)します。

Cues: a) フランス語/べんきょう

b) かぶき/けんきゅう

c) ドイツの^{ぶん}文学/けんきゅう

Particle Distinction:

11. Distinguishing に and で :

Example: Teacher: わたしは アメリカ/生まれました。

Student: わたしは アメリカで 生まれました。

Cues: a) 田中さんは 東京/働きます。

b) わたしは いつも うち/食事します。

c) 銀行の前/スーパーマーケットがあります。

d) あなたは どこ/日本語を べんきょうしましたか。

e) 友達は どこ/いますか。

English Equivalentents

1. I buy cameras in Japan.
 - a) I buy cameras in Tokyo.
 - b) I buy cameras in the U.S.S.R.
 - c) I buy cameras abroad (*lit.*, I buy cameras in a foreign country).
 - d) I buy cameras in Kyoto.
2. Mr./Mrs./Miss Takahashi was born in Japan.
 - a) Mr. White was born in America.
 - b) Mr. Olfert was born in Germany.
 - c) Mr. Peng was born in China.
 - d) Mr. Yamakawa was born in Tokyo.
3. My wife does not read in the kitchen (*lit.*, My wife does not read a book in the kitchen).
 - a) My wife does not read at home.
 - b) My wife does not read in the living room.
 - c) My wife does not read at the movie theater.
 - d) My wife does not read at school.

4. Q: Did you swim there (or Have you swum there)?
 A: (a) Yes, (I) swam (there) (or Yes, I did or Yes, I have).
 (b) No, (I) didn't swim (there) (or No, I didn't or No, I haven't).
- a) Did you swim over there?
 b) Did you swim in the ocean?
 c) Did you swim in the river?
 d) Did you swim in the swimming pool?
5. Q: Where do you buy vegetables?
 A: (I) buy (them) at the corner store.
 a) (I) buy (them) at the neighborhood/local store.
 b) (I) buy (them) at the supermarket.
 c) (I) buy (them) at that grocery (vegetable) store.
 d) (I) buy (them) at the department store.
6. I'm getting married (*lit.*, I will marry).
 a) I'm going to study.
 b) I'm going to exercise.
 c) I'm going to cook.
 d) I'm going to take a trip.
7. I telephoned from the department store (or I made a phone call at the department store).
 a) I studied in (my) room.
 b) I cooked in the kitchen.
 c) I ate at a restaurant.
 d) I exercised outside (the house).
8. I always plan trips (or It is I who always plans trips).
 a) I always clean the garden.
 b) I always cook meat.
 c) I always wash (my) shirts.
 d) I always prepare (my own) food.
9. I usually wash (my) shirts (or It is I who usually washes [my] shirts).
 a) I usually clean the garden.
 b) I usually plan trips.
 c) I usually prepare (my own) meals.
 d) I usually cook meat.
10. Q: Where do you study Japanese?
 A: (I) (study) (Japanese) at school.
 a) Where do you study French?
 b) Where do you study (or do research on) Kabuki?
 c) Where do you study (or do research on) German literature?
11. Teacher: (Cues) America/was born
 Student: I was born in America.
 a) Mr. Tanaka works in Tokyo.
 b) I always eat at home.
 c) There's a supermarket in front of the bank.
 d) Where did you study Japanese?
 e) Where is your friend?

SECTION 4. GRAMMAR

11.1. THE LOCATION ELEMENT (2). In Lesson 7 (see 7.2) the Location element marked by *ni* was introduced in clauses with the two intransitive verbs, *arimásu* *is* (inanimate) and *imásu* *is* (animate). With these stative verbs, the interpretation of the Location element is "location in which a certain state or condition exists."

In this lesson the slot meaning of the Location element is: *location in which an action takes place*; the slot marker is *de*.

The student will observe in the drills that when the Location element describes the place where one works, or plays, or is born, it is marked by the particle *de*: *Nihón de kámara o kaimásu.* (*I buy cameras in Japan.* *Nihón de umaremáshita.* (*I was born in Japan.* Emphatic, with negative predicate: *Kánai wa daidokoro dé wa hōn o yomimasēn.* *My wife doesn't read (a book) in the kitchen.*

11.1.1. LOCATIVE PRONOUNS. There is a series of locative pronouns which corresponds with the demonstrative pronoun series (see 1.3.):

LOCATIVE PRONOUNS

<i>koko</i>	here (<i>near the speaker</i>)	<i>asoko</i>	there; yonder
<i>soko</i>	there (<i>near the one addressed</i>)	<i>doko</i>	where?

11.2. MAKING VERBS OF NOUNS BY ADDING *suru*. As was explained in Lesson 10, many words in Japanese are of Chinese origin; i.e., they are Chinese loans. But since verbs are not inflected in Chinese (in fact, there is no clear distinction between nouns and verbs as separate "parts of speech"), when Chinese loan words were fit into Japanese syntax, it was necessary to devise a means to inflect them when they were used as verbs. The problem was solved by adding the verb *suru* *does* after the Chinese loan word. Thus:

	NOUN		VERB
<i>kekkoñ</i>	marriage	<i>kekkoñ-suru</i>	gets married
<i>deñwa</i>	telephone	<i>deñwa-suru</i>	telephones
<i>kēkaku</i>	(a) plan	<i>kēkaku-suru</i>	plans

Since Chinese compounds, such as these given in the example above, are borrowed as nouns in Japanese, it is also possible to use them as nouns in Japanese syntax. Thus they may be used as subject or object: *Kekkoñ wa itsu desu ka?* *When are you getting married* (lit., [Your] marriage, when is it)? *Itsu kekkoñ o shimásu ka?* *When are you getting married* (lit., When do you do marriage)?

11.3. EMPHATIC SENTENCE-FINAL PARTICLES *yo* AND *wa*. The dialogues to this point have employed only one emphatic sentence-final particle—*yo*. This particle may be used either by men or women for emphasis. However, women often prefer to use an alternate particle *wa* which is conventionally interpreted as "softer" and "more feminine."

Woman:	<i>Depáto wa takái desu wa.</i>	The department store's expensive.
Woman or Man:	<i>Yaoya ní wa atarashíi yasai ga arimásu yo.</i>	The vegetable(-fruit) store has fresh vegetables.

There is a wide variety of emphatic sentence-final particles, but the two introduced here are by far the most common.

SECTION 5. DIALOGUE

(Two Women)

クラークさん： ペンさん、 テーブルの上に 新しいカメラが
ありますね。

ペンさん： ああ、 このカメラですか。 これは きのう
デパートで 買いました。

クラークさん： デパートで 買いましたか。 わたしは カメラを
きんじょの店で 買いました。

ペンさん： その店は 安かったですか。

クラークさん： はい。 デパートは 高いですわ。

ペンさん： でも、 デパートは きれいです。 わたしは
日本のデパートが 好きです。

クラークさん： あなたは やさいも デパートで 買いますか。

ペンさん： いいえ、 やさいは スーパーマーケットで
買います。

クラークさん： 八百屋には 新しいやさいが ありますよ。

ペンさん： 八百屋は だめです。 わたしは 日本語が
あまり 出来ません。

クラークさん： わたしは 八百屋で 日本語を べんきょう
しましたわ。

English Equivalents

Mrs. Clark: There's a new camera on the table, isn't there, Mrs. Peng.

Mrs. Peng: Oh, this camera? I bought it yesterday at the department store.

Mrs. Clark: (You) bought it at the department store? I bought (my) camera
at the neighborhood store.

Mrs. Peng: Was it cheap at that store?

Mrs. Clark: Yes. The department store is expensive.

Mrs. Peng: But the department store is beautiful. I like Japanese depart-
ment stores.

Mrs. Clark: Do you buy vegetables at the department store, too?

Mrs. Peng: No, I buy vegetables at the supermarket.

Mrs. Clark: The vegetable store has fresh vegetables.

Mrs. Peng: The vegetable store is no good; I can't speak Japanese very well.

Mrs. Clark: I studied Japanese at the vegetable store.

SECTION 6. READING

お見合い

よし子さんは、きよ年の三月、大学を卒業しました。大学では、アメリカの文学をべんきょうしました。

5 今年の二月、お母さんは、よし子さんのきれいなしゃしんとりれきしよを、古い友達の高橋さんに上げました。高橋さんは、それを山川さんのお父さんとお母さんに見せました。山川さんもそれを見ました。そこで、山川さんのお母さんは、山川さんのしゃしんとりれきしよを、高橋さんに上げました。

15 よし子さんと山川さんは、三月に、かぶき座でお見合いをしました。そこには、よし子さんのお母さんと、高橋さんと、山川さんのお母さんがいました。よし子さんは、その日、着物をは山川さんが好きでした。山川さんもよし子さんが好きでした。

20 それから、よし子さんと山川さんは、日曜日はいつてもデートします。時々、渋谷でえいがを見ます。新宿のレストランで食事します。よし子さんのうちでも、山川さんのうちでも、食事します。よし子さんのお父さんとお母さんは、山川さんがとても好きです。山川さんのお父さんとお母さんもよし子さんが好きです。よし子さんと山川さんは九月十七日に、ホテルで、けっこんします。

30 よし子さんは、もうお茶とお花は出来ません。けれども、りょうりはまだ、あまり上手ではありません。それで、来週、りょうり学校で、べんきょうをはじめます。よし子さんとお母さんは、よく、デパートで、買物をします。もう、いろいろな物を買いました。お母さんは、よし子さんの着物を作ります。けっこんのよういは、まだ、いろいろあります。

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. ここ ____ かみ ____ あります。
2. 子ども ____ にわ ____ あそびました。
3. だれ ____ ここ ____ コーヒー ____ 飲みましたか。
田中さん ____ 飲みました。
4. わたし ____ いつも ____ にわ ____ そうじします。
5. 田中さん ____ おくさん ____ 食事 ____ ようい ____ しました。

Construct sentences using the words and particles given:

6. ここ, いぬ, が, います, に, か
7. きのう, およぎました, わたし, で, プール, は
8. 生まれました, で, あなた, か, は, どこ
9. さむい, そと, です, は, まだ
10. 大てい, 食事, ようい, の, わたし, を, します, が

Answer in Japanese:

11. あなたは きのう どこで 日本語を べんきょうしましたか。
12. いつ デパートで カメラを 買いましたか。
13. いつ どこで 日本語を べんきょうしましたか。
14. あなたは どこで およぎますか。

Express in Japanese:

15. Do you study Japanese at school?
16. It is hot in summer.
17. I ate at a restaurant.
18. Mr. Tanaka saw a movie at the movie theater.
19. I bought a ballpoint pen at the store over there.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

お見合いですか、恋愛ですか。

- A: 私は今年結婚します。 I'm getting married this year.
 B: おめでとうございます。 Congratulations!
 お見合いですか、それとも恋愛ですか。 Is it an arranged marriage, or a love marriage?
 A: 恋愛です。おなじ会社の人です。 Ours is a love match. We work in the same company.
 B: ああ、職場結婚ですか。 Oh, you met at work, huh?
 C: 私も秋に結婚します。 I'm getting married, too, in the fall.
 B: あら、良かったわね。 Oh, great!
 あなたも職場結婚ですか。 Did you meet at work, too?
 C: いいえ、母のお友だちの紹介です。 No, a friend of my mother's introduced us.
 B: あなたはお見合いですね。 Oh, it was arranged?
 C: そうです。 That's right.
 あなたもお見合い結婚だったわよね。 Your marriage was arranged too, wasn't it?
 おしあわせですか。 Are you happy?
 B: ええ、おかげさまで。 Yes, we are.

媒酌人	go-between	婚約	engagement
結納	exchange of engagement gifts	結婚式	wedding ceremony
披露宴	wedding reception	花嫁	bride
花婿	bridegroom	新婚旅行	honeymoon
祝儀袋	congratulatory gift envelope	引き出物	a gift (to guests at the wedding)
吉日	an auspicious day		

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. カタカナ

pool() supermarket() restaurant()
undershirt() date() hotel()

2. ひらがな

八百屋() 食事() 運動()

3. かんじ+おくりがな

(a) _____ の お _____ さんにお _____ をあげました。
ともだち かあ はな

(b) 山 _____ さんの お _____ さんの _____ で この本を 買いました。
かわ どう みせ

(c) _____ を _____ しました。
しょくじ つくり

II. Write a question to match the answer.

1. Q: _____

A: 私は アメリカの テキサスしゅう (the State of Texas)で 生まれました。

2. Q: _____

A: いいえ、そこでは およぎませんでした。

3. Q: _____

A: きんじょの スーパーマーケットで 買います。

4. Q: _____

A: 私が 大てい りょ行のけいかくを します。

5. Q: _____

A: 銀行の前に あります。

III. Fill in the particles. Mark "X" where a particle is not needed.

1. 高橋さんは 京都 _____ かいしゃ _____ 働きます。うち _____ 神戸 _____ にあります。

2. Q: (あなたは) どこ _____ 日本語 _____ べんきょうしましたか。

A: 日本語学校 _____ べんきょうしました。学校は新宿 _____ あります。

3. (あなたは) いつ _____ 日本 _____ 来ましたか。

4. いつも _____ おうち _____ 食事 _____ しますか。

5. おうち _____ いぬ _____ いますか。

LESSON 12

DIRECTIONS

PROBLEM: There is a large number of direction-marker particles.

OBJECTIVE: (1) To introduce the direction element.
 (2) To show how the direction element is focused with the particle *wa*.

SECTION 1. VOCABULARY

Drill

銀座 ^{ぎんざ}	ぎんざ	(the) Ginza (place name)
に	に	particle, Direction marker
駅	えき; ~えき	station (railroad)
池袋 ^{いけぶくろ}	いけぶくろ	Ikebukuro (place name)
お茶の水 ^{みず}	おちゃのみず	Ochanomizu (place name)
はいる	はいる	<i>vi</i> enters
(はいらない; はいった)	(はいらない; はいった)	
山	やま	mountain
のぼる	のぼる	<i>vi</i> climbs
(のぼらない; のぼった)	(のぼらない; のぼった)	
へ	へ (pronounced え)	particle, Direction marker
横浜 ^{よこはま}	よこはま	Yokohama (place name)
北海道 ^{ほっかいどう}	ほっかいどう	Hokkaido (place name)
まで	まで	to; up to; until
さかな	さかな	fish
くすり	くすり	medicine
わたしたち	わたしたち; わたしたち	<i>we</i> ; <i>us</i>
~たち	~たち	pronoun plural suffix; also used with nouns designating people
から	から	from

奈良	なら	Nara (place name)
乗る (乗らない; 乗った)	のる (のらない; のった)	vi rides; boards (a vehicle)
電車	でんしゃ; でんしゃ	electric train
ふね	ふね	boat; ship
ひ行き	ひこうき	plane; airplane
地下てつ	ちかてつ	subway
汽車	きしゃ	train (lit., steam [engine] train; meaning long-distance train)
ソファー	ソファー	sofa; * couch
たたみ	たたみ	tatami (straw mats for floors)
ゆか	ゆか	floor
つくえ	つくえ	desk; table
おく (おかない; おいた)	おく (おかない; おいた)	vt places; puts
歩く (歩かない; 歩いた)	あるく (あるかない; あるいた)	vi walks
わたなべ	わたなべ	Watanabe (personal name)

Dialogue

あなた方	あなたがた	you (plural)
~方	~がた	pronoun plural suffix (though not used with <i>watashi</i> ; also used with nouns designating people in honorific speech)
~年	~ねん	classifier for years
前	まえ	ago
所	ところ; ~ところ	(a) place
もちろん	もちろん	of course; certainly
新かんせん	しんかんせん	limited express; the "Bullet train" (lit., New Trunk Line)

*In this word some Japanese speakers today use the English "f".

はやい	はやい	<i>adj</i> (is) fast
Reading		
<small>はる</small> 春	はる	spring (one of the seasons)
中	なか	inside
<small>みやこ</small> 都	みやこ	(the) capital
<small>ず</small> 地図	ちず	map
(お)寺 <small>てら</small>	おてら; てら	(Buddhist) temple
<small>じんじゃ</small> 神社	じんじゃ	(Shinto) shrine
たくさん	たくさん	a lot; much
<small>じ</small> 東寺	とうじ	Toji (name of a temple)
ぶつぞう	ぶつぞう	Buddhist statue
こわい	こわい	<i>adj</i> (is) fearful; frightening; afraid
かお	かお	face
<small>きんかくじ</small> 金閣寺	きんかくじ	Kinkakuji (name of a temple)
<small>かくじ</small> 銀閣寺	ぎんかくじ	Ginkakuji (name of a temple)
<small>りょうあんじ</small> <small>りょうあんじ</small> 龍安寺 (竜安寺) *	りょうあんじ	Ryoanji (name of a temple)
石	いし	(a small) stone
よる	よる	night
<small>ぎおん</small> 祇園	ぎおん	Gion (place name)
<small>みやこ</small> 都おどり	みやこおどり	Miyako dance (Japanese dance performed in Kyoto by Maiko dancers)
まいこ(さん)	まいこ(さん)	Maiko dancer(s) (traditional dancing girls of Kyoto)
おび	おび	sash (worn with kimono)
長い	ながい	<i>adj</i> (is) long
一日	いちにち	a/one day

*The form in parentheses is also sometimes used, but the first entry is the traditional way of writing the name of this temple.

SECTION 2. KANJI STUDY

67	駅	駅	えき	エキ
924	乗	乗る	のる	の(る)
1237	地	地下てつ	ちかてつ	チ
270	汽	汽車	きしゃ	キ
1657	歩	歩く	あるく	ある(く)
856	所	所	ところ	ところ
1044	石	石	いし	いし
1277	長	長い	ながい	なが(い)

New Readings

758	車:	車	くるま	(5)	1669	方:	方	かた	(2)
		電車	でんしゃ				(の)方	(の)ほう	(7)
109	下:	下	した	(7)			あなた方	あなたがた	
		下さる	くださる	(9)					
		地下てつ	ちかてつ						

The form in parentheses is also sometimes used, but the first entry is the traditional way of writing the name of this temple.

SECTION 3. DRILL

Question-Answer:

1. Q: このバスは 銀座 に 行きますか。

A: (a) はい、行きます。

(b) いいえ、行きません。

Cues: a) 新宿

b) 東京駅

c) 渋谷

d) 池袋

e) お茶の水

Substitution:

2. ジョンソンさんは わたしのうちに 来ました。

Cues: a) ここ

b) この学校

c) 日本

d) この大学

3. わたしは 大学 に はいり ました。

Cues: a) 山 のぼる

b) うち かえる

c) そと 出かける

d) 学校 行く

4. どの日に 東京 へ 行きました。

Cues: a) 横浜

b) 北海道

c) 新宿

d) 渋谷

5. きのう 八百屋まで 行きました。

- Cues: a) 本屋
b) にく屋
c) さかな屋
d) くすり屋

6. わたしたちは 京都から 来ました。

- Cues: a) 東京
b) 横浜
c) 奈良
d) アメリカ

7. ここから バスに 乗ります。

- Cues: a) 電車
b) ふね
c) ひ行き
d) 地下てつ
e) 汽車

8. スミスさんは そこに すわりました。

- Cues: a) いす
b) ソファー
c) たたみ
d) ゆか

9. つくえの上に それを おきました。

- Cues: a) つくえの下
b) でんわのよこ
c) ドアのみぎ
d) 本のひだり

10. (a) わたしは きのう 駅から うちまで 歩きました。

Cues: a)

はしる

b) おととい

バスに乗る

c)

タクシーに乗る

(b) わたしは けさ 駅から うちまで タクシーに 乗りました。

Cues: a)

新宿

東京駅

b) 学校

病院

c) うち

ホワイトさんのうち

Particle Distinction:

11. Distinguishing *に* and *で* :

Example: Teacher: (Cues) あした 東京 / 行きます

Student: あした 東京に 行きます。

Cues: a) 東京 / 働きます

b) このうち / いぬが います

c) わたなべさんは テーブルの上 / それを おきました

d) スミスさんは アメリカ / かえりました

e) ここ / べんきょうします

English Equivalents

1. Q: Does this bus go to the Ginza?
 A: (a) Yes, it does (*lit.*, Yes, [it] goes).
 (b) No, it doesn't (*lit.*, No, [it] does not go).
 a) Does this bus go to Shinjuku?
 b) Does this bus go to Tokyo Station?
 c) Does this bus go to Shibuya?
 d) Does this bus go to Ikebukuro?
 e) Does this bus go to Ochanomizu?
2. Mr./Mrs./Miss Johnson came to my house.
 a) Mr. Johnson came here.
 b) Mr. Johnson came to this school.
 c) Mr. Johnson came to Japan.
 d) Mr. Johnson came to this university.
3. I entered the university/college.
 a) I climbed (the) mountain.
 b) I returned home.
 c) I went out (*lit.*, I set out to the outside).
 d) I went to school.
4. On Saturday (*or* Saturday) I went to Tokyo.
 a) (On) Saturday I went to Yokohama.
 b) (On) Saturday I went to Hokkaido.
 c) (On) Saturday I went to Shinjuku.
 d) (On) Saturday I went to Shibuya.
5. Yesterday (I/he/she/we/you/they) went to the grocery store (*lit.*, Yesterday I went all the way to the grocery store).
 a) Yesterday (I) went to the bookstore.
 b) Yesterday (I) went to the meat store (*or* butcher's).
 c) Yesterday (I) went to the fish store.
 d) Yesterday (I) went to the drugstore.
6. We came from Kyoto.
 a) We came from Tokyo.
 b) We came from Yokohama.
 c) We came from Nara.
 d) We came from America.
7. You/I/he/she/we/you/they board the bus here.
 a) You board the electric train here.
 b) You board the ship here.
 c) You board the plane here.
 d) You board the subway here.
 e) You board the (long-distance) train here.
8. Mr./Mrs./Miss Smith sat there. (*N.B.* Sometimes *suwaru* means simply *sits*; sometimes it means *sits Japanese fashion.*)
 a) Mr. Smith sat on the chair.
 b) Mr. Smith sat on the sofa.
 c) Mr. Smith sat on the tatami.
 d) Mr. Smith sat on the floor.

9. (I) put that on (top of) the desk/table.
- (I) put that under the desk.
 - (I) put that beside (or next to) the telephone.
 - (I) put that to the right of the door.
 - (I) put that to the left of the book.
10. (a) Yesterday I walked home from the station (*lit.*, As for me, yesterday I walked from [the] station [all the way] to [my] house).
- Yesterday I ran home from the station.
 - Day before yesterday I rode/took the bus home from the station.
 - Day before yesterday I rode/took a taxi home from the station.
- (b) This morning I took a taxi from the station home.
- This morning I took a taxi from Shinjuku to Tokyo Station.
 - This morning I took a taxi from school to the hospital.
 - This morning I took a taxi from my home to Mr. White's house.
11. Teacher: (Cues) tomorrow/Tokyo/(I) will go
Student: I'm going to Tokyo tomorrow.
- I work in Tokyo.
 - There's a dog in this house.
 - Mr. Watanabe put that on the table.
 - Mr. Smith returned to America.
 - I study here.
- Mrs. Clark: (to Mrs. Peng) How did you like your trip to Kyoto?
Mrs. Peng: It was very nice. I went to all sorts of places.
Mrs. Clark: Did you go far?
Mrs. Peng: Yes, I did. I went to all sorts of places.
Mrs. Clark: Did you go to Kyoto?
Mrs. Peng: Of course. I went to Kyoto.
Mrs. Clark: How did you like Kyoto?
Mrs. Peng: I liked it very much. I went to all sorts of places.
Mrs. Clark: Did you go to the "Bullet" train?
Mrs. Peng: Yes, I did. I went to the "Bullet" train.
Mrs. Clark: How did you like the "Bullet" train?
Mrs. Peng: I liked it very much. It was very fast.
Mrs. Clark: Did you go to the "Bullet" train?
Mrs. Peng: Yes, I did. I went to the "Bullet" train.
Mrs. Clark: How did you like the "Bullet" train?
Mrs. Peng: I liked it very much. It was very fast.

SECTION 4. GRAMMAR

12.1. THE DIRECTION ELEMENT. The Direction element, as the slot name suggests, indicates the place toward which or from which an action is directed. There are several ways in which this element is marked: *ni to*; *e to* (but note that English logotactics does not always permit the use of "to" in translation: *I went [to] home*); *kara from*; *made to/all the way up to/as far as*; . . . *kara . . . made from . . . to . . .*

The direction-marker particles *ni* and *e* are free variants; this means that speakers choose freely between them, without any change in meaning. In fact, a single speaker may use one on one occasion and the other in an identical situation. With other speakers, however, a distinction is maintained between the two (though there are some inconsistencies). If this distinction is observed, the particle *ni* is used when the direction is rather narrowly defined (e.g., a particular station or street), and the particle *e* is used when the direction is a loosely defined or rather extensive area. This distinction is maintained in the drills of this lesson to some extent, but the sharp student will notice that the place names *Shinjuku* and *Shibuya* occur both in Drill 1 (with *ni*) and in Drill 4 (with *e*).

12.1.1. VERBS WHICH PREFER *ni*. The only satisfactory explanation of the use of *ni* to mark slots which at first seem to the non-native to be *location* (which would require the marker *de* for action verbs), is that certain verbs like *noru rides on/boards*; *oku puts/places*; and *suwaru sits (on)* take *ni* for this slot: *Daigaku ni hairimashita. (He) entered (the) university. Yamá ni noborimashita. (He) climbed (the) mountain. Bâsu ni norimashita. (He) got onto (the) bus. / (He) rode on (the) bus. Isu ni suwarimashita. (He) sat in (the) chair.* The idea of location and direction seems to overlap, as can be seen from the example *Bâsu ni norimashita*. Perhaps this explains why it appears that with some verbs it looks to us as if an exception is being made to the rule that the location slot is marked with *de* in clauses where the verb is active: *Tsukue no ué ni sore o okimashita. (I) put that on top of the desk. Hôn wa yuka ni ochimashita. (The) book fell on(to) the floor.*

12.1.2. FOCUSING THE DIRECTION ELEMENT. The Direction element may be placed in focus (e.g., to show contrast, or with a negative predicate) in the same way that the location and indirect object are focused, i.e., by adding the particle *wa* after the element-marker particle, whichever it may be. Thus: *Giñza ni wa ikimasén deshita. (I) didn't go to the Ginza. Tōkyō é wa ikimasén. (I) don't go to Tokyo. Gakkō made wa sanjūppun kakarimásu. It takes 30 minutes to go to school. Gakkō kará wa bâsu ni norimásu. (Coming home) from school (I) ride the bus.* Note that when the direction slot is brought into focus with *wa*—for the purpose of showing that this is the slot which is negated, to make it the topic of the sentence, to contrast it with something else—the direction-marker particle often receives an accent, as in the illustrations above.

- a) You board the plane here.
 b) You board the subway here.
 c) You board the (long-distance) train here.

5. Mr./Mrs./Miss Smith sat there. (W.G. Sometimes *suwaru* means simply *sits*, sometimes it means *sits Japanese fashion*.)

- a) Mr. Smith sat on the chair.
 b) Mr. Smith sat on the sofa.
 c) Mr. Smith sat on the tatami.
 d) Mr. Smith sat on the floor.

SECTION 5. DIALOGUE

(Two Women)

ペンさん : クラークさん、あなた方はいつ日本に
来ましたか。

クラークさん: 七年前に 来ました。

ペンさん : いろいろな所を 見ましたか。

クラークさん: ええ、見ました。いろいろな所へ
行きました。

ペンさん : 京都へは 行きましたか。

クラークさん: もちろん 行きました。あなた方は?

ペンさん : わたしたちは 先月 行きました。

新幹線に 乗りました。

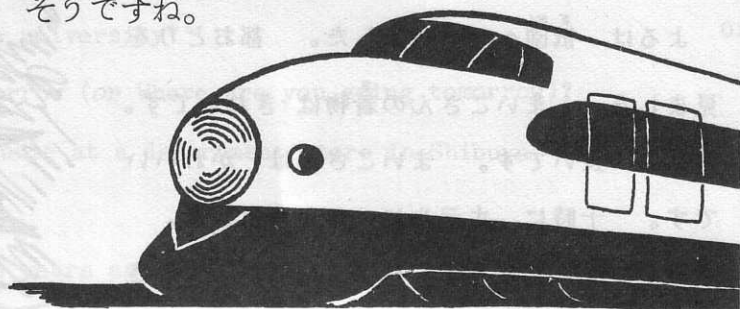
クラークさん: どこから 乗りましたか。

ペンさん : 横浜から 乗りました。

クラークさん: わたしたちは 東京駅から 乗りました。

ペンさん : 新幹線は はやいですね。

クラークさん: そうですね。



English Equivalents

Mrs. Peng: Mrs. Clark, when did you (or you all) come to Japan?

Mrs. Clark: (We) came seven years ago.

Mrs. Peng: Have you seen various places?

Mrs. Clark: Yes, we have. We've been to all sorts of places.

Mrs. Peng: Did you go (or Have you been) to Kyoto?

Mrs. Clark: Of course. Did you (or Have you [all])?

Mrs. Peng: We went last month. We rode on the "Bullet" train.

Mrs. Clark: Where did you board (the train)?

Mrs. Peng: At Yokohama.

Mrs. Clark: We got on (the train) at Tokyo.

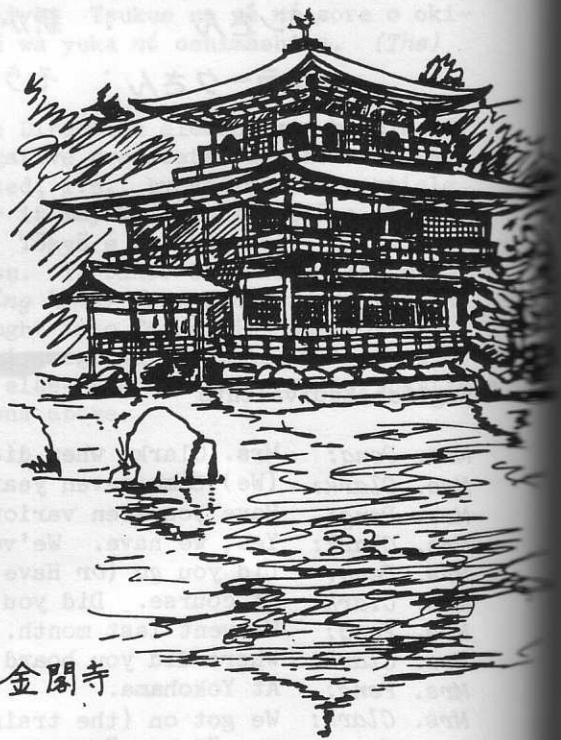
Mrs. Peng: The "Bullet" is fast, isn't it.

Mrs. Clark: Yes, it is.

SECTION 6. READING

京都

- 1 今年の春 京都へ 行きました。新かんせんに 乗りました。汽車の中で日本のれきしの本を 読みました。京都は 日本の古い都です。京都駅で地下てつに 乗りました。地下てつの駅から ホテルまで タクシーに 乗りました。ホテルで 京都の大きい地図を 買いました。
- 5 京都には 古いお寺や 神社が たくさん あります。私は いろいろなお寺へ 行きました。東寺には ぶつぞうが たくさん ありました。こわいかおの 大きいぶつぞうを 見ました。それから、金閣寺と 銀閣寺へ 行きました。金閣寺は きれいでした。銀閣寺のしずかなにわで お茶を 飲みました。龍安寺では 石のにわを 見ました。京都のにわは とても うつくしいです。
- 10 よるは 祇園へ 行きました。都おどりを 見ました。まいこさんの着物は きれいです。おびは 長いです。まいこさんは かわいいです。十時に ホテルに かえりました。たのしい一日でした。私は 京都が 大好き15です。



金閣寺

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. 八月十日 _____ 日本 _____ 来ました。
2. その人 _____ 九時 _____ 五時 _____ 働きます。
3. 新宿 _____ 電車 _____ 乗りました。
4. だいどころ _____ 食事しました。
5. 九月 _____ 大学 _____ はいりました。

Answer in Japanese:

6. あなたは どこから 電車に 乗りますか。
7. あなたは きょう どこへ 行きますか。
8. あなたの子どもは きんじょで あそびますか。
9. つくえの上に 何が ありますか。
10. あなたは うちから 駅まで 歩きますか。

Express in Japanese:

11. I always go to the Ginza on Saturday.
12. When did you enter the university?
13. Where will you go tomorrow (or Where are you going tomorrow)?
14. Yesterday I bought a table at a department store in Shibuya.
15. We go home at 4:30.
16. We came to Japan seven years ago.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

At the Station

- A: すみません。切符売り場はどこですか。 Excuse me. Where is the ticket window?
 B: あそこの自動販売機で買ってください。 Buy your ticket at that machine.
 A: あそこですね。どうも ありがとう。 Over there? Thank you.
- A: 新幹線の切符が買いたいのですが。 I want to buy a ticket for the Bullet.
 B: みどりの窓口で聞いてください。 Ask at the Green Window.
- A: ひかり__号は 何番線ですか。 What track is the Hikari No. __?
 B: __番線です。 Track No. __.
- A: この電車は 各駅停車ですか。 Does this train stop at every station?
 A: 次の電車は__に とまりますか。 Does the next train stop at __?

改札口	ticket gate	駅員(さん)	station personnel
駅長	station master	キオスク	kiosk; newsstand
__番線	track number	車両	(train) car
__号車	car No. __	ホーム	platform
切符売り場	ticket (sale) window	特急	Limited Express
急行	Express	快速	Special Rapid Service
往復切符	round-trip (return) ticket	片道切符	one-way ticket
座席指定券	seat reservation	自由席	non-reserved seat
前売券	advanced (sale) ticket	当日券	ticket on sale today only
車掌	conductor	乗り越し	fare extension
グリーン車	green car	食堂車	dining car
ビュッフェ	buffet car	寝台車	sleeper
清算所	fare adjustment window	入場券	platform ticket

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

- 山川さんのかいしゃは お茶の水にあります。 () 月よう日からきんよう日まで、
() ()
まいにち かいしゃに 行きます。 () 大てい _____ まで _____ ても、時々
()
バスに _____
のります。
- 京都には、いろいろな _____ に ^碁石庭(石の庭)が あります。
() と _____ ところ
- _____ い _____ 車のりよ行は つかれます。
なが _____ き _____ ()
- 下てつは 便利です。
ち _____ ()
- sofa ()

II. Supply the particles. Mark "X" where not needed.

- このバスは 新宿 _____ 行きますか。
- その本は どこ _____ おきましたか。
- どこ _____ 電車 _____ 乗りますか。
- だれ _____ 車ですか。
- ホテルのまど _____ きれい _____ にわ _____ 見ました。
- 駅 _____ うち _____ 歩きました。
- バレンタイン・デー _____ 友達 _____ チョコレート _____ あげました。

III. Using the following words make four original sentences. You may use one word more than once, but be sure to use them all at least once. Supply additional words and particles as necessary, but use only the verbs listed.

駅 車 乗る ~から~まで 田中さん うち 行く 本
つくえ おく あげる

- _____
- _____
- _____
- _____

IV. Join left and right and supply the particles.

- | | |
|---------------------------|-----------|
| 1. 電車____() | a. りょうりする |
| 2. 東京____() | b. 働く |
| 3. かいしゃ____() | c. 行く |
| 4. うち____() | d. 乗る |
| 5. 田中さん____() | e. おく |
| 6. 大学____() | f. すわる |
| 7. レストラン____() | g. かえる |
| 8. いす____() | h. あげる |
| 9. だいどころ____() | i. はいる |
| 10. テーブル____上____本____() | j. 食事する |

V. Add the following two words to each of the sentences.

うち 六時

- 私は ごと いつも います。
- 私は 大てい 食事します。
- きょう かえります。
- あした 友達が 来ます。
- きょう 駅 タクシーに乘りました。

はこぶ (はこばない; はこんだ)	はこぶ (はこばない; はこんだ)	<i>vt hauls; transports</i>
せんたくき	せんたくき	<i>washing machine</i>
あらう (あらわない; あらった)	あらう (あらわない; あらった)	<i>vt washes</i>
電話	でんわ	<i>telephone</i>
を	を	<i>particle, Location marker</i>
とおる (とおらない; とおった)	とおる (とおらない; とおった)	<i>vi passes through; passes by</i>
おりる (おりない; おりた)	おりる (おりない; おりた)	<i>vi gets off (a vehicle)</i>
出る (出ない; 出た)	でる (でない; 出た)	<i>vi goes out</i>
とり	とり	<i>bird</i>
そら	そら	<i>sky</i>
とぶ (とばない; とんだ)	とぶ (とばない; とんだ)	<i>vi flies</i>
ジェットき	ジェットき	<i>(a) jet (plane)</i>
ミサイル	ミサイル	<i>missile</i>
ロケット	ロケット	<i>rocket</i>
まち	まち	<i>town; street; section of town</i>
道	みち	<i>street; road</i>
のほら	のほら	<i>(open) field(s)</i>
森	もり	<i>forest; woods</i>
おか	おか	<i>hill</i>
いなか	いなか	<i>country (rural district)</i>
いなか道	いなかみち	<i>country road</i>
どうろ	どうろ	<i>road</i>

LESSON 13

LET'S GO BY BUS

PROBLEM: Some intransitive verbs occur in clauses with elements marked with *o*.

- OBJECTIVE:**
- (1) To introduce the Means element.
 - (2) To introduce the Presumptive inflection of the verb with Hortative meaning.
 - (3) To show the use of a limited class of intransitive verbs with an element marked with *o*.

SECTION 1. VOCABULARY

Drill

で	で	<i>particle, Means marker</i>
マジックインク	マジックインク	marker (for writing); magic ink
ふで	ふで	brush (for writing)
すみ	すみ	india ink
クレパス	クレパス	cray-pas (a type of crayon)
電車	でんしゃ; でんしゃ	electric train
フォーク; ホーク	フォーク; ホーク	fork
ステーキ	ステーキ	steak
スプーン	スプーン	spoon
カレーライス	カレーライス	curried (stew with) rice
スープ	スープ	soup
ナイフ	ナイフ	knife
切る	きる	<i>vt cuts</i>
(切らない; 切った)	(きらない; きった)	
ニュース	ニュース	news
やきゅう	やきゅう	baseball
すもう	すもう	sumo (Japanese-style wrestling)
はさみ	はさみ	scissors

こうそくどうろ	こうそく ^レ どうろ	expressway (<i>lit.</i> , high-speed road)
Dialogue		
伊勢丹 <small>い せ た ん</small>	いせたん	Isetan (department store)
東口	ひがしぐち	east entrance
西口	にしぐち	west entrance
わたる (わたらない; わたった)	わたる (わたらない; わたった)	<i>vi</i> crosses over
しんごう	しんごう	(traffic) signal
右	みぎ	right (side/direction)
まっすぐ(な/に)	まっ ^レ すぐ(な/に)	straight (ahead)
左側 <small>がわ</small>	ひだりがわ	left(-hand) side
～側 <small>がわ</small>	～がわ	-- side
Reading		
ソ連	ソ ^レ れん	U.S.S.R.
ほんとう(の/に)	ほんとう(の/に)	real; true (-ly)
外	そ ^レ と	outside
まがる (まがらない; まがった)	まがる (まがらない; まがった)	<i>vi</i> turns (e.g., turns a corner)
出口	で ^レ ぐち	exit
聞く (聞かない; 聞いた)	きく (きかない; きいた)	<i>vt</i> asks
ちかく	ち ^レ かく	near
あとで	あ ^レ とで	after
喫茶店 <small>きっさ</small>	き ^レ っさてん; き ^レ っさてん	coffee shop; tea house
紅茶 <small>こう</small>	こうちゃ	black tea (<i>lit.</i> , red tea)
若い	わ ^レ かい	<i>adj</i> (is) young
せん教し	せんき ^レ ょうし	missionary

Common Expressions

～で買物がある ～でかいものがある has shopping (to do) at . . .

SECTION 2. KANJI STUDY

1355	電	電車	<u>でん</u> しゃ	デン
1056	切	切る	<u>きる</u>	き(る)
1411	道	道	<u>みち</u>	みち
968	森	森	<u>もり</u>	もり
525	口	東口	ひがし <u>ぐち</u>	くち
1015	西	西口	<u>にし</u> ぐち	にし
47	右	右	<u>みぎ</u>	みぎ
612	左	左側 ^{がわ}	<u>ひだり</u> がわ	ひだり
1921	連	ソ連	<u>ソ</u> れん	レン
169	外	外	<u>そと</u>	そと
776	若	若い	<u>わか</u> い	わか(い)

New Readings

1940	話:	話す	<u>はな</u> す (8)	1347	店:	店	<u>みせ</u> (11)
		電話	でんわ			喫茶店 ^{きっさ}	きつ <u>さてん</u>
1374	東:	東京	<u>とう</u> きょう (3)	367	教:	教える	<u>おし</u> える (8)
		東口	<u>ひがし</u> ぐち			せん教し	せん <u>きょう</u> し

SECTION 3. DRILL

Substitution:

1. えんぴつで 絵を かきましょう。

- Cues: a)マジックインク
 b)ふで
 c)すみ
 d)クレパス

2. バスで 新宿^{じゆく}に 行きましょう。

- Cues: a) 電車 東京駅
 b) タクシー 田中さんのうち
 c) 地下てつ 銀座^{ぎんざ}
 d) ふね アメリカ
 e) ひ行き インド

3. タクシーで 出かけましょう。

- Cues: a) 電車 かえる
 b) バス 来る
 c) ふね 行く

Question-Answer:

4. Q: あなたは 何で 来ましたか。

A: バスで 来ました。

- Cues: a) タクシー
 b) 電車
 c) 地下てつ
 d) ふね

Substitution:

5. わたしは はしで ごはんを 食べました。

- Cues: a) フォーク ステーキ
 b) スプーン カレーライス
 c) はし さかな
 d) スプーン スープ 飲む
 e) ナイフ ステーキ 切る

6. ラジオで ニュースを 聞きました。

- Cues: a) テレビ やきゅう 見る
 b) 新聞 それ 読む
 c) ラジオ おんがく 聞く
 d) テレビ すもう 見る

7. わたしは それを はさみで 切りました。

- Cues: a) 車 はこぶ
 b) せんたくき あらう
 c) 手 食べる
 d) 電話 話す

Question-Answer:

8. Q: このバスは 新宿を ^{じゆく}とおりますか。

A: (a) はい、とおります。

(b) いいえ、とおりません。

Cues: a) 東京駅

b) 銀座

c) 池袋

d) 渋谷

9. Q: どこで バスを おりますか。

A: 新宿で ^{じゆく}おります。

- Cues: a) 電車 / 渋谷
 b) 地下てつ / 銀座
 c) ふね / 横浜
 d) ひ行き / インド

10. Q: あなたは 何時に うちを 出ましたか。

A: (わたしは) 七時に 出ました。

Cues: a) 8:30

b) 7:30

c) 9:00

d) 9:30

Substitution:

11. とりは そらを とびます。

Cues: a) ひ行き

b) ジェットき

c) ミサイル

d) ロケット

12. わたしたちは まちを 歩きました。

Cues: a) 道

b) のはら

c) 森の中

d) おかの上

13. 車は 道を はしります。

Cues: a) いなか道

b) どうろ

c) こうそくどうろ

d) おかの上

English Equivalents

1. Let's draw (a) picture with (a) pencil.
 - a) Let's draw (a) picture with magic ink (or felt-tip pen).
 - b) Let's draw (a) picture with (a) brush.
 - c) Let's draw (a) picture with india ink.
 - d) Let's draw (a) picture with crayon.

2. Let's go to Shinjuku by bus.
 - a) Let's go to Tokyo Station by electric train.
 - b) Let's go to Tanaka's house by taxi.
 - c) Let's go to (the) Ginza by subway.
 - d) Let's go to America by ship.
 - e) Let's go to India by plane.

3. Let's go (*lit.*, set out) by taxi.
 - a) Let's return (or go home) by electric train.
 - b) Let's come by bus.
 - c) Let's go by ship.

4. Q: What did you come by (or By what means did you come)?
 A: I came by bus.
 - a) I came by taxi.
 - b) I came by electric train.
 - c) I came by subway.
 - d) I came by ship.

5. I ate rice with chopsticks (or I ate with chopsticks).
 - a) I ate steak with (a) fork.
 - b) I ate curried rice with (a) spoon.
 - c) I ate fish with chopsticks.
 - d) I ate (*lit.*, drank) soup with a spoon.
 - e) I cut (the/my) meat with (a) knife.

6. (I) listened to the news on the radio (or [I] heard news by means of radio).
 - a) (I) saw the baseball (game) on television.
 - b) (I) read that in the newspaper.
 - c) (I) listened to music on the radio.
 - d) (I) saw sumo on television.

7. I cut that with scissors.
 - a) I hauled that in (my) car.
 - b) I washed that in the washing machine.
 - c) I ate that with my fingers.
 - d) I talked (about) that by telephone.

8. Q: Does this bus go to Shinjuku (*lit.*, As for this bus, does [it] pass through Shinjuku)?
 A: (a) Yes, (it) does (*lit.*, Yes, [it] passes through).
 (b) No, (it) doesn't (*lit.*, No, [it] does not pass through).
 - a) Does this bus go by Tokyo Station?
 - b) Does this bus go by (the) Ginza?
 - c) Does this bus go by Ikebukuro?
 - d) Does this bus go by Shibuya?

9. Q: Where do you (or I/he/she/one/etc.) get off the bus?
A: (I) get off at Shinjuku.

a) Q: Where do you get off the electric train?

A: I get off at Shibuya.

b) Q: Where do you get off the subway?

A: I get off at Ginza.

c) Q: Where do you get off the ship?

A: I get off at Yokohama.

d) Q: Where do you get off the plane?

A: I get off in India.

10. Q: What time did you leave home?

A: (I) left at seven.

a) I left at 8:30.

b) I left at 7:30.

c) I left at 9:00.

d) I left at 9:30.

11. (The) bird flies through the sky.

a) (The) plane flies through the sky.

b) (The) jet flies through the sky.

c) (The) missile flies through the sky.

d) (The) rocket flies through the sky.

12. We walked (through) the town.

a) We walked (along) the street.

b) We walked (through) the field.

c) We walked (through) the midst of the forest.

d) We walked (along) the top of the hill.

13. (The) car runs (along the) street.

a) (The) car runs (along a) country road.

b) (The) car runs (along the) road.

c) (The) car runs (along the) expressway.

d) (The) car runs (along the) top of the hill.

SECTION 4. GRAMMAR

13.1. THE MEANS ELEMENT (1) (see also 17.1). The name "Means" is given to this element of clauses to designate nouns, or noun phrases, which are marked by the particle *de* (homophonous with the particle which marks location), and which carry the meaning "by means of" or "with." Other meanings for this element will be introduced in a later lesson.

THE MEANS ELEMENT: INSTRUMENT

Háshi de góhañ o tabemásu.	(I) eat rice <i>with chopsticks</i> .
Náifu de sore o kirimáshita.	(I) cut that <i>with a knife</i> .
Ráijo de nyúsu o kikumáshita.	(I) listened to the news <i>by means of the radio</i> .
Dēnsha de kimáshita.	(I) came <i>by electric train</i> .

13.2. THE PRESUMPTIVE-VERB INFLECTION. The presumptive inflection is used with a number of meanings (see Appendix). In this lesson, however, only one meaning and use of this inflection is presented. It is a convenient form to mean "Let's do so-and-so!": a suggestion. We call this use *hortative*. Transitive verbs and intransitive verbs alike may take the presumptive inflection with this meaning:

PRESUMPTIVE-VERB INFLECTION: HORTATIVE

Asobimashō. Let's play! Tabemashō. Let's eat! Ikimashō. Let's go!

The morpheme for this inflection is *-ō* (with Consonant Verbs), and *-yō* (with Vowel Verbs), but in the drills of this lesson this inflection occurs only with the polite derivation suffix *-mas-* (i.e., in polite form), and, hence, it will be simple enough to remember the hortative is formed by adding *-mashō* to the verb stem in the same manner that *-másu*, *-máshita*, and *-masēñ* are added.

POLITE ENDINGS OF THE VERB

	<i>Indicative</i>	<i>Past</i>	<i>Negative</i>	<i>Presumptive</i>
plays	asobimásu	asobimáshita	asobimasēñ	asobimashō
eats	tabemásu	tabemáshita	tabemasēñ	tabemashō

13.3. "FLY THE SKY": MOTION VERBS AND THE LOCATION ELEMENT. There is a class of verbs having the common meaning of motion through or over space—such as *iku goes*, *tobu flies*, *arúku walks*, and *wataru crosses over*—that occurs in verbal clauses with the Noun + *o* element, which, up until this point, we have identified as the object slot: *Kodomo wa hodō o arukimásu. The children walk (on) the sidewalk. Tori wa sora o tobimasu. Birds fly (in) the sky.* Are such verbs to be regarded as transitive, or, to put the question from another angle, is the Noun + *o* element which occurs in the same clause to be regarded as object, in the same sense that *páñ o* (in *Kodomo wa páñ o tabemásu. The child eats bread.*) is considered to be object? With this subclass of verbs of motion (such as *arúku walks*) the Noun + *o* element which occurs in the same clause is not the "goal of action" but rather the "location of action." The list of verbs which takes this element is limited. Two other particles which mark the location element are *ni* and *de* (introduced at 7.2 and 11.1, respectively). We might make the following comparison:

<i>Location Element Particle</i>	<i>Kind of Verb</i>
<i>ni</i>	existential (i.e., verbs of "being")
<i>de</i>	action
<i>o</i>	motion

SECTION 5. DIALOGUE

ジョンソン： すみません。伊勢丹は どう 行きますか。

駅の人： 伊勢丹ですか。伊勢丹は 東口に 出ます。ここは 西口
ですよ。

ジョンソン： ああ、 そうですか。 東口ですね。

駅の人： そうです。 それから 東口の前の道を わたります。

ジョンソン： しんごうが ありますか。

駅の人： はい、 あります。 その道を 右に 行きます。

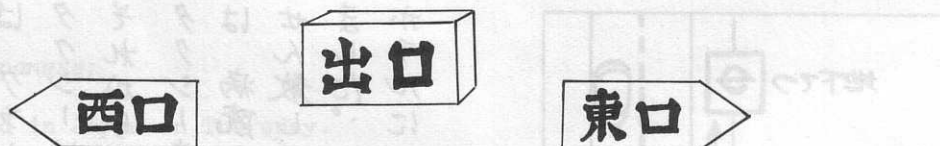
ジョンソン： はい。

駅の人： それから、 まっすぐに 行きます。

ジョンソン： 伊勢丹は ^{がわ}左側ですか。

駅の人： はい、 左側です。 すぐ わかりますよ。

ジョンソン： どうも ありがとうございます。



English Equivalents

Johnson: Excuse me. How do you get (*lit.*, go) to Isetan (Department Store) Station

Attendant: Isetan? You go out the East Exit. This is the West Exit.

Johnson: Oh, is that so? The East Exit, right?

Attendant: Right. Then you cross over the street in front of the East Exit.

Johnson: Is there a light (*or* traffic signal)?

Attendant: Yes, there is. You go to the right on that street.

Johnson: O.K.

Attendant: Then you go (*or* continue) straight ahead.

Johnson: Is Isetan on the left side?

Attendant: Yes, it's on the left. You'll find it (*lit.*, understand) right away.

Johnson: Thank you very much.

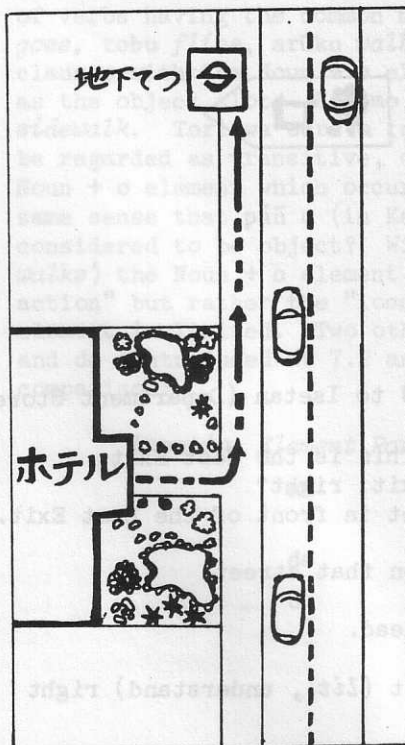
SECTION 6. READING

東京で

私は、きのうのよる ジェットきで イギリ
スから 日本に つきました。日本のひ行きで
した。でも ソ連き とおりました。きのうは
5 すぐ タクシーで ホテルに 行きました。ホ
テルのまじから 東京のまちき 見ました。よ
るの東京は ほんとうに きれいでした。

けき 十時に ホテルを 出ました。外は
あつかったです。ホテルの前の道を 左にま
10 がりました。私は 地下でつで 東京駅に 行
きました。東京駅は 大きい駅です。駅から
は いろいろな電車が 出ます。そこから 私
は 電車で 新宿へ 行きました。新宿も 大
きい駅です。私は 伊勢丹で 買物が ありま
15 した。でも、駅の出口が わかりませんでした。
とても 困りました。それで 駅の人に 聞き
ました。出口は すぐ わかりました。伊勢丹
は ちかくでした。

買物のあとで 新宿を 歩きました。大きい
20 まちです。きれいな喫茶店で 紅茶を 飲みま
した。それから タクシーに 乗りました。私
は クラークさんのうちの地図を 見せました。
タクシーは こうそくどうろを はしりました。
それから 右に まがりました。病院の前で
25 タクシーを おりました。クラークさんのうち
は 病院のそばでした。クラークさんは 若い
せん教です。クラークさんのうちで 食事し
ました。よるの九時に クラークさんの車で
ホテルに かえりました。



SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. わたし _____ ふね _____ ここ _____ 来ました。
2. タクシー _____ うち _____ かえりましたか。
3. 田中さん _____ えんぴつ _____ てがみ _____ かきました。
4. そのニュース _____ 新聞 _____ 読みました。
5. そのひ行き _____ インド _____ とおります。
6. 新宿 _____ バス _____ おります。
7. あなた _____ 何時 _____ うち _____ かえりますか。

Construct sentences using the words given, supplying necessary particles:

8. ホワイトさん, 地図, かきました, ボールペン
9. 伊勢丹, あります, 左側
10. 横浜駅, わたし, タクシー, おりました
11. きのう, 乗りました, ひ行き, わたし, はじめて
12. 七日, 銀座, あなた, か, 行きます

Express in Japanese:

13. I arrived in Japan on Thursday.
14. Where do you get off the bus?
15. I cut paper with scissors.
16. I told that to him (that person) over the telephone.
17. Let's wash the shirts in the washing machine.
18. The bus turned the corner there.

Add accent marks to all the above.

Draw a map based on the Dialogue.

SECTION 8. VOCABULARY ENRICHMENT

At the Travel Agency

- A: 温泉に行きたいのですが。 I'd like to go to a hot spring resort.
- B: 旅行会社で相談できますよ。 You can ask at the travel agency.
- A: 乗り物や旅館の予約ができますか。 Can they make train and Japanese inn reservations?
- B: 旅行のことは全部できますよ。 They can take care of all travel arrangements.
-
- A: 香港までの安い航空券がありますか。 Do you have a cheap ticket to Hong Kong?
- B: はい。いつ出発しますか。 Yes. When are you leaving?
- A: 6月17日です。 On June 17.
- 帰りはオープンにしてください。 Leave the return ticket open.
- B: 午後の便は大丈夫ですが。 An afternoon flight is available.
- A: ホテルの予約もできますか。 Can you make hotel reservations?
- B: はい。 Yes.
- A: 飛行機とホテルの予約をお願いします。 I'd like plane and hotel reservations.

計画	planning
旅行代理店/旅行会社	travel agency
手続き	procedures
再確認	reconfirmation
日程表	itinerary
観光案内所	tourist information
手荷物	carry-on baggage
再入国許可	re-entry permit

板前(さん)	chef
大浴場	main (large) bath
露天風呂	outdoor bath
男女混浴	mixed bathing
一泊二食付き	one night w/ 2 meals
おねえさん	maid
仲居さん	room service (person)
ご祝儀	tip (in an envelope)

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. カタカナ (a) fork _____ (b) spoon _____ (c) news _____
(d) India _____ (e) curry rice _____ (f) Russia _____
2. _____の中の_____を歩きましょう。
もり みち
3. _____が_____、_____が_____です。
ひがしぐち みぎ にしぐち ひだり
4. _____でんしゃ _____でんわ _____でんき
5. きノウ 喫茶_____で_____せん_____しと話しました。
きつぎてん わかい きょう
6. Knifeで steakを _____。
() () きります

II. Write a particle in the parentheses and a verb from the list on the line.

Use each verb once only.

- すわる おりる 聞く 歩く 行く あらう はいる
出る とおる 話す

1. 外() _____ でしょう。
2. 先生() _____ でしょう。
3. まち() _____ でしょう。
4. いす() _____ でしょう。
5. せんたくき() _____ でしょう。
6. 新宿() _____ でしょう。
7. へや() _____ でしょう。
8. 道() _____ でしょう。
9. バス() _____ でしょう。
10. 電話() _____ でしょう。

III. Consulting the map on page 262, give directions to the subway, filling in the blanks and using the verbs given.

1. ホテル _____ 前 _____ 道 _____ (出る) _____。
2. そこ _____、左 _____ (まがる) _____。
3. まっすぐ _____ (歩く) _____。
4. 地下てつは _____ 側 _____ (ある) _____。

IV. Complete the chart.

行く	いきました	いきましょう
切る		
はこぶ		
わたる		
とぶ		
まがる		

V. Express in Japanese.

1. Watanabe went to San Francisco from Japan by ship.

2. From San Francisco to Seattle he rode the train.

3. The train passed through Portland.

4. The streets of Seattle were beautiful. On the left and right there were beautiful, tall (lit., big) trees.

- A: 暑さまでの安い服装がありますか。 Do you have a vast array of cheap clothes?
- B: はい。 Yes.
- A: 5月17日です。 On Jun. 17.
- B: 各席の荷は大きすぎますか。 Are the packages too big for each seat?
- A: ホテルの手配もできますか。 Can you also make hotel arrangements?
- B: はい。 Yes.
- A: 成田橋とホムズ川の間の川を、お買ひください。 Buy the river between Narita Bridge and Homma River.

111. Consulting the map on page 282, give directions to the subway, filling in the blanks and using the verbs given.

旅行代理店/旅行社	travel agency	乗る (乗る)	乗る
手続	procedures	出す (出す)	出す
箱	boxes	置く (置く)	置く
目録	directories	見る (見る)	見る
荷物	packages	置く (置く)	置く
再入国許可	re-entry permit	出す (出す)	出す

LESSON 14

COUNTING

PROBLEM: Counting objects in Japanese is a complex system.

OBJECTIVE: To introduce Japanese numerals and the counting system.

SECTION 1. VOCABULARY

Drill

～人	～にん	<i>classifier for counting people</i>
～枚	～まい	<i>classifier for flat things such as paper</i>
ほしい	ほしい	<i>adj (is) desired; wants</i>
はがき	はがき	<i>postcard</i>
切手	きって	<i>(postage) stamp</i>
～台	～だい	<i>classifier for cars, machines</i>
きかい	きかい	<i>machine; machinery</i>
近く	ちかく	<i>near</i>
～本	～ほん; ～ほん; ～ほん	<i>classifier for long, cylindrical objects such as pencils</i>
コーラ	コーラ	<i>cola</i>
バナナ	バナナ	<i>banana</i>
木	き	<i>tree</i>
せん	せん	<i>(a) line</i>
ひく (ひかない; ひいた)	ひく (ひかない; ひいた)	<i>vt draws (e.g., draws a line)</i>
たばこ	たばこ	<i>tobacco; cigarettes</i>
のむ (のまない; のんだ)	のむ (のまない; のんだ)	<i>vt smokes (tobacco)</i>
～はい; ～ばい; ～ぱい	～はい; ～ばい; ～ぱい	<i>classifier for liquid or dry measure; e.g., a cup (ful) of coffee</i>

水	みず	water
(お)さら	(お)さら	(a) plate; (a) dish
Dialogue		
たて物	たてももの; たてももの	(a) building
セーター	セーター	sweater
毎朝	まいあさ	every morning
の	の	one (noun substitute)
くろい	くろい	adj (is) black
あ、そうそう	あ、そうそう	oh yes! (I remember)
ネクタイ	ネクタイ	necktie
Reading		
起きる	おきる	vi awakes; gets up
(起きない; 起きた)	(おきない; おきた)	
運動	うんどう	physical exercise
帰る	かえる	vi returns; goes home
(帰らない; 帰った)	(かえらない; かえった)	
みそしる	みそじる	miso soup (miso = fermented soy bean paste)
(お)とうふ	おとうふ; とうふ	soy bean curd
おやつ	おやつ	(a) snack (so named because of the hour when it was traditionally eaten; i.e., the 8th hour of the day, or about 3:00 p.m.)
(お)かし	(お)かし	sweets; candy; cake
(お)せんべい	(お)せんべい	sembei (hard rice crackers)
水ようかん	みずようかん	soft (watery) yokan (yōkān = a confection of gelatin-like consistency)
~ずつ	~ずつ; ~ずつ	-- each (e.g., hitotsú-zutsu one each)
上の子ども	うえのこども	(the) older child (of the family)

運転する	うんてんする	vt drives (a vehicle)
ドライブ	ドライブ	(a) drive; driving (usually for recreation; e.g., go for a drive)
海	うみ	sea; ocean
ドライブする	ドライブする	vi goes for a drive

Numerals

いくつ	いくつ	how many?
一つ	ひとつ	one
二つ	ふたつ°*	two
三つ	みっつ°	three
四つ	よっつ°	four
五つ	いっつ	five
六つ	むっつ°	six
七つ	ななつ	seven
八つ	やっつ°	eight
九つ	ここのつ	nine
十	とお°	ten

Classifiers

1. ~人 (for counting people, e.g., one person, two people, etc.)

何人	なんにん	how many people?
一人	ひとり	one person
二人	ふたり°	two persons
三人	さんにん°	three persons
四人	よにん°	four persons
五人	ごにん°	five persons
六人	ろくにん	six persons
七人	しちにん; ななにん	seven persons
八人	はちにん	eight persons

九人 きゅうにん ; くにん° nine persons

十人 じゅうにん ten persons

2. ~枚 (for counting flat things such as paper)

何枚 なんまい how many (sheets)?

一枚 いちまい one (sheet)

二枚 にまい two (sheets)

三枚 さんまい three (sheets)

四枚 よんまい ; よまい four (sheets)

五枚 ごまい five (sheets)

六枚 ろくまい six (sheets)

七枚 ななまい ; しちまい seven (sheets)

八枚 はちまい eight (sheets)

九枚 きゅうまい ; くまい nine (sheets)

十枚 じゅうまい ten (sheets)

3. ~台 (for counting machines, including cars, etc.)

何台 なんだい how many (machines)?

一台 いちだい one (machine)

二台 にだい two (machines)

三台 さんだい three (machines)

四台 よんだい ; よだい four (machines)

五台 ごだい five (machines)

六台 ろくだい six (machines)

七台 ななだい ; しちだい seven (machines)

八台 はちだい eight (machines)

九台 きゅうだい nine (machines)

十台 じゅうだい ten (machines)

4. ~本 (for counting long, cylindrical objects like pencils)

何本 なんぽん how many (e.g., how many pencils)?

一本	いっぽん	one
二本	にほん	two
三本	さんぽん	three
四本	よんぽん	four
五本	ごほん	five
六本	ろっぽん	six
七本	ななほん	seven
八本	はっぽん; はちほん	eight
九本	きゅうほん	nine
十本	じゅうほん; じっほん	ten

5. ~はい; ~ばい; ~ぱい (a liquid or dry measure; e.g., one glassful of water)

何ばい	なんばい	how many (glassfuls)?
一ばい	いっばい	one (glassful)
二はい	にはい	two (glassfuls)
三ばい	さんばい	three (glassfuls)
四はい	よんはい	four (glassfuls)
五はい	ごはい	five (glassfuls)
六ばい	ろっばい	six (glassfuls)
七はい	ななはい	seven (glassfuls)
八ばい; 八はい	はっばい; はちはい	eight (glassfuls)
九はい	きゅうはい	nine (glassfuls)
十ばい	じゅうばい; じっばい	ten (glassfuls)

SECTION 2. KANJI STUDY

1732

枚

一枚

いちまい

マイ

1199

台

二台

にだい

ダイ

386	近	近く	<u>ちか</u> く	ちか(い)
986	水	水	<u>み</u> ず	みず
1730	毎朝	毎朝	<u>まいあ</u> さ	マイ
1286	朝	毎朝	<u>まいあ</u> さ	あさ
278	起	起きる	<u>お</u> きる	お(きる)
51	運	運動	<u>うん</u> どう	ウン
281	帰	帰る	<u>か</u> える	かえ(る)
157	海	海	<u>う</u> み	うみ

New Readings

1056	切:	切る	<u>き</u> る	(13)	³³ 一:	一月	<u>いちが</u> つ	(10)
		切手	<u>き</u> って			一日	<u>ついた</u> ち	(10)
977	人:	日本人	<u>にほん</u> じん	(1)		一つ	<u>ひと</u> つ	
		人	<u>ひと</u>	(2)		一人	<u>ひとり</u> *	
		一人	<u>ひとり</u> *			一本	<u>いっ</u> ぽん	
		二人	<u>ふたり</u> *		1436 二:	二月	<u>にが</u> つ	(10)
		三人	<u>さん</u> じん			二日	<u>ふ</u> つか	(10)
1721	本:	日本人	<u>にほん</u> じん	(1)		二十日	<u>は</u> つか	(10)
		山本	<u>やま</u> もと	(2)		二つ	<u>ふ</u> たつ	
		一本	<u>いっ</u> ぽん			二人	<u>ふ</u> たり*	
		三本	<u>さん</u> ぽん		1936 六:	六月	<u>ろくが</u> つ	(10)
						六日	<u>む</u> いか	(10)
						六つ	<u>む</u> つつ	
						六本	<u>ろ</u> っぽん	

*Cf. Lesson 10, p. 207, footnote.

1500	八:	八月	<u>はち</u> がつ	(10)	818	十:	十月	<u>じゅう</u> がつ	(10)
		八日	<u>よう</u> か	(10)			十日	<u>と</u> おか	(10)
		八百屋	<u>やお</u> や	(11)			二十日	<u>は</u> つか	(10)
		八つ	<u>や</u> っつ				十本	<u>じゅう</u> ぽん;	
		八本	<u>は</u> っぽん					<u>じ</u> っぽん	

SECTION 3. DRILL

Substitution:

1. このまちには 銀行が 一つ あります。

Cues: a) こうじょう 二つ

b) 大学 三つ

c) 学校 四つ

d) 病院 五つ

2. このうちには へやが 六つ あります。

Cues: a) 電話 七つ

b) ドア 八つ

c) まど 九つ

d) いす 十

3. わたし(に)は 子どもが 二人 います。

Cues: a) 二人

b) 三人

c) 四人

d) 五人

4. (a) このへやには 男の人が 六人 います。

- Cues: a) 七人
 b) 八人
 c) 九人
 d) 十人

(b) このへやには 男の人が 六人、女の人が 七人います。

- Cues: a) 七人 八人
 b) 八人 九人
 c) 九人 十人

5. (a) わたしは 絵が一枚 ほしいです。

- Cues: a) シャしん 三枚
 b) シャツ 五枚
 c) はがき 七枚
 d) 切手 九枚

(b) わたしは 絵が一枚と シャしんが三枚 ほしいです。

- Cues: a) シャツ 五枚 ハンカチ 六枚
 b) はがき 七枚 切手 九枚

6. そこには 車が二台 あります。

- Cues: a) カメラ 四台
 b) バス 六台
 c) タクシー 八台
 d) きかい 十台

7. 近くの店で まんねんぴつを 一本 買いました。

- Cues: a) ボールペン 二本
 b) えんぴつ 三本
 c) ビール 四本
 d) コーラ 五本

8. わたしは バナナを 六本 食べました。

- Cues: a) 木 七本 切る
 b) せん 八本 ひく
 c) たばこ 九本 のむ
 d) えんぴつ 十本 つかう

9. お茶を 一ぱい 飲みました。

- Cues: a) ^こ紅茶 三ぱい
 b) スープ 五ぱい
 c) コーヒー 六ぱい
 d) 水 八ぱい

10. ここに テーブルが いくつ ありますか。

- Cues: a) 学生
 b) 車
 c) ビール

11. テーブルの上に フォークが 何本 ありますか。

- Cues: a) コーヒー
 b) おさら
 c) ケーキ

(1) Use of Counters in Noun Phrases.

- a) Kodomo ga sennin inazu.
 b) Ekipiti o usaitsu.

In (a), the counter *sennin* follows the noun *kodomo* (child) and the counter *usaitsu* follows the noun *ekipiti* (airplane). The counter *sennin* is used for counting people and the counter *usaitsu* is used for counting airplanes.

(2) Independent Use of Counters. When counters are used as subject or object alone (i.e., when they are not part of a noun phrase), they are called independent counters. For example, *sennin* is used as subject or object in the following sentences.

- a) I smoked nine cigarettes.
 b) I used ten pencils.

English Equivalents

1. In this town there is one bank.
 - a) In this town there are two factories.
 - b) In this town there are three universities.
 - c) In this town there are four schools.
 - d) In this town there are five hospitals.

2. In this house there are six rooms.
 - a) In this house there are seven telephones.
 - b) In this house there are eight doors.
 - c) In this house there are nine windows.
 - d) In this house there are ten chairs.

3. I have one child.
 - a) I have two children.
 - b) I have three children.
 - c) I have four children.
 - d) I have five children.

4. (a) In this room there are six men.
 - a) In this room there are seven men.
 - b) In this room there are eight men.
 - c) In this room there are nine men.
 - d) In this room there are ten men.
(b) In this room there are six men and seven women.
 - a) In this room there are seven men and eight women.
 - b) In this room there are eight men and nine women.
 - c) In this room there are nine men and ten women.

5. (a) I want one painting (or drawing).
 - a) I want three photographs.
 - b) I want five shirts.
 - c) I want seven postcards.
 - d) I want nine stamps.
(b) I want one painting (or drawing) and three photographs.
 - a) I want five shirts and six handkerchiefs.
 - b) I want seven postcards and nine stamps.

6. There are two cars there.
 - a) There are four cameras there.
 - b) There are six buses there.
 - c) There are eight taxis there.
 - d) There are ten machines there.

7. (I/he/she/etc.) bought one fountain-pen at the nearby store.
 - a) (I) bought two ball-point pens at the nearby store.
 - b) (I) bought three pencils at the nearby store.
 - c) (I) bought four bottles of beer at the nearby store.
 - d) (I) bought five bottles of cola at the nearby store.

8. I ate six bananas.
 - a) I cut seven trees.
 - b) I drew eight lines.
 - c) I smoked nine cigarettes.
 - d) I used ten pencils.

14.1.2. CONSTRUCTION OF COUNTERS. Counters are made up of a numeral plus a classifier suffix. In most cases the numeral is a Chinese numeral, but in some cases (e.g., *hitōri one person*, *futari two people*) a Japanese numeral is used. Five common classifiers are introduced in Lesson 14:

(1) *-niñ for counting people*

hitōri	one person	rokūniñ	six people
futari	two people	shichiniñ or nananiñ	seven people
sañniñ	three people	hachiniñ	eight people
yoniñ	four people	kyūniñ or kuniñ	nine people
goniñ	five people	jūniñ	ten people

(2) *-mai for counting thin sheets of, e.g., paper*

ichimai	one sheet	rokūmai	six sheets
nimai	two sheets	nanamai or shichimai	seven sheets
sānmai	three sheets	hachimai	eight sheets
yōnmai or yomai	four sheets	kyūmai or kumai	nine sheets
gomai	five sheets	jūmai	ten sheets

(3) *-dai for counting machines, including cars, etc.*

ichidai	one machine	rokūdai	six machines
nidai	two machines	nanadai or shichidai	seven machines
sāndai	three machines	hachidai	eight machines
yōndai or yodai	four machines	kyūdai	nine machines
godai	five machines	jūdai	ten machines

(4) *-hoñ for counting long, cylindrical objects such as pencils*

ippoñ	one	rōppoñ	six
nīhoñ	two	nanāhoñ	seven
sānboñ	three	hāppoñ or hachihoñ	eight
yōnhoñ	four	kyūhoñ	nine
gohoñ	five	jūppoñ or jippoñ	ten

(5) *-hai a liquid or dry measure; e.g., "one glassful of water"*

ippai	one	rōpai	six
nīhai	two	nanāhai	seven
sānbai	three	hāppai or hachihai	eight
yōnhai	four	kyūhai	nine
gohai	five	jūppai or jippai	ten

These five classifiers are given in detail (up to ten) to illustrate the complexity of sound assimilation in these numeral-suffix combinations. Note that *-hai* has three forms (*-hai*, *-pai*, and *-bai*), and that *-hoñ* follows the same pattern of assimilation of sounds.

The variants for "four" and "seven" are said to be the result of a tradition of taboo associated with the sound *shi* in Japanese. Since *shí four* is homophonous with *shí death*, a negative taboo attached itself to this word, and its use is circumvented by the traditional substitution of *yōn four* (sometimes *yo-* as in *yonīn four people*). Similarly *shichí seven* is commonly substituted by *nāna seven* (which derives from the Japanese numeral *nanātsu*).

14.1.3. OTHER CLASSIFIERS. It is important to master the use of a few basic classifiers such as the five introduced in this lesson (see 14.1.2), because certain objects (people, paper, clothing which comes in pairs, animals, etc.) are never counted without using the particular classifier which applies. Failure to use the classifier will either result in the breakdown of communication or be the cause of considerable amusement. For reference the following list of useful counters is given:

OTHER CLASSIFIERS

<i>misé ikkeñ</i>	1 store	<i>ushi rokūtō</i>	6 head of cattle
<i>tori níwa</i>	2 birds	<i>riñgo nanáhako</i>	7 boxes of apples
<i>hōn sānsatsu</i>	3 books	<i>pīnatsu hachífukuro</i>	8 bags of peanuts
<i>inú yōnhiki</i>	4 dogs	<i>gasoriñ kyūkañ</i>	9 cans of gasoline
<i>kyábetsu gōko</i>	5 heads of cabbage	<i>kutsú jussokú</i>	10 pairs of shoes

14.2. POSSESSION. Languages differ in the way in which they express the concept of possession. An extreme example is the language of New Caledonia which has a dual system: one system is used to indicate possession of things considered intimate and culturally essential; the other system is used for things less intimate and less essential. In some languages one simply cannot say "my head, my nose, my feet," because parts cannot be possessed by the whole.

Though there is a verb meaning "have" (in the sense of "possess")—*mōtsu have, hold*—this verb is not normally used to mean possession of children, wife, or other human beings. Thus, the verb *mōtsu* is not used to express the statement "I have two children." There are two ways to say this in Japanese: *Watashi ní wa kodomo ga futarí arimásu.* or *Watashi ní wa kodomo ga futari imásu.*

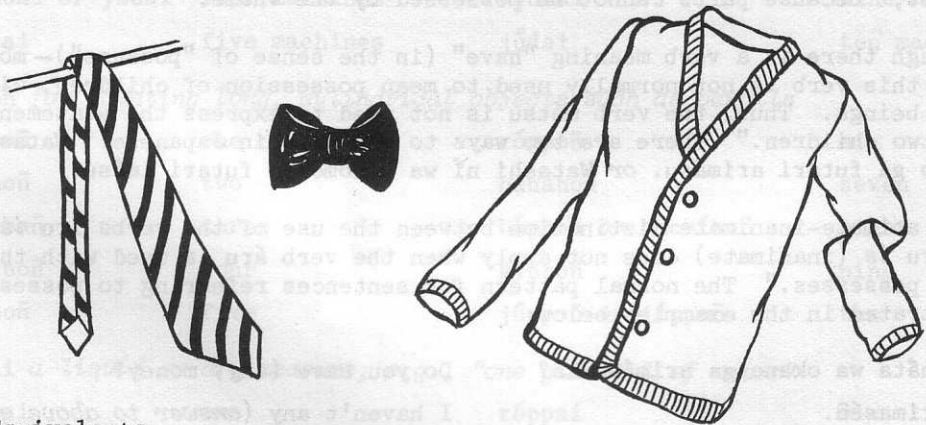
The animate-inanimate distinction between the use of the verbs *iru is* (animate) and *áru is* (inanimate) does not apply when the verb *áru* is used with the meaning "has, possesses." The normal pattern for sentences referring to possession is illustrated in the examples below:

<i>Anáta wa okane ga arimásu ka?</i>	Do you have (any) money?
<i>Arimasēñ.</i>	I haven't any (<i>answer to above question</i>).
<i>Watashi wa kuruma ga ichídai arimásu.</i>	I have a car.

(Note, in the last example above, how the counter *ichídai* expresses in Japanese what is expressed by the indefinite article *a* in English. Since there are no articles—"the" or "a"—in Japanese, this use of counters for "one" item may be more properly interpreted as indefinite "a," rather than specific "one."

SECTION 5. DIALOGUE

- 高橋：^{はし} ジョンソンさん、^{いせたん} 伊勢丹は どうでしたか。
- ジョンソン： 伊勢丹は 大きいですね。 たて物が 二つ ありますね。
- 高橋： 伊勢丹で 何を 買いましたか。
- ジョンソン： フォークを 六本 買いました。 コーヒーとセーターも 買いました。
- 高橋： あなたは コーヒーが 好きですか。
- ジョンソン： ええ、 大好きです。 毎朝 二杯は 飲みます。
- 高橋： そうですか。 ところで、 セーターは どのようなを 買いましたか。
- ジョンソン： 黒いセーターを 買いました。
- 高橋： そうですか。
- ジョンソン： あ、 そうそう。 ネクタイも 一本 買いました。
- 高橋： わたしも 伊勢丹で よく 買物を します。



English Equivalents

- Takahashi:* How was Isetan, Mr. Johnson?
- Johnson:* Isetan's big, isn't it? There are two buildings.
- Takahashi:* What did you buy at Isetan?
- Johnson:* I bought six forks. I bought coffee and also a sweater.
- Takahashi:* Do you like coffee?
- Johnson:* Yes, I like (coffee) very much. I drink two cups every morning.
- Takahashi:* Is that so? By the way, what kind of sweater did you buy?
- Johnson:* I bought a black sweater.
- Takahashi:* Is that so?
- Johnson:* Oh yes! I also bought a necktie.
- Takahashi:* I, too, often shop at Isetan.

SECTION 6. READING

高橋さんの日曜日

- 1 高橋さんは 毎朝 六時半に 起きます。そして、近くの神社まで 歩きます。いい運動です。七時半に うちに 帰ります。いつも 水を 一ばい 飲みます。それから 食事を します。高橋さんは パンは あまり 好きでは ありません。ごはんを 二はい 食べます。みそしるを 二はい 飲みます。きょうは おと
- 5 うふのみそしるを 二はい 飲みました。おいしかったです。高橋さんのお母さんも おくさんも ごはんが 好きです。けれども、子どもたちは パンが 好きです。

- きょうは 日曜日です。三時に いまで おやつを 食べました。大きい テーブルの上に おかしが ありました。おせんべいが 二十枚、水ようかんが
- 10 六つ、コーラが 三本 ありました。高橋さんとおくさんは おせんべいを 二枚と 水ようかんを 一つずつ 食べました。それから お茶を 飲みました。三人の子どもは お茶を 飲みません。子どもたちは コーラが 大好きです。高橋さんのお母さんは 水ようかんを 二つ 食べました。大てい お茶は 三ばい 飲みます。

- 15 高橋さんのうちには 車が あります。高橋さんは 車の運てんが 出来ます。おくさんも 上の子どもも 出来ます。一台の車を 三人が つかいます。お母さんは運てんが 出来ません。でも、ドライブが 好きです。高橋さんたちは 時々、近くの海まで ドライブに 出かけます。

SECTION 7. EXERCISES

SECTION 6. READING

Fill each blank with the appropriate word as indicated in parentheses:

1. ここに おさがらが _____ あります。 (5)
2. わたしには あねが _____ います。 (2)
3. おととい ケーキを _____ 食べました。 (3)
4. ここに アメリカの地図が _____ あります。 (4)
5. えんぴつを _____ 買いました。 (3)
6. 毎朝 コーヒーを _____ 飲みます。 (1)

Give the appropriate counter for each word:

- | | | | |
|---------|------|---------|------|
| 7. 学生 | (8) | 13. かみ | (5) |
| 8. 花 | (1) | 14. 紅茶 | (5) |
| 9. へや | (7) | 15. 木 | (3) |
| 10. 店 | (2) | 16. 高校 | (12) |
| 11. 人 | (1) | 17. 着物 | (6) |
| 12. いしゃ | (11) | 18. きつぷ | (4) |

Express in Japanese:

19. On Saturday I drank three cups of tea.
20. Mrs. White ate two pieces of delicious cake.
21. Here are four big boys.
22. I have two radios in my room.
23. Mr. Takahashi bought five bottles of sake.
24. There are nine sofas in this house.
25. How many clocks are there in the room over there?

Add accent marks to all the above.

Johnson: What did you buy at Ise-san?
 Takahashi: Yes, I like (coffee) very much. I bought coffee and also a sweater.
 Johnson: Is that so? By the way, what kind of sweater did you buy?
 Takahashi: I bought a black sweater.
 Johnson: Is that so?
 Takahashi: Oh yes! I also bought a necktie.
 Johnson: I, too, often shop at Ise-san.

SECTION 8. VOCABULARY ENRICHMENT

かぞえましょう

Let's Count Them

- 一本でも にんじん We count them 1(hon), though they're carrots.
- 二そくでも サンダル We count them 2 pairs, though they're sandals.
- 三そうでも ヨット We count them 3(sō), though they're yachts.
- 四つぶでも ごましお We count them 4 grains, though it's sesame salt.
- 五だいでも ロケット We count them 5(dai), though they're rockets.
- 六わでも いせうわ We count them 6(wa), though they're turkeys.
- 七ひきでも はち We count them 7(hiki), though they're bees.
- 八とうでも くじら We count them 8 head, though they're whales.
- 九杯でも ジュース We count them 9 glassfuls though it's juice.
- 十こでも いちご We count them 10(ko), though they're strawberries.

本

びん bottles
ネクタイ neckties

そく

くつ shoes
くつした stockings

そう

ボート boats
ふね ships

つぶ

たね seeds
こめ rice

台

きかい machines
電話 telephones

わ

とり birds
うさぎ rabbits

ひき

いぬ dogs
ねこ cats

とう

うま horses
ぞう elephants

杯

ごはん rice
みそじる miso soup

こ

りんご apples
レタス lettuce

Permission for use of the above song granted by Japanese Society for Rights of Authors, Composers and Publishers as follows:

「いっぼんでもニンジン」詞:前田 利博

日本音楽著作権協会(出)許諾第9265002-201号

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. 高橋^{タカハシ}さんのうちは の です。
() うみ ちかく
2. あなたは 動しますか。
まいあさ うん
3. が一ぱい ほしいです。
みず ()
4. Sweater 四まい、necktie 六 、車 二
() () () () ほん だい
5. 、
おきる かえる

II. Using the words given, supply the counter and construct a sentence.

Add particles where needed.

1. 男の人 へや この 3 いる

2. シャツ わたし 2 買う

3. 毎朝 2 コーヒー 飲む

4. わたしたち 5 乗る 1 車

III. Supply the particles. Mark "X" where not needed.

1. テーブル 上 本 三 さつ あります。
2. はがき 3 枚 切手 5 枚 ください。
3. 一日に たばこ 何本 のみませか。
4. わたし へや ラジオ 3 台 あります。
5. おせんべい 5 枚 食べました。

IV. Give the Japanese equivalents.

1. I need five ¥100 stamps and five ¥62 stamps.

2. Q: How many neckties do you have?

A: About ten.

3. In our class there are 6 women and 4 men.

4. Yesterday I watched 2 movies on T.V.

LESSON 15

OF TIME AND MONEY

PROBLEM: The system for telling time and counting money is the same as the system for counting objects.

OBJECTIVE: To present time and money counters.

SECTION 1. VOCABULARY

Drill

～分	～ふん; ～ぷん	<i>classifier for minutes</i>
～すぎ	～すぎ	after (when telling time); past
九州	きゅうしゅう	Kyushu (place name)
～時間	～じかん	<i>classifier for counting hours</i>
かかる (かからない; かかった)	かかる (かからない; かかった)	<i>vi takes; requires</i>
北海道	ほっかいどう	Hokkaido (place name)
日光	にっこう	Nikko (place name)
～日	～にち	<i>classifier for counting days</i>
やすむ (やすまない; やすんだ)	やすむ (やすまない; やすんだ)	<i>vt is absent from (e.g., is absent from school)</i>
船	ふね	boat; ship
サンフランシスコ	サンフランシスコ	San Francisco
～週間	～しゅうかん	<i>classifier for counting weeks</i>
ロンドン	ロンドン	London
ニューヨーク	ニューヨーク	New York
アフリカ	アフリカ	Africa
どのくらい	どのくらい	about how much/long/far? etc.
～か月	～かげつ	<i>classifier for counting months</i>

何年	なんねん	what year; how many years?
で	で	as of (e.g., as of <i>this year</i>)
～百	～ひゃく; ~びゃく; ～びゃく*	multiple of 100
～千	～せん; ~ぜん	multiple of 1,000
～万	～まん	multiple of 10,000

Dialogue

トマス	トマス	Thomas (<i>personal name</i>)
～ぐらい; ~くらい	～ぐらい; ~くらい	approximately; about
大変(な)	たいへん(な)	awful; very; exceedingly
楽しい	たのしい	<i>adj</i> (is) enjoyable; fun
おとし	おとし	year before last
また	また	again

Reading

ちがう	ちがう	<i>vi</i> is different
(ちがわない; ちがった)	(ちがわない; ちがった)	
町	まち	town; street; section of town
～ごと(に)	～ごと(に)	every --
スーパー	スーパー	supermarket
ちゅうじょう 駐車場	ちゅうしゃじょう	parking space; parking lot
肉	にく	meat
～キロ	～キロ	kilogram(s)
ハム	ハム	ham
～グラム	～グラム	gram(s)
(お)金	(お)かね	money
はらう	はらう	<i>vt</i> pays
(はらわない; はらった)	(はらわない; はらった)	

*The accent on ～百 is determined by the prefix; e.g., nihyaku°, sānbyaku, yōnhyaku, gohyaku°, roppyaku°, nanāhyaku, happyaku°, kyūhyaku.

出す (出さない; 出した) (お)つり	出す (ださない; 出した) (お)つり	vt puts out; pays (money) change (amount returned when payment is tendered)
けいさん	けいさん	calculation; computation
前は	まえは	before
もう	もう	no further; not any more (with neg.)
近所 ～おき(に)	きんじょ ～おき(に); ～おき(に)	neighborhood; vicinity at intervals; every other --
そろばん	そろばん	abacus
きれい(な/に)	きれい(な/に)	clean
つつむ (つつまない; つつんだ)	つつむ (つつまない; つつんだ)	vt wraps
事	こと	thing (i.e., an event)
～ドル	～ドル	classifier for dollars

Classifiers

1. ～分 (classifier for minutes)

何分	なんぷん	how many minutes?
一分	いっぷん	one minute
二分	にふん	two minutes
三分	さんぷん	three minutes
四分	よんぷん	four minutes
五分	ごふん	five minutes
六分	ろっぷん	six minutes
七分	ななぷん	seven minutes
八分	はっぷん	eight minutes
九分	きゅうふん	nine minutes

十分	じゆっぷん ; じっぷん *	ten minutes
二十分	にじゆっぷん	twenty minutes
三十分	さんじゆっぷん	thirty minutes
四十分	よんじゆっぷん	forty minutes
五十分	ごじゆっぷん	fifty minutes
六十分	ろくじゆっぷん	sixty minutes
七十分	ななじゆっぷん	seventy minutes
八十分	はちじゆっぷん	eighty minutes
九十分	きゅうじゆっぷん	ninety minutes

2. ~時間 (classifier for hours)

何時間	なんじかん	how many hours?
一時間	いちじかん	one hour
二時間	にじかん	two hours
三時間	さんじかん	three hours
四時間	よじかん	four hours
五時間	ごじかん	five hours
六時間	ろくじかん	six hours
七時間	しちじかん	seven hours
八時間	はちじかん	eight hours
九時間	くじかん	nine hours
十時間	じゅうじかん	ten hours
二十時間	にじゅうじかん	twenty hours

3. ~日 (classifier for days)

何日	なんにち	how many days?
一日	いちにち	one day
二日	ふつか	two days
三日	みっか	three days

*Júppuñ varies freely with jíppuñ, as does nijúppuñ with nijíppuñ, etc.

四日	よっか	four days
五日	いつか	five days
六日	むいか	six days
七日	なのか	seven days
八日	ようか	eight days
九日	このか°	nine days
十日	とおか	ten days
十一日	じゅういちにち°	eleven days
十四日	じゅうよっか	fourteen days
二十日	はつか	twenty days
二十四日	にじゅうよっか	twenty-four days

4. ~週間 (classifier for weeks)

何週間	なんしゅうかん	how many weeks?
一週間	いっしゅうかん	one week
二週間	にしゅうかん	two weeks
三週間	さんしゅうかん	three weeks
四週間	よんしゅうかん	four weeks
五週間	ごしゅうかん	five weeks
六週間	ろくしゅうかん	six weeks
七週間	ななしゅうかん	seven weeks
八週間	はっしゅうかん	eight weeks
九週間	きゅうしゅうかん	nine weeks
十週間	じゅうしゅうかん; じっしゅうかん	ten weeks

5. ~か月 (classifier for months)

何か月	なんかげつ	how many months?
一か月	いっかげつ	one month
二か月	にかげつ	two months
三か月	さんかげつ	three months

四か月	よんかげつ	four months	日四
五か月	ごかげつ	five months	日五
六か月	ろっかげつ	six months	日六
七か月	ななかげつ	seven months	日七
八か月	はっかげつ	eight months	日八
九か月	きゅうかげつ	nine months	日九
十か月	じゅうかげつ; じっかげつ	ten months	日十
十一か月	じゅういっかげつ	eleven months	日十一
十二か月	じゅうにかげつ	twelve months	日十二

6. ～年 (classifier for years)

何年	なんねん	how many years?	問一
一年	いちねん	one year	問四
二年	にねん	two years	問一
三年	さんねん	three years	問二
四年	よねん	four years	問三
五年	ごねん	five years	問四
六年	ろっねん	six years	問五
七年	しちねん	seven years	問六
八年	はちねん	eight years	問七
九年	きゅうねん; くねん	nine years	問八
十年	じゅうねん	ten years	問九

7. ～円 (classifier for Japanese money)

何円	なんえん	how many yen?	問十
十円	じゅうえん	ten yen	問一
二十円	にじゅうえん	twenty yen	問四
三十円	さんじゅうえん	thirty yen	問一
四十円	よんじゅうえん	forty yen	問二
五十円	ごじゅうえん	fifty yen	問三

六十円	ろくじゅうえん	sixty yen
七十円	ななじゅうえん	seventy yen
八十円	はちじゅうえん	eighty yen
九十円	きゅうじゅうえん	ninety yen
百円	ひゃくえん	one-hundred yen
二百円	にひゃくえん	two-hundred yen
三百円	さんびゃくえん	three-hundred yen
四百円	よんひゃくえん	four-hundred yen
五百円	ごひゃくえん	five-hundred yen
六百円	ろっぴゃくえん	six-hundred yen
七百年	ななひゃくえん	seven-hundred yen
八百円	はっぴゃくえん	eight-hundred yen
九百年	きゅうひゃくえん	nine-hundred yen

8. ～ドル (classifier for dollars)

何ドル	なんドル	how many dollars?
千ドル	せんドル	one-thousand dollars
二千ドル	にせんドル	two-thousand dollars
三千ドル	さんぜんドル	three-thousand dollars
四千ドル	よんせんドル	four-thousand dollars
五千ドル	ごせんドル	five-thousand dollars
六千ドル	ろくせんドル	six-thousand dollars
七千ドル	ななせんドル	seven-thousand dollars
八千ドル	はっせんドル	eight-thousand dollars
九千ドル	きゅうせんドル	nine-thousand dollars
一万ドル	いちまんドル	ten-thousand dollars
二万ドル	にまんドル	twenty-thousand dollars
三万ドル	さんまんドル	thirty-thousand dollars
四万ドル	よんまんドル	forty-thousand dollars
五万ドル	ごまんドル	fifty-thousand dollars

六万ドル	ろくまんドル	sixty-thousand dollars
七万ドル	ななまんドル	seventy-thousand dollars
八万ドル	はちまんドル	eighty-thousand dollars
九万ドル	きゅうまんドル	ninety-thousand dollars

SECTION 2. KANJI STUDY

1629	分	一分	<u>いっぶん</u>	ブン
		九分	きゅうぶん	ブン
234	間	二十時間	にじゅうじかん	カン
1082		船	船	<u>ふね</u>
1739	万		一万円	いちまんえん
1650		変	大変	たいへん
196	楽		楽しい	たのしい
1276		町	町	<u>まち</u>
1439	肉		肉	<u>にく</u>
387		金	お金	おかね

New Readings

- 157 海： 海 うみ (14)
ほっ
 北海道 ほっかいどう
- 1411 道： 道 みち (13)
ほっ
 北海道 ほっかいどう
- 1440 日： 日本人 にほんじん (1)
 日曜日 にちようび (9)
 一日 ついたち (10)
 二日 ふつか (10)
 その日 そのひ (11)
 日光 にっこう
- 1562 百： 百円 ひゃくえん (3)
 三百 さんびゃく
 六百 ろっぴゃく
- 1068 千： 千円 せんえん (3)
 三千 さんぜん
- 837 出： 出かける でかける (5)
 出す だす
- 386 近： 近く ちかく (14)
 近所 きんじょ
- 856 所： 所 ところ (12)
 近所 きんじょ
- 733 事： 食事 しょくじ (11)
 事 こと

SECTION 3. DRILL

Question-Answer:

1. (a) Q: 今 何時ですか。

A: 四時一分です。 / 四時一分すぎです。

Cues: a) 四分

b) 九分

c) 二十分

d) 四十分

e) 五十分

(b) Q: 今 何時ですか。

A: 六時五十五分です。 / 七時五分前です。

Cues: a) 五十四分

b) 五十三分

c) 五十二分

d) 五十分

e) 四十五分

Substitution:

2. 今年は 1976 年です。

Cues: a) 1980

b) 1984

c) 1987

d) 1989

3. ここまで バスで 二十分で 来ました。

Cues: a) 三十分

b) 四十分

c) 十五分

d) 四十五分

4. ここから 九州まで 汽車で 二十時間 かかります。

- Cues: a) 東京駅 電車 二時間
 b) 銀座 バス 一時間半
 c) 北海道 汽車 二十四時間
 d) 日光 電車 四時間

5. わたしは 学校を 一日 やすみました。

- Cues: a) 二日
 b) 三日
 c) 六日
 d) 八日
 e) 四日

6. ここから サンフランシスコまで 船で 一週間で 行きます。

- Cues: a) インド 二週間
 b) ロンドン 三週間
 c) ニューヨーク 二週間
 d) アフリカ 三週間

Question-Answer:

7. Q: 日本語を どのくらい べんきょうしましたか。

A: I rested 一か月 べんきょうしました。

- Cues: a) 二か月
 b) 三か月
 c) 四か月
 d) 五か月

8. Q: あなたは 何年 日本に いますか。

A: 今年で 三年 います。

- Cues: a) 四年
 b) 五年

SECTION 3. DR c) 六年
 d) 十年

Question-Answer:

9. Q: これは いくらですか。

A: 百円です。

- Cues: a) 三百五十円
 b) 六百二十円
 c) 八百三十円
 d) 千円
 e) 二千百円

10. Q: いくらで それを 買いましたか。

A: 五千円で 買いました。

- Cues: a) 一万円
 b) 三万円
 c) 五万円
 d) 七万円

Substitution:

Question-Answer:

2. 今年は 1976 年でせうか。

- Cues: a) 1980
 b) 1981
 c) 1987
 d) 1989

3. ここまで バスで 三十分で 来ました。

- Cues: a) 三十分
 b) 四十分
 c) 十五分
 d) 四十五分

English Equivalents

1. (a) Q: What time is it now?
A: It's 4:01. It's one minute after four.
 - a) It's 4:04. It's four minutes after four.
 - b) It's 4:09. It's nine minutes after four.
 - c) It's 4:20. It's twenty minutes after four.
 - d) It's 4:40. It's forty minutes after four.
 - e) It's 4:50. It's fifty minutes after four.

- (b) Q: What time is it now?
A: It's 6:55. It's five minutes before seven.
 - a) It's 6:54. It's six minutes before seven.
 - b) It's 6:53. It's seven minutes before seven.
 - c) It's 6:52. It's eight minutes before seven.
 - d) It's 6:50. It's ten minutes before seven.
 - e) It's 6:45. It's fifteen minutes before seven.

2. It is (the year) 1976.
 - a) It is 1980.
 - b) It is 1984.
 - c) It is 1987.
 - d) It is 1989.

3. I came here by bus in twenty minutes.
 - a) I came here by bus in thirty minutes.
 - b) I came here by bus in forty minutes.
 - c) I came here by bus in fifteen minutes.
 - d) I came here by bus in forty-five minutes.

4. It takes twenty hours from here to Kyushu by train.
 - a) It takes two hours from here to Tokyo Station by electric train.
 - b) It takes an hour and a half from here to the Ginza by bus.
 - c) It takes twenty-four hours from here to Hokkaido by train.
 - d) It takes four hours from here to Nikko by electric train.

5. I rested (stayed home) from school one day.
 - a) I rested from school two days.
 - b) I rested from school three days.
 - c) I rested from school six days.
 - d) I rested from school eight days.
 - e) I rested from school four days.

6. It's one week from here to San Francisco by ship (*lit.*, [You] go from here to San Francisco by ship in one week).
 - a) It's two weeks from here to India by ship.
 - b) It's three weeks from here to London by ship.
 - c) It's two weeks from here to New York by ship.
 - d) It's three weeks from here to Africa by ship.

7. Q: About how long have you studied Japanese?
A: (I've) studied (it) one month.
 - a) I've studied it two months.
 - b) I've studied it three months.
 - c) I've studied it four months.
 - d) I've studied it five months.

8. Q: How many years have you been in Japan?
 A: I've been (here) three years this year.
 a) I've been here four years this year.
 b) I've been here five years this year.
 c) I've been here six years this year.
 d) I've been here ten years this year.
9. Q: How much is this?
 A: It's a hundred yen.
 a) It's three hundred and fifty yen.
 b) It's six hundred and twenty yen.
 c) It's eight hundred and thirty yen.
 d) It's one thousand yen.
 e) It's two thousand one hundred yen.
10. Q: How much did that cost (*lit.*, With how much did you buy that)?
 A: I bought (it) for five thousand yen.
 a) I bought it for ten thousand yen.
 b) I bought it for thirty thousand yen.
 c) I bought it for fifty thousand yen.
 d) I bought it for seventy thousand yen.

SECTION 4. GRAMMAR

15.1. COUNTING TIME AND MONEY. Special counters are used for counting time and money; i.e., they are counted not by numerals (*hitótsu*, *futatsú*, *mittsú*, etc.) but by special counter words which are made up of a Chinese numeral and a classifier.

15.1.1. COUNTING TIME. There is a different suffix for each category of time: *-fuñ(kañ)* (*lapse of minutes*); *-jikañ* (*lapse of hours*); *-nichi(kañ)* (*lapse of days*); *-shúkañ* (*lapse of weeks*); *-kagetsu(kañ)* (*lapse of months*); *-neñ(kañ)* (*lapse of years*). The suffix *-kañ* means "interval," and it will be noticed in the list of suffixes above that this is optional with some classifiers when counting time (optional, if enclosed in parentheses). Thus, *ichíji* *one o'clock*, but *ichijikañ* *one hour*. Note that in *naming* months the suffix is *-gatsu* (e.g., *ichigatsu* *January*, *nigatsu* *February*), but in counting months the suffix is *-kagetsu*: *ikkágetsu* *one month*; *nikágetsu* *two months*.

Assimilation of sounds in counters for minutes and days presents a special problem (like the problem encountered in the classifiers *-hoñ* and *-hai*):

MINUTES	DAYS
1 íppuñ (ippúñkañ)	ichinichi (ichinichi)
2 nífuñ (nifúñkañ)	futsuka (futsukákañ)
3 sǎñpuñ (sañpúñkañ)	mikka (mikkákañ)
4 yǎñpuñ (yoñpúñkañ)	yokka (yokkákañ)
5 gǒfuñ (gofúñkañ)	itsuka (itsukákañ)
6 róppuñ (roppúñkañ)	muika (muikákañ)
7 nanáfuñ (nanafúñkañ)	nanoka (nanokákañ)
8 háppuñ (happúñkañ)	yōka (yōkákañ)
hachífuñ (hachifúñkañ)	

9	kyūfuñ (kyūfūñkañ)	kokonoka (kokonokákañ)
10	jūppuñ (juppūñkañ) jǐppuñ (jippūñkañ)	tōka (tōkákāñ)
11	jūǐppuñ (jūippūñkañ)	jūichinichí (jūichinichíkañ)
12	jūñifuñ (jūñifūñkañ)	jūninichí (jūninichíkañ)
13	jūsāñpuñ (jūsāñpūñkañ)	jūsāñnichi (jūsāñnichíkañ)
14	jūyōñpuñ (jūyōñpūñkañ)	jūyokka (jūyokkákāñ)
15	jūgofuñ (jūgofūñkañ)	jūgonichi (jūgonichíkañ)
20	nijūppuñ (nijuppūñkañ) nijǐppuñ (nijippūñkañ)	hatsuka (hatsukákāñ)
30	sañjūppuñ (sañjuppūñkañ) sañjǐppuñ (sañjippūñkañ)	sañjūnichi (sañjūnichíkañ)

If the final *-kañ* is omitted, the above two columns can substitute for telling time and the day of the month respectively (except the first day of the month, which is referred to as *tsuitachi*): *Ichíji jūgofuñ desu. It's one-fifteen. Kyō wa hatsuka desu. Today is the twentieth.* Compare them with the following: *Ichíjikañ jūgofuñ kakarimásu. It takes one hour and fifteen minutes. Hatsuka (hatsukákāñ) kakarimásu. It takes twenty days.*

15.1.2. INTERROGATIVE TIME WORDS. The interrogative *itsu* means "when": *Jōnsoñ-sañ wa itsu tsukimáshita ka? When did Mr. Johnson arrive?* The question "When were you born?" may be expressed the following way in Japanese: *Nāñneñ nāñgatsu nāñnichi ni umaremáshita ka? What year what month what day were you born?* Put in this form the question elicits a specific answer, as follows: *Sēñ-kyūhyaku-gojūichíneñ nigatsu níjūsāñnichí ni umaremáshita. One-thousand-nine-hundred-fifty-first-year 2nd-month 23rd-day I was born.* As these illustrations show, interrogative time counters are constructed with the interrogative prefix *nan-* *what* and a classifier indicating the time interval:

INTERROGATIVE TIME COUNTERS

nāñneñ	what year	nāñneñ (nāñnéñkañ)	how many years
nāñgatsu	what month	nañkágetsu (nañkagetsúkañ)	how many months
nāñnichi	what day	nāñnichi (nāñnichíkañ)	how many days
nāñji	what hour	nañjíkañ	how many hours

15.1.3. TIME SUFFIXES: *-gōro* AND *-gurai* (*kurai*). Time noun affixes were introduced in Lesson 9 (see 9.2.2.). At this point the suffix *-gōro* *about*, *around*, which indicates that the time is not specific, was illustrated: *Kono haná wa haru-gōro sakimásu. This flower blossoms around spring.* The suffix *-gōro*, when used with a time noun, means "around such-and-such a time": e.g., *ichíji-gōro* *around one o'clock*; *kiñyōbi-gōro* *around Friday*; etc.

In counting time, when one wishes to indicate that the amount (or interval) of time he has stated is a rough approximation, he may attach the suffix *-gurai* (or *-kurai*, which is a free variant): *Nañkagetsu-gúrai nihoñgo o beñkyō-shimáshita ka? About how many months did you study (have you studied) Japanese? Máinichi nañjikañ-gúrai nihoñgo o beñkyō-shimásu ka? About how many hours each day do you study Japanese? Dono kurai nihoñgo o beñkyō-shimáshita ka? About how long have you studied (been studying) Japanese?*

15.1.4. COUNTING MONEY. The classifier for Japanese money is *-eñ*:

¥1	<i>ichi-eñ</i>	¥400	<i>yoñhyakú-eñ</i>	¥1,000	<i>señ-eñ</i>
¥10	<i>jū-eñ</i>	¥500	<i>gohyakú-eñ</i>	¥3,000	<i>sañzeñ-eñ</i>
¥50	<i>gojū-eñ</i>	¥600	<i>roppyakú-eñ</i>	¥4,000	<i>yoñseñ-eñ</i>
¥100	<i>hyaku-eñ</i>	¥700	<i>nanahyakú-eñ</i>	¥8,000	<i>hasseñ-eñ</i>
¥200	<i>nihyakú-eñ</i>	¥800	<i>happyakú-eñ</i>	¥10,000	<i>ichimañ-eñ</i>
¥300	<i>sañbyakú-eñ</i>	¥900	<i>kyūhyakú-eñ</i>	¥40,000	<i>yoñmañ-eñ</i>
				¥80,000	<i>hachimañ-eñ</i>
				¥1,000,000	<i>hyakumañ-eñ</i>
				¥100,000,000	<i>ichioku-eñ</i>
				¥1,000,000,000,000	<i>itchō-eñ</i>

Note that "one million" is "one-hundred ten-thousands" in Japanese, since *mān* 10,000 is a unit in the number system, while "one million" is not.

In the pronunciation of the suffix for counting money, it may seem that a *y* sound is acquired after syllabic *ñ* with some speakers, e.g., *ichimañ-(y)eñ*: *Okane ga ikura arimāsu ka? How much money do you have? Okane ga ichimañ-(y)eñ arimāsu. I have ¥10,000.*

15.1.5. ACCENT SHIFTS. In general it should be borne in mind that the accent of a word in isolation (as when reading a vocabulary list) and the accent of the same word in combination with another word (or a string of words in a sentence) may be different. This type of accent shift is especially noticed when numerals are combined with classifiers to make Counters. The same numeral may have a different accent with a different classifier. Some examples are:

300	<i>sāñbyaku</i>	¥300	<i>sañbyakú-eñ</i>	¥30,000	<i>sañmañ-eñ</i>
700	<i>nanáhyaku</i>	¥700	<i>nanahyakú-eñ</i>	¥70,000	<i>nanamañ-eñ</i>

15.2. MEANS: WITH MONEY AND TIME. The Means Element, as explained in Lesson 13 (see 13.1), is a slot in the sentence which tells by what means, or instrument the action is done; e.g., *Háshi de gōhañ o tabemāsu. (I) eat rice with chopsticks.* In Lesson 15, the same Means Element, marked with the particle *de*, occurs, but it may be difficult to associate this usage with the one introduced in Lesson 13. Examples which occur in Lesson 15 are: *Íkura de sore o kaimáshita ka? How much did you buy that for? / With how much did you buy that? / How much did that cost? Koko kara Afurika máde fúne de sañshúkañ de ikimāsu. It's three weeks from here to Africa by ship. / It takes three weeks from here to Africa by ship.*

The meaning of expressions such as *íkura de* and *sañshúkañ de* in the above examples is related to the meaning of the verb *kakáru takes/requires*, also introduced in this lesson. Thus, the sentences in the paragraph above could be restated as follows: *Sore wa ikura kakarimáshita ka? How much did that cost? / How much (money) did that require? Koko kara Afurika máde fúne de sañshúkañ kakarimāsu. It takes three weeks from here to Africa by ship.*

15.3. SHIFT OF VERB CLASS. Some verbs, such as *owaru ends* and *yasúmu rests*, have both intransitive and transitive usages. Thus:

<i>vi yasúmu rests</i>	Tanaka-san wa ichinichi yasumimáshita.	Mr. Tanaka rested one day.
<i>vt yasúmu rests; is absent from</i>	Tanaka-san wa gakko o yasumimáshita.	Mr. Tanaka was absent from school.

SECTION 5. DIALOGUE

中 村： トマスさん、あなたは 日本語が 上手ですね。

トマス： そうですか。 どうも、ありがとうございます。

中 村： どのくらい 日本語を べんきょうしましたか。

トマス： 学校で一年半ぐらい べんきょうしました。 毎日 学校で
三時間 べんきょうしました。 うちでも 五時間 べんきょう
しました。

中 村： 大変でしたね。

トマス： ええ、でも 楽しかったです。

中 村： いつ、日本に 来ましたか。

トマス： 六年前に 来ました。 おとしし アメリカへ 帰りました。
そして 八か月前に また 日本に 来ました。

中 村： 船で 来ましたか。

トマス： いいえ、ひ行きで 来ました。

中 村： 何時間ぐらい かかりましたか。

トマス： 十八時間 かかりました。

English Equivalents

Nakamura: Mr. Thomas, you're good at Japanese, aren't you.

Thomas: Is that so? Thank you.

Nakamura: About how long have you studied Japanese?

Thomas: I studied at school about a year and a half. Every day I studied three hours at school. At home, too, I studied five hours.

Nakamura: That was terrible (hard work), wasn't it?

Thomas: Yes, but I enjoyed it.

Nakamura: When did you come to Japan?

Thomas: I came six years ago. Year before last I returned to America. Then eight months ago I came back to Japan again.

Nakamura: Did you come by ship?

Thomas: No, I came by plane.

Nakamura: About how many hours did it take?

Thomas: It took eighteen hours.

SECTION 6. READING

スーパーマーケット

私は一九五八年にサンフランシスコから

東京に来ました。一九五八年、東京にはス

ーパーマーケットがまだあまりありません

5 でした。でも、今はちがいます。私の町に

も大きいスーパーマーケットが三つありま

す。私は木曜日ごとに近くのスーパーへ

行きます。うちからその店まで車で四、五

分です。けれども、店には駐車場ちやうじやうがありま

10 せん。ですから私は歩きます。十五分ぐら

いがかかります。

そのスーパーマーケットは十時にあきます。

そして六時すぎにしまります。きのうは

肉を一キロ、ハムを三百グラム買いました。

15 ハムは百グラム、百五十円でした。でも、三

百グラム、四百五十円ではありませんでした。

四百二十円でした。スーパーマーケットは安

いです。

店の出口には大い女の人があります。

20 そこでお金をはらいます。きのう、私は

いろいろな物を買いました。三十六百三十六

円でした。私は一万円出しました。店の女

の人はおつりを六千三百六十四円すぐ出

しました。日本の店の人はけいさんがはや

25 いです。私は前はおどろきました。でも、

今はもうおどろきません。

私は近所の肉屋や八百屋おやパン屋でも一

日おきに買物をします。店の人は時々、そ

ろばんをつかいます。とても上手です。私

30 は日本で始めてそろばんを見ました。

店の人は肉やパンをきれいなかみでつつみ

ます。私たちは日本語でいろいろな事を

話します。楽しいです。

スーパーマーケットは便利です。けれども、

35 私は近所の小さい店も好きです。

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. そこ _____ どのくらい いましたか。
2. 二週間 学校 _____ やすみました。
3. ここ _____ 日光 _____ 電車 _____ 四時間 かかります。
4. 十万円のテレビ _____ 七万円 _____ 買いました。
5. 19 年 _____ 日本 _____ 来ました。

Answer in Japanese:

6. いつ 日本に 来ましたか。
7. 学校まで どのくらい かかりますか。
8. あなたの本は いくらでしたか。
9. アメリカから 日本まで 何時間で 来ますか。

Express in Japanese:

10. It takes fifteen minutes by bus from here to there.
11. What time is it now?
12. Q: What year is it this year?
A: It's _____.
13. How long have you been in Japan?
14. How much is this?
15. I bought it for ¥74,960.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

Looking for An Apartment

- A: 新ちくのアパートをさがしていますが。 I'm looking for a recently built apartment.
- B: どんなじょうけんがごきぼうですか。 What are your requirements?
- A: 1DKまたは2DKがいいです。 One or two rooms with kitchenette would be fine.
- 駅に近いところがいいです。 I'd like it to be near a station.
- 日あたりがいい、しずかなへやがありますか。 Do you have a quiet room with good sun exposure?
- B: 家賃はどのくらいがいいですか。 How much rent do you wish to pay?
- A: 〇〇円までいいです。 Up to ___ yen.
- B: ちょっと待って下さい。 Just a moment, please.
- しゃしんを見て下さい。 Look at the photographs.
- これはどうですか。 How about this one?
- A: いいですね。このアパートを見せて下さい。 It's nice. Please show me this apartment.
-
- A: 気に入りました。 I like it.
- B: じゃ、事務所^{じむしょ}でけいやくしましょう。 Well then, let's draw up the contract at the office.

不動産	real estate (office)	敷金	deposit (money)
礼金	gratuity (money)	バス/トイレ付き	w/ bath & toilet
管理費	maintenance fee	手付け金	down-payment
期限	limitation (of contract)	大家さん	landlord/lady
光熱水費	utilities' expense	雑費	miscellaneous expenses
料金	fee	庭付き	w/yard
駐車場	parking space	一戸建て	independent structure

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

- 東京から北_____まで _____で 何時_____かかりますか。
ほっかいどう ふね かん
- わたしは _____年に この _____で 生まれました。 子どもの時は この _____は
19-- きんじょ まち
大 _____にぎやかで(lively, and) _____です。
へん たのしかった
- _____を knifeで 切ります。
にく () ()
- _____ () [Also write in hiragana.]
¥13,600
- _____ () [Also write in hiragana.]
10:20 p.m.
- お _____を はらいましたか。
かね

II. Following the example, add a word from the list to each of the key sentences.

電車 日本 高橋 駅 上 大学 そば うち アメリカ
六時半 地下てつ 私たち 八時間 六月

Example: わたしは 日本で このカメラを 買いました。

- わたしは _____ きょ年 _____ 出ました。
- わたしは _____ 駅から _____ タクシーに 乗りました。
- わたしは _____ それを _____ テーブルに _____ おきました。
- 新宿に _____ 行きましょう。
- 新宿で _____ おりましょう。
- ここから _____ そこまで _____ かかります。
- わたしは _____ けさ _____ 起きました。

III. With the new list, add words to the following sentences as you did in II.

デパート 一日 二人 三十分 三枚 六本 四か月 千三百円
八分前 八時半 二週間 八月十五日 船 アパート 電車 二台

- スミスさんは _____ 日本に _____ 来ました。
- このへやに _____ 男の人が _____ います。
- 今週 _____ わたしは _____ 学校を _____ 休みました。
- ここから _____ あそこまで _____ 行きます。
- わたしは _____ えんぴつが _____ ほしいです。
- 今 _____ 十時です。
- 私は _____ これを _____ 新宿で _____ 買いました。
- 私は _____ 日本に _____ います。

IV. Write a question to match the answer.

1. Q: _____

A: わたしは きょ年 九月に 大学に はいりました。

2. Q: _____

A: 二十分ぐらい かかります。

3. Q: _____

A: デパートで 千五百円で 買いました。

4. Q: _____

A: 新宿で おります。

V. Translate into Japanese.

Yamamoto works in a company in Tokyo. His house is in Mitaka. Every morning he gets up at 7:15. He has two cups of coffee and two pieces of toast for breakfast. He leaves home at 8:00. He usually goes to the station by bus. Sometimes he goes by car. His wife drives. From Mitaka he takes the train. He transfers trains at Shinjuku. He gets off the train at Shibuya Station. From there he walks to his office. It takes about five minutes.

III. With the new state abbrevs to the following sentences as you did in II.

賞金	gratuity (money)	賞金	賞金
維持費	maintenance	維持費	維持費
制限	limitation (of contract)	制限	制限
光熱水費	utilities' expense	光熱水費	光熱水費
税金	tax	税金	税金
駐車場	parking space	駐車場	駐車場

STUDY, PLEASE

PROBLEM: Verb inflections and verb auxiliaries are highly developed in Japanese.

OBJECTIVE: To introduce the *-te* form of the verb, in affirmative and negative constructions with auxiliaries *kudasaru* and *iru*.

SECTION 1. VOCABULARY

Drill

下さい	ください	please (or please give me)
乗りかえる (乗りかえない; 乗りかえた)	のりかえる (のりかえない; のりかえた)	<i>vi</i> transfers (from one vehicle to another)
おぼえる (おぼえない; おぼえた)	おぼえる (おぼえない; おぼえた)	<i>vt</i> commits to memory; retains in the memory (<i>BUT NOT</i> recalls to mind)
四谷	よつや	Yotsuya (place name)
まつ (またない; まった)	まつ (またない; まった)	<i>vt</i> waits
もつ (もたない; もった)	もつ (もたない; もった)	<i>vt</i> holds
立つ (立たない; 立った)	たつ (たたない; たった)	<i>vi</i> stands (up)
いっしょ(に)	いっしょ(に)	together (with)
おどる (おどらない; おどった)	おどる (おどらない; おどった)	<i>vi/vt</i> dances
もっと	もっと	more; much/still more
ねむる (ねむらない; ねむった)	ねむる (ねむらない; ねむった)	<i>vi</i> sleeps

スカート	スカート	skirt
言う (言わない; 言った)	いう (pronounced ゆう) (いわない; いった)	vt says
よろこぶ (よろこばない; よろこんだ)	よろこぶ (よろこばない; よろこんだ)	vi/vt is glad; is pleased; rejoices
いそぐ (いそがない; いそいだ)	いそぐ (いそがない; いそいだ)	vi hurries
手がみ	てがみ	letter (epistle)
起こす (起こさない; 起こした)	おこす (おこさない; おこした)	vt wakes (someone)
説明する	せつめいする	vt explains
うた	うた	song
うたう (うたわない; うたった)	うたう (うたわない; うたった)	vt sings
下さいませんか	くださいませんか	Won't you please (give me)?
オーバー	オーバー	overcoat
かす (かさない; かした)	かす (かさない; かした)	vt lends
のせる (のせない; のせた)	のせる (のせない; のせた)	vt places upon
なく (なかない; ないた)	なく (なかない; ないた)	vi cries; weeps
わらう (わらわない; わらった)	わらう (わらわない; わらった)	vi/vt laughs; smiles
母	はは	(one's own) mother
(~て)いる	(~て)いる	verb auxiliary: progressive
父	ちち	(one's own) father

入る (入らない; 入った)	はいる (はいらない; ほいった)	<i>vi</i> enters; goes into
おふろに 入る さっき	おふろに ほいる さっき	takes a bath; gets in the bath a little while ago; just now
Dialogue		
そんなに うまい では	そんなに うまい では	to that extent; that much <i>adj</i> (is) skillful well then
Reading		
こうしゅう電話	こうしゅうでんわ	public telephone
電話をかける	でんわをかける	telephones; makes a phone call
～方	～かた	way of doing (something)
遠く	とおく	distant
色	いろ	color
赤	あか	red color
青	あお	blue (green) color
みどり	みどり	green
さいきん	さいきん	recently; in recent times
プッシュフォン	プッシュフォン	touchtone telephone
～玉	～だま	<i>classifier for coins</i>
または	または	or
テレホンカード	テレホンカード	telephone card
～のばあい	～のばあい	in the case of --
用意する	よういする	<i>vt</i> prepares
一回に	いっかいに	at one time
たとえば	たとえば	for example
入れる	いれる	<i>vt</i> puts in; inserts
(入れない; 入れた)	(いれない; 入れた)	
番号	ばんごう; ~ばんごう	number (e.g., denwa bangō)
おす	おす	<i>vt</i> pushes
(おさない; おした)	(おさない; おした)	
電話に出る	でんわにでる	answers the telephone
ビーッ	ビーッ	beep!
なくなる	なくなる	<i>vi</i> runs out; plays out (<i>lit.</i> , becomes nonexistent) (e.g., money runs out)
(なくならない; なくなった)	(なくならない; なくなった)	

話	はなし	(a) talk
すぐに	すぐに	at once
ランプ	ランプ	(a) light; lamp
ある	ある	a certain (<i>deictic</i>)
ある時	あるとき	at certain times
ランプがつく	ランプがつく	(the) lamp/light comes on
その時	そのとき	at that time
販売機	はんばいき	vending machine
機械	きかい	machine
～札	～さつ	<i>classifier for paper money</i>
すると	すると	then
百五回分	ひゃくごかいぶん	105 times (calls)
出て来る	でてくる	comes out (<i>verb phrase, cf. 22</i>)
きんきゆう	きんきゆう	(an) emergency
受話器	じゆわき	telephone receiver
はずす	はずす	(<i>vt</i>) takes off; removes
(はずさない; はずした)	(はずさない; はずした)	
つぎ(の/に)	つぎ(の/に)	next
ボタン	ボタン	(a) button
電話機	でんわき	telephone (instrument)
警察	けいさつ	police
110番	ひゃくじゅうおぼん	No. 110
消防署	しょうぼうしょ	fire department
火事	かじ	fire; conflagration
救急車	きゆうきゆうしゃ	ambulance
正確に	せいかくに	accurately
まわす	まわす	<i>vt</i> dials; turns
(まわさない; まわした)	(まわさない; まわした)	

SECTION 2. KANJI STUDY

1864	立	立つ	<u>たつ</u>	た(つ)
490	言	言う	<u>いう</u>	い(う)
1065	説	説明	<u>せつめい</u>	セツ
1760	明	説明	<u>せつめい</u>	メイ
81	遠	遠く	<u>とおく</u>	とお(い)
939	色	金色	きん <u>いろ</u>	いろ
383	玉	十円玉	じゅうえん <u>だま</u>	たま
1818	用	用意	<u>ようい</u>	ヨウ
25	意	用意	<u>ようい</u>	イ
148	回	一回	<u>いっかい</u>	カイ
1441	入	入る, 入れる	<u>はい</u> る, <u>い</u> れる	はい(る), い(れる)
1529	番	番号	<u>ばんごう</u>	バン
1646	別	別	<u>べつ</u>	ベツ
1021	青	青電話	<u>あお</u> でんわ	あお(い)

New Readings

1633	母:	お母さん	お <u>かあ</u> さん (11)	387	金:	お金	お <u>かね</u>	(15)
		母	<u>はは</u>			金色	きん <u>いろ</u>	
1584	父:	お父さん	お <u>とう</u> さん (11)	1940	話:	話す	<u>はな</u> す (8)	
		父	<u>ちち</u>			電話	でん <u>わ</u>	(13)
						話	<u>はなし</u>	

SECTION 3. DRILL

Substitution:

1. 本を見て 下さい。

- Cues: a) ^{じゆく}新宿で 乗りかえる
 b) このかんじを おぼえる
 c) ^{よつや}四谷で おりる
 d) その本を 見せる

2. 四時まで まって 下さい。

- Cues: a) これを もつ
 b) そこに 立つ
 c) パンを 切る
 d) いっしょに おどる

3. ここに すわって 下さい。

- Cues: a) もっと のぼる
 b) 右に まがる
 c) よく ねむる
 d) ^{じゆく}新宿で 地下てつに 乗る

4. このスカートを あらって 下さい。

- Cues: a) これを つかう
 b) 切手を 買う
 c) いっしょに 言う
 d) お金を はらう

5. この本を 読んで 下さい。

- Cues: a) くすりを 飲む
 b) よろこぶ
 c) やすむ
 d) いすを はこぶ

6. 歩いて 下さい。

- Cues: a) 聞く
b) かく
c) 行く
d) いそぐ

7. 日本語で 話して 下さい。

- Cues: a) この手がみを 出す
b) 六時半に 起こす
c) このラジオを なおす

8. 三時に ここに 来て 下さい。

- Cues: a) 東京に 行く
b) 説明する
c) もっと べんきょうする
d) もっと 食べる

9. 日本のうたを うたって 下さいませんか。

- Cues: a) 日本語を 教える
b) ドアを あける
c) オーバーを かす
d) つくえの上に 本を のせる

10. 食べないで 下さい。

- Cues: a) 見せる
b) 見る
c) 起きる
d) 教える

11. あまり いそがないで 下さい。

- Cues: a) なく

SECTION 3. b) べんきょうする

c) あそぶ

d) 話す

12. Cues: a) あらわないで 下さい。

Cues: a) つかう

b) うたう

c) わらう

d) 買う

13. Cues: a) 母は 今 せんたくして います。

Cues: a) 父 働く

b) 赤ちゃん なく

c) おとうと べんきょうする

d) いもうと はしる

14. Cues: a) あには 新聞を 読んで います。

Cues: a) あね おふろに 入る

b) 子ども 外で あそぶ

c) いぬ 水を 飲む

d) ねこ ごはんを 食べる

Question-Answer:

15. Q: あなたは きのう 九時に 何を して いましたか。

A: (私は) 食事を して いました。

Cues: a) テレビを 見る

b) 手がみを かく

c) おさらを あらう

16. Q: あなたは さっき 本を 読んで いましたか。

A: いいえ、(私は) 本を 読んで いませんでした。

Cues: a) 電話する

b) べんきょうする

c) 外を 歩く

English Equivalents

NOTE: In most of the examples in Drills 1-12, the English equivalents could be given without the word "please."

1. Look at (the) book, please.
 - a) Change at Shinjuku, please.
 - b) Learn/memorize this/these kanji, please.
 - c) Get off at Yotsuya, please.
 - d) Show (me) that book, please.
2. Wait until four o'clock, please.
 - a) Hold this, please.
 - b) Stand there, please.
 - c) Cut the bread, please.
 - d) Dance with (me), please.
3. Sit here, please.
 - a) Go up a little higher, please (*lit.*, Go up more, please).
 - b) Turn right, please.
 - c) Sleep well, please.
 - d) Board the subway at Shinjuku, please.
4. Wash this skirt, please.
 - a) Use this, please.
 - b) Buy (a) stamp, please.
 - c) Say (it) together, please.
 - d) Pay (the) money, please.
5. Read this book, please.
 - a) Take (*lit.*, drink) (your) medicine, please.
 - b) Be happy! / Be joyous, please.
 - c) Rest, please.
 - d) Carry (the) chair, please.
6. Please walk.
 - a) Please listen.
 - b) Please write.
 - c) Please go.
 - d) Please hurry.
7. Speak (*lit.*, talk) in Japanese, please.
 - a) Mail this letter, please.
 - b) Wake (me) at six thirty, please.
 - c) Repair this radio, please.

8. Come here at three o'clock, please.
 a) Go to Tokyo, please.
 b) Explain, please.
 c) Study more, please.
 d) Eat more, please.
9. Won't (you) sing (a) Japanese song, please?
 a) Won't you teach (me) Japanese, please?
 b) Won't you open (the) door, please?
 c) Won't you lend (me) (an) overcoat, please?
 d) Won't you put (the) book on the desk, please?
10. Please don't eat.
 a) Please don't show (it).
 b) Please don't look.
 c) Please don't get up.
 d) Please don't teach (it).
11. Please don't hurry so (much). / Don't hurry too much.
 a) Please don't cry so. / Don't cry too much.
 b) Please don't study so. / Don't study too much.
 c) Please don't play so. / Don't play too much.
 d) Please don't talk so much. / Don't talk too much.
12. Please don't wash (it).
 a) Please don't use (it).
 b) Please don't sing.
 c) Please don't laugh.
 d) Please don't buy (it).
13. Mother is doing the washing now.
 a) Father is working now.
 b) The baby is crying now.
 c) My younger brother is studying now.
 d) My younger sister is running now.
14. My older brother is reading the newspaper.
 a) My older sister is taking a bath. / My older sister is in the bath.
 b) The/my child is playing outside.
 c) The dog is drinking water.
 d) The cat is eating (food/rice).
15. Q: What were you doing yesterday at nine?
 A: (I) was eating.
 a) (I) was watching television.
 b) (I) was writing a letter.
 c) (I) was washing dishes.
16. Q: Were you reading a book just now (or just a moment ago)?
 A: No, (I) wasn't reading a book.
 a) Were you telephoning just now?
 b) Were you studying just now?
 c) Were you walking outside just now?

SECTION 4. GRAMMAR

16.1. VERBAL AUXILIARIES. With this lesson we begin the study of verbal auxiliaries. In addition to a relatively generous repertory of verb inflections, Japanese employs several auxiliary verbs in combination with a main verb (some-what paralleling English auxiliary-main-verb constructions, e.g., *will go*, though in reverse order).

Two auxiliaries, *kudasáru* and *iru*, are introduced here. Step by step the student will be introduced to ten verbal auxiliaries which combine with the gerund inflection (called the *-te* form) to produce various moods and aspects of the predicate. Some of these auxiliaries have alternate forms which will be introduced in later lessons. Note that these are verbal auxiliaries, and hence, do not occur in adjectival and copular predicates.

VERBAL AUXILIARIES

(1) <i>kudasáru</i>	(for me; to me)	(6) <i>oku</i>	(preparatory)
<i>kudasaimasēn ka</i>	won't you please	(7) <i>shimau</i>	(completive)
<i>kudasái</i>	(imperative) please	(8) <i>míru</i>	tries to
	(give me)	(9) <i>kúru</i>	becomes; comes to be
(2) <i>iru</i>	(progressive; stative)		
(3) <i>áru</i>	(stative)	(10) <i>iku</i>	becomes; gets to be
(4) <i>morau</i>	receives		
(5) <i>ageru</i>	gives [Caution: Special care must be taken in the auxiliary use of <i>ageru</i> .]		

It is very important for the student to master these forms if he wishes to gain control of verb forms in Japanese. However, the list as given above will probably appear quite baffling at this point. Verbal auxiliaries will be presented step by step over the next seven lessons (through Lesson 22).

The function which all of the verbal auxiliaries have in common is "augmentation, extension, or modification of the meaning of the main verb." They always occur after the main verb, though it is possible for more than one to occur in combination. As many as three auxiliaries occurring together in the same verb phrase is not uncommon.

16.1.1. THE *-te* FORM. The special inflection with which these ten auxiliaries combine is referred to sometimes as the *-te* form, because the verb form ends in either *-te* or *-de* depending on the nature of the verb root. In this text we have called this form the gerund inflection. All verbs take the gerund inflection. (See 5.1.2. for an explanation of verb roots.)

Up to this point the student has been taught to use inflections only with the polite (*-masu*) form. Most verb inflections, however, attach directly to the verb root, as does the gerund (*-te*) inflection.

For Vowel Verbs (i.e., when the root ends in a vowel) the process of forming the gerund inflection is simple; i.e., add *-te* directly to the root. With Consonant Verbs, however, certain modifications (called "assimilations") of sounds occur. Thus:

	<i>Indicative</i>		<i>Gerund</i>
V-Verb	tabéru	eats	tábete
C-Verb	nómu	drinks	nónde
C-Verb	kau	buys	katte
C-Verb	kiku	hears	kiite
C-Verb	isógu	hurries	isóide

The process of assimilation of sounds which operates, for example, in the forming of *nónde* from *nómu + te* is as follows: (1) the *t* of *-te* becomes *d* through the influence of the voiced nasal *m* of the root *nom-*; and (2) the final *m* of the verb root becomes *n̄* through the influence of the dental point of articulation of the *t* of the suffix *-te*. A complete list of the types of assimilation is given on pages 320 and 321 for reference. Notice that the alternate form *-de* is used with Consonant Verbs whose stem (or root) ends in *g*, *b*, *m*, or *n*.

For verbs which have appeared in the vocabulary lists in these lessons, the Plain Past form can be used as a model to construct the *-te* form:

<i>Indicative</i>	<i>Plain Past</i>	<i>Gerund (-te form)</i>
<i>míru sees</i>	<i>míta</i>	<i>míte</i>
<i>akeru opens</i>	<i>aketa</i>	<i>akete</i>
<i>kíru cuts</i>	<i>kítta</i>	<i>kítte</i>
<i>káeru returns</i>	<i>káetta</i>	<i>káette</i>
<i>kiku hears</i>	<i>kiita</i>	<i>kiite</i>

The student can best learn to produce these forms by analogy, that is, by comparison of a new verb with verbs which he has already learned. For this reason, verbs representing each type are selected for inclusion in the drills of these lessons.

16.1.2. THE NEGATIVE *-te* FORM. Though the negative *-te* form has been analyzed in other ways, it seems adequate (and simpler) to treat it as the negative form of the gerund. The construction is as follows:

NEGATIVE *-te* FORM

<i>Plain Negative</i>	<i>Negative -te Form</i>
tabénai + de	tabénaide <i>not eating</i>
isogánai + de	isogánaide <i>not hurrying</i>
nakanai + de	nakanáide <i>not crying</i>
hanasánai + de	hanasánaide <i>not speaking</i>
iwanai + de	iwanáide <i>not saying</i>
asobanai + de	asobanáide <i>not playing</i>
benkyō-shinai + de	benkyō-shináide <i>not studying</i>

The plain negative form is given in the vocabulary lists through this lesson. To form the plain negative from the indicative (or "dictionary form"), add *-nai* to the stem of Vowel Verbs, and *-anai* to the stem of Consonant Verbs. (But note that the stem for verbs like *kau buys* ends in *w*; e.g., *kau buys*; *kawanai doesn't buy*.)

16.2. USE OF AUXILIARIES WITH MAIN VERBS IN *-te* FORM. The drills of this lesson are designed to show how the auxiliaries *kudasáru gives* and *iru is* are combined with a main verb which is in the gerund (*-te*) inflection. Thus, a main verb + auxiliary makes a verb phrase. Compare the English equivalents of the following: *Hón o míte kudasái. Please look at (your) books. Hón o mínaide kudasái. (Please) don't look at (your) books. Háha wá ima señtaku-shite imásu. Mother is doing the washing now.*

16.2.1. THE AUXILIARY *kudasáru*. The auxiliary verb *kudasáru gives (me)* is introduced in this lesson in two forms: (1) Negative: *kudasaimasēn*; and (2) Imperative: *kudasái*. Since the imperative inflection is not to be presented until much later in these lessons (see Lesson 39), it is well for the student simply to remember that the form *-te kudasái* is used to express a polite request or demand. In the English equivalent, *kudasái* is translated "please," but literally it means "give me." The negative question *kudasaimasēn ka* makes the request even more polite:

Polite Request

Dóa o akete kudasái.

Open the door, please.

Very Polite Request

Dóa o akete kudasaimasēn ka?

Won't you open the door, please?

Kudasáru is also used as an independent verb to mean "give," or more specifically "give me." To say "give you (or someone else)" the verb *ageru* is used: *Sono hón o kudasái. Give me that book, please. Kono hón o agemásu. I'll give you this book.* *Kudasáru* can be used to mean "give" to persons who are intimately associated with oneself; e.g., one's wife, child, or close friend: *Señsē wa kodomo ni kono hón o kudasaimáshita. The teacher gave my child this book.* The problem of "level" and "direction" of giving in Japanese is taken up in more detail in Lesson 21 (see 21.1.).

16.2.2. THE AUXILIARY *iru*. As a "stative" auxiliary, the verb *iru is (here)* has a complex range of meanings. In the present lesson, however, the illustrations of the uses of *iru* as a verb auxiliary are limited to contexts in which it is equivalent to English progressive tense:

Affirmative

Íma góhañ o tábete imásu.

I'm eating now.

Jūnǎji ni wa góhañ o tábete imáshita.

I was eating at twelve o'clock.

Negative

Góhañ o tábete imasēn.

(He)'s not eating.

Góhañ o tábete imasēn deshita.

(He) wasn't eating.

A small number of verbs, such as *shiru knows* and *oboéru remembers*, when used with the auxiliary *iru* are not to be interpreted as "progressive" in meaning: *Watashi wa shitte imásu. I know. Obóete imasēn. (I) don't remember. Wasurete imásu. He's forgotten.* CAUTION: The negative of *shitte imásu (I) know* is not **shitte imasēn*, but *shirimasēn (I) don't know*.

16.3. THE NOMINALIZING SUFFIX *-kata*. The suffix *-kata way of doing (something)* may be added to the infinitive form (i.e., the form of the verb stem which precedes the *-masu* in polite form) to make nouns from verbs:

Indicative

káku writes

kau buys

kakéru dials

Infinitive

kaki

kai

kake

-kata

kakikáta way of writing

kaikata way of buying

kakekáta way of dialing

VERB STEMS AND THE -te FORM INFLECTION

	Dictionary Form	Indicative; Negative	Stem (Root)	Stem end	Alternate before -te	Gerund	Examples
VOWEL							
VERBS	食べる	tabé·ru tabé·nai	tabe-	e		tábe·te	miséru <i>shows</i> hajimeru <i>begins</i> oshieru <i>teaches</i>
	見る	mí·ru mí·nai	mi-	i		mí·te	okíru <i>gets up</i> kíru <i>wears</i>
CONSONANT	立つ	táts·u tat·ánai	tat-	t	}	tát·te	mátsu <i>waits</i> mótsu <i>holds</i>
VERBS	なる	nár·u nar·ánai	nar-	r		t	nát·te
	買う	ka·u kaw·anai	kaw-	w	}	kat·te	warau <i>laughs</i> tsukau <i>uses</i> iu (yū) <i>says</i> haráu <i>pays</i> utau <i>sings</i>
	話す	hanás·u hanas·ánai	hanas-	s		shi	hanáshi·te
	書く	kák·u kak·ánai	kak-	k	}	kái·te	arúku <i>walks</i> hataraku <i>works</i> aku <i>opens</i> kíku <i>hears; listens</i> tsúku <i>arrives</i>
	およぐ	oyóg·u oyog·anai	oyog-	g		i	oyói·de

VERB STEMS AND THE -te FORM INFLECTION (continued)						
Dictionary Form	Indicative; Negative	Stem (Root)	Stem end	Alternate before -te	Gerund	Examples
CONSONANT						
VERBS						
(continued)						
あそぶ	asob·u asob·anai	asob-	b	} n̄	asoñ·de	tobu <i>flies</i> yorokōbu <i>is pleased</i> hakobu <i>carries</i>
読む	yom·u yom·anai	yom-	m		yōñ·de	nōmu <i>drinks</i> yasūmu <i>rests</i> sūmu <i>lives</i> kōmu <i>is crowded</i>
死ぬ	shin·u shin·anai	shin-	n		shiñ·de	
IRREGULAR						
VERBS						
する	su·ru shi·nai	shi-	i		shi·te	
来る	kú·ru kó·nai	ki-	i		ki·té	
行く	ik·u ik·anai	ik-	k	t	it·te	

suru	does	shi	shikata	way of doing
tabéru	eats	tabe	tabekáta	way of eating

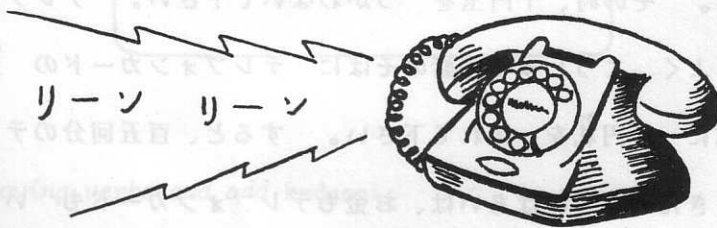
16.4. SUMMARY OF VERB INFLECTIONS INTRODUCED THUS FAR. The verb form, as the student no doubt is aware by this time, is very complex. Though all verb inflections have not yet been introduced, the following is a summary of the inflections learned thus far:

VERB INFLECTIONS

	<i>Indicative</i>	<i>Past</i>	<i>Negative</i>	<i>Gerund</i>	<i>Infinitive</i>	<i>Negative -te form</i>
Plain						
V-Verb:	tabéru	tábeta	tabénai	tabete	tabe	tabénaide
C-Verb:	arúku	arúita	arukánai	arúite	aruki	arukánaide
Polite				<i>Negative Past</i>		<i>Presumptive</i>
V-Verb:	tabemásu	tabemáshita	tabemasén	tabemasén	deshita	tabemashó
C-Verb:	arukimásu	arukimáshita	arukimasén	arukimasén	deshita	arukimashó

SECTION 5. DIALOGUE

- 林 : もしもし。 田中さんですか。
- 田中 : はい、 そうです。
- 林 : わたしは 林です。
- 田中 : ああ、 林さんですか。 元気ですか。
- 林 : ええ、 おかげさまで。 ところで、 田中さん、 フランス語の本を
かして 下さいませんか。
- 田中 : ええ、 いいですよ。
- 林 : わたしは フランス語を べんきょうして います。
- 田中 : そうですか。
- 林 : あなたは フランス語が 上手ですね。
- 田中 : いいえ、 そんなに うまく ありませんよ。
- 林 : わたしに 教えて 下さいませんか。
- 田中 : そうですねえ。 それでは、 あした 十時に うちに 来て 下さい。
- 林 : ありがとうございます。 では、 行きます。



English Equivalents

- Hayashi: Hello. Is this Mr. Tanaka?
- Tanaka: Yes, it is.
- Hayashi: This is Hayashi (*lit.*, I am Hayashi).
- Tanaka: Mr. Hayashi? How are you (*lit.*, Are you well)?
- Hayashi: I'm fine, thank you. By the way, Mr. Tanaka, would you lend me your French book (*lit.*, Won't you lend [me] [your] French book)?
- Tanaka: Yes, I'll be glad to (*lit.*, Yes, it's all right).
- Hayashi: I'm studying French.
- Tanaka: Is that so?
- Hayashi: You're good at French, aren't you.
- Tanaka: I'm not so good (*lit.*, Not good to that extent).
- Hayashi: Would you teach me?
- Tanaka: Well . . . (indicating one is thinking about it). Then, would you please come to my house tomorrow at ten?
- Hayashi: Thank you. Then I will (go).

SECTION 6. READING

こうしゅう電話のかけ方

1 私はよく、遠くの友達に 電話を かけます。 その時、近くの駅のこうしゅう電話をつかいます。 その電話のかけ方を 説明しましょう。

こうしゅう電話には いろいろな色が あります。(赤、青、みどりなどが あります。)

5 さいきんは プッシュフォン電話が 出来ました。 この電話には 十円玉や百円玉、または、テレフォンカードを つかいます。

百円玉のばあいには、おつりは 出ません。 十円玉を たくさん 用意して下さい。一回に 六枚まで 入ります。 たとえば、あなたは 五枚 入れます。 それから、友達の電話番号をおして下さい。 友達が 電話に 出ます。 話して下さい。 . . .

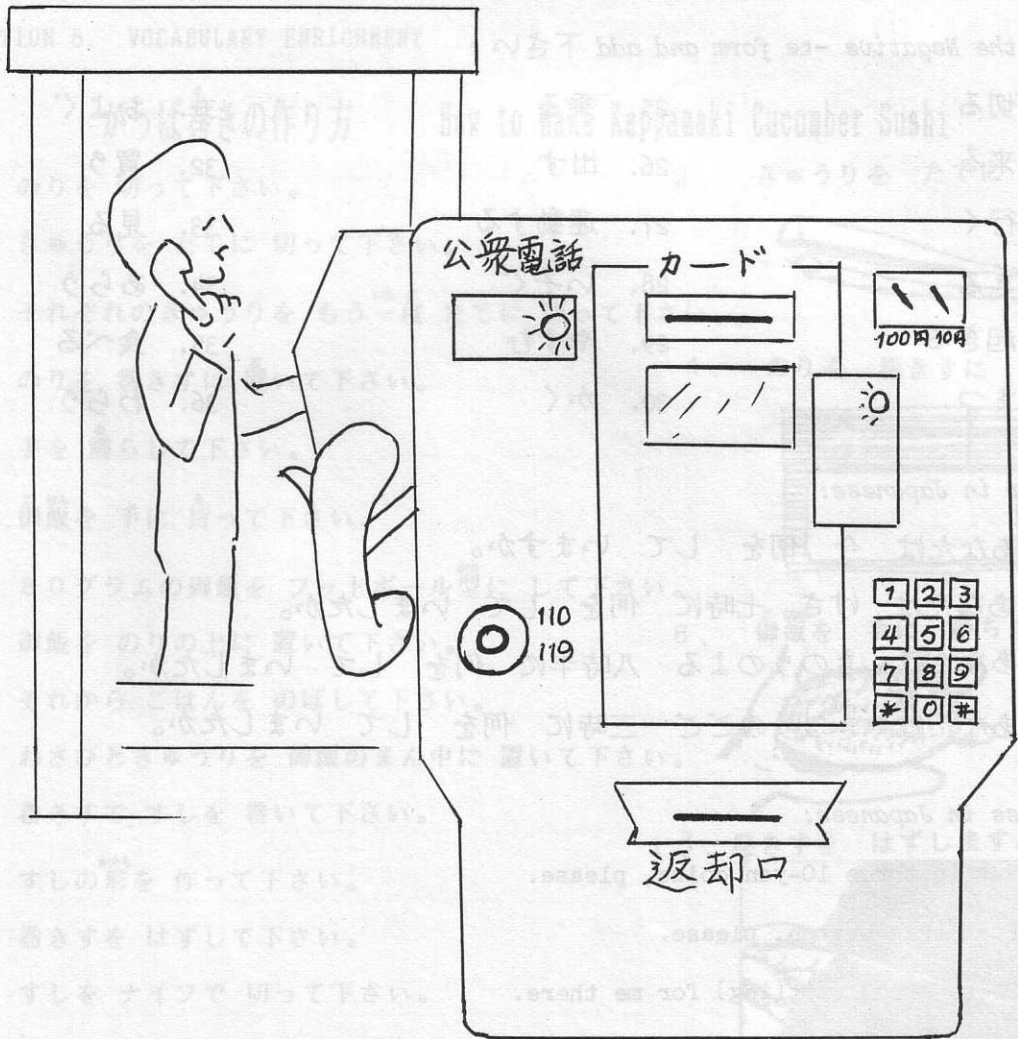
10 . . . 「ピーッ、ピーッ」 お金が なくなりました。 でも、あなたの話は まだおわりません。 それでは、すぐに また 十円玉を 入れて下さい。

こうしゅう電話に 赤いランプが あります。 ある時、そのランプは ついていません。 その時、十円玉を つかわないで下さい。 テレフォンカードが あります。

よく、こうしゅう電話のそばに テレフォンカードの 販売機が あります。 その機
15 械に 千円札を 入れて下さい。 すると、百五回分のテレフォンカードが 出て来ます。

きんきゅうのばあいには、お金もテレフォンカードも ありません。 受話器を はずして下さい。 つぎに、赤いボタンを おして下さい。 そのボタンは 電話機の左の下の方に あります。

警察は 110番、そして消防署(火事と救急車)は 119番です。 番号は 正確
20 に まわして下さい。



SECTION 7. EXERCISES

Give the -te form of the following verbs and add kudasai:

- | | | |
|--------|---------|----------|
| 1. きる | 7. 聞く | 13. 作る |
| 2. 切る | 8. いそぐ | 14. 読む |
| 3. 来る | 9. する | 15. 動く |
| 4. 行く | 10. 話す | 16. はらう |
| 5. 言う | 11. とおる | 17. おぼえる |
| 6. おりる | 12. もつ | 18. 出る |

Give the Negative -te form and add 下さい :

- | | | |
|---------|----------|---------|
| 19. 切る | 25. 乗る | 31. およぐ |
| 20. 来る | 26. 出す | 32. 買う |
| 21. 行く | 27. 運動する | 33. 見る |
| 22. きる | 28. いそぐ | 34. あらう |
| 23. 起きる | 29. やすむ | 35. 食べる |
| 24. まつ | 30. かく | 36. わらう |

Answer in Japanese:

37. あなたは 今 何を して いますか。
 38. あなたは けさ 七時に 何を して いましたか。
 39. あなたは きのうのよる 八時半に 何を して いましたか。
 40. あなたは きのうのごと 三時に 何を して いましたか。

Express in Japanese:

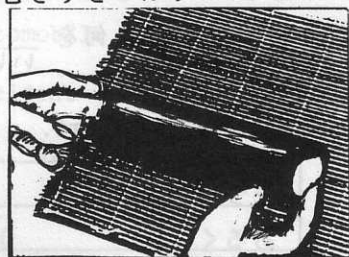
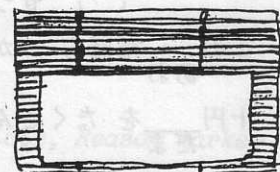
41. Put in three 10-yen coins, please.
 42. Push this button, please.
 43. Please (be) wait(ing) for me there.
 44. Please don't swim here.
 45. I am writing a letter to my mother now.
 46. Please show me these ties.
 47. Turn left at that street, please.
 48. Would you please teach me Japanese using this book (by means of this book)?
 49. Last night my husband was fixing the T.V. set.
 50. Sit down, please.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

かっぱ巻きの作り方 How to Make Kappamaki Cucumber Sushi

1. のりを 切って下さい。
2. きゅうりを たてに 切ります。
3. それぞれのきゅうりを もう一度 たてに 切って下さい。
4. のりを 巻きすに 置きます。
5. 手を 濡らして下さい。
6. 御飯を 手に 持って下さい。
7. 80グラムの御飯を フットボール型に して下さい。
8. 御飯を のりの上に 置いて下さい。
9. それから ごはんを のばして下さい。
10. わさびときゅうりを 御飯のまん中に 置いて下さい。
11. 巻きすで すしを 巻いて下さい。
12. すしの形を作して下さい。
13. 巻きすをはずして下さい。
14. すしを ナイフで 切って下さい。
15. すしを おさらにならべて下さい。
16. さあ、食べましょう。おいしいですよ。



Nouns		Verbs		Others	
のり	seaweed	置く	places	型	form
きゅうり	cucumber	濡らす	wets	フットボール型	football shape
巻きす	roller	ならべる	lines up	たてに	vertically
わさび	horseradish	のばす	spreads	まん中に	in the middle
おさら	dish	巻く	rolls	形	shape
つくりかた	way of making	はずす	takes off	それぞれ	each one

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな Give English equivalents on the line.
(ひらがな/カタカナ)A: _____ に電話を かけたいです。(I want to telephone my mother.)
はは ()B: お _____ さんは _____ に すんでいますか。(Does your mother live far away?)
かあ とおくA: 横浜です。 _____
よこはまB: では、かけ方を _____ しましょう。 _____
() せつめいこの _____ 電話を つかいましょう。 _____
あお十円 _____ を たくさん _____ して下さい。 _____
だま ようい_____ 号は わかりますか。 _____
ばん

A: これです。 _____

B: お金を _____ 下さい。 _____
() いれて

.....

A: _____ が _____ でました。 _____
ちちB: お _____ さんは 何を _____ か。 _____
どう いいました

II. Complete the chart.

まつ (waits)	まっています	
あるく ()		あるかないで下さい
いそぐ ()		
よむ ()		
おきる ()		
のぼる ()		
する (does)		
いく (goes)		
くる (comes)		

III. On the line, write a sentence to match the answer.

1. A: _____

B: 今、テレビを 見えています。

2. A: _____

B: 父はきのう

8時に 食事を していました。

3. A: _____

B: 日本語の学校で べんきょうして
います。

4. A: _____

B: ドアは あいています。

LESSON 17

HOME WITH A COLD WITH THE CHILDREN

PROBLEM: The Means Element has another meaning equivalent to English "for the reason that."

OBJECTIVE: (1) To present another usage of the Means Element.
 (2) To present the Accompaniment Element.

SECTION 1. VOCABULARY

Drill

で	で	<i>particle, Reason marker</i>
仕事	しごと	work
さくら	さくら	cherry tree; cherry blossom
きり	きり	fog
パリ	パリ	Paris
かぜ	かぜ	(a) common cold
自動車	じどうしゃ	automobile
事故	じこ	accident
みんな	みんな°	all; everybody
全部	ぜんぶ	all
と	と	<i>particle, Accompaniment marker</i>
散歩	さんぽ	(a) walk; stroll
富士山	ふじさん	Mt. Fuji

Dialogue

さびしい	さびしい	<i>adj (is) lonely</i>
飛行機	ひこうき	plane; airplane
見える *	みえる	<i>vi is visible; can be seen</i>
飛ぶ	とぶ	<i>vi flies</i>

*From this lesson, the plain negative and past forms of verbs will no longer be given in the vocabulary.

ゆき	ゆき	snow
Reading		
国立劇場	こくりつげきじょう	National Theater
個人	こじん	private; individual
タクシー会社	タクシーがいしゃ	taxi company
会社	がいしゃ; ~がいしゃ	company
運転手	うんてんしゅ	driver
親切(な/に)	しんせつ(な/に)	kind (-ly)
今日*	きょう	today
時速	じそく; じそく	speed; mph; kph
~キロ	~キロ	kilometer(s)
走る	はしる	<i>vi</i> runs
ひどい	ひどい	<i>adj</i> (is) severe; extreme; violent
けが人	けがにん	(a) casualty; injured person
死ぬ	しぬ	<i>vi</i> dies
わたす	わたす	<i>vt</i> gives; hands over
劇	げき	(a) play (drama)
散歩する	さんぽする	<i>vi</i> takes a walk; strolls
今度	こんど	this time

SECTION 2. KANJI STUDY

685	仕	仕事	しごと	シ
730	自	自動車	じどうしゃ	ジ
1094	全	全部	ぜんぶ	ゼン
1605	部	全部	ぜんぶ	ブ

*Cf. Lesson 10. p. 207, footnote.

1542	飛	飛行機	ひこうき	ヒ
		飛ぶ	とぶ	と(ぶ)
930	場	国立劇場	こくりつげきじょう	ジョウ
150	会	タクシー会社	タクシーがいしゃ	カイ
		会社	かいしゃ	カイ
757	社	会社	かいしゃ	シャ
1116	走	走る	はしる	はし(る)
692	死	死ぬ	しぬ	し(ぬ)
1366	度	今度	こんど	ド

New Readings

733	事:	食事	しょくじ (11)	779	手:	手	て (8)
		事	こと (15)			上手	じょうず (8)
		仕事	しごと			運転手	うんてんしゅ
1657	歩:	歩く	あるく (12)	1056	切:	切る	きる (13)
		散歩	さんぽ			切手	きって (14)
667	山:	山本	やまもと (2)			親切	しんせつ
		富士山	ふじさん				
1864	立:	立つ	たつ (16)				
		国立劇場	こくりつげきじょう				

SECTION 3. DRILL

Substitution:

1. 私は 毎日 べんきょうで いそがしいです。

- Cues: a) 仕事
b) せんたく
c) 買物
d) りょうり

2. 日本は さくらで ゆうめいです。

- Cues: a) ロンドン きり
b) フランス パリ
c) ドイツ ビール
d) 中国 りょうり

3. 林さんは かぜで 学校をやすんで います。

- Cues: a) 仕事
b) 病気
c) 自動車事故
d) 子どもの病気

4. 一人で 銀座^{ぎんざ}に行きました。

- Cues: a) 二人
b) 三人
c) 四人
d) みんな

Question-Answer:

5. Q: 学生は 全部で 何人ですか。

A: 十二人です。

Cues: a) いす / 十

- b) コーラ / 六本
 c) お茶 / 三ばい
 d) 車 / 五台
 e) 切手 / 七枚

Substitution:

6. 私は 田中さんと 東京に行きました。

- Cues: a) ^{さとう}佐藤さん
 b) 子ども
 c) ホワイトさん
 d) かない

7. ホワイトさんは 高橋さんと 買物に行きました。

- Cues: a) 子ども ドライブ
 b) いぬ 散歩
 c) おくさん 食事
 d) 中村さん えいが

8. ジョンソンさんは クラークさんといっしょに 帰りました。

- Cues: a) 山本さん 出かける
 b) 子ども あそぶ
 c) 木村さん テレビを見る
 d) ^{さとう}佐藤さん デパートに行く

Question-Answer:

9. Q: あなたは だれと 九州に行きましたか。

A: かないと 行きました。

- Cues: a) そこにいる / 山本さん
 b) うたう / 子ども
 c) 来る / 木村さん
 d) 富士山にのぼる / クラークさん

English Equivalentents

1. I'm busy studying every day. / I'm busy every day with studying.
 - a) I'm busy working every day.
 - b) I'm busy (with) washing every day.
 - c) I'm busy (with) shopping every day.
 - d) I'm busy cooking every day.

2. Japan is famous/known for (its) cherry blossoms.
 - a) London is famous for (its) fog.
 - b) France is famous because of Paris.
 - c) Germany is famous for (its) beer.
 - d) China is famous for (its) cooking/cuisine.

3. Miss/Mrs./Mr. Hayashi is staying (home) from school with a cold.
 - a) Miss Hayashi is staying home from school because of work.
 - b) Miss Hayashi is staying home from school because of sickness.
 - c) Miss Hayashi is out of school because of (an) automobile accident.
 - d) Mrs. Hayashi is out of school because of (her) child's sickness.

4. I went to (the) Ginza alone (*lit.*, Being one person [I/he/etc.] went to [the] Ginza).
 - a) The two of us went to (the) Ginza. / The two of them went to (the) Ginza.
 - b) We three went to (the) Ginza. / They all three went to (the) Ginza.
 - c) The four of us went to (the) Ginza. / All four of them went to (the) Ginza.
 - d) Everybody went to (the) Ginza. / All of them went to (the) Ginza. / We went to (the) Ginza together.

5. Q: How many students are there in all? / How many students are there altogether?
 A: Twelve persons.
 - a) Q: How many chairs are there altogether?
 A: Ten (chairs).
 - b) Q: How many colas are there altogether?
 A: Six (colas).
 - c) Q: How many cups of (Japanese) tea are there altogether?
 A: Three cups (of tea).
 - d) Q: How many cars are there altogether?
 A: Five (cars).
 - e) Q: How many stamps are there altogether?
 A: Seven (stamps).

6. I went to Tokyo with Mr./Mrs./Miss Tanaka.
 - a) I went to Tokyo with Mr./Mrs./Miss Sato.
 - b) I went to Tokyo with (the) child(ren).
 - c) I went to Tokyo with Mr./Mrs./Miss White.
 - d) I went to Tokyo with my wife.

7. Mr./Mrs./Miss White went shopping with Mr./Mrs./Miss Takahashi.
 - a) Mr. White went for a drive with (the) child(ren).
 - b) Mr. White went for a walk with (the) dog.
 - c) Mr. White went (out) to eat with his wife.
 - d) Mr. White went to (the) movie with Mr. Nakamura.

8. Mr./Mrs./Miss Johnson returned with (or together with) Mr./Mrs./Miss Clark.
- Mr. Johnson set out with Mr. Yamamoto.
 - Mr. Johnson played with (the) child(ren).
 - Mr. Johnson watched television with Mr. Kimura.
 - Mr. Johnson went to the department store with Mr. Sato.
9. Q: With whom did you go to Kyushu?
A: I went with my wife.
- Q: Whom were you with (there)?
A: I was with Mr. Yamamoto.
 - Q: With whom did you sing?
A: I sang with (the) child(ren).
 - Q: With whom did you come?
A: I came with Mr. Kimura.
 - Q: With whom did you climb Mt. Fuji?
A: I climbed with Mr. Clark.

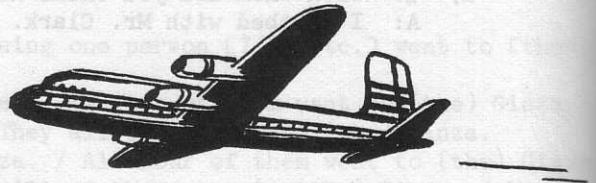
SECTION 4. GRAMMAR

17.1. THE MEANS ELEMENT (2) (see also 13.1). It is interesting to observe that elements which translate in English as "with," "reason for," or "the reason that" fit into the Means slot in Japanese: *Watashi wa beñkyō de isogashii desu. I'm busy studying. / Because of study, I'm busy. Kaze de gakkō o yasumimashita. (I) stayed home from school with a cold. / Because of a cold, (I) rested (from) school.* By extension, the Means element is used to cover other areas of meaning not so obviously related to "means" for the native speaker of English. Three other such usages are illustrated by the following: *Nihōn wa sakura de yūmē desu. Japan is famous for cherry blossoms. Hitōri de ikimashita. (I) went alone. Bāsu de nānpuñ kakarimāsu ka? How long does it take by bus?*

17.2. THE ACCOMPANIMENT ELEMENT. The Accompaniment (or "companion") element has the slot meaning "accompaniment with something or somebody." This element is always marked by the accompaniment marker *to* or by the accompaniment adverbial expression *to issho ni together with*. Fillers for this slot include interrogatives (*dāre to with whom*), nouns (*kānai to with my wife*), or noun phrases (*kānai to kodomo to with my wife and children*). Examples found in the drills of this lesson are: *Watashi wa Tanaka-saṅ to Tōkyō ni dekakemashita. I set out for Tokyo with Mr. Tanaka. Jōnsoṅ-saṅ wa Kurāku-saṅ to issho ni kaerimashita. Mr. Johnson returned with Mr. Clark.*

Another point of interest when comparing Japanese and English is that certain case categories are not equivalent in the surface structures of the two languages. For example, in English we would say "Mr. So-and-so married that person," in which construction "that person" is the object of the verb. This "object" becomes "accompaniment" in Japanese: *Tanaka-saṅ wa sonō hito to kekkōn-shimashita. Mr. Tanaka married that person.*

17.3. "HE WENT SHOPPING." Drill 7 of this lesson includes a pattern which appears to contain the location element but actually does not: *Kaimono ni ikimáshita.* (She) went shopping. "Shopping" is not the location of the action but the purpose. The proper equivalent would be "(She) went for the purpose of shopping." Likewise, *Ega ni ikimáshita,* (He) went to see a movie, includes the meaning of purpose. The significance of this pattern will be grasped more readily when the Verb Phrase of Purpose is introduced (see Lesson 26).



SECTION 5. DIALOGUE

中 村： トマスさんは だれと 日本に来ましたか。

トマス： 友達と 来ました。

中 村： 何人で 来ましたか。

トマス： 三人で 来ました。

中 村： では、 さびしくありませんでしたね。

トマス： ええ、 さびしくありませんでした。 楽しかったです。

中 村： 飛行機から 富士山が 見えましたか。

トマス： ええ、 見えました。 飛行機は 富士山のそばを 飛びました。

中 村： 富士山は どうでしたか。

トマス： ゆきが ありました。 きれいでした。

中 村： 日本は 富士山で ゆうめいですね。

トマス： そうですね。 わたしも アメリカで 富士山のことを 読みました。

English Equivalentents

Nakamura: Mr. Thomas, who did you come to Japan with?

Thomas: (I) came with some friends.

Nakamura: How many of you came?

Thomas: There were three of us (*lit.*, Being three [we] came).

Nakamura: Then you weren't lonely, were you.

Thomas: Right, it wasn't lonely. It was enjoyable.

Nakamura: Could you see Mt. Fuji from the plane?

Thomas: Yes, we could (*lit.*, it was visible). The plane flew near Mt. Fuji.

Nakamura: How was Mt. Fuji?

Thomas: There was snow. It was beautiful.

Nakamura: Japan's famous for Mt. Fuji, (isn't it).

Thomas: That's right. I (also) read about Mt. Fuji in America.

SECTION 6. READING

東京のタクシー

- 1 私は 林さんと二人で 国立劇場へ出かけました。 駅から タクシーに 乗りました。

日本には 個人のタクシーと タクシー会社のタクシーが あります。 私はよく、個人タクシーに乗ります。 運転手は親切です。 そして、あまり はやく走りません。

- 5 今度も 個人タクシーに乗りました。 時速四十キロぐらいで 走りました。

私たちは 車の中から ひどい事故を 見ました。 タクシーとバスの事故でした。 けが人は 全部で 十三人でした。 東京では 毎日 二人ぐらい 事故で 死にます。 けが人は 二百人ぐらいです。 東京は 大変な所です。 四谷駅から国立劇場まで 十分で つきました。 八百円でした。 千円わたしました。 おつりは 運転手に上 10 げました。

劇が おわりました。 国立劇場の外で スミスさんが まっていました。 スミスさんは おくさんといっしょでした。 みんなで 三十分ぐらい散歩しました。 それから タクシーをまちました。 個人タクシーは 来ませんでした。 それで、会社の タクシーに 乗りました。 四人いっしょに 乗りました。 運転手は こわいかおの 15 若い人でした。 とても はやく走りました。 だから 私たちは 車の中では 話し ませんでした。 こわかったです。 東京駅につきました。 九百円でした。 千円わた しました。 今度は おつりを上げませんでした。

SECTION 7. EXERCISES

Fill each blank with an appropriate particle:

1. その人 _____ 事故 _____ 死にました。
2. 全部 _____ 百五十円です。
3. みんな _____ いっしょ _____ 食事しました。
4. 六人 _____ 買物 _____ 行きました。
5. 新宿 _____ 電車 _____ おりました。
そこ _____ バス _____ 乗りかえました。

Answer in Japanese:

6. あなたは 一人で 日本にきましたか。
7. あなたは だれと 学校にきますか。
8. あなたは 学校の外で だれと 日本語で話しますか。
9. 日本は 何で ゆうめいですか。
10. あなたのクラスに 学生は 全部で 何人いますか。

Express in Japanese:

11. I climbed Mt. Fuji with a friend (the two of us).
12. A total of five students are here.
13. We went shopping yesterday.
14. I ate alone.
15. London is famous for (its) fog.
16. She stayed home from school with a cold.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

At the Bank

- A: 口座を開きたいのですが。 I'd like to open a bank account.
 B: はい。何の口座ですか。 Certainly. What kind of an account?
 A: 普通預金の口座です。 An ordinary savings account.
 A: お金をおろしたいのですが。 I'd like to withdraw some money.
 この機械の使い方を教えてください。 Please show me how to use this machine.
 B: では、言うとおりに使ってください。 All right, use (it) as I tell you.

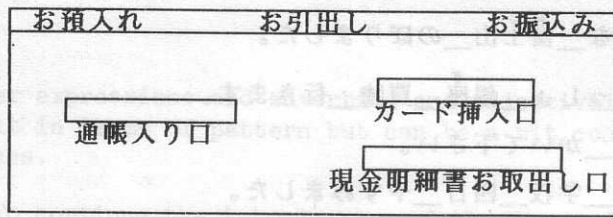
定期預金	term deposit account	当座預金	checking account
預け入れ	deposit	引き出し	withdrawal
振り込み	bank transfer	通帳	bank book
残高照会	bank balance	通帳記入	recording in bank book.
暗唱番号	secret number	カード挿入口	insert bank card
送金	remittance (payment)	小切手	check
両替	money exchange	外国かわせ	foreign currency
紙幣	paper bill	現金	cash
取り消	cancellation	確認	confirmation

At the Post Office

- A: 62円切手5枚と航空書簡10枚下さい。 Give me five 62 yen stamps and ten aerograms, please.
 B: 全部で ___ 円です。 Altogether that will be ___ yen.
 A: この小包みを航空便でおねがいします。 Send this package by airmail, please.
 B: この用紙にお名前と住所を書いて下さい。 Write your name and address on this form.

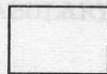
郵便番号	zip code	振り替え	postal transfer
収入印紙	government stamp	現金封筒	cash envelope
宛名	address	差し出し人	sender
船便	by ship	速達	express; special delivery
書き留め	registered mail	印刷物	printed matter
目方	weight	記念切手	commemorative stamp

The Banking Machine



紙幣お預け入

お預け入れ	通	カ	お預け入れ
お引出し	帳	ー	お引き出し
通帳とカード			残高照会
通帳記入	ド		お振込み



取消

1 2 3

確認

4 5 6

7 8 9

0 訂正

万円

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな (ひらがな/カタカナ)

林さんは 東京の _____ で働いています。時々、_____ で大阪へ行きます。
かいしゃ しごと () さか

その時(at those times)、大てい新かんせんに _____ 乗ります。(来月、林さんは
() ()

おくとんと子どもと大阪へ行きます。_____ は _____ 車で行きます。
こんど じどう

大阪の友達もいっしょにくるまに _____ 乗ります。_____ で四人です。
() せんぶ ()

林さんは一人で東京に _____ 帰ります。おくとんは子どもと _____ 機で東京に
() () ひこう

帰ります。だいじょうぶでしょうか。(今年、たくとんの人がひこうき事故で
() こ

しにました。

II. In your own words, describe a Japanese miai kekkon.

III. Supply the particles. Mark "X" where not needed.

1. 今年__夏__みんな__富士山__のぼりました。
2. 時々__友達__いっしょ__銀座__買物__行きます。
3. おなまえ__ペン__かいて下さい。
4. 今年__冬__ゆき__学校__四日__やすみました。
5. 一人__ドライブ__行きましたか。
6. 毎年__東京__自動車事故__人__たくさん死にます。
7. その本__いくら__買いましたか。
8. 電話__友達__いろいろ__事__話します。
9. 今日は 富士山は きり__見えません。
10. 日本__春__さくら__ゆうめいです。

IV. Fill in the blanks with a word (or more) of your choice.

1. カナダは_____で ゆうめいです。
2. わたしは 毎日 _____で いそがしいです。
3. _____で 京都に 行きませんでした。
4. わたしは _____で こわかったです。
5. 田中さんは _____で 病院に 入りました。

V. Give the Japanese equivalent.

1. In the summer the three of us are going to travel in Europe.

2. I made this by myself.

3. In my class there are 5 women and 6 men. Altogether there are 11 students.

4. Mr.Yamakawa went with Yoshiko to the National Theater in a taxi.

5. Mr.Yamakawa married Yoshiko.

LESSON 18

IN JUNE IT RAINS A LOT

PROBLEM: Manner expressions and adverbial and adjectival phrases are not difficult in terms of pattern but can be a bit confusing in terms of nuances.

OBJECTIVE: (1) To continue the introduction of the Manner Element by showing contrast and degree, and by showing the use of manner words in adverbial phrases.
 (2) To introduce the simplest type of adjectival phrase.

SECTION 1. VOCABULARY

Drill

秋	あき	fall; autumn (one of the seasons)
すずしい	すずしい	adj (is) cool
春	はる	spring (one of the seasons)
あたたかい	あたたかい	adj (is) warm (weather)
ちっとも	ちっとも	(not) at all (<i>with neg.</i>)
うれしい	うれしい	adj (is) happy
かなしい	かなしい	adj (is) sad
かなり	かなり	rather; fairly
少し	すこし	a little
ほとんど	ほとんど	almost (<i>used primarily in neg. clauses</i>)
なかなか	なかなか	hardly; not easily; not quickly (<i>in neg. clauses</i>) rather (<i>in aff. clauses</i>)
笑う	わらう	vi/vt laughs; smiles
雨	あめ	rain
ふる	ふる	vi precipitates; falls (e.g., <i>ame ga furu it rains</i>)
きっと	きっと	undoubtedly; surely; certainly

書く	かく	<i>vt</i> writes
(お)すし	おすし; すし; すし	sushi (vinegar-flavored cold rice balls, usually topped with a layer of horse-radish and a layer of raw fish)
やっと	やっと	at last; at length; finally
終わる	おわる	<i>vi</i> ends; finishes
やむ	やむ	<i>vi</i> ceases; stops
本当(の/に)	ほんとう(の/に)	real; true (-ly)

Dialogue

ずい分	ずいぶん	very, awfully; terribly (<i>note caution in Grammar 18.2</i>)
ふつう(の/に)	ふつう(の/に)	usual; ordinary (-ly)
待つ	まつ	<i>vt</i> waits

Reading

さ来年	さらいねん	year after next
月曜日	げつようび	Monday
金曜日	きんようび	Friday
時間	じかん	class period; time
ドリル	ドリル	drill
会話	かいわ	conversation
ラボ	ラボ	language laboratory
ひらがな	ひらがな; ひらがな; ひらがな	(the) hiragana (syllabary)
かたかな	かたかな; かたかな	(the) katakana (syllabary)
わすれる	わすれる	<i>vt</i> forgets
いみ	いみ	meaning
しかし	しかし	but; however
書き順	かきじゅん	order of writing
変(な/に)	へん(な/に)	strange; peculiar
今までに	いまままでに	so far; up until now

小学校	しょうがっこう	elementary school
中学校	ちゅうがっこう	middle school; jr. high
のこり	のこり	(the) remainder
まだまだ	まだまだ	yet; still (<i>emphatic</i>)

SECTION 2. KANJI STUDY

805	秋	秋	あき	あき
841	春	春	はる	はる
872	少	少し	すこし	すこ(し)
891	笑	笑う	わらう	わら(う)
50	雨	雨	あめ	あめ
857	書	書く	かく	か(く)
808	終	終わる	おわる	お(わる)
1371	当	本当	ほんとう	トウ
1184	待	待つ	まつ	ま(つ)

New Readings

1629	分: 一分	いっぶん (15)	870	小: 小さい	ちいさい (3)
	九分	きゅうぶん (15)		小学校	しょうがっこう
	ずい分	ずいぶん			

SECTION 3. DRILL

Substitution:

1. きょ年の夏は とても あつかったです。

Cues: a) 秋 すずしい

冬 さむい

春 あたたかい

2. 私は ちっとも うれしく ありません。

Cues: a) さびしい

b) 楽しい

c) かなしい

3. 学生は 全部 来ました。

Cues: a) たくさん

b) かなり

c) 少し

4. スミスさんは きのう ほとんど ねむり ませんでした。

Cues: a) 働く

b) べんきょうする

c) 話す

d) テレビを見る

5. 田中さんは なかなか 起き ません。

Cues: a) ねる

b) 帰る

c) けっこんする

d) 笑う

6. 六月は 雨が たくさん ふります。

Cues: a) 九月 かなり

b) 十月 少し

7. 二月は 雨が ほとんど 降りません。

Cues: a) 十一月 あまり

b) 一月 ちっとも

8. クラークさんは きっと ここに来ます。

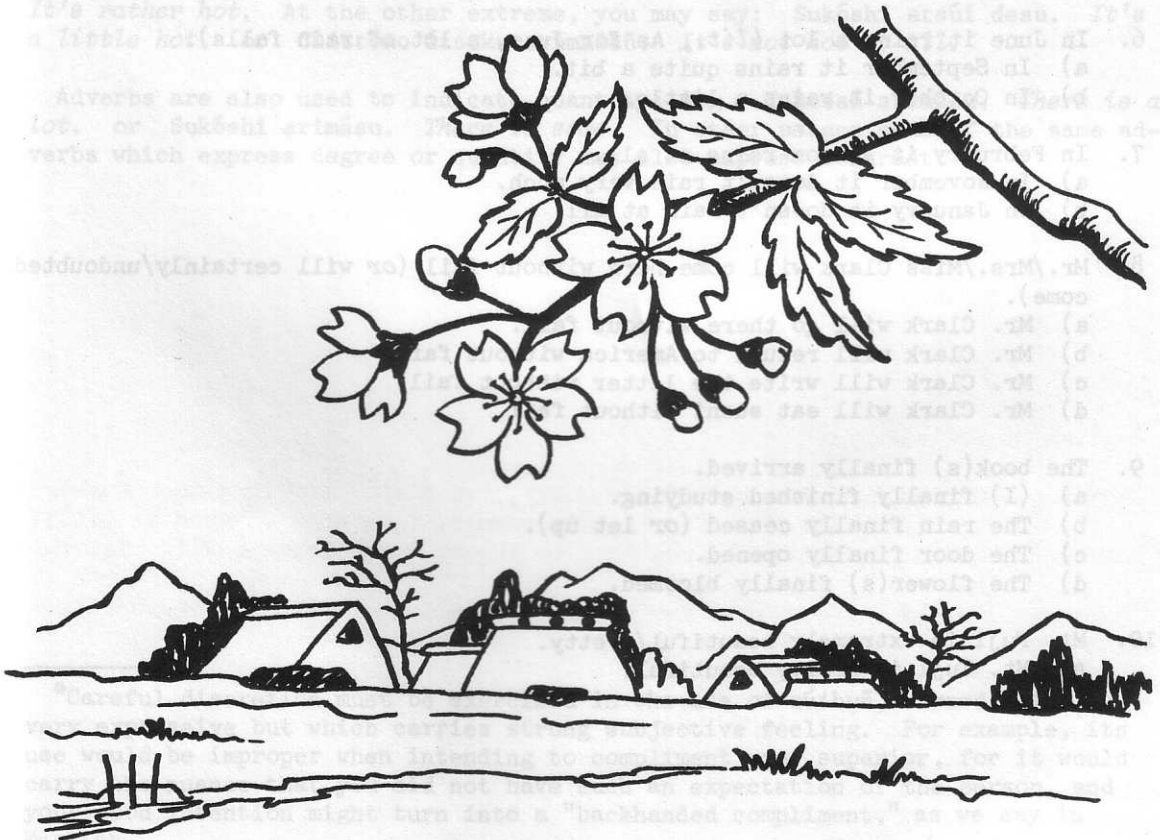
- Cues: a) そこへ行く
 b) アメリカへ帰る
 c) 手がみを書く
 d) おすしを食べる

9. やっと 本がつきました。

- Cues: a) べんきょうが終わる
 b) 雨がやむ
 c) ドアがあく
 d) 花がさく

10. ^{ふじ}富士山は とても きれいです。

- Cue: a) 本当に



English Equivalents

1. Summer last year (*lit.*, last year's summer) was very hot.
 - a) Fall last year was very cool.
 - b) Winter last year was very cold.
 - c) Spring last year was very warm.
2. I'm not at all happy. / I'm not happy in the least.
 - a) I'm not at all lonely.
 - b) I'm not at all happy/joyous.
 - c) I'm not at all sad.
3. All the students came.
 - a) Many students came.
 - b) A fair number of students came.
 - c) A few students came.
4. Mr./Mrs./Miss Smith hardly slept (*or* almost didn't sleep) at all yesterday.
 - a) Mr. Smith hardly worked at all yesterday.
 - b) Mr. Smith hardly studied at all yesterday.
 - c) Mr. Smith hardly talked at all yesterday.
 - d) Mr. Smith hardly watched television at all yesterday.
5. It seems Mr./Mrs./Miss Tanaka will never get up (*lit.*, Mr. Tanaka will hardly get up).
 - a) It seems Mr. Tanaka will never go to bed.
 - b) It seems Mr. Tanaka will never return (*or* come home).
 - c) It seems Mr. Tanaka will never get married.
 - d) It seems Mr. Tanaka will never laugh.
6. In June it rains a lot (*lit.*, As for June, a lot of rain falls).
 - a) In September it rains quite a bit.
 - b) In October it rains a little.
7. In February it seldom rains at all.
 - a) In November it doesn't rain very much.
 - b) In January it doesn't rain at all.
8. Mr./Mrs./Miss Clark will come here without fail (*or* will certainly/undoubtedly come).
 - a) Mr. Clark will go there without fail.
 - b) Mr. Clark will return to America without fail.
 - c) Mr. Clark will write the letter without fail.
 - d) Mr. Clark will eat sushi without fail.
9. The book(s) finally arrived.
 - a) (I) finally finished studying.
 - b) The rain finally ceased (*or* let up).
 - c) The door finally opened.
 - d) The flower(s) finally bloomed.
10. Mt. Fuji is extremely beautiful/pretty.
 - a) Mt. Fuji is really beautiful.

SECTION 4. GRAMMAR

18.1. ADVERB AND ADJECTIVE PHRASES (see also 26.1). The adjective phrase is the subject of Lesson 26. In the present lesson we introduce the simplest form of adjective and adverb phrases; i.e., an adjective or adverb modified by another adverb (manner expression), and two adjectives in sequence.

18.1.1. ADJECTIVE PHRASES. Two adjectives in indicative form may occur side by side to modify a single noun: *Nagái atsúi natsú ga owarimáshita.* (*The) long, hot summer ended.* Or, an adjective may be preceded by an adverb which intensifies the meaning of the adjective: *Nihoñ no natsú wa totemo mushiatsúi desu.* *Japan's summers are very muggy.* Other adjective phrases involving comparisons and special adjective inflections will be introduced in Lesson 26.

18.1.2. ADVERB PHRASES. Adverb phrases follow the pattern of the second type of adjective phrases given above; i.e., an adverb may immediately precede another adverb to qualify or intensify the second adverb: *Háru wa áme ga taitē takusañ furimásu.* *In spring it usually rains a lot.* Since the adverb (a manner word) is not inflected, phrases formed with adverbs are not difficult; they are produced simply by juxtaposing two adverbs.

18.2. MORE MANNER EXPRESSIONS OF DEGREE, QUANTITY, AND CONTRAST (see also 9.1). The drills of this lesson are designed to further the student's understanding and use of adverbs of manner to express varying shades of degree in intensity or manner.

If you wish to describe the hot weather, you have the choice of several adverbs in Japanese, each with a different shade of meaning. For example: *Totemo atsúi desu.* *It's very hot.* *Zúibuñ* atsúi desu.* *It's awfully hot.* *Kánari atsúi desu.* *It's rather hot.* At the other extreme, you may say: *Sukóshi atsúi desu.* *It's a little hot.* or *Chittómo átsuku arimasēñ.* *It's not hot at all.*

Adverbs are also used to indicate quantity; e.g., *Takusañ arimásu.* *There is a lot.* or *Sukóshi arimásu.* *There is some.* In other usages some of the same adverbs which express degree or quantity may also express contrast.

*Careful discretion must be exercised in the use of *zúibuñ*, a word which is very expressive but which carries strong subjective feeling. For example, its use would be improper when intending to compliment your superior, for it would carry the nuance that you did not have such an expectation of the person, and your good intention might turn into a "backhanded compliment," as we say in English.

SECTION 5. DIALOGUE

トマス： 日本の夏は ずい分 むしあついですね。 日本の夏は いつからいつまでですか。

中村： ふつうは 六月から 八月までです。 でも、 九月も かなりあついです。

トマス： そうですか。 六月は 雨が たくさん ふりましたね。 いつも たくさん ふりますか。

中村： ええ、 大てい たくさん ふります。

トマス： いつも 八月は むしあついですか。

中村： ええ、 むしあついです。 とても むしあついです。 でも、 春はいいですよ。

トマス： そうですか。 あつくありませんか。

中村： はい、 あつくありません。 あたたかいですよ。

トマス： それはいいですね。

中村： ええ、 わたしは 春を 待っています。 春が 大好きです。

English Equivalents

Thomas: Summer in Japan is awfully muggy, isn't it. How long does summer last in Japan (*lit.*, As for Japan's summer, from when to when is [it])?

Nakamura: Usually (it lasts) from June to August. But September is also rather hot.

Thomas: Is it? It rained a lot in June, didn't it. Does it always rain a lot?

Nakamura: Yes, usually it rains a lot.

Thomas: Is August always muggy?

Nakamura: Yes, it is. It's extremely muggy. But spring's nice.

Thomas: Is that so? Isn't it hot?

Nakamura: No, it's not hot. It's warm.

Thomas: That's nice.

Nakamura: Yes, I'm waiting for spring. I like spring a lot.

SECTION 6. READING

かんじ

私は 三か月前に 日本語学校に 入りました。さ
来年の春に 日本の大学で 日本文学^{ぶんがく}のべんきょうを
はじめます。

5 日本語は なかなか 大変です。私たちの学校では
月曜日^{げつよう}から金曜日^{きんよう}まで 毎日 五時間あります。ドリ
ル、会話、読み方、書き方、ラボの時間です。毎日、
新しい事をたくさん べんきょうします。かなり
いそがしいです。

10 私は 書き方の時間が 好きです。ひらがなとかた
かなは あまり むずかしくありません。けれども、
かんじは むずかしいです。なかなか おぼえませ
ん。 わすれます。でも、かんじのべんきょうは
おもしろいです。

15 かんじには 長いれきしが あります。ひらがなと
かたかなには いみがありません。しかし、かんじに
は あります。そして、一つのかんじには いろい
ろな読み方があります。しかし、書き順^{かきじゆん}は 一つ

です。私たちの先生は とてもきれいなかんじを 書
きます。そのかんじは 本当に うつくしいです。
でも、私たちのかんじは 時々 変です。

25 私たちは 今までに かんじを 百七十ぐらい ベ
んきょうしました。私たちの学校では 全部で 十五
百ぐらい 教えます。日本の子どもは 小学校と中学
25校と高校で 二千ぐらいのかんじを べんきょうしま
す。小学校では 千ぐらいのかんじを 教えます。
のこりのかんじは 中学校と高校で 教えます。け
れども、かんじは まだまだ たくさん あります。

SECTION 7. EXERCISES

Fill each blank with the appropriate word from the following list:

やっど、ちっども、ほとんど、少し、かなり、なかなか、きつと

1. このへやは _____ あついです。
2. その人は ケーキを _____ 食べませんでした。
3. このドアは _____ あきません。
4. 田中さんは _____ 来ます。
5. 子どもは _____ 学校へ行きました。
6. 雨が _____ ふりました。
7. いもうとは ごはんを _____ 食べません。

Answer in Japanese:

8. あなたの国では いつ 雨が たくさん ふりますか。
9. あなたは 日本語のべんきょうを いつ はじめましたか。
10. あなたは 先生の話が 全部 わかりますか。
11. あなたの国では 夏は ふつうは 何月から 何月までですか。
12. あなたの国では 冬は 雨が ほとんど ふりませんか。

Express in Japanese:

13. I have a hard time remembering that kanji.
14. He (that person) will come again, without fail.
15. Finally the rain let up.
16. Mt. Fuji is really beautiful.
17. It's extremely cold in Tokyo.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

ADVERBS THAT WORK BOTH WAYS

きつと林さんは きつと 来ます。

Mr./Ms. Hayashi will certainly come.

林さんは きつと 来ません。

Mr./Ms. Hayashi will not come, I'm sure.

ほとんどその本は ほとんど おわりました。I've almost finished that book.その本は ほとんど 読んでいません。I've hardly read any of that book.しけんのこたえを ほとんどI missed almost all the test questions.

まちがえました。

しけんのこたえを ほとんどI missed almost none of the test questions.

まちがえませんでした。

Q: みんなが ミーティングに 来ましたか。 Did everyone attend the meeting?

A: はい、ほとんど 来ました。 Yes. Almost everyone came.A: いいえ、ほとんど 来ませんでした。 No. Almost no one came.なかなか日本語は なかなか むずかしい。Japanese is very difficult.なかなか わかりません。I can hardly understand it.努力しました。でも、まだ なかなか です。 I've tried hard, but I'm still having a hard time with it.まだ

Q: 御飯は もう 食べた?

Have you (already) eaten?

A: まだ (食べていないよ)。Not yet.A: まだ (食べているよ)。I'm still eating.

Q: 何か 作りましょうか。

Shall I make (you) something?

A: まだ いい。まだ おなかが すかない。 I'm still O.K. I'm not hungry yet.Q: ごはんが まだ 少し のこっています。 There's still some (food) left.

もう少し 食べない?

Won't you have some more?

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

1. 日本では _____ と冬には _____ は あまり ふりません。 けれども、 _____ には
たくさん ふります。
あき () あめ
2. _____ 下さい。 今、手がみを _____ います。 すぐ _____ 。
すこし まって かいて おわります。
3. Labでは drillを します。
() ()
4. きのう、五時間も 日本語を べんきょうしました。 _____ ないで下さい。
わらわ
_____ です。
ほんとう

II. Select the most appropriate word for the context.

スミスさんは(少し、ほとんど、たくさん)日本語が出来ません。 おくさんは日本語が(あまり、とても、ほとんど)上手です。 スミスさんは(ちっとも、なかなか、よく)べんきょうします。 けれども(なかなか、少し、たくさん)出来ません。 このあいだ、私はスミスさんと日本語で(たくさん、ほとんど、少し)話しました。 ゆっくり話しました。 スミスさんは(ちっとも、やっと、きっと)私の話がわかりました。

III. Match left and right.

- | | |
|-------------|----------|
| () 1. 夏 | a. あたたかい |
| () 2. さむい | b. 秋 |
| () 3. うれしい | c. はじまる |
| () 4. たくさん | d. 冬 |
| () 5. 春 | e. かなしい |
| () 6. すずしい | f. あつい |
| () 7. 終わる | g. 少し |

IV. Express in Japanese.

1. Please explain to me the meaning of this kanji.

2. Altogether we have studied about 180 kanji.

3. I really like Japan.

4. Do you understand everything the teacher says?

5. Do you always study with your friend?

LESSON 19

"AS FOR SUMISU-SAN, JAPANESE BECAME LIKED"

PROBLEM: The Complement Element, diagnostic of one type of intransitive verbal clause, is also found in transitive clauses when the Predicate slot is filled with *suru does*.

OBJECTIVE: To introduce the Complement Element.

SECTION 1. VOCABULARY

Drill

おそい	おそい	<i>adj</i> (is) late
早い	はやい	<i>adj</i> (is) early
ていねい(な/に)	ていねい(な/に)	careful (-ly)
静か(な/に)	しずか(な/に)	quiet (-ly)
明るい	あかるい	<i>adj</i> (is) bright; light; cheerful
子供	こども	child
なる	なる	<i>vi</i> becomes
顔	かお	face
かみ	かみ	hair (of the head [human])
け	け	hair (human or animal)
かみのけ	かみのけ	hair (of the head [human])
白い	しろい	<i>adj</i> (is) white
に	に	<i>particle</i> , Complement marker
はたち	はたち	twenty (years old)
しあわせ(な/に)	しあわせ(な/に)	happy; fortunate
じょうぶ(な/に)	じょうぶ(な/に)	strong; well
必要(な)	ひつよう(な)	necessary; needful
正かく(な/に)	せいかく(な/に)	correct; accurate (-ly)
からだ	からだ	body

広い	ひろい	<i>adj</i> (is) wide; spacious
くらい	くらい	<i>adj</i> (is) dark (<i>i.e.</i> , absence of light)
Dialogue		
いくつ	いくつ	how old?
Reading		
佐藤 ^{とう}	さとう	Sato (<i>personal name</i>)
生活する	せいかつする	<i>vi</i> lives (one's daily life)
下の子供	したのこども	(the) younger child (of the family)
ブラジル丸 ^{まる}	ブラジルまる	The Brazil Maru (<i>maru is attached to the names of Japanese sailing vessels much like S.S. is attached in English</i>)
一生けんめい (な/に)	いっしょうけんめい (な/に)	earnest; industrious (-ly); with all (one's) might
いつまでも	いつまでも	forever; for an indefinitely long period of time
ことば	ことば	word; language
もの	もの	thing (<i>abstract</i>)
～後	～ご	after
ですから	ですから	therefore; so (<i>polite form of dákara</i>)
知る	しる	<i>vt</i> knows
顔を出す	かおをだす	put (one's) head (<i>lit.</i> , face) out
ひろう	ひろう	<i>vt</i> picks up
今では	いまでは	now (<i>emphatic</i>); nowadays
Common Expressions		
(それは)おめでとう ございます。	(それは)おめでとう ございます。	Congratulations!
学校がある	がっこうがある	there is school

SECTION 2. KANJI STUDY

1114	早	早い	<u>はやい</u>	はや(い)
1038	静	静か	<u>しずか</u>	しず(か)
356	供	子供	<u>こども</u>	とも
261	顔	顔	<u>かお</u>	かお
1485	白	白い	<u>しろい</u>	しろ(い)
1558	必要	必要	<u>ひつよう</u>	ヒツ
1821	要	必要	<u>ひつよう</u>	ヨウ
1012	正	正かく	<u>せいかく</u>	セイ
531	広	広い	<u>ひろい</u>	ひろ(い)
613	佐	佐藤 ^と	<u>さとう</u>	サ
201	活	生活	<u>せいかつ</u>	カツ
1239	知	知る	<u>しる</u>	し(る)

New Readings

1760	明:	説明	<u>せつめい</u>	(16)
		明るい	<u>あかるい</u>	
1013	生:	学生	<u>がくせい</u>	(1)
		生まれる	<u>うまれる</u>	(9)
		たん生日	<u>たんじょうび</u>	(10)
		一生けんめい	<u>いっしょうけんめい</u>	
518	後:	後ろ	<u>うしろ</u>	(7)
		後	<u>ご</u>	

SECTION 3. DRILL

Substitution:

1. その飛行機は 高く 飛びました。

Cues: a) ひくい

b) おそい / つく

c) 早い

2. トマスさんは かんじを きれいに書きました。

Cues: a) 上手

b) ねっしん

c) ていねい

3. (a) アリスは よく べんきょうしました。

Cues: a) 静か / すわる

b) 明るい / 笑う

c) 上手 / 絵をかく

Transformation:

(b) Change the verbs in the above drill to the ～ています form.

Example: アリスは よくべんきょうしています。

Substitution:

4. その子供は 大きくなりました。

Cues: a) つよい

b) かわい

c) 明るい

d) い

5. ホワイトさんは 顔が くろくなりました。

- Cues: a) 赤い
b) かみのけ 長い
c) 白い

6. 子供は 一つになりました。

- Cues: a) 三つ
b) はたち
c) 病気
d) しあわせ
e) じょうぶ

7. 学生は 日本語が 上手になりました。

- Cues: a) 好き
b) 必要
c) 正かく

8. アリスは からだが 大きくなりました。

- Cues: a) 顔 きれい
b) 声 いい
c) 学校 好き
d) せ 高い

9. 林さんは いすを 高くしました。

- Cues: a) ひくい
b) へや 広い
c) 明るい
d) くら

10. ナンシーは へやを きれいにしました。

- Cues: a) 便利
b) まっくら

11. 林さんは むすこを おいしゃさんにしました。

Cues: a) むすめ かんごふさん

b) 子供 先生

English Equivalents

1. That plane flew high.
 - a) That plane flew low.
 - b) That plane arrived late.
 - c) That plane arrived early.
2. Mr./Mrs./Miss Thomas wrote kanji beautifully.
 - a) Mr. Thomas wrote kanji skillfully.
 - b) Mr. Thomas wrote kanji earnestly (or with zeal).
 - c) Mr. Thomas wrote kanji carefully.
3. (a) Alice studied well.
 - a) Alice sat quietly.
 - b) Alice laughed brightly/gaily.
 - c) Alice painted (*lit.*, drew) (the) picture skillfully.
 (b) Alice is studying hard.
 - a) Alice is sitting quietly.
 - b) Alice is laughing brightly/gaily.
 - c) Alice is painting (the) picture skillfully.
4. That child (or those children) became/got (or has/have become) big.
 - a) That child became strong.
 - b) That child became (or has become) cute.
 - c) That child became (or has come to be) cheerful.
 - d) That child became good (i.e., He/she is a good child).
5. Mr./Mrs./Miss White's face has become (or became) dark (*lit.*, "black," meaning "he is sun-tanned").
 - a) Mr. White's face became red. / Mr. White's face is red.
 - b) Mr. White's hair became (or has gotten) long.
 - c) Mr. White's hair became (or has gotten) white.
6. (The) child is one (year old) (*lit.*, As for [the] child, [he] became one).
 - a) The child is three.
 - b) The child is twenty.
 - c) The child is sick
 - d) The child is happy.
 - e) The child is healthy.

7. The student(s) has/have become (*or* became) good/skillful in Japanese.
 - a) The students have come to like Japanese (*lit.*, As for [the] student[s], Japanese became liked).
 - b) The students have come to need Japanese.
 - c) The students have become accurate in Japanese (*or* The students have come to be able to speak Japanese correctly).
8. Alice is big. / Alice has become big (i.e., Alice is a big girl now) (*lit.*, As for Alice, body became big).
 - a) Alice's face has become pretty.
 - b) Alice's voice has become good.
 - c) Alice has come to like school.
 - d) Alice has grown tall.
9. Mr./Mrs./Miss Hayashi made the chair high.
 - a) Mr. Hayashi made the chair low.
 - b) Mr. Hayashi made the room wide/spacious.
 - c) Mr. Hayashi made the room light/bright.
 - d) Mr. Hayashi made the room dark.
10. Nancy cleaned (her) room (*lit.*, Nancy made the room clean).
 - a) Nancy made (her) room (more) convenient.
 - b) Nancy made (her) room pitch dark.
11. Mr./Mrs. Hayashi made a doctor of his/her son.
 - a) Mr. Hayashi made a nurse of his daughter.
 - b) Mr. Hayashi made a teacher of his child.

SECTION 4. GRAMMAR

19.1. ADVERBS (see Lesson 32 for a summary of the Manner Element). Adverbs are noninflected words. However, the most common type of adverb in Japanese is derived from the adjective root:

Adjective	Adverb
akai is red	akaku red-like; red
tsuyōi is strong	tsúyoku in a strong manner; strongly

From these examples it can be seen that the adverb is derived from the adjective by replacing the adjective indicative ending with the adverbial suffix *-ku*.

The reason adverbs are classified as "noninflected words" is that *as adverbs they are not subject to inflection*. Therefore, there is no "past," "future," "conditional," etc., form of the adverb.

In addition to adverbs which are derived from adjectives (as explained above) there are a number of "adverbial expressions" in Japanese. In these lessons we have not classified such expressions as adverbs because, as the student has no doubt observed, such expressions "fill the Manner slot," and thus may be called "manner expressions." The name doesn't matter, and if it seems easier to call them "adverbs" (i.e., if it is easier for the student to master their use by calling them "adverbs"), then, of course, this is certainly to be encouraged.

Certain manner expressions are made from nouns by adding the manner-particle *ni*:

ADVERBS OF MANNER

"Manner Expressions"

tēnē ni	carefully
sēkaku ni	accurately
isshōkēnmē ni	with all one's might

In the examples given above, all of the nouns are copular nouns. This clarifies another part of the definition of copular nouns in Japanese; i.e., copular nouns are a class of nouns which take *na* when used in attributive position, and *ni* when used adverbially.

19.2. THE COMPLEMENT ELEMENT. The Complement element is more strictly defined as verb complement. This complement is "nested" so closely to the verb that no other clause element can come between it and the predicate. The complement may be thought of as completing the verb; in other words, the meaning of the verb (i.e., the predicate) is not complete without the complement: *Kodomo wa ōkiku narimáshita. (My) child became big; My child's grown up now. Kodomo wa byōki ni narimáshita. (My) child's sick; My child became sick.*

In form, the complement element is identical to what we have described as "adverbs" or "manner expressions." There are two forms: (1) an adverb derived from the adjective root; and (2) a noun (or noun phrase) + *ni*. For this reason we have included examples of the manner element and complement element in this lesson. The pattern seems identical. The difference must be found in the concept of "nesting." The manner element of a clause may be removed without producing a nonsense expression: *Kodomo wa háyaku arukimáshita. The child walked fast. Kodomo wa arukimáshita. The child walked.* But the complement is so "nested" with the predicate that it cannot be removed without turning the sentence into a meaningless utterance: *Kodomo wa tsúyoku narimáshita. The child became strong.*

SECTION 5. DIALOGUE

トマス： あしたは いもうとさんのたん生日ですね。 おめでとうございます。

中 村： ありがとうございます。

トマス： いもうとさんは いくつになりますか。

中 村： はたちになります。 あしたから いもうとも おとなです。

トマス： そうですか。 アメリカの子供は 十八で おとなになります。

中 村： アメリカの子供は 早く おとなになりますね。

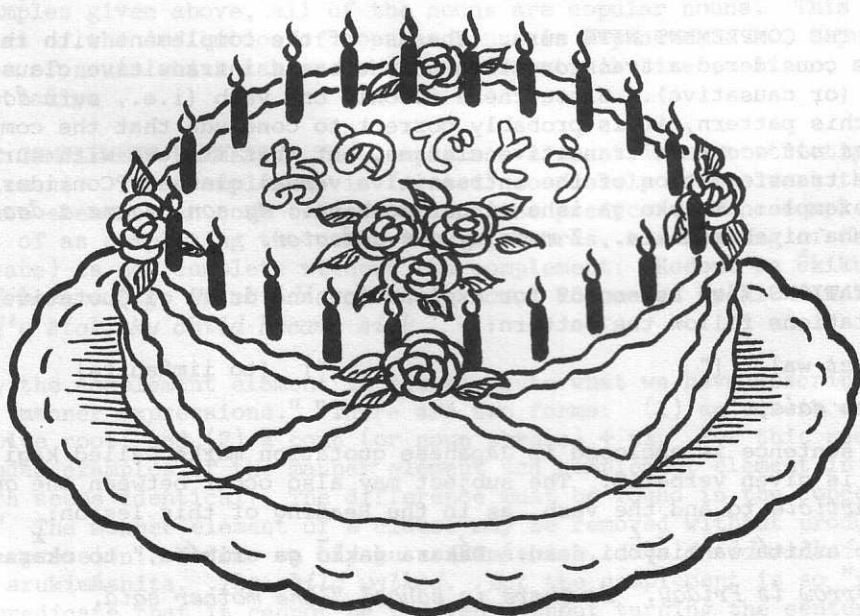
トマス： いもうとさんは 今、 大学に行っていますか。

中 村： はい、 大学生です。

トマス： 何になりますか。

中 村： まだ わかりません。 でも、 ねっしんに 英語をべんきょう
しています。

トマス： そうですね。 いもうとさんは 上手に 英語を話しますね。



English Equivalents

- Thomas: Tomorrow's your (younger) sister's birthday, isn't it. That's great!
- Nakamura: Thank you.
- Thomas: How old will your sister be?
- Nakamura: She'll be twenty. From tomorrow my sister's an adult, too.
- Thomas: Is that so? American children become adults at eighteen.
- Nakamura: American children become adults early, don't they.
- Thomas: Is your sister going to college now?
- Nakamura: Yes, she's a college student.
- Thomas: What does she plan to be (*lit.*, What will [she] become)?
- Nakamura: (She) doesn't know yet. But she is studying English hard (*industriously*).
- Thomas: She is, isn't she. Your sister speaks English well (*lit.*, As for your younger sister, [she] speaks English skillfully, doesn't she).

SECTION 6. READING

子供と英語

佐藤さんは 四年前に アメリカへ行きました。そして、そこで 二年間生活しました。おくさんと 三人の子供も いっしょに行きました。上の女の子は ナでした。下の女の子と男の子は ブラジルまる丸の中で ハつとセつに 5 になりました。

三人の子供は すぐ 英語が 上手になりました。佐藤さんもおくさんも 一生けんめい ベんきょうしました。けれども、上手になりませんでした。いつまでも 日本人の英語でした。 "You can't teach an old dog new tricks." これは本当です。

- 10 ことばは 大変 おもしろいものです。小さい子供が 早くおぼえます。セつの男の子は アメリカ人の子供たちといっしょに ABC から ベんきょうをはじめました。そして、一か月後のある木曜日 その子はお母さんに

「あしたは 学校がありません。」

- 15 と 言いました。

「けれども あしたは金曜日です。だから 学校はあります。」とお母さんは言いました。でも、男の子は聞きません。

「先生が 『Tomorrow, no school.』と、言いました。」それで お母さんは 学校に電話しました。

20 「あしたは お母さんたちが 学校に来ます。ですから 学校はありません。」
と 先生は言いました。二人のおねえさんたちは まだ ほとんど 英語が
わかりませんでした。でも、小さいおとうとは 先生の話が よくわかりまし
た。

その二、三日後でした。佐藤さんは 下の男の子といっしょに 車で 小学
25 校へ行きました。その時 男の子の友達の 女の子のテストのかみが 飛び
ました。その女の子は それを知らませんでした。佐藤さんは 少し困りまし
た。いい英語が わかりません。その時 男の子は 車のまどから 顔を出
しました。

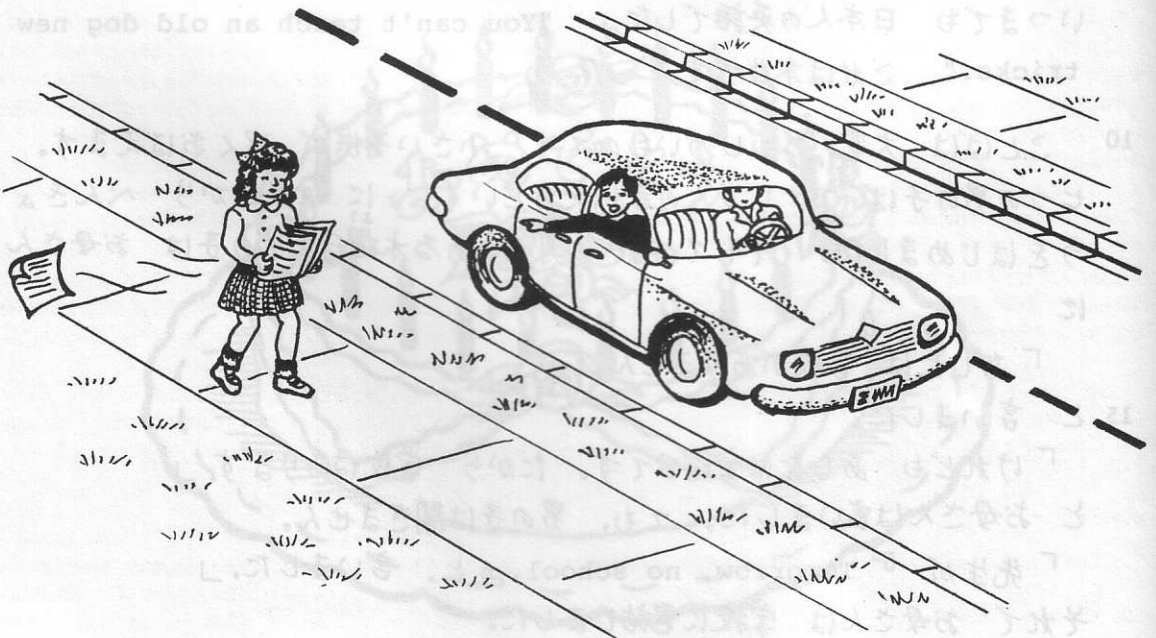
"Hey! Paper!"

30 ことばは ニつです。でも 女の子は それで すぐわかりました。そして
そのかみをひろいました。

"Thank you!"

と その友達は 明るく言いました。

今では 下の女の子と男の子は ほとんど 英語をわすれました。でも、上
35 の女の子は 中学校で 英語が とても よく出来ます。



SECTION 7. EXERCISES

Add なりました to each sentence:

1. わたしは 水が ほしいです。
2. へやは きれいです。
3. さむいです。
4. ゆきです。
5. うちが まっくらです。
6. むすこは じょうぶです。

Add しました to each sentence:

7. へやは 明るいです。
8. へやは きれいです。
9. にわは 広いです。

Answer in Japanese:

10. あなたのお父さんは いくつになりましたか。
11. あなたの子供さんは かわいくなりましたか。
12. あなたは 日本語が 上手になりましたか。
13. かんじは むずかしくなりましたか。

Express in Japanese:

14. He needs many books.
15. Mrs. White's gotten pretty.
16. The boy will be nine tomorrow.
17. Mrs. Tanaka made the kitchen more spacious. (Hint: "made wide")
18. Mr. Thomas' face got red.
19. Mr. Johnson's daughter got sick.
20. Tom is not very tall.
21. Last week I went to the beach (lit., sea). So I got a suntan.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

What Will Be, Will Be

なるようにしか ならない。 What will be, will be. (lit., it will only become as it becomes.)

あしたは 天気になるでしょう。 It will be a nice day, tomorrow.

私は 結婚することになった。 I'm going to get married. (lit., It has become that I will marry.)

川村さんは なくなりました。 Mr./Ms. Kawamura died. (lit., became not).

友達は 病気になった。 My friend is sick (lit., became sick).

二たす二は 四になる。 2 and 2 is 4. (lit., it becomes 4.)

むすこは 大きくなりました。 My son's grown up.

おそく なりました。 It's late./I'm late.

春になると 花が さきます。 When spring comes, the flowers bloom.

私は あなたが好きになった。 I love you.

SECTION 9. SELF TEST (For answers see Appendix 4)

I. 漢字+おくりがな
(ひらがな/カタカナ)

- 日本の生かつには、日本語がひつようです。だから、日本語を確におぼえま
せいかく
しょう。
- あのしずか な子どものかお しろ くなりました。
- これは あかるい ひろい () 部屋ですね。
- さ 藤さんを しって いますか。

II. Change the sentences as in the example.

Example: にわは 広いです。 ⇒ 私は にわを 広くしました。

- トイレは きれいです。 ⇒ _____ しました。
- 先生は 病気です。 ⇒ _____ になりました。
- 部屋は 静かです。 ⇒ _____ になりました。
- むすめは いし し 医者です。 ⇒ _____ しました。
- お母さんは かみの毛が 白いです。 ⇒ _____ になりました。

QUIET, PLEASE; HE'S STUDYING

PROBLEM: Verbal auxiliaries *iru* and *aru* are used to express varying modes of the head verb.

OBJECTIVE: To demonstrate the use of verbal auxiliaries *iru* and *aru*.

SECTION 1. VOCABULARY

Drill

うま	うま	horse
毎日	まいにち	every day
(～て)いる	(～て)いる	verb auxiliary: stative
集まる	あつまる	vi gathers; collects
会う	あう	vi meets; sees
鈴木	すずき	Suzuki (personal name)
住む	すむ	vi lives; dwells
めがね	めがね	(eye)glasses
かける	かける	vt wears (glasses)
青い	あおい	adj (is) blue; green
ぼうし	ぼうし	hat
かぶる	かぶる	vt wears; puts on (e.g., puts on over the head; wears on the head)
くつ	くつ	shoe(s)
はく	はく	vt wears (on lower body); puts/pulls on (e.g., wears/puts on shoes/skirt/pants)
だれか	だれか	someone
電気	でんき	electricity
電気をつける	でんきをつける	turns on the light
電気がつく	でんきがつく	the light comes on

ならべる	ならべる	<i>vt</i> lines (something) up
ならぶ	ならぶ	<i>vi</i> lines up
(～て)ある	(～て)ある	<i>verb auxiliary: stative</i>
集める	あつめる	<i>vt</i> gathers; collects
ごみ	ごみ	trash; waste
すてる	すてる	<i>vt</i> discards; throws away
かえす	かえす	<i>vt</i> returns (something)
洋服	ようふく	clothes (<i>lit.</i> , western clothing; <i>i.e.</i> , <i>European-American style</i> clothing)

しまう	しまう	<i>vt</i> puts away
-----	-----	---------------------

Dialogue

メートル	メートル	(a) meter (measurement)
センチ	センチ	(a) centimeter
今度	こんど	next time
しょうかいする	しょうかいする	<i>vt</i> introduces

Reading

むかし	むかし	ancient/old times; long ago
銀	ぎん	silver
つくる	つくる	<i>vt</i> makes; creates
交差点	こうさてん; こうさてん	(a) crossing; intersection
通る	とおる	<i>vi</i> passes through; passes by
こむ	こむ	<i>vi</i> gets/becomes crowded
地下鉄	ちかてつ	subway
にぎやか(な/に)	にぎやか(な/に)	merry and cheerful; jovial; busy (-ly)
いっぱい(の/に)	いっぱい(の/に)	full
さがす	さがす	<i>vt</i> searches for
ハンドバッグ	ハンドバッグ	handbag; purse
イタリア	イタリア	Italy

外国	がいこく	foreign country
色	いろ	color
インド人	インドじん	(a) person from India; (an) Indian
夜	よる	night
映画	えいが; えいが	movie
～中	～じゅう	through(out); all during
朝	あさ	morning
ひる	ひる	noon; daytime

SECTION 2. KANJI STUDY

813	集	集まる	あつまる	あつ(まる)
821	住	住む	すむ	す(む)
1820	洋	洋服	ようふく	ヨウ
1610	服	洋服	ようふく	フク
533	交	交 ^ま 差点	こうざてん	コウ
1348	点	交 ^ま 差点	こうざてん	テン
1307	通	通る	とおる	とお(る)
1783	夜	夜	よる	よる
56	映	映画	えいが	エイ
142	画	映画	えいが	ガ

New Readings

- 150 会： タクシー会社 タクシーがいしゃ (17)
 会社 かいしゃ (17)
 会う あう
- 169 外： 外 そと (13)
 外国 がいこく
- 1257 中： 田中 たなか (4)
 中国 ちゅうごく (4)
 一日中 いちにちじゅう

SECTION 3. DRILL

Substitution:

1. 飛行機は 今 東京の上を 飛んでいます。

- Cues: a) うま 森の中を 走る
 b) あの人 町を さん散歩する
 c) 子供 にわで あそぶ
 d) あの男の人 会社で 働く

2. 私は 毎日 日本語を べんきょうしています。

- Cues: a) 教える
 b) 話す
 c) 読む
 d) つかう

3. そこに 車が とまっています。

- Cues: a) 木 立つ
 b) ねこ ねる
 c) いぬ 死ぬ

4. 田中さんは アメリカに行っています。

13. Cues: a) ホワイトさん 日本に来る
 b) お父さん もう ねる
 c) お母さん もう 起きる
 d) よし子さん もう けっこんする

5. クラークさんは まだ 出かけていません。

- Cues: a) 人 集まる
 b) ナンシー けっこんする
 c) 山川さん 来る

6. 私は まだ 新聞を読んでいます。

- Cues: a) 手がみを書く
 b) ごはんを食べる
 c) 先生に会う
 d) おふろに入る

Question-Answer:

7. Q: もう 新かんせんに 乗りましたか。

A: いいえ、まだ 乗って いません。

- Cues: a) すきやき / 食べる
 b) おさけ / 飲む
 c) かぶき / 見る
 d) 銀座 / 行く

Substitution:

8. ⁺鈴木さんは そのしゃしんをもつて います。

- Cues: a) その人をおぼえる
 b) そこを知る
 c) 東京に住む

9. 佐藤^とさんは 少し ふとっています。

Cues: a) やせる

b) つかれる

c) 困る

d) いそぐ

10. その男の人は めがねをかけていました。

Cues: a) 青いシャツ きる

b) ぼうし かぶる

c) 黒いくつ はく

Situation-Response:

11. Tutor: だれかが ドアをあけました。 (あく)

Student: ドアはあいています。

Cues: a) まど / しめる (しまる)

b) テレビ / なおす (なおる)

c) 電気 / つける (つく)

d) お金 / 入れる (入る)

e) 車 / とめる (とまる)

f) 本 / ならべる (ならぶ)

Substitution:

12. ドアはあけてあります。

Cues: a) まど しめる

b) 電気 つける

c) 本 集める

d) 水 入れる

e) 車 なおす

Situation-Response:

13. Tutor: 食事を用意して下さい。
- Student: 食事は もう 用意してあります。
- Cues: a) へや / そうじする
 b) お金 / はらう
 c) ごみ / すてる
 d) 手がみ / 書く
 e) 本 / かえす
 f) 洋服 / しまう

English Equivalents

- (The) plane is now flying (along) over Tokyo.
 - (The) horse is now running (through) the midst of the forest.
 - That person is now strolling (through) the town.
 - (The) child is now playing in the garden.
 - That man is now working at the company.
- I'm studying Japanese every day.
 - I'm teaching Japanese every day.
 - I'm speaking Japanese every day.
 - I'm reading Japanese every day.
 - I'm using Japanese every day.
- A car is stopped over there.
 - There is a tree standing over there.
 - Over there a cat is asleep.
 - There is a dead dog over there (*lit.*, Over there a dog is dead).
- Mr./Mrs./Miss Tanaka has gone to America.
 - Mr./Mrs./Miss White has come to Japan.
 - Father is already asleep (*or* lying down).
 - Mother is already awake (*or* has already gotten up).
 - Yoshiko is already married.
- Mr./Mrs./Miss Clark hasn't left yet.
 - The people have not yet gathered.
 - Nancy isn't married yet.
 - Mr./Mrs./Miss Yamakawa hasn't come yet.
- I haven't read the newspaper yet.
 - I haven't written (the) letter yet.
 - I haven't eaten yet.
 - I haven't met the teacher yet.
 - I haven't had my bath yet.

7. Q: Have you (already) ridden the Bullet?
A: No, I haven't ridden (it) yet.
- a) Have you (already) eaten sukiyaki?
b) Have you (already) drunk sake?
c) Have you (already) seen Kabuki?
d) Have you (already) been to the Ginza?
8. Mr./Mrs./Miss Suzuki has that photograph.
a) Mr. Suzuki remembers him/her.
b) Mr. Suzuki knows that place.
c) Mr. Suzuki lives in Tokyo.
9. Mr./Mrs./Miss Sato is a little fat.
a) Mr. Sato is a little thin.
b) Mr. Sato is a little tired.
c) Mr. Sato is a little perplexed.
d) Mr. Sato is in somewhat of a hurry.
10. That man was wearing glasses.
a) That man was wearing a blue shirt.
b) That man was wearing a hat.
c) That man was wearing black shoes.
11. Tutor: Someone opened the door.
Student: The door is open.
- a) Someone shut the window. The window is shut.
b) Someone repaired the television. The television is repaired.
c) Someone turned on the light. The light is on.
d) Someone put money in. There's money inside (it).
e) Someone stopped the car. The car is parked.
f) Someone lined up the books. The books are lined up.
12. The door is open. (Someone opened it.)
a) The window is shut. (Someone shut it.)
b) The light is on. (Someone turned it on.)
c) The books are collected. (Someone collected them.)
d) The water has been put in. (Someone put it in.)
e) The car is fixed. (Someone fixed it.)
13. Tutor: Prepare the meal, please.
Student: The meal is already prepared.
- a) Clean the room, please. The room is already clean.
b) Pay the money, please. The money is already paid.
c) Take out the garbage, please. The garbage has already been taken out.
d) Write the letter, please. The letter is already written.
e) Return the book, please. The book is already returned.
f) Put away the clothes, please. The clothes are already put away.

SECTION 4. GRAMMAR

20.1. STATIVE AUXILIARIES *iru* AND *áru* (see 16.2.2. for another use of *iru*). Verbal auxiliaries accompanying a main verb inflection for gerund (*-te* form) were introduced first in Lesson 16. The verb *iru* *is*, when used as an auxiliary, was shown (in Lesson 16) to form the "progressive tense" in Japanese. But the auxiliaries *iru* and *áru* function to indicate a state; i.e., an event which is viewed as having taken place at some undesignated time in the past but continues into the present--in other words, a state is different from a "progressive" action which is an event taking place at the present moment, and a state is different from a "past" action which is an event that took place and was completed in the past.

20.1.1. PROGRESSIVE (*-te + iru*).

- | | |
|--|------------------------------------|
| (a) <i>Íma dóa o akete imásu.</i> | (I)'m now opening the door. |
| (b) <i>Máinichi nihōngo o beñkyō-shite imásu.</i> | (I)'m studying Japanese every day. |
| (c) <i>Suzuki-sañ wa Tōkyō de hataraite imásu.</i> | Mr. Suzuki is working in Tokyo. |

20.1.2. STATIVE. When a verb root has both an intransitive and a transitive form (see 20.2), *always* use *iru* with the intransitive member of the pair and *áru* with the transitive:

- | | |
|---------------------------------------|--|
| (a) <i>Dóa wa/ga aite imásu.</i> | The door's open. |
| (b) <i>Dóa wa/ga akete arimásu.</i> | The door's open (i.e., someone opened it, and it now stands open). |
| (c) <i>Básu wa/ga tomatte imásu.</i> | The bus is stopped. |
| (d) <i>Básu wa/ga tomete arimásu.</i> | The bus is stopped (i.e., someone stopped it and it is now in that state). |

When the verb does not have both intransitive and transitive forms, use *iru* with transitive as well as intransitive verbs:

- | | |
|--|--|
| (e) <i>Suzuki-sañ wa Tōkyō ni sūnde imásu.</i> | Mr. Suzuki lives in Tokyo. |
| (f) <i>Howáito-sañ wa Nihōn ni kité imásu.</i> | Mr. White is in Japan (i.e., he has come to Japan and he is still here). |
| (g) <i>Sátō-sañ wa sukóshi futótte imásu.</i> | Mr. Sato's a bit fat. |
| (h) <i>Sore o shitte imásu.</i> | I know that. |
| (i) <i>Sore o obóete imásu ka?</i> | Do you remember that? |
| (j)* <i>Sono otoko no hitó wa mégane o kákete imásu.</i> | That man wears glasses. |

20.2. TRANSITIVE-INTRANSITIVE VERB PAIRS. Several sets of verb pairs (one transitive, the other intransitive) have been introduced in this lesson. The student will no doubt be interested in discovering some rule or pattern by which

*Note that this sentence does not mean, "That man is now putting on his glasses." To say this, Japanese would use a sentence like, *Sono otoko no hitó wa mégane o kákete iru tokoró desu*. A number of verbs, and in particular, verbs meaning "wears on the body," are treated as states in Japanese.

the transitive is distinguished from the intransitive member. There is indeed "pattern" in these pairs, but it is a very complex pattern which does not lend itself to a simple explanation. Perhaps the following grouping will help to bring out some of the distinctive features of these sets of verbs:

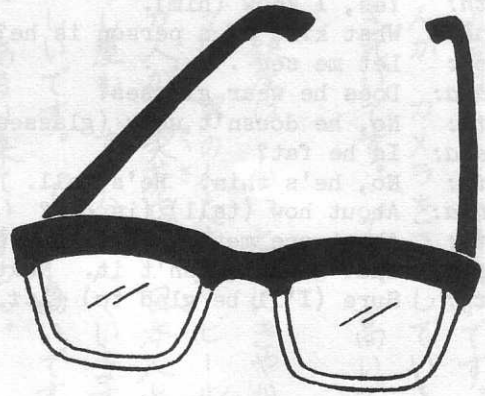
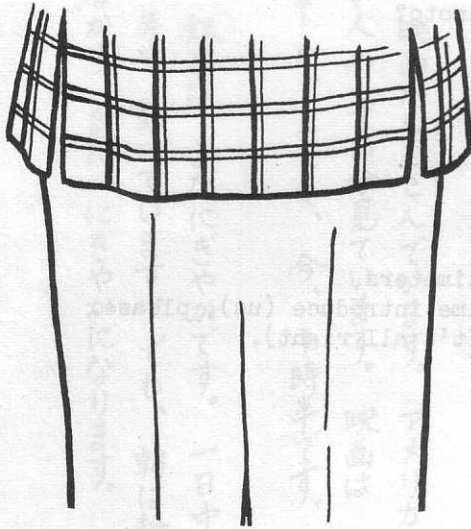
TRANSITIVE-INTRANSITIVE VERB PAIRS

(a)	atsuméru	gathers (something)	atsumáru	(things) gather
	kakéru	hangs (something)	kakáru	(something) hangs
	tomeru	stops (something)	tomaru	(something) stops
	shiméru	closes (something)	shimáru	(something) closes
(b)	akeru	opens (something)	aku	(something) opens
	naraberu	lines up (something)	narabu	(something) lines up
	tatéru	stands (something) up	tátstu	(something) stands up
	tsukéru	turns (something) on	tsúku	(something) comes on
	yameru	stops (something)	yamu	(something) stops
(c)	dásu	puts (something) out	déru	(something) goes out
	arawásu	reveals (something)	arawaréru	(something) is revealed
(d)	naósu	repairs (something)	naóru	(something) is repaired
	tósu	puts (something) through	tóru	(something) goes through
	watasu	passes (something) over	wataru	(something) crosses over
(e)	noseru	puts (something) on	noru	(something) rides on

Certain formatives (i.e., characteristic sounds or sound combinations) may be observed as the distinguishing features between words of the left-hand and right-hand columns. For example, the sounds *-e-* and *-a-* distinguish the pairs in group (a), and the sounds *-s-* and *-r-* distinguish the pairs in group (d). Native speakers seem to respond to the sound *s* in verbs as indicating the meaning of "active" or "causative." It is interesting to note that this sound occurs in the left-hand, or "transitive," column.

20.3. TRANSITIVE VERBS AND *áru*. Transitive verbs which have no corresponding intransitive form also occur with the auxiliary *áru* to bring out a "passive" meaning. Example: *Tegami wa mō káite arimásu.* *The letter is already written.* Note that the original Object *tegami o* transforms to Topic *tegami wa* in such constructions.

SECTION 5. DIALOGUE



田 中： スミスさん、 あなたは 山本さんを知っていますか。

スミス： ええ、 知っていますよ。

田 中： どんな人ですか。

スミス： そうですね.....。

田 中： めがねをかけていますか。

スミス： いいえ、 かけていません。

田 中： ふとっていますか。

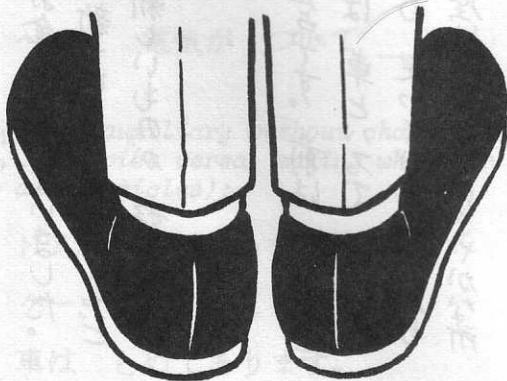
スミス： いいえ、 やせていますよ。 せが高いです。

田 中： どのくらいですか。

スミス： 1メートル80センチくらいです。

田 中： それは 高いですね。 今度 しょうかいして下さい。

スミス： ええ、 いいですよ。



English Equivalents

- Tanaka: Mr. Smith, do you know Mr. Yamamoto?
 Smith: Yes, I know (him).
 Tanaka: What kind of a person is he?
 Smith: Let me see
 Tanaka: Does he wear glasses?
 Smith: No, he doesn't wear (glasses).
 Tanaka: Is he fat?
 Smith: No, he's thin. He's tall.
 Tanaka: About how (tall) (is he)?
 Smith: About one meter and eighty centimeters.
 Tanaka: That's tall, isn't it. Next time introduce (us), please.
 Smith: Sure (I'll be glad to) (lit., It's all right).

SECTION 6. READING

- 15
 外国の人が とけいを買っています。着物の店では
 た、ゆうめいなとけいの店も あります。五、六人の
 す。女の人が イタリアのくつを 見ています。ま
 います。ハンドバッグやくつの店も いろいろありま
 います。男の人が かどの店で ネクタイをさがして
 います。ずい分あります。中は 新しい物で いっぱ
 の店も ずい分あります。中は 新しい物で いっぱ
 けれども、古い店も かなりののこっています。洋服
 いレストランも あります。新しい店も 出来ました。
 銀座には ゆうめいなデパートが あります。大き
 10
 です。銀座は とてもにぎやかな所
 たくさん歩いていきます。銀座は とてもにぎやかな所
 んでいます。便利な地下鉄も 走っています。人も
 電車が通っていました。今は 車とバスで とてもこ
 ここは 銀座の大きい交差点です。前は この道を
 5
 銀座へ行きます。
 銀座からはじまりました。新しいものが 好きな人は
 それで、銀座といえます。新しいものは ほとんど
 むかし、銀座では 銀のお金を 造っていました。
 銀座

20 フランスの女の子の人が うつくしい着物を 買いました。着物の色は とてもきれいです。カメラの店では インド人が カメラをさがしています。銀座の店は みんなきれいです。でも、高いです。

25 夜の銀座は もっと にぎやかになります。レストランでは 男の人たちが ビールを飲んでいます。アメリカ人が 喫茶店で 日本人と話しています。小さいし屋も ずいぶんんでいます。ここのおすしはおいしいです。でも、高いです。ですから、若い人は あまり来ていません。

30 映画かんもこんでいます。アメリカ映画です。若い人が ずい分見えています。映画は 十時に終わりました。そして、今、十時半です。

35 銀座は まだにぎやかです。一日中 起きています。一年中 動いています。でも、朝は静かです。ひるから また、にぎやかになります。

SECTION 7. EXERCISES

Fill each blank with either いる or ある in Polite *-mas-* form:

1. ごみが すてて _____。
2. この中には おさとうが 入れて _____。
3. 本が ならべて _____。
4. わたしは 英語を 知って _____。
5. へやに 電気が ついて _____。

Change the auxiliary without changing the basic meaning (i.e., change いる to ある, and vice versa, making whatever modification is necessary in the main verb and particles):

6. ドアが あいています。
7. ケーキは やけています。
8. 車は とめてあります。

9. 男の人が たくさん 集まっています。
10. まどは しめてあります。

Answer in Japanese:

11. あなたは 今 どこに 住んでいますか。
12. あなたのお父さんは ふとっていますか。
13. あなたは インドのれきしを 知っていますか。
14. あなたは 日本語の本を もっていますか。
15. あなたのとなりの人は めがねをかけていますか。

Express in Japanese:

16. The children are playing now.
17. He (that person) is in a hurry. (*Hint: "is hurrying"*)
18. The girl is sleeping now.
19. The rain has stopped.
20. Mr. Tanaka is married.
21. I have not read the book yet.
22. There stands a strange(-looking) man.
23. Mrs. Smith has already come to Japan.
24. Do you know Mr. Hayashi well?
No, I don't know him very well.

Add accent marks to all the above.

SECTION 8. VOCABULARY ENRICHMENT

VERB PAIRS

車がとまっています。

The car is stopped.

車がとめてあります。

The car is (has been) stopped.

(だれかがその車をとめました。)

(Someone stopped it.)

車をとめています。

X is stopping the car.

Verb takes	N+を	slot	Verb does not take	N+を	slot
(a) 始める		begins (something)	始まる		(something) begins
かける		hangs (something)	かかる		(something) hangs
決める		decides (something)	決まる		(something) is decided
見つける		finds (something)	見つかる		(something) is found
広げる		spreads (something)	広がる		(something) spreads
(b) 開ける		opens (something)	開く		(something) opens
並べる		lines (something) up	並ぶ		(something) lines up; queues
付ける		attaches (something)	付く		(something) is attached
やめる		quits (something)	やむ		(something) quits
立てる		stands (something) up	立つ		(something) stands up
(c) 出す		puts (something) out	出る		(something) goes; comes out
増やす		increases (something)	増える		(something) increases
流す		lets (something) flow	流れる		(something) flows
濡らす		wets (something)	濡れる		(something) becomes wet
(d) なおす		repairs (something)	なおる		(something) is repaired
戻す		returns (something)	戻る		(something) returns
通す		passes (something) through	通る		(something) passes through
渡す		passes (something) over	渡る		(something) passes over

AN OUTLINE OF JAPANESE GRAMMAR

210 JAPANESE SENTENCES

Tómasu desu.	(I) am Thomas.	[1]
Watashi wa Tómasu desu.	I am Thomas.	[2]
Watashi wa géñki desu.	I am well.	[3]
Kore wa gakkō desu.	This is a school.	[4]
Kore wa gakkō deshō.	This is probably a school.	[5]
Kore wa gakkō datta deshō.	This probably was a school.	[6]
Kore wa gakkō deshita.	This was a school.	[7]
Watashi wa Tómasu de wa arimasēn.	I am not Thomas.	[8]
Watashi wa géñki de wa arimasēn.	I am not well.	[9]
Kore wa gakkō de wa arimasēn.	This is not a school.	[10]
Kore wa gakkō de wa arimasēn deshita.	This was not a school.	[11]
Watashi wa géñki de wa arimasēn deshita.	I was not well.	[12]
Kore wa gakkō de nai deshō.	This is probably not a school.	[13]
Kore wa gakkō de wa nakatta deshō.	This probably wasn't a school.	[14]
Muzukashii desu.	(It) is difficult.	[15]
Kono hōn wa muzukashii desu.	This book is difficult.	[16]
Watashi wa isogashii desu.	I am busy.	[17]
Takái desu.	(It) is tall.	[18]
Sé ga takái desu.	(He) is tall.	[19]
Ano géñki na hitó wa Yamamoto-sań desu.	That well/full of life person is Mr. Yamamoto.	[20]
Muzukashii deshō.	It's probably difficult.	[21]
Muzukashikatta deshō.	It was probably difficult.	[22]
Isogashikatta desu.	(I) was busy.	[23]
Sono hōn mo kono hōn mo muzukashikatta desu.	That book and this book were both difficult.	[24]
Muzukashiku (wa) arimasēn.	(It) isn't difficult.	[25]
Kono hōn to kono hōn wa muzukashiku nai (desu).	This book and this book are not difficult.	[26]
Tanaka-sań wa sé ga takaku wa nai desu.	Mr. Tanaka isn't tall.	[27]
Kono hōn wa muzukashiku wa arimasēn deshita.	This book wasn't difficult.	[28]
Kono hōn wa muzukashiku nakatta (desu).	This book wasn't difficult.	[29]
Sono hōn wa muzukashiku wa nai deshō.	That book probably isn't difficult.	[30]
Sono hōn wa muzukashiku (wa) nakatta deshō.	That book probably wasn't difficult.	[31]
Dekimásu.	(I) can do (it).	[32]
Ikimásu.	(I) go / am going.	[33]
Dōa ga akimásu.	(The) door opens.	[34]
Kitto géñki ni narimásu.	(He)'ll get well for sure.	[35]
Kitto átsuku narimásu.	It'll get hot for sure.	[36]
Ikimashō.	Let's go!	[37]
Dekiru deshō.	(He) can probably do (it).	[38]

- [39] Kono dōa wa aku deshō. This door probably opens.
 [40] Gēnki ni natta deshō. (He) probably got well.
 [41] Gēnki ni naru deshō. (He)'ll probably get well.
 [42] Kitto atsuku naru deshō. I'm sure it'll get hot.
 [43] Dōa ga akimashita. The door opened.
 [44] Musumē ga byōki ni narimashita. My daughter is/became sick.
 [45] Sōra ga akaruku narimashita. The sky became bright.
 [46] Dekimasēn. (I) can't do (it).
 [47] Ikimasēn. (I)'m not going.
 [48] Dōa wa akimasēn. (The) door doesn't/won't open.
 [49] Ikimasēn deshita. (I) didn't go.
 [50] Ikanakatta (desu). (I) didn't go.
 [51] Dōa wa akimasēn deshita. (The) door didn't open.
 [52] Dōa wa akanakatta (desu). (The) door didn't open.
 [53] Musumē wa gēnki ni narimasēn deshita. My daughter didn't get well.
 [54] Musumē wa gēnki ni naranakatta (desu). My daughter didn't get well.
 [55] Ikanai deshō. (He) probably isn't going.
 [56] Ikanakatta deshō. (He) probably didn't go.
 [57] Dōa wa akanakatta deshō. (The) door probably didn't open.
 [58] Tanaka-saṅ ga ikemasu/ikaremasu. Mr. Tanaka can go.
 [59] Tanaka-saṅ wa dekaeremasu. Mr. Tanaka can leave.
 [60] Ame ni furare mashita. (I) was/got rained on.
 [61] Kodomo o arukasemashita. (I) made (my) child walk.
 [62] Kodomo ni hodō o arukasemashita. (I) made (my) child walk the sidewalk.
 [63] Kodomo wa seṅsē ni hodō o arukasemashita. (The) children were made to walk (on) the sidewalk by the teacher.
 [64] Tabemasu. (He) eats / will eat.
 [65] Pān o tabemasu. (He) eats / will eat bread.
 [66] Kodomo wa/ga pān o tabemasu. (My) child eats / will eat bread.
 [67] Sātō-saṅ wa/ga kodomo ni ēgo o oshiemasu. Mr. Sato teaches / will teach children English.
 [68] Pān o tabemashō. Let's eat bread.
 [69] Watashi ga o-kane o haraimashō. I'll pay (the money).
 [70] Sātō-saṅ wa/ga kodomo ni ēgo o oshieru deshō. Mr. Sato will probably teach children English.
 [71] Kodomo wa/ga pān o tabemashita. (My) child ate bread.
 [72] Sātō-saṅ wa/ga kodomo ni ēgo o oshiemashita. Mr. Sato taught children English.
 [73] Tabemasēn. (He) won't eat.
 [74] Pān o/wa tabemasēn. (He) won't eat bread.
 [75] Kodomo wa pān o tabemasēn. (My) child won't/doesn't eat bread.
 [76] Sātō-saṅ wa kodomo ni ēgo o oshiemasēn. Mr. Sato won't/doesn't teach children English.
 [77] Kodomo ni wa ēgo o oshiemasēn. (He) won't/doesn't teach English to children.
 [78] Kodomo wa pān o/wa tabemasēn deshita. (My) child didn't eat bread.
 [79] Kodomo wa pān o/wa tabenakatta (desu). (My) child didn't eat bread.
 [80] Kodomo ni ēgo o oshiemasēn deshita. (He) didn't teach children English.
 [81] Kodomo ni ēgo o oshienakatta (desu). (He) didn't teach children English.
 [82] Pān wa tabenai deshō. (He) probably won't eat bread.
 [83] Sātō-saṅ wa ēgo o oshienakatta deshō. Mr. Sato probably didn't teach English.
 [84] Kodomo wa ēgo no hōn ga yomemasu. (My) child can read English books.

Súmisu-saṅ wa o-sashimi ga tabe-raremasu.	Mr. Smith can eat <i>sashimi</i> (raw fish).	[85]
Kodomo wa okāsaṅ ni shikarare-māshita.	The child was scolded by (his) mother.	[86]
Hayashi-saṅ wa obāsaṅ ni sodateremāshita.	Mr. Hayashi was reared by (his) grandmother.	[87]
Kodomo ni pān o tabesasemāshita.	(I) fed (my) child bread. / I made/let my child eat bread.	[88]
Kodomo wa okāsaṅ ni pān o tabesaseremāshita.	(My) child was fed / made to eat bread by (his) mother.	[89]
Mizu ga nomitái desu.	(I) want a drink of water.	[90]
Iké.	Go!	[91]
Míro.	Look!	[92]
Ikú na.	Don't go!	[93]
Míru na.	Don't look!	[94]
Kyō (<i>Time</i>) Tōmasu-saṅ wa maguro o tabemāshita.	Today Mr. Thomas ate tuna.	[95]
Tōmasu-san wa osushiya de (<i>Location</i>) tabemāshita.	Mr. Thomas ate at the sushi shop.	[96]
Tōmasu-saṅ wa oishisō ni (<i>Manner</i>) maguro o tabemāshita.	Mr. Thomas ate tuna in a manner as if he thought it delicious.	[97]
Tōmasu-saṅ wa maguro o ohāshi de (<i>Means</i>) tabemāshita.	Mr. Thomas ate tuna with chopsticks.	[98]
Tōmasu-saṅ wa hitōtsu (<i>Counter as Object</i>) tabemāshita.	Mr. Thomas ate one.	[99]
Tōmasu-saṅ wa Sātō-saṅ to (<i>Accompaniment</i>) maguro o tabemāshita.	Mr. Thomas ate tuna with Mr. Sato.	[100]
Kyō (<i>Time</i>) Tōmasu-saṅ wa (<i>Subject/Topic</i>) osushiya de (<i>Location</i>) Sātō-saṅ to (<i>Accompaniment</i>) maguro o (<i>Object</i>) ohāshi de (<i>Means</i>) oishisō ni (<i>Manner</i>) tabemāshita (<i>Predicate</i>).	Today, Mr. Thomas ate tuna with chopsticks at the sushi shop with Mr. Sato.	[101]
Hái.	Yes.	[102]
(Itta yo!) Amerika ni . . .	(He went!) To America	[103]
Kázuko-saṅ ni sore o . . .	(Give) that to Kazuko.	[104]
Okāsaṅ. Anō	Mother! Uh	[105]
Anāta wa gakusē desu ka?	Are you a student?	[106]
Tōmasu-saṅ wa wakái desu ka?	Is Mr. Thomas young?	[107]
Tōmasu-saṅ wa kimásu ka?	Is Mr. Thomas coming?	[108]
Tōmasu-saṅ wa hōn o kaimásu ka?	Will Mr. Thomas buy (the) book?	[109]
Kore wa gakkō desu yo.	This is a <i>school</i> .	[110]
Tōmasu-saṅ wa mé ga warúi desu yo.	Mr. Thomas's eyes are bad.	[111]
Ikimásu yo.	I'm <i>going</i> .	[112]
Sātō-saṅ wa kodomo ní wa ēgo o oshiemasēn wa.	Mr. Sato doesn't teach English to children, you know.	[113]
Kore wa gakkō desu keredo.	This is a school.	[114]
Musumē wa wakái desu keredomo.	(My) daughter's young, so/but . . .	[115]
Ikimásu ga.	I'm going, though.	[116]
Sātō-saṅ wa kodomo ní wa ēgo o oshiemasēn keredomo.	But Mr. Sato won't teach children English.	[117]
Káji da!	Fire!	[118]
Ureshíi!	Wonderful! (<i>lit.</i> , I'm happy!)	[119]
Ikemasēn nē.	That's too bad!	[120]
Sore o tabenáide yo!	Don't eat that!	[121]
Kore wa gakkō ná no/n̄ desu.	This is a school (you see).	[122]
Tōmasu-saṅ wa mé ga warúi no/n̄ desu.	Mr. Thomas's eyes are bad (you see).	[123]
Kono dōa wa akú no/n̄ desu.	This door opens (you see).	[124]

- [125] Sātō-saṅ wa kodomo ni ēgo o oshie-
rū no/n̄ desu. Mr. Sato teaches children English
(you see).
- [126] Seṅshū byōki dātta gaksē wa dāre
desu ka? Who is the student who was sick
last week?
- [127] Tanaka-san ga/no káita hōn wa dōre
desu ka? Which is the book that Mr. Tanaka
wrote?
- [128] Ítakatta yubí wa mó naorimáshita
ka? Has the finger which was hurting
already healed?
- [129] Kore wa nákute wa naránai monó
desu. This is something (one) cannot do
without.
- [130] Byōki no tamé ni ikimasēn deshita. (I) didn't go because I was sick.
- [131] Fúji-saṅ ni nobotta kotó ga ari-
másu ka? Have you ever climbed Mt. Fuji?
- [132] Nihoṅgo o yómu kotó ga dekimásu ka? Can you read Japanese?
- [133] Atarashíi kuruma o kau tsumori
désu. (I) plan to buy a new car.
- [134] Anáta wa é ga sukí na hazu désu,
ne. You like pictures, don't you (from
what I hear).
- [135] Chōdo gasoriṅ ga nakunaru tokoró
deshita. The gasoline was just about to give
out.
- [136] Iku baai mo ikanai baai mo ari-
másu. There are times when I go and times
when I don't go.
- [137] Asobu tokí kono kutsú o hakimásu. When (I) play, I wear these shoes.
- [138] Tábeta nemáshita. (I) ate and (then) went to bed.
- [139] Tabénaide nemáshita. (I) went to bed without eating.
- [140] Ókite, tábeta, mata nemáshita. (I) got up, ate, and went back to
bed.
- [141] Seṅsé ga hanáshite, sēto ga kiki-
máshita. The teacher talked and the pupils
listened.
- [142] Kore wa hōn de, are wa nōto desu. This is a book and that is a note-
book.
- [143] Kore wa hōn de nákute nōto desu. This is not a book; it's a note-
book.
- [144] Tārō wa háyaku(te), Jírō wa osói
desu. Taro's fast and Jiro's slow.
- [145] Kono kuruma wa náka ga hírokute,
tsukaiyasúí desu. This car is roomy and easy to drive
(lit., easy to use).
- [146] Kinō wa gakkō kara káette kité,
sore kara Kázuko-saṅ to átte,
Shiṅjuku e iki, isshe ni shokují-
shite, éga o mimáshita. Yesterday (I) came home from school
and then met Kazuko, went to Shin-
juku, had dinner together, and saw
a movie.
- [147] Yōku tabéru shi, yōku nemásu. (He) eats well and (he) sleeps well.
- [148] Kyō mo (kónai shi,) ashitá mo ki-
masēn. (She)'s not coming today and (she)
is not coming tomorrow either.
- [149] Té mo (aráú [deshō] shi,) ashí mo
aráú (deshō). I think (he)'ll wash (his) hands
and (I think he'll wash his) feet.
- [150] Yamá de mo (íi shi,) úmi de mo íi
desu. The mountains are fine, and the
ocean is fine too.
- [151] Ane wa utsukushíi shi, imōtō wa
yasashíi desu. The older sister's beautiful and
the younger sister's sweet.
- [152] Kikoerú keredomo, wakarimasēn. (I) can hear, but (I) can't under-
stand.
- [153] Ototói wa kónakatta keredo, kinō
wa kimáshita. (He) didn't come day before yester-
day, but (he) came yesterday.
- [154] Ano éga wa omoshirói ga, yōku ari-
masēn. That movie's interesting, but it
isn't good.
- [155] Anó hito wa majime dá shi, yōku
beṅkyō-surú keredomo/ga, sēseki
wa yōku arimasēn. He's conscientious and studies hard,
but his grades are not very good.

Kore wa byōin desu ka, soretōmo biyōin desu ka?	Is this a hospital or is it a beauty parlor?	[156]
Anāta wa hōn o shirabemāshita ka, shirabemasēn deshita ka?	Did you consult a book or did you not (consult a book)?	[157]
Dākara, hoshīi ka dō ka itte ku- dasāi.	So, say whether you want it or not.	[158]
Sonō hito ga isha datta ka sō de nākatta ka shirimasēn.	(I) don't know whether he was a doc- tor or not.	[159]
Kodomo ga toñdāri, hānetari shite imāsu.	The children are jumping and bound- ing about.	[160]
Iinkai wa suiyōbi dattari, kin- yōbi dattari shimāsu.	The committee meeting is sometimes Wednesday and sometimes Friday.	[161]
Otēnki wa yōkattari, wārukattari shimāsu.	The weather alternates between good and bad.	[162]
Tanaka-san ga kuru kara, hāyaku iē ni kaerimāsu.	Since Mr. Tanaka's coming, I'm go- ing home early.	[163]
Kore wa warui kara, irimasēn.	This is bad, so I don't want it.	[164]
Chikāi tokorō da kara, arūite ikimāsu.	Since it's near, I'll walk.	[165]
Tsukāreta no de, nemāshita.	I was tired, so I went to bed.	[166]
Sono ryōri wa oishīi no de, bikkūri-shimāshita.	(I) was surprised at how good the food was.	[167]
Ichimañ-eñ nā no de, kaimasēn deshita.	It cost ¥10,000 so I didn't buy it.	[168]
Nāgaku mātta no ni, kimasēn deshita.	In spite of the fact that (I) wait- ed a long time, (he) didn't come.	[169]
Muzukashīi no ni, yōku dekimāshi- ta.	(He) did well in spite of the fact that it was/is difficult.	[170]
Taisetsu nā no ni, wasurete shi- māimāshita.	(I) forgot, even though it was im- portant.	[171]
Anō hito ga kuru made mātte ku- dasāi.	Wait until he comes.	[172]
Shirābete mo muda desu yo.	It will do no good to investigate.	[173]
Soko ga doñna tokorō de mo, wa- tashi wa ikimāsu.	No matter what kind of a place it is, I'm going.	[174]
Ātsukute mo kamaimasēn.	(I) don't care if it's hot.	[175]
Anō hito ga ikū no de wa, watashi wa ikitaku arimasēn.	If he's going, I don't want to go.	[176]
Gōhañ o tābete kara ikimashō.	After we eat, let's go.	[177]
Gōhañ o tābeta kara ikimashō.	(I've) eaten, so let's go.	[178]
Gōhañ o tābetara ikimashō.	When we've eaten, let's go.	[179]
Ātsukattara, mādō o akete kudasāi.	If (you)'re hot, open a window.	[180]
Takāi hōn dattara, irimasēn.	If (it)'s an expensive book, (I) don't want (it).	[181]
Anāta ga ikēba, watashi mo iki- māsu.	I'll go providing you go.	[182]
Anāta ga ikanākereba, watashi mo ikimasēn.	If you're not going, I'm not going either.	[183]
Hāyakereba hayāi hodo īi desu.	The earlier the better.	[184]
Kaimono ni ikū nara, tsuide ni pāñ o kattē kite kudasaimasēn ka?	If you're going shopping (as you say you are) would you buy some bread for me, please?	[185]
Byōki nāra, yasūnda hō ga īi desu.	If you're sick (as apparently you are) you ought to rest.	[186]
Āme ga fūru to komarimāsu.	If it rains, we'll be in a fix.	[187]
Kodomo ga oōi to īi desu.	I hope there'll be a lot of child- ren.	[188]
Kodomo ga gēnki da to, oyā wa añ- shiñ desu.	When/if the children are well, the parents are relieved / at ease.	[189]

- [190] *Áme ga furánakute mo, isogáshi-kattara kyō wa kónai deshō.* Even if it doesn't rain, if (he)'s busy (he) probably won't come today.
- [191] *Áme ga furánakute mo, isogashíi kara kyō wa kónai deshō.* Even if it doesn't rain, since (he)'s busy (he) probably won't come today.
- [192] *Térebi nara, sono misé ni ittára, kitto íi no ga áru deshō.* If it's a T.V. (you want), if (you) go to that store I'm sure they have good ones.
- [193] *Hanashinágara arúite imásu.* (He)'s walking while talking.
- [194] *Zañneñ nágara watashi wa ikaremasēñ.* I'm sorry but I can't go.
- [195] *Watashi wa Buráuñ to mōshimásu.* My name is Brown.
- [196] *Kore wa Nihoñgo de nāñ to imásu ka?* What's this called in Japanese?
- [197] *Kyō wa futsuka da to omoiásu.* I think today's the second.
- [198] *Kono hōñ wa omoshirōi to oimimáshita.* I thought this book was interesting.
- [199] *Anō hito wa jibuñ ga báka da to (wa) omōtte imasēñ.* He doesn't think himself a fool.
- [200] *Ikō ka ná to omōtte imásu.* I'm thinking of going.
- [201] *Tanaka-sañ ni, "Kimi ga iké," to iwaretá no de, ikimáshita.* I went because Mr. Tanaka told me to (*lit.*, Because I was told by Mr. Tanaka, "You go!" I went).
- [202] *"Kore o míro," to ittá no ni, mimasēñ deshita.* In spite of the fact that (he) said, "Look at this!" I didn't look.
- [203] *"Dare ni mo yuú na," to iwarete irú no de, yuu wáke ni wa ikimasēñ.* I was told not to tell anyone, so I can't very well tell.
- [204] *Plain: Á, nōdo ga kawáita. Náni ka náí?* Ah, I'm thirsty. Is there anything (to drink)?
Polite: Á, nōdo ga kawakimáshita. Náni ka arimasēñ ka?
- [205] *Plain: Ocha ga áru wa.* There's (some) tea.
Polite: Ocha ga arimásu yo.
- [206] *Plain: Ūñ, ocha ga nomitái.... Á, oishii.* Yes, I'd like (to drink some) tea.
Polite: Hái, ocha ga nomitái desu.... Á, oishíi desu. Ah, it's delicious!
- [207] *Honorific: Yamamoto-sañ de irasshaimásu ka?* Are you Mr. Yamamoto?
- [208] *Humble: Hái, Yamamoto de gozaimásu.* Yes, I am Yamamoto.
- [209] *Honorific: Yamamoto-sañ wa onomi ni narimásu ka?* Are you drinking, Mr. Yamamoto?
- [210] *Honorific: Okosama wa ōkikute irasshaimásu, ne.* Your child(ren) is/are big, isn't/aren't he/they?

GRAMMAR EXPLANATIONS IN VOLUME I

■ A

accent
 on adjectives, 3.1.5
 innate, 5.1.2, 10.1.1
 on nouns, Sound Patterns Unit 5
 on numerals, 10.1.1
 shift in, 3.2, 15.1.5
 stress, Sound Patterns Unit 5
 tone, Sound Patterns Unit 5
 variants of, *see* p. 65 fn.
 on verbs, 5.1.2

accompaniment
 element, 17.2
 focusing, *see wa*, focusing with
 marker, *see to*, *to issho ni*

adjective, 3.1
 accent on, 3.1.5
 adverbial inflection of, 3.1.2, 19.1
 clause, 3.1.3
 basic pattern, 3.1, 3.1.3, 3.1.6
 prenoun position, *see* attributive
 definition of, 3.1.1
 dual role of, 3.1.4
 inflections of, 3.1.2
 adverbial, 3.1.2
 attributive, 4.1.3
 indicative, 3.1.2
 negative, 3.1.2, 3.1.6
 negative past, 3.1.6
 past, 3.1.2
 phrase, 18.1.1

adverb, 9.1, 18.2, 19.1; *see* manner
 accent on, *see* numerals
 adjective-derived, 19.1
 of degree and contrast, 9.1, 18.2
 of manner, 19.1
 phrase, 18.1.2
 of quantity, 18.2

adverbial inflection, *see* adjective,
 adverbial inflection of

affix, *see mai-*, *-sañ*; suffix with
 time nouns

agent, not required with some in-
 transitive verbs, 8.3

ageru gives, benefactive verb auxil-
 iary, 16.1

and, *see also to*; *ya*; *ni*; *mo*
 inclusive-exclusive, 7.5

animate verb, *see iru*

añna that kind of, 2.3

ano that, 1.3, 2.3

apposition, *see* noun + no
 are that, 1.3

aru a certain, deictic particle, 2.3

aru is, inanimate, 7.3; has, 14.2

-aru, stative verb auxiliary, 20.1, 20.3

asoko there, 1.3

assimilation of sound
 with classifiers, 14.1.2
 definition of, 1.1.5
 by gerund inflection, *see -te*

atonic, Sound Patterns Unit 5

attributive, 4.1.3, *see also* clause, em-
 bedding
 adjective, 4.1.3
 copula, *see na*
 definition of, 4.1.3
 demonstrative pronoun, 1.3, *see also*
 deictic particles

auxiliary, 16.1, *see also iru*; *aru*; *ku-*
dasaru; *-te*

■ B

but, *see demo*; *keredomo*
 -byō second, 10.2

■ C

can, *see* potential

Chinese, 10.1; numeral, 10.1

classifier, 14.1.2, *see also* counter,
 suffix

clause
 adjectival, 3.1.3
 attributive, 4.1.3
 copular, 1.1
 contrastive, 5.1.3
 element, *see* element
 embedding, 5.1.3
 expanded, 7.1, 9.3
 intransitive verbal, 5.1
 basic pattern of, 5.1.1
 kinds of, 6.1
 simple sentence, 1.1, 3.1, 5.1
 transitive verbal, 6.2
 basic pattern of, 6.2.1
 verbal, *see* clause--intrans., trans.

complement
 element, 19.2
 + intransitive verbs, 19.2.2
 marker, *ni*, 19.2.1
 + *suru*, 19.2.3

- + verb, 19.2.2
 complex consonant, *see* consonant, complex
 complex sounds, Sound Patterns Unit 2
 conjugation, 5.1.2
 conjunctive, *see* *mo*, *soshite*, *to*, *ya*
 connective, *see* sentence connectives
 consonant
 complex, Sound Patterns Unit 2
 lengthened, Sound Patterns Unit 3
 verb, *see* verb, consonant
 contrast, *see* *wa*, contrastive use
 adverbs of, 9.1, 18.2
 direction element, 12.1.2
 manner expressions, 9.1
 copula, *see also* *desu*
 attributive, *see* copula, clause, attributive
 clause, 1.1
 attributive, 2.1.1, 4.1.3
 basic pattern of, 1.1.1
 subject of, 1.1.2
 inflections of, 1.1.5
 negative, 1.1.3
 negative past, 1.1.6
 past, 1.1.4
 noun, *see* noun, copular; *suki*; *kirai*
 counter, 14.1, *see also* classifier
 construction of, 14.1.2
 dual system of counting, 10.1
 independent use of, 14.1.1
 interrogative time, 15.1.2
 for money, 15.1.4
 suffix (classifier), 14.1.2
 for time, 15.1.1, *see also* time
 use of, as noun, 14.1.1
 C.V., *see* verb, consonant
 C-Verb, *see* verb, consonant
- **D** _____
- da*, *see* *desu*
 -*da*, *see* -*ta*
dare *who*, 2.2
dasshu, Writing System Unit 6
de, particle
 as location-of-action marker, 11.1
 as means marker, 13.1, 17.1
 as reason marker, 17.1
 -*de*, *see* -*te*
 decorative *desu*, *see* *desu*, decorative
 degree manner expressions, 9.1, 18.2
 deictic, 1.3
 particles, 1.3, 2.3, 4.1.1
 deixis, 1.3
 delition of noun head, 4.1.4
demo, sentence connective, 3.3
 demonstrative pronoun, *see* pronoun, demonstrative
 demonstratives, 2.1.2
 derivative suffix, 5.1.2, *see* -*mas(u)*
desu, 1.1.1, 1.1.5, *see also* copula
 attributive form, with copular n., *na*, 2.1.1
 decorative, 3.1.3
 negative, polite, *de wa arimaseñ*, 1.1.3
 past, polite, *deshita*, 1.1.4
de wa arimaseñ, negative copula, 1.1.3
 "dictionary" form, 5.1.2
 diphthong, Sound Patterns Unit 2
 direction element, 12.1
 e to, particle, 12.1
 focusing, 12.1.2
 kara from, particle, 12.1
 made as far as, particle, 12.1
 ni to, particle, 12.1.1
 disjunctive, sentence connective, *demo*, 3.3
doko where, 1.3, 2.2
donata who, 2.2
donña what kind of, 2.3
dono which, 1.3, 2.2, 2.3
dō-no-ji-teñ, Writing System Unit 6
dore which, 1.3, 2.2
 dual numbering system, 10.1
- **E** _____
- e to*, particle, direction marker, 12.1
 element
 accompaniment, 17.2
 complement, 19.2
 direction, 12.1
 indirect object, 6.2.3
 location, 7.2, 11.1, 13.3
 manner, 9.1, 18.2
 means, 13.1, 17.1
 object, 6.2.2
 optional and obligatory, 6.2.2
 peripheral, 7.1
 predicate, 1.1.1, 3.1.3, 5.1.1
 subject, 1.1.1, 8.1
 time, 9.2
 topic, 8.1
 embedding clause, *see* clause, embedding
 emphatic, *see also* focus
 intonation, 1.4
 object, 6.2.2
 sentence-final particles, 11.3
eñ, Japanese money, 15.1.4
 exclamatory intonation, 1.4
 exclusive *and*, 7.5
 existential ("being") verbs, 13.3
 expansion
 clause, 7.1, 9.3
 chart, 9.3
 definition, 9.3
 transitive verbal clause, 7.1

■ F

"Fly the Sky," 13.3
 focus, 5.1.3, 7.4
 accompaniment element, 18.3
 direction element, 12.1.2
 indirect object, 6.2.3, 7.4
 location, 7.4
 object, 7.4
 subject, 7.4
 use of interrogative word, 2.2
for, means element with *de*, 17.1
 formant, 5.1.2
 -*fuñ minute*, 10.2

■ G

/g/, Sound Patterns Unit 1
ga, particle
 emphatic subject marker, 5.1.3
 focus, 2.2, 5.1.3
 + interrogative words, 1.2
 not used with deictics, 2.3
 question-answer, 2.2
 replaced by *wa*, 5.1.3
 rule of thumb with *wa*, 5.1.3
 subject marker, 5.1.3, 8.1
 -*gatsu*, month classifier, 15.1
geñkōyōshi, Writing System Unit 6
gerund, 16.1.1, *see verb*, adjective,
 copula, -*te*
 negative, 16.1.2
 -*goro (koro)*, 9.2.2, 15.1.3
 -*goto*, 9.2.2
 -*gurai (kurai)*, 15.1.3

■ H

/h/, Sound Patterns Unit 1
 habitual action, 5.1.2
have, possession, 14.2
 head
 apposition of, 4.1.2
 deletion of, 4.1.4
 noun phrase, 4.1
 pre-head modifiers, 4.1.1, 4.1.2
 high vowel, Sound Patterns Unit 1
hiragana, Writing System Unit 6
 chart, Table 6
hitotsu-teñ Writing System Unit 6
 honorific
 style, 2.4
 affixes, 2.4
 hortative, 13.2, *see also* presumptive

■ I

inanimate verb, *see aru*
 indicative, 1.1.5, 3.1.2, 5.1.2, *see*
 present; -*u*

indirect object, 6.2.3
 in focus, 6.2.3, 7.4
 infinitive, 16.3, 16.5
 inflected words, 1.1.5
 inflection, *see also* verb, adjective,
 copula inflections
 definition, 1.1.5
 summary of verb, 16.5
 non-inflected words, adverb, 19.1
 inclusive and exclusive *and*, 7.5
 interrogatives, 2.2
 deictic, 1.3
 rules for making, 1.2
 sentences, 1.2
 time words, 15.1.2
 intonation patterns, 1.4, 2.5
 interrogative, 1.4
 exclamatory, 1.4
 falling, 1.4, 2.5
 non-terminal, 1.4
 primary, 1.4
 rising, 1.4, 2.5
 sentence-final particles, 2.5
 intransitive verbal clause
 basic pattern, 5.1.1
 -transitive verb pairs, 8.3, 20.2
 invitations, 6.3
 irregular verbs, 5.1.2
 consonant verb-like, 5.1.2
iru is, animate, 7.3
 as auxiliary, 16.2.2, 20.1
 + location element, 7.2
 as progressive auxiliary, 20.1.1
 as stative auxiliary, 20.1.2
is, two verbs: *iru* and *aru*, 7.3

■ J

ja arimaseñ, negative copula, 1.1.3,
see de wa arimaseñ
 -*ji o'clock*, 10.2

■ K

ka
 interrogative, 1.2, 2.5
 -*kagetsu*, month classifier, 15.1.1
kakko, Writing System Unit 6
 -*kañ*, time classifier, 15.1.1
kana, Writing System Unit 6
kana-majiri, Writing System Unit 6
kañji, Writing System Unit 6
 how to study, Lesson 5, Section 2
kara from, particle, 12.1
 -*kata way of doing*, 16.3
katakana, Writing System Unit 6
 chart, Table 7
 -*katta*, adjective past inflection, 3.1.2
kirai dislikes, 8.2
Kojiki, Writing System Unit 6

- koko**, *here*, 1.3
koŋna, *this kind of*, 2.3
kono *this*, 1.3
kore *this*, 1.3
koro, *see -goro*
-ku
 adverbial inflection, 3.1.2
 adverbial suffix, 19.1
 complement, 19.2
kudasai *give (me)*, polite request, 16.2.1
kudasaru *gives*, benefactive verb auxiliary, 16.2.1
kuñ, Writing System Unit 6
ku-no-ji-teñ, Writing System Unit 6
kurai, *see -gurai*
- **L**
- lengthened consonant, Sound Patterns Unit 3
 lengthened vowel, Sound Patterns Unit 2
let's, hortative, 13.2, *see also* presumptive
 location, *see also* direction
 of action, *see de*
 + **aru**, 7.3
 element, 7.2, 11.1, 13.3
 with motion verbs, 13.3
 of state, *see ni*
 locative pronoun, *see* pronoun, locative
- **M**
- made until; as far as**, particle, 12.1
mai-, time noun prefix, 9.2.2
manner
 element, 9.1, *see also* adverb
 marker, **ni**, 2.1.1, 19.1
 of contrast, 9.1, 18.2
 of degree, 9.1, 18.2
 of quantity, 18.2
maru, Writing System Unit 6
-mas(u), polite derivative suffix, 2.4, 5.1.2
-mashō, presumptive verb inflection, 13.2, *see also* hortative
means
by means of, 13.1
 element, 13.1, 15.2, 17.1
 marker, **de**, 13.1, 15.2
 with money and time, 15.2
reason for, 17.1
with; requiring, 15.2
 "mim-mem," Sound Patterns Unit 2
mo also; even, particle, 7.5
 emphasis, accompaniment, 18.3
 replaces **wa**, 7.5
 modifier, *see* attributive
 money counting, 15.1.4
morau *receives*, benefactive verb auxiliary, 16.1
- **N**
- /ñ/**, syllabic ñ, Sound Patterns, Unit 1
na, attributive copula, 2.1.1, 4.1.3
-nai, plain negative, 5.1.2
-naide, negative gerund, 16.1.2
nañ, *nani what*, 6.2.2
naru *becomes*, takes complement, 19.2.2
 nasal, syllabic, *see /ñ/*
ne
 sentence-final particle, 2.5
 tag-question, 2.5
 negative
 adjective, 3.1.2, 3.1.6
 copula, 1.1.3
 past, 1.1.6
 gerund, 16.1.2
 request, 16.2.1
-te Form, 16.1.2
 verb, 5.1.2
 + **wa**, 5.1.3
 negative questions, 5.2
 nesting, 19.2
ni, particle
 adverbial use, with copular noun, 19.1
 complement marker, 19.2.1
 + copular noun, 2.1.1, 19.1
 direction marker, **to**, 12.1
 indirect object marker, 6.2.3
 location marker, **at; on**, 7.2, 11.1
 manner expression marker, 9.2, 19.1
 time marker, 9.2
 verbs which prefer, 12.1.1
nijū-kagi, Writing System Unit 6
no, particle
 apposition particle, 4.1.2
 possessive particle, 4.1.2
 nominalizing suffix, **-kata**, 16.3
 non-past, 5.1.2, *see* indicative
 noun, 2.1
 accent, Sound Patterns Unit 5
 copular, 2.1.1, 4.1.3, 8.2, 19.1
 deictic, 2.1.1
 head, deletion of, 4.1.4
 honorific, 2.1
 interrogative, 2.1
 + **ni**, manner expression, 19.1
 + **no**, 4.1.2
 ordinary, 2.1
 phrase, 4.1
 in basic patterns, 4.1.5
 modified, 4.1
 plural, 2.1
 pronoun, 2.1.2
 + **suru**, 11.2
 numerals, 10.1

- accent, Sound Patterns Unit 5;
10.1.1
- + classifier, 14.1
- counters, 14.1
- dual numbering system, 10.1
- money classifiers, 15.1.4
- native Japanese, 10.1
- time classifiers, 15.1.1
- **O**
- o-, honorific prefix, 2.4
- o, particle
- emphatic, replaced by *wa*, 6.2.2
- location of action, with motion verb, 13.3
- + negative construction, replaced by *wa*, 7.4
- not used with deictics, 2.3
- object marker, 6.2.2
- ō, presumptive inflection, *see* hortative
- object
- element, 6.2.2
- emphatic, 6.2.2
- in focus, 7.4
- indirect, 6.2.3
- marker, *o*, 6.2.2
- with intransitive verb, 13.3
- with *nani what*, as object, 6.2.2
- obligatory element, 6.2.2
- optional element, 6.2.2
- oki, 9.2.2
- oku *puts*
- + *ni*, 12.1.1
- oñ, Writing System Unit 6
- order of clause elements, 7.1
- **P**
- particles, *see particular particle by name*
- deictic, 1.3, 2.3, 4.1.1
- sentence-final, 2.5, 11.3
- past tense, 1.1.5, *see* adjective, copula, verb
- peripheral elements, 7.1
- personal pronoun, *see* pronoun, personal
- phrase, *see* adjective, adverb, noun
- plain form, verb, 5.1.2
- plain style, 2.4
- plural, 2.1, 2.1.2
- polite
- mas(u), 2.4, 5.1.2, 13.2
- style, 2.4
- politeness
- levels of, 2.4
- words of, 2.4
- possession, 14.2
- possessive, noun + *no*, 4.1.2
- post-position, 2.1, 6.2.2
- predicate
- adjectival, 3.1
- copular, 1.1
- intransitive verbal, 5.1.1
- transitive verbal, 6.2.1
- present tense (indicative; non-past), 1.1.5, 3.1.2, 3.1.5, 5.1.2
- polite, 5.1.2
- suffix, 1.1.5
- presumptive, *see* -ō
- hortative, 13.2
- verb, 13.2
- progressive tense, 16.2.2, 20.1.1
- pronoun, 2.1.2
- class of noun, 2.1.2
- demonstrative, 1.3, 2.3
- locative, 1.3, 11.1.1
- personal, 2.1.1
- punctuation marks, Writing System Unit 6
- purpose, 17.3
- **Q**
- quantity
- adverb of, 18.2
- questions, *see also* interrogative
- negative, 5.2
- sentence-final interrogative particle, 1.2, 2.2, *see also* *ka*
- tag-, 2.5
- quotation, 19.3
- **R**
- /r/, flap, Sound Patterns Unit 1
- ra, plural suffix, 2.1.1
- reason, 17.1
- repetition marks, Writing System Unit 6
- request, *see* *kudasai*
- negative, 16.2
- rhythm, Sound Patterns Unit 4
- romanization, Sound Patterns Unit 1
- **S**
- "S-follow-through," Sound Patterns Unit 2
- sañ, 2.4
- sentence
- connectives, 3.3
- simple
- adjectival clause base, 3.1
- copular clause base, 1.1
- intransitive verbal clause base, 5.1
- transitive verbal clause base, 6.2
- sentence connectives, 3.3
- sentence-final particles, *see* particles
- "shared information," 1.3, 5.1.3
- shō, *see* presumptive

- simple
 sentence, *see* adjective, copula, verb clause
 sounds, Sound Patterns Unit 1
- soko there**, 1.3
- soōna that kind of**, 2.3
- sono that**, 1.3, 2.3
- sore that**, 1.3
- soshite then**, sentence connective, 3.3
- stative auxiliary, *see* **iru**; **aru**
- stem, 1.1.5, 5.1.2, 16.1.1
- subject
 adjectival clause, 3.1, 5.1.3
 copular clause, 1.1.2, 5.1.3
 emphatic, *see* focused
 focused, 7.4
 marker, 1.1.2, 5.1.3
 often omitted, 1.1.2
 verbal clause, 5.1.3
- suffix, 1.15, *see also* counter; inflections--adjective, copula, verb derivative, 5.1.2
 nominalizing, **-kata**, 16.3
 time, 9.2.2
- suggestion, 13.2, *see also* hortative
- suki likes**, 8.2
- suru does**
 verbs from nouns, 11.2
 with complement, 19.2.3
- syllables, Sound Patterns Unit 4
- **┘** _____
- ta (da)**, past suffix, 1.1.5, *see also* adjective, copula, verb inflections
- tachi**, plural suffix, 2.1
- te (de)**, gerund inflection, 16.1.1, *see also* adjective, copula, verb inflections
 + auxiliary, 16.2
 assimilation of sound, 16.1.1
 chart, 16.3
 negative, **-naide**, 16.2
- teñ**, Writing System Unit 6
- teñ-señ**, Writing System Unit 6
- "thematicize," *see* topicalizing
- time
 element, 9.2, 10.2
 interrogative words, 15.1.2
 counters, 15.1.2
 marker, **ni**, 9.2
 noun affixes, 9.2.2, *see also* time suffixes
 relations chart, 9.2.1
 telling time, 10.2
 suffixes, 15.1.3
 telling, 10.2
- to**, particle
and, exclusive, 7.5, *see also* ya
 quotation marker, 19.3
with, accompaniment marker, 17.2, 18.3
- to issho ni**, accompaniment, 17.2
- tokoro de by the way**, transitional sentence connective, 3.3
- tone accent, Sound Patterns Unit 5; 3.2
- topic
 concurrence with subject, 8.1
 definition, 8.1
 element, 8.1
 marker, **wa**, 8.1
 topicalizing, 7.4, *see also* focus
 transitional, *see* **tokoro de**
- transitive verbal clause, *see* verb
 -intransitive verb pairs, 8.3, 20.2
 + **aru**, 20.3
- **┘** _____
- u**, *see* indicative
 unaccented, *see* atonic
- **┘** _____
- variants, free, 12.1, 14.1.2
- verb
 accent, 5.1.2
 of action, 13.3
 auxiliary, 16.1, *see also* **aru**, **kudasaru**, **iru**
 progressive tense, 16.2.2, 20.1.1
 stative, 16.2.2, 20.1.2
 use with **-te** form, 16.1
- clause, 5.1
 expanded, 7.1, 9.3
- classes, shifts in, 15.3
- complement, 19.2.2
- consonant verb, 5.1.2, 16.1.1
 vowel type compared, 5.1.2
- C.V., *see* consonant verb
- C-Verb, *see* consonant verb
- gerund, **-te**, 16.1.1
 negative, **-naide**, 16.1.2
- honorific, 5.1.2
- indicative
 plain, 5.1.2
 polite, 5.1.2
- infinitive, used as noun, 16.3
- inflection, *see by name*
 summary, 16.5
- intransitive, 5.1, 5.1.1, 6.1, 19.2.2
 -transitive verb pairs, 8.3, 20.2
 with "object," 13.3
- irregular, 5.1.2
- of motion, 13.3
- negative, plain present, 5.1.2
 + **ni**, 12.1.1
 noun + **suru**, 11.2

past, 5.1.1
 plain, 5.1.2
 permutations, 9.3
 phrase, 16.2, 20.1
 plain, *see* indicative, negative, past
 polite, *see* indicative
 present, *see* indicative
 presumptive, *see* hortative
 progressive, 20.1.1
 stative, 16.2.2, 20.1.2
 stem, 5.1.2
 formant, 5.1.2
 transitive
 definition, 6.2
 expanded, 7.1
 -intransitive verb pairs, 8.3, 20.2
 two classes of, 6.2.4
 with and without indirect object,
 6.2.3
 V.V., *see* vowel verb
 V-Verb, *see* vowel verb
 vowel verb, consonant verb distin-
 guished, 5.1.2, 16.1.1
 vowel
 chart, Sound Patterns Unit 1
 lengthened, Sound Patterns Unit 2
 unvoiced, Sound Patterns Unit 3
 vowel verb, 5.1.2, 16.1.1
 V.V., *see* vowel verb
 V-Verb, *see* vowel verb

■ W

wa, particle
 + accompaniment marker, **to**, 18.3
 contrastive use, 3.3, 5.1.3, 7.4
 deictics, **wa** not used, 2.3
 + direction marker, 12.1.2
 emphatic object, replaces **o**, 5.1.3,
 6.2.2
 emphatic sentence-final particle, 11.3
 focusing with, 5.1.3, 6.2.2, 7.4,
 12.1.2, 18.3
 & **ga**, rule of thumb, 5.1.3
 + indirect object, 6.2.3
 interrogative words, replaced by **ga**,
 2.2
 interrogative, 5.1.3, 7.4
 + location marker, 7.4, 11.1
 negative adjective, 3.1.6
 negative construction, 5.1.3, 6.2.2,
 7.4
 negative predicate, 7.4
 not used with deictics, 2.3
 replaces **o**, 5.1.3, 6.2.2
 rule of thumb with **ga**, 5.1.3
 sentence-final particle, 2.5, 11.3
 "shared information," 5.1.3
 subject marker, 1.1.2, 5.1.3
 topic marker, 8.1

with; by means of, de, 13.1
 writing, Writing System Unit 6

■ Y

"Y-follow-through," Sound Patterns
 Unit 2
ya and, inclusive, 7.5, *see also to*
yeñ, Japanese money, 15.1.4
yo, sentence-final particle, 2.5, 11.3
-yō, presumptive inflection, *see* hor-
 tative

VOCABULARY INTRODUCED IN VOLUME I

Entries are made in four columns: The first column is romaji, in alphabetical order; items which occur in *Sound Patterns* (Units 1-5) are indicated "SP-1," etc. The second column is in kana with the number of the lesson if the item first occurred in this form. The third column is in kanji with the number of the lesson in which the item first occurred in kanji; if the item does not occur in kanji in these lessons, but is commonly written in kanji, this is indicated by enclosing the kanji in parentheses. The fourth column gives the English equivalent.

Consonant verbs are marked .u, and Vowel Verbs are marked .ru. Irregular aru, iku, kuru, and suru are not marked with the period but have the notation "(irr.)."

■ A

a	2	あ		<i>an exclamation</i>
ā	2	ああ		<i>an interjection</i>
Afurika	15	アフリカ		Africa
age.ru	6	あげる	8 上げる	<i>vt gives (e.g., I give you) (a different verb is used to express "You give me")</i>
aisu-kurīmu	SP-2	(アイスクリーム)		ice cream
ākachañ			9 赤ちゃん	baby
aka-dēñwa			16 赤電話	red phone
akai	3	あかい	6 赤い	<i>adj (is) red</i>
akarui			19 明るい	<i>adj (is) bright; light; cheerful</i>
ake.ru	SP-2	6 あける	(開ける)	<i>vt opens</i>
āki	SP-4	9 あき	18 秋	fall; autumn (one of the seasons)
ak.u		8 あく	(開く)	<i>vi opens</i>
amari		11 あまり		(not) very (much) (<i>occurs with neg.</i>)
āme	SP-5		18 雨	rain
ame	SP-5	(あめ)		(hard) candy
Amerika	4	アメリカ		America
Amerikājiñ			1 アメリカ人	(an) American (person)
anāta	SP-2	1 あなた		you
anatagata			12 あなた方	you (<i>plural</i>)
ane	4	あね	(姉)	(one's own) older sister
āni	4	あに	(兄)	(one's own) older brother
ano	2	あの		that (over there [distant from both the speaker and the person addressed])
ao-dēñwa			16 青電話	blue phone
aōi			20 青い	<i>adj (is) blue; green</i>
ara.u	13	あらう	(洗う)	<i>vt washes</i>
are	1	あれ		that (over there)

arigatō	10	ありがとう		Thank you (for what you did).
gozaimāshita		ございました		
arigatō	8	ありがとう		Thank you.
(gozaimāsu)		(ございます)		
Ārisu	4	アリス		Alice (name, fem.)
āru (<i>irr.</i>)	7	ある		<i>vi</i> is (inanimate)
āru	16	ある	(或る)	a certain (<i>deictic</i>)
(-te) āru	20	(〜て) ある		<i>verb auxiliary: stative</i>
arūk.u	5	あるく	12 歩く	<i>vi</i> walks
āsa			20 朝	morning
asātte	9	あさつて		the day after tomorrow
ashitā, ashita	5	あした		tomorrow
asob.u	5	あそぶ	(遊ぶ)	<i>vi</i> plays
asoko	7	あそこ		over there
a, sōsō	14	あ、そうそう		Oh yes! (I remember)
atamá	SP-1		8 頭	head
atarashīi	3	あたらしい	4 新しい	<i>adj</i> (is) new; fresh
atatakāi	18	あたたかい	(暖かい)	<i>adj</i> (is) warm (weather)
āto de	13	あとで	(後で)	after
atsui	3	あつい	(厚い)	<i>adj</i> (is) thick
atsúi	3	あつい	(暑い)	<i>adj</i> (is) hot (weather)
atsumār.u			20 集まる	<i>vi</i> gathers; collects
atsumé.ru			20 集める	<i>vt</i> gathers; collects
ā.u			20 会う	<i>vi</i> meets; sees

■ B

-bai (-hai, -pai)	14	〜ばい	(〜杯)	<i>classifier for liquid or dry measure; e.g., a cup(ful) of coffee</i>
-bañ			16 番	No. -- (number suffix)
bánana	SP-3	バナナ		banana
bañgō, -- bāngō			16 番号	number (e.g., deñwa bāngō telephone number)
bāsu	SP-3	バス		bus
bātā	SP-2	(バター)		butter
beñkyō	SP-4	べんきょう	(勉強)	study
beñkyō-suru	11	べんきょうする	(勉強する)	<i>vt</i> studies
bēñri (na/ni)	SP-3		2 便利	convenient; useful; suitable
betsu (no/na/ni)			16 別	another; separate (-ly)
bií!	16	ビーッ		(a) buzz; beep (<i>onomatopoeic for the telephone signal</i>)
bīru	SP-2	ビール		beer
bókushi, bokushi	SP-2		(牧師)	(a) pastor; minister; clergyman

-boñ (-hoñ, -poñ)		14	～本	<i>classifier for long, cylindrical objects such as pencils</i>
bōru-peñ	1		ボールペン	ballpoint pen
bōshi	20		ぼうし (帽子)	hat
botañ, bótañ	16		ボタン	(a) button
búñgaku		4	文学	literature
Burajirú-maru		19	ブラジル丸	The Brazil Maru (<i>maru is attached to the names of Japanese sailing vessels much like S.S. is attached in English</i>)
butaniku	SP-3		(豚肉)	pork
butsuzō	12		ぶつぞう (仏像)	Buddhist statue
-byaku (-hyaku; -pyaku)		15	～百	multiple of 100
byōiñ		4	病院	hospital
		7	病院	
byōki		2	病気	sick (<i>note that byōki is not a copular noun</i>)

■ C

chichí	4	ちち	16	父	(one's own) father
chiga.u	15	ちがう		(違う)	<i>vi is different</i>
chikáku	13	ちかく	14	近く	near
chikatetsu	SP-2		12	地下てつ	subway
			20	地下鉄	
chikyū	SP-2			(地球)	(planet) earth
chīsái			3	小さい	<i>adj (is) small</i>
chittómo	18	ちつとも			(not) at all (<i>with neg.</i>)
chízu			12	地図	map
chízu	SP-2	(チーズ)			cheese
chokorēto	SP-2	(チョコレート)			chocolate (candy)
chóttó mátte kudasái	SP-5			(ちょっと待って下さい)	Wait a moment, please.
chūgákkō			18	中学校	middle school; jr. high
Chūgoku			4	中国	China
chūgokugo			4	中国ご	Chinese (language)
			6	中国語	
Chūgokújiñ			4	中国人	(a) Chinese (person)
chūshajō			15	駐車場	parking space; parking lot

■ D

-dai		14	～台	<i>classifier for cars, machines</i>
daidokoro	11		だいどころ (台所)	kitchen
daigaku		7	大学	university; college
daigákusē		9	大学生	college/university student
daijōbu (na/ni)	2		だいじょうぶ (大丈夫)	all right; fine; O.K.
dáisuki (na/ni)		9	大好き	likes very much
dákara	5		だから	so; therefore (<i>sentence connective</i>)
-dama		16	～玉	<i>classifier for coins</i>
damé (na/ni)	2		だめ (駄目)	not good; no good
dáre	2		だれ (誰)	who?
dáre ka	20		だれか (誰か)	someone
dás.u		15	出す	<i>vt</i> puts out; pays (money)
de	11		で	<i>particle, Location marker</i>
de	13		で	<i>particle, Means marker</i>
de	17		で	<i>particle, Reason marker</i>
déguchi	SP-2	13	出口	exit
dekake.ru		5	出かける	<i>vi</i> goes out (from one's home)
dekí.ru		8	出来る	<i>vi</i> is able; can; is done (<i>e.g.</i> , <i>the cake is done</i>)
démo	3		でも	but
dēnki		20	電気	electricity
dēnki ga tsúk.u		20	電気がつく	(the) light comes on
dēnki o tsuké.ru		20	電気をつける	turns on (the) light
deñpō	SP-4		(電報)	telegram
dēnsha,	SP-4	12	電車	electric (powered) train
deñsha		13	電車	
deñwa	SP-4	13	電話	telephone
deñwa o kaké.ru		16	電話をかける	telephones; makes a phone call
deñwa-suru	11	13	でんわする	<i>vi</i> telephones
depātō	1		デパート	department store
dé.ru		11	出る	<i>vi</i> graduates
dé.ru		13	出る	<i>vi</i> goes out
dé.ru		16	出る	<i>vi</i> answers (the telephone); is on the line
deshita	1		でした	<i>past form of the copula</i>
desu	SP-1	1	です	<i>the copula</i>
désu kara	19		ですから	therefore; so (<i>polite form of</i> <i>dákara</i>)
déte kuru		16	出て来る	comes out (<i>a verb phrase formed</i> <i>with the auxiliary kúru</i>)
déto	11		デート	(a) date; engagement
déwa	16		では	well then
de wa arimasēn	1		ではありません	<i>neg. form of the copula</i>
dō	10		どう	how?

dōa	SP-1	6	ドア		door	
dō itashimáshite	SP-1	8	どういたしまして		Don't mention it! / Think nothing of it! / Not at all!	
Dóitsu		4	ドイツ		Germany	
doitsugo		4	ドイツご	6	ドイツ語	German (language)
Doitsuújiñ				1	ドイツ人	(a) German (person)
dóko	SP-2	7	どこ		where?	
dómo		6	どうも		indeed; very much	
dómo arígatō		4	どうもありがとう		Thank you (very much).	
dómo arígatō gozaimáshita		10	どうもありがとう ございました		Thank you very much (for what you did).	
dómo arígatō gozaimáasu	SP-1		(どうもありがとう ございます)		Thank you very much.	
dónata		2	どなた		who? (<i>Polite</i>)	
dónna		7	どんな		what; what sort/kind of?	
dóno		2	どの		which; what?	
dono kurai		15	どのくらい	(どの位)	about how much/long/far? etc.	
doráibu		14	ドライブ		(a) drive; driving (usually for recreation; e.g., go for a drive)	
doráibu-suru		14	ドライブする		<i>vi</i> goes for a drive	
dóre		4	どれ		which (of more than two alternatives)?	
dóriru		18	ドリル		drill	
dóro		13	どうろ	(道路)	road	
-doru		15	〜ドル		<i>classifier for dollars</i>	
doyōbi				9	토요일 (土曜日)	Saturday
dōzo	SP-1	8	どうぞ		Please! (e.g., Go ahead, please. / Take this, please; BUT NOT Please give me.)	
dōzo yoroshiku		3	どうぞよろしく		How do you do (<i>lit.</i> , Please think well of me)?	

■ E

e		12	え		<i>particle, Direction marker</i>	
e!		7	え		Eh! (<i>an exclamation</i>)	
é	SP-5	6	え	7	絵	(a) picture (drawing; painting)
é		2	ええ			yes (<i>indicates affirmation or consent</i>)
é, dómo		6	ええ、どうも			Thank you (<i>lit.</i> , Yes, very much).
éga, ēga		6	えいが	20	映画	movie
égákāñ		11	えいがかん		(映画館)	movie theater
ēgo	SP-2	4	えいご	8	英語	English (language)
éki, -eki	SP-2	7	えき	12	駅	station; -- Station (railroad)

(-)ēn		3	(~)円	(--)	yen (Japanese currency)	
ēnjiñ	5	エンジン			engine; motor (of a car)	
eñpitsu	1	えんぴつ	(鉛筆)		pencil	
■ F						
fōku (hōku)	13	フォーク			fork	
fúbeñ (na/ni)	SP-3		2	不便	inconvenient; unsuitable	
fude	13	ふで		(筆)	brush (for writing)	
Fúji-sañ			17	富士山	Mt. Fuji	
fukú	SP-3			(服)	clothing; clothes	
-fuñ (-puñ)			15	~分	<i>classifier for minutes</i>	
fúne	SP-3	12	ふね	15	船	boat; ship
Furañsu	4	フランス			France	
furañsugo	4	フランスご	6	フランス語	French (language)	
Furañsújiñ			4	フランス人	(a) French person	
furó (o-fúro)	7	ふろ		(風呂)	bath (for bathing)	
fúr.u	18	ふる		(降る)	<i>vi</i> precipitates; falls (e.g., <i>áme ga fúru</i> it rains)	
furúi	3	ふるい	4	古い	<i>adj</i> (is) old (not new)	
futarí, futari			14	二人	two persons	
futatsú, futatsu			14	二つ	two	
futór.u	5	ふとる		(太る)	<i>vi</i> becomes fat	
futsū (no/ni)	18	ふつう		(普通)	usual; ordinary (-ly)	
futsuka			10	二日	the second (of the month)	
fuyú, fuyu	SP-4		9	冬	winter (one of the seasons)	

■ G

ga	2	が			<i>particle, Subject marker</i>
gaikoku			9	外国	foreign country
gake	SP-3		20	外国	
gakkō	SP-3	1		(崖)	cliff; precipice
gakkō ga áru			7	学校	school
gakusē	SP-2		19	学校がある	there is school
gasoriñ	SP-4	8		学生	student (usually university)
-gata				ガソリン	gasoline
			12	~方	<i>pronoun plu. suffix</i> (though not used with <i>watashi</i> ; also used with nouns designating people in honorific speech)

-gatsu		10	月		<i>suffix for names of months; e.g., ichigatsu</i> January
-gawa		13	側		-- side
géki		17	劇		(a) play (drama)
gēnki (na/ni)		2	元気		well; health (-ly)
gēnki desu	SP-1		(元気です)		Fine, thank you (<i>lit.</i> , I'm well).
getsuyōbi		9	月よう日		Monday
gīn		18	月曜日		
Gīnkakuji		20	銀		silver
gīnkō		12	銀閣寺		Ginkakuji (<i>name of a temple</i>)
Gīnza		7	銀行		(a) bank
Gion		12	銀座		(the) Ginza (<i>place name</i>)
gō		12	祇園		Gion (<i>place name</i>)
-go		10	五		five
-go	4	~ご	6	~語	language (<i>e.g.</i> , the Japanese language) (<i>noun suffix</i>)
-go		19	~後		after
gochisō-sama	SP-4		(ごちそうさま)		Thank you! (<i>said after eating, to the hostess or host; lit.</i> , It was a feast!)
gōgatsu		10	五月		May
gōgo	10	ごご	(午後)		afternoon; p.m.
gōhan	6	ごはん	(御飯)		(cooked) rice; a meal
gomí	20	ごみ			trash; waste
-goro, -gōro	10	~ごろ	(頃)		approximately; about (<i>used with Time expressions</i>)
go-shūjin		4	ご主人		(another's) husband
-goto (ni)	15	~ごと(に)	(~毎に)		every --
-gurai (-kurai)	15	~ぐらい	(~位)		approximately; about
-gūramu	15	~グラム			gram(s)
gyūniku	SP-3		(牛肉)		beef (meat)

■ H

hachí		10	八		eight
hachigatsú, hachigatsu		10	八月		August
hagaki	14	はがき			postcard
háha	4	はは	16	母	(one's own) mother
hái	SP-1	1	はい		yes (<i>this word has many shades of meaning</i>)
-hai (-bai, -pai)	14	~はい	(~杯)		<i>classifier for liquid or dry measure; e.g.</i> , a cup(ful) of coffee
háir.u	12	はいる	16	入る	<i>vi enters</i>

(o-fúro ni) háir.u		16	入る	<i>vi</i> takes a bath; gets in the bath		
hajimar.u	10	はじまる	(始まる)	<i>vi</i> begins		
hajimemáshite	3	はじめまして	(初めまして)	I'm pleased to meet you (<i>lit.</i> , It is the first time . . .).		
hajime.ru	6	はじめる	(始める)	<i>vt</i> begins		
hajímete	9	はじめて	(初めて)	for the first time		
hakkíri (to)	SP-2	(はっきり)		clearly		
hako	SP-5		(箱)	(a) box		
hakob.u	13	はこぶ	(運ぶ)	<i>vt</i> hauls; transports		
hak.u	20	はく		<i>vt</i> wears (on lower body); puts/pulls on (<i>e.g.</i> , wears/puts on shoes/skirt/pants)		
hámu	15	ハム		ham		
Hámuretto	9	ハムレット		Hamlet (<i>name of a play</i>)		
-hân			10	～半	half-past --	
hana	SP-5			(鼻)	nose	
haná	SP-5	9	はな	(花)	flower	
hanashí			16	話	(a) talk	
hanás.u			8	話す	<i>vt</i> talks	
hañbágã	SP-2	(ハンバーガー)			(a) hamburger	
hañdobággú	20	ハンドバッグ			handbag; purse	
hañkachi,	SP-4	(ハンカチ)			handkerchief	
háñkachi						
hará.u	15	はらう	(払う)	<i>vt</i> pays		
Hárisu	5	ハリス		Harris (<i>personal name</i>)		
háru	SP-4	9	はる	12	春	spring (one of the seasons)
hasamí	SP-5	13	はさみ	17	春	scissors
hashí	SP-5		(橋)		bridge	
(o-)háshi	SP-5	6	はし		(箸)	chopsticks
hashír.u	5	はしる	17	走る	<i>vi</i> runs	
hátachi	19	はたち	(二十)		twenty (years old)	
hatarak.u			5	働く	<i>vi</i> works	
hatsuka			10	二十日	the twentieth (of the month)	
hayái	3	はやい	19	早い	<i>adj</i> (is) early	
hayái	12	はやい	(速い)		<i>adj</i> (is) fast	
Hayashi			6	林	Hayashi (<i>personal name</i>)	
hēñ (na/ni)	SP-3		18	変	strange; peculiar	
hetá (na/ni)	SP-3		8	下手	clumsy; unskillful (-ly)	
heyá	SP-1	2	へや	(部屋)	(a) room	
hi, -- hí			11	日	(a) day	
hidari	7	ひだり	13	左	left (side/direction)	
hidarigawa			13	左側	left(-hand) side	
hidói	17	ひどい			<i>adj</i> (is) severe; extreme; violent	
higashi	SP-1		13	東	east	

higashi-guchi		13	東口	east entrance
hikōki	SP-5	12	ひ行き	plane; airplane
		17	飛行機	
hik.u	14	ひく	(引く)	vt draws (e.g., draws a line)
hikúi	8	ひくい	(低い)	adj (is) low; short
hima (na/ni)	2	ひま	(暇)	free; free time; leisure
hiragána, hiraganá, hiragana	18	ひらがな		(the) hiragana (syllabary)
hirói		19	広い	adj (is) wide; spacious
hiro.u	19	ひろう	(拾う)	vt picks up
hirú	20	ひる	(昼)	noon; daytime
hisashiburi, hisashiburí	8	ひさしぶり	(久しぶり)	(after) a long time; (for) the first time in months/years
hito, -- hitó		2	人	person
hitóri		14	一人	one person
hitótsu		14	一つ	one
hitsuyō (na/ni)		19	必要	necessary; needful
(migi no) hō		7	(右の方)	direction (to the right)
Hokkaidō	SP-5	12	北海道	Hokkaido (place name)
		15	北海道	
hōku (fōku)	13	ホーク		fork
hōn	SP-4	1	本	book
-hoñ (-boñ, -poñ)		14	～本	classifier for long, cylindrical objects such as pencils
hoñtō (no/ni)	13	ほんとう	18	本当
				real; true (-ly)
hōra	7	ほら		Look! (an exclamation)
hoshíi	14	ほしい	(欲しい)	adj (is) desired; wants
hóteru	SP-2	11	ホテル	hotel
hotōndo	18	ほとんど	(殆んど)	almost (used primarily in neg. clauses)
Howáito	2	ホワイト		White (personal name)
hyakú, hyaku		3	百	one hundred
-hyaku (-byaku, -pyaku)		15	～百	multiple of 100
hyaku-eñ		3	百円	100 yen
■ I				
ichí		10	一	one
ichigatsú, ichigatsu		10	一月	January
ichinichí, ichínichi		12	一日	a/one day

íé	SP-1	1	いいえ		no
íé, kékko desu		8	いいえ、けっこう です	(いいえ、結構 です)	No, thank you.
Igirisu		9	イギリス		England; Great Britain; U.K.
Igirisújiñ		6	イギリス人		Englishman
íi (yói)	SP-3	4	いい	(良い)	adj (is) good
ikága		8	いかが		how about?
ikébana		9	いけばな	(生け花)	ikebana (Japanese flower arrang- ing)
Ikebúkuro		12	池袋		Ikebukuro (<i>place name</i>)
ikkái ni		16	一回に		at one time
iku (<i>irr.</i>)		5	行く		vi goes
íkura		3	いくら		how much?
íkutsu		14	いくつ	(幾つ)	how many?
íma		9	今		now
imá		11	いま	(居間)	living room
íma de wa		19	今では		now (<i>emphatic</i>); nowadays
ima máde ni		18	今までに		so far; up until now
ími		18	いみ	(意味)	meaning
imōtó		4	いもうと	(妹)	(one's own) younger sister
imōto-sañ		4	いもうとさん	(妹さん)	(another's) younger sister
inaka		13	いなか	(田舎)	country (rural district)
inaká-michi		13	いなか道	(田舎道)	country road
Índo		9	インド		India
Iñdójiñ		20	インド人		(a) person from India; (an) Indian
inú	SP-1	5	いぬ	(犬)	dog
ippai (no/ni)		20	いっぱい		full
(--wa) iras- shaimásu ka	SP-5		(いらっしゃい ますか)		Is (--) in?
ire.ru		16	入れる		vt puts in; inserts
iriguchi, irikuchi	SP-2		(入口)		entrance
iró		20	色		color
iroiro (na/no/ni)		8	いろいろ	(色々)	various (-ly)
i.ru		7	いる	(居る)	vi is (<i>animate</i>)
ir.u		8	いる	(要る)	vi needs; wants
(-te) i.ru		16	~ている		verb auxiliary: progressive
(-te) i.ru		20	~ている		verb auxiliary: stative
Isetañ		13	伊勢丹		Isetan (department store)
(o-)isha (-sañ)	SP-2	2	いしゃ	(医者)	(a medical) doctor; physician
ishí		12	石		(a small) stone
isogashíi		3	いそがしい	(忙しい)	adj (is) busy; in a hurry
isóg.u		16	いそぐ	(急ぐ)	vi hurries
issho (ni)		16	いっしょ	(一緒)	together (with)

isshōkēnmē (na/ni)		19	一生けんめい (一生懸命)	earnest; industrious (-ly); with all (one's) might
isu	SP-1	7	いす (椅子)	chair
Itadakimāsu.	SP-4		(いただく)	word said before beginning to eat
Itaria		20	イタリア	Italy
ītsu		9	いつ	when?
itsuka		10	五日	the fifth (of the month)
ītsu made mo		19	いつまでも	forever; for an indefinitely long period of time
ītsu mo		9	いつも	always
itsútsu		14	五つ	five
i.u		16	言う	vt says

■ J

jettōki	SP-3	13	ジェットき (ジェット機)	(a) jet (plane)
-ji		10	～時	-- o'clock (<i>classifier for time in hours</i>)
jidōsha		1	じどうしゃ	automobile
jikañ		18	時間	class period; time
-jikañ		15	～時間	<i>classifier for counting hours</i>
jiko		17	事故	accident
-jiñ		1	～人	<i>noun suffix to indicate nationality</i>
jīnja		12	神社 (^{しんじ})	(Shinto) shrine
jisoku, jisoku		17	時速 (^{じそく})	speed; mph; kph
jōbu (na/ni)		19	じょうぶ (丈夫)	strong; well
Jōnsoñ		3	ジョンソン	Johnson (<i>personal name</i>)
jōzū (na/ni)	SP-3		8 上手	skillful (-ly)
jū		10	十	ten
-jū		10	～十	multiple of 10
-jū		20	～中	through(out); all during
jūgatsú, jūgatsu		10	十月	October
jūichí, jūichi		10	十一	eleven
jūichigatsú, . jūichigatsu		10	十一月	November
jūnī, jūni		10	十二	twelve
jūnigatsú, jūnigatsu		10	十二月	December
jūsho	SP-2		(住所)	(an) address
jūsu	SP-2		(ジュース)	juice; imitation fruit drink
jūyokka		10	十四日	the fourteenth (of the month)

■ K

ka	1	か		<i>particle for interrogation</i>
kabuki	10	かぶき	(歌舞伎)	Kabuki (a classical Japanese theater form)
Kabukiza		11	かぶき座 (歌舞伎座)	(the) Kabuki Theater
kabúr.u	20	かぶる		<i>vt</i> wears; puts on (e.g., puts on over the head; wears on the head)
kádo	11	かど	(角)	corner (e.g., street corner)
káer.u	5	かえる	14 帰る	<i>vi</i> returns; goes home
káes.u	20	かえす	(返す)	<i>vi</i> returns (something)
kágaku	4	かがく	(科学)	science
kagamí	SP-5		(鏡)	mirror
-kágetsu			15 ~か月	<i>classifier for counting months</i>
kaichō	SP-2		(会長)	president (of an association or club)
kaidān	SP-4		(階段)	stairs; stairway
kaimono			9 買物	shopping
kaisha	SP-2	7 かいしゃ	17 会社	company; firm
kaiwa			18 会話	conversation
kakár.u	15	かかる		<i>vi</i> takes; requires
(deñwa o) kaké.ru			16 (電話を) かける	telephones; makes a phone call
(mégane o) kaké.ru	20	(めがねを) かける		wears glasses
káki	SP-5	(かき)		oyster
kaki	SP-5		(柿)	persimmon
kakijuñ			18 書き順	order of writing
kák.u	6	かく	18 書く	<i>vt</i> writes
kák.u	6	かく	(描く)	<i>vt</i> draws; paints
kámera	SP-1	6 カメラ		camera
kamí	SP-3	1 かみ	(紙)	paper
kamí	19	かみ	(髪)	hair (of the [human] head)
kami-nó-ke	19	かみのけ	(髪の毛)	hair (of the [human] head)
kánai	4	かない	(家内)	(my) wife
kánari	18	かなり		rather; fairly
kanashii	18	かなしい	(悲しい)	<i>adj</i> (is) sad
(o-)kane			15 金	money
kañgōfu-sañ	2	かんどふさん	(看護婦さん)	(a) nurse
kañji	8	かんじ	(漢字)	(a) Chinese character (written language)
kao	SP-1	12 かお	19 顔	face
kao o dásu			19 顔を出す	put (one's) head (<i>lit.</i> , face) out
kara	12	から		from
karada	SP-1	19 からだ	(体)	body
karē-ráisu	13	カレーライス		curried (stew with) rice
karui	3	かるい	(軽い)	<i>adj</i> (is) light (in weight)

Karúizawa	SP-5		(軽井沢)	Karuizawa (<i>place name</i>)
(o-)káshi	14	かし	(菓子)	sweets; candy; cake
kas.u	16	かす	(貸す)	<i>vt</i> lends
kā-sutéreo	7	カーステレオ		car stereo
katá			2 方	person (<i>Polite</i>)
-kata			16 ~方	way of doing (something)
katákana, katakana	18	かたかな		(the) katakana (syllabary)
ka.u			6 買う	<i>vt</i> buys
kawá	SP-3		11 川	river
kawáíí	4	かわいい	(可愛い)	<i>adj</i> (is) cute
kayôbi			9 火よう日 (火曜日)	Tuesday
kaze	17	かぜ	(風邪)	(a) common cold
ke	19	け	(毛)	hair (human or animal)
kéchi (na/ni)	2	けち		stingy; miserly
keganiñ			17 けが人 (怪我人)	(a) casualty; injured person
kēkaku	11	けいかく	(計画)	(a) plan
kēkaku-suru	11	けいかくする	(計画する)	<i>vt</i> plans
kēki	6	ケーキ		cake
(Ié,) kékkō desu	8	(いいえ)けっこう です	(いいえ結構 です)	No, thank you. / It's O.K.
kekkoñ	11	けっこん	(結婚)	marriage
kekkoñ-suru	11	けっこんする	(結婚する)	<i>vi</i> gets married
kēko	9	けいこ	(稽古)	lesson; practice
keñkyū-suru	11	けんきゅうする	(研究する)	<i>vt</i> studies; researches
kéredomo	4	けれども		however; but
késa	10	けさ	(今朝)	this morning
késañ	15	けいさん	(計算)	calculation; computation
kēzai	4	けいざい	(経済)	economics
kí			14 木	tree
kikái	14	きかい	(機械)	machine; machinery
kik.u			7 聞く	<i>vt</i> hears; listens
kik.u			13 聞く	<i>vt</i> asks
kimono			6 着物	kimono (<i>Japanese style dress</i>)
Kimura			8 木村	Kimura (<i>personal name</i>)
kiñiro			16 金色	gold color; gold
kíñjo	11	きんじょ	15 近所	neighborhood; vicinity
Kíñkakuji			12 金閣寺	Kinkakuji (<i>name of a temple</i>)
kinō, kinō	5	きのう	(昨日)	yesterday
kiñyôbi			9 金よう日	Friday
			18 金曜日	
kippu	SP-3	きっぷ	16 切符	ticket
kirai (na/ni)	8	きらい	(嫌い)	dislikes

kírē (na/ni)	2	きれい	(奇麗)	pretty; nice-looking
kírē (na/ni)	15	きれい		clean
kiré.ru	8	きれる		<i>vi</i> runs out; is exhausted (e.g., runs out of gas)
kiri	17	きり	(霧)	fog
Kirisutokyō	SP-4		(キリスト教)	Christianity
-kiro	15	〜キロ		kilogram(s)
-kiro	17	〜キロ		kilometer(s)
ki.ru	6	きる	(着る)	<i>vt</i> wears; puts on (clothing)
kír.u			13 切る	<i>vt</i> cuts
kishá	SP-3		12 汽車	train (<i>lit.</i> , steam [engine] train; <i>meaning</i> long-distance train)
kissáteñ, kissateñ			13 喫茶店	coffee shop; tea house
kita	SP-1		(北)	north
Kitayama			10 北山	Kitayama (<i>personal name</i>)
kitte	SP-3		14 切手	(postage) stamp
kitto	18	きっと		undoubtedly; surely; certainly
kíyō (na/ni)	2	きよう	(器用)	skillful; dexterous (-ly)
ko			4 子	child
kōcha	SP-2		13 紅茶	black tea (<i>lit.</i> , red tea)
kochira kōso	3	こちらこそ		How do you do (<i>said after receiving the greeting, Dōzo yoroshiku; meaning, lit.</i> , I am the one to ask that of you).
kodomo	SP-2	1 子ども	5 子ども	child
kōe			19 子供	child
kōhí	SP-2	6 コーヒー	8 声	voice
kōjiñ			17 個人	private; individual
kōjō	7	こうじょう	(工場)	factory
koko	7	ここ		here
kōkō			7 高校	high school
kōkoa	SP-3	(ココア)		cocoa; hot chocolate
kokonoká, kokonoka			10 九日	the ninth (of the month)
kokónotsu			14 九つ	nine
kokubañ	SP-3		(黒板)	blackboard
Kokuritsu-gékijō			17 国立劇場	National Theater
komár.u			5 困る	<i>vi</i> is perplexed
kóm.u	20	こむ	(込む)	<i>vi</i> gets/becomes crowded
konbañ wa	SP-1		(今晚は)	Good evening!
kōndo			17 今度	this time
kōndo			20 今度	next time
kongetsu			9 今月	this month

koñna		8	こんな		this kind; this sort; this manner
koñnichí wa	SP-1	1	こんにちは	(今日は)	Hello! (<i>a greeting used in the daytime</i>)
kono		2	この		this (near speaker)
kono aidá, kono aida		10	このあいだ	(この間)	the other day
koñshū			9	今週	this week
kōra		14	コーラ		cola
kore	SP-1	1	これ		this (near speaker)
kōsateñ, kōsateñ			20	交差点	(a) crossing; intersection
kōshū-dēñwa			16	こうしゅう 電話 (公衆電話)	public telephone
kōsoku-dōro		13	こうそくどうろ	(高速道路)	expressway (<i>lit.</i> , high-speed road)
kotaé.ru	SP-2			(答える)	<i>vi</i> answers
kotó			15	事	thing (<i>i.e.</i> , an event)
kotobá		19	ことば	(言葉)	word; language
kotoshi			9	今年	this year
kowái		12	こわい	(怖い)	<i>adj</i> (is) fearful; frightening; afraid
kú (kyú)			10	九	nine
kudasái	SP-2		16	下さい	please (<i>or</i> please give me)
kudasaimasēn ka			16	下さいませ んか	Won't you please (give me)?
kudasáru (<i>irr.</i>)			9	下さる	<i>vt</i> gives (<i>e.g.</i> , he gives me; <i>BUT NOT I</i> give you) (<i>Hon.</i>)
kúgatsu			10	九月	September
kuni			8	国	country; nation
kūrā		6	クーラー		air-conditioning unit
kurai		19	くらい	(暗い)	<i>adj</i> (is) dark (<i>i.e.</i> , absence of light)
-kurai (-gurai)		15	～くらい	(～位)	approximately; about
Kuráku		5	クラーク		Clark (<i>personal name</i>)
kúrasu		10	クラス		class
kurépasu		13	クレパス		cray-pas (a type of crayon)
kurikaes.u	SP-2			(繰り返す)	<i>vt</i> repeats
kurímu		8	クリーム		cream
kurói		14	くろい	(黒い)	<i>adj</i> (is) black
kúru (<i>irr.</i>)			5	来る	<i>vi</i> comes
kuruma	SP-3		5	車	car
kusuri	SP-3	12	くすり	(薬)	medicine
kutsú		20	くつ	(靴)	shoe(s)
kutsushitá, kutsúshita	SP-3			(靴下)	stocking(s); sock(s)
kyábetsu	SP-2			(キャベツ)	cabbage
kyó	SP-2	9	きょう	17 今日	today

kyōkai	SP-2		(教会)	church
kyōnen		9	きょ年 (去年)	last year
Kyōto	SP-2	11	京都	Kyoto (<i>place name</i>)
kyū (kū)		10	九	nine
Kyūshū		15	九州	Kyushu (<i>place name</i>)
■ M				
mā		9	まあ	My! (<i>an interjection, usually used by women</i>)
machi		13	まち	town; street; section of town
māda		9	まだ	(not) yet
māda		11	まだ	still
māda mada		18	まだまだ	yet; still (<i>emphatic</i>)
made		12	まで	(迄)
mādo	SP-1	6	まど	(窓)
māe			7	前
māe			12	前
māe wa			15	前は
māgarin	SP-4		(マーガリン)	margarine
magaru		13	まがる	(曲がる)
mai-			14	毎~
-mai			14	~枚
māiasa			14	毎朝
Maiko (-sañ)		12	まいこ	(舞子)
māinichi		8	まいにち	毎日
majikku-īnku		13	マジックインク	marker (for writing); magic ink
makkūra (na/nī)		2	まっくら	(真暗)
māma	SP-2		(ママ)	Mama; Mom; mother
-mān			15	~万
maññēnhitsu		1	まんねんひつ	(万年筆)
maru-maru		16	まるまる(〇〇)	such-and-such (a number)
massūgu		13	まっすぐ	(真直)
mata		15	また	(又)
mata		16	また	(又)
māts.u		16	まつ	18
mawas.u		16	まわす	(回す)
mayonēzu	SP-2		(マヨネーズ)	mayonnaise
mé	SP-1		8	目
mégane		20	めがね	(眼鏡)
mētoru		20	メートル	(a) meter (measurement)

(o-)miai		11	見合い	(a) formal interview (first meeting) with a prospective marriage partner
michi	SP-2	13	道	street; road
mié.ru		17	見える	<i>vi</i> is visible; can be seen
migi	7	13	右	right (side/direction)
migi no hō		7	みぎの方 (右の方)	(the) right side; (the) right direction
mikka		10	三日	the third (of the month)
mimí	SP-1		(耳)	ear
minami	SP-1		(南)	south
miñná, miñna	17		みんな	all; everybody
mí.ru		6	見る	<i>vt</i> sees; looks at
míruku	SP-1		(ミルク)	milk
misáiru	SP-5	13	ミサイル	missile
misé	SP-2	11	店	store; shop
misé.ru		6	見せる	<i>vt</i> shows
misoshíru	14		(味噌汁)	miso soup (<i>miso</i> = fermented soy bean paste)
mittsú, mittsu		14	三つ	three
miyako		12	^{みやこ} 都	(the) capital
Miyako-ódori		12	^{みやこ} 都おどり	Miyako dance (Japanese dance performed in Kyoto by Maiko dancers)
mizu		14	水	water
mizu-yōkañ		14	水ようかん	soft (watery) yokan (<i>yōkañ</i> = a confection of gelatin-like consistency)
mo	1		も	also (<i>particle: emphatic</i>)
mō	2		もう	already
mō	15		もう	no further; not any more (<i>with neg.</i>)
mō ichido	SP-2		(もう一度)	once again; once more
mochíron	12		もちろん	of course; certainly
mokuyōbi		9	木よう日 (木曜日)	Thursday
monó		8	物	thing (<i>concrete</i>)
monó	19		もの	thing (<i>abstract</i>)
móppu	SP-3		(モップ)	(a) mop
mori	SP-3	13	森	forest; woods
móshi moshi	16		もしもし	Hello!
móts.u	16		もつ	(持つ) <i>vt</i> holds
mótto	16		もっと	more; much/still more
mottō	SP-3		(モットー)	(a) motto
muika		10	六日	the sixth (of the month)
mukashi	20		むかし	(昔) ancient/old times; long ago
mushiatsúi	3		むしあつい	(蒸し暑い) <i>adj</i> (is) muggy; sultry

musuko	SP-3	4	むすこ	(息子)	(one's own) son
musumé	SP-3	4	むすめ	(娘)	(one's own) daughter
muttsú, muttsu			14	六	six
muzukashii		3	むずかしい	(難しい)	<i>adj</i> (is) difficult

■ N

nagái			12	長い	<i>adj</i> (is) long
nai		7	ない	(無い)	is not (<i>neg. form of áru</i>)
náifu		13	ナイフ		knife
náka			7	中	inside
Nakamura			5	中村	Nakamura (<i>personal name</i>)
nakanaka		18	なかなか		hardly (<i>used in neg. clauses</i>); very (<i>used in affirmative clauses</i>)
nak.u		5	なく	(鳴く)	<i>vi</i> barks; sings; cries; calls (<i>e.g., the dog barks; the bird sings</i>)
nak.u		16	なく	(泣く)	<i>vi</i> cries; weeps
nakunar.u		16	なくなる		<i>vi</i> runs out; plays out (<i>lit., becomes nonexistent</i>) (<i>e.g., money runs out</i>)
namae	SP-2	4	なまえ	(名前)	name
nán	SP-4		1	何	what?
nána (shichí)			10	七	seven
nanátstu			14	七つ	seven
nánbai			14	何ばい (何杯)	how many (glassfuls)?
nánboñ			14	何本	how many (<i>e.g., how many pencils</i>)?
nándai			14	何台	how many (machines)?
nándoru			15	何ドル	how many dollars?
náneñ			15	何円	how many yen?
nāngatsu			10	何月	what month?
nání			6	何	what?
nani-nani		16	なにになに(〇〇)		such-and-such
nánji			10	何時	what time?
nanjikañ			15	何時間	how many hours?
nankágetsu			15	何か月	how many months?
nánmai			14	何枚	how many (sheets)?
nánneñ			15	何年	what year?; how many years?
nánnichi			10	何日	what day (of the month)?
nánnichi			15	何日	how many days?
nánniñ			14	何人	how many people?
nanoka			10	七日	the seventh (of the month)
nánpuñ			15	何分	how many minutes?

Nānshī	8	ナンシー		Nancy (<i>name, fem.</i>)
nañshúkañ			15 何週間	how many weeks?
nañyōbi			9 何よう日 (何曜日)	what day (of the week)?
naōr.u	5	なおる	(直る)	<i>vi</i> becomes fixed; is repaired
naōs.u	8	なおす	(直す)	<i>vt</i> fixes; repairs; mends
Nāra			12 奈良	Nara (<i>place name</i>)
narabe.ru	20	ならべる	(並べる)	<i>vt</i> lines (something) up
nār.u	19	なる		<i>vi</i> becomes
natsú, natsu	SP-4		9 夏	summer (one of the seasons)
ne	2	ね		<i>sentence-final particle: not emphatic; tag question</i>
néko	SP-1	7 ねこ	(猫)	cat
nékutai	14	ネクタイ		necktie
nemur.u	16	ねむる	(眠る)	<i>vi</i> sleeps
-neñ			12 ~年	<i>classifier for years</i>
ne.ru	5	ねる	(寝る)	<i>vi</i> sleeps; goes to bed
nesshīñ, nésshiñ (na/ni)	2	ねっしん	(熱心)	enthusiastic; earnest (-ly)
ni	6	に		<i>particle, Indirect Object marker</i>
ni	7	に		<i>particle, Location marker</i>
ni	9	に		<i>particle, Time marker</i>
ni	5	に		<i>particle, Direction marker</i>
ni	19	に		<i>particle, Complement marker</i>
ni			10 二	two
-nichi			10 ~日	<i>classifier for the date</i>
-nichi			15 ~日	<i>classifier for counting days</i>
nichiyōbi			9 日よう日 (日曜日)	Sunday
nigatsú, nigatsu			10 二月	February
nigiyaka (na/ni)	20	にぎやか	(賑やか)	merry and cheerful; jovial; busy (-ly)
Nihōñ			4 日本	Japan
nihōngo			4 日本語	Japanese (language)
			6 日本語	
Nihoñjīñ			1 日本人	(a) Japanese (person)
níjū			10 二十	twenty
níjūyokka			10 二十四日	the twenty-fourth (of the month)
Níkkō			15 日光	Nikko (<i>place name</i>)
nikú	3	にく	15 肉	meat
nikúya (-sañ)	7	にくや	(肉屋)	butcher (shop); meatman
nímotsu	SP-2		(荷物)	baggage; luggage
-niñ			14 ~人	<i>classifier for counting people</i>
nishi	SP-1		13 西	west
nishi-guchi			13 西口	west entrance

niwa	11	にわ	(庭)	garden; yard
no	4	の		--'s (<i>particle: possessive, attributive; apposition</i>)
no	14	の		one (<i>noun substitute</i>)
nobor.u	12	のぼる	(登る)	<i>vi</i> climbs
nóhara	SP-3	13	のはら	(野原) (open) field(s)
Nojiríko	SP-5		(野尻湖)	Lake Nojiri
nokorí	18	のこり	(残り)	(the) remainder
nokór.u	8	のこる	(残る)	<i>vi</i> remains
nóm.u			6 飲む	<i>vt</i> drinks
nóm.u	14	のむ	(喫む)	<i>vt</i> smokes (tobacco)
norí	SP-5		(糊)	paste; starch
norikaé.ru			16 乗りかえる	<i>vi</i> transfers (from one vehicle to another)
			(乗り換える)	
nor.u			12 乗る	<i>vi</i> rides; boards
nose.ru	16	のせる	(載せる)	<i>vt</i> places upon
nyúsu	13	ニュース		news
Nyū Yóku	15	ニューヨーク		New York

 ■ 0

o-	2	お~		<i>Honorific noun prefix</i>
o	6	を		<i>particle, Object marker</i>
o	11	を		<i>particle, Starting Point marker</i>
o	13	を		<i>particle, Location marker</i>
óbā	16	オーバー		overcoat
óbi	12	おび	(帯)	sash (worn with a kimono)
oboé.ru	16	おぼえる	(覚える)	<i>vt</i> commits to memory; retains in the memory (<i>BUT NOT</i> recalls to mind)
ocha	SP-3	6	おちゃ	7 お茶 (Japanese) tea
ocha			11	お茶 tea ceremony
Ochanomizu			12	お茶の水 Ochanomizu (<i>place name</i>)
o-daiji ni	SP-4		(お大事に)	Take care of yourself.
odorók.u	5	おどろく	(驚く)	<i>vi</i> is startled; is surprised
odor.u	16	おどる	(踊る)	<i>vi/vt</i> dances
o-fúro (furó)	7	おふろ	(お風呂)	ofuro (Japanese-style bath); bath (for bathing)
o-fúro ni háir.u			16	おふろに入る takes a bath; gets in the bath
			(お風呂に入る)	
o-géñki desu ka	SP-1		(お元気ですか)	How are you (<i>lit.</i> , Are you well)?
ohana	9	おはな	11	お花 flower arranging
o-háshi	SP-5	6	おはし	(お箸) chopsticks
ohayō gozai-másu	SP-1	(おはようございます)		Good morning!
o-hisashiburi desu	SP-4		(お久しぶりです)	It's been a long time (since I've seen you).

o-isha-sa ⁿ	2	おいしゃさん	(お医者さん)	(a) doctor; physician (o- is an honorific noun prefix; -sa ⁿ is an honorific suffix)
oishii	3	おいしい		adj (is) good tasting; delicious
oka	SP-3 13	おか		hill
okagesama de	SP-1 5	おかげさまで	(お陰様で)	Thank you! (lit., By your favor.)
o-kane		15	お金	money
ok ^á sa ⁿ	4	おかあさん	11	お母さん (your/his) mother
o-k ^á shi	SP-3 14	おかし	(お菓子)	sweets; candy; cake
okawari ari- mas ^ē n ka	SP-1 5	おかわり ありませんか	(お変わりあ りませんか)	How are you (lit., Is there no change)?
-ok ^í (ni), -oki (ni)	15	おき		at intervals; every other --
ōk ^í i		3	大きい	adj (is) big
ok ^í .ru	5	おきる	14	起きる vi awakes; gets up
ok ^ó s.u		16	起こす	vt wakes (someone)
ok.u	12	おく		vt places; puts
ōkusama	9	おくさま	(奥様)	(your/his) wife (Hon.)
ōkusa ⁿ	SP-4 8	おくさん	(奥さん)	(your/his) wife
omatase shi- m ^á shita	SP-5		(お待たせ しました)	(I'm sorry) I kept you waiting.
omedetō gozaim ^á su	19	おめでとう ございます		Congratulations!
o-miai		11	お見合い	(a) formal interview (first meet- ing) with a prospective marriage partner
omoi	3	おもい	(重い)	adj (is) heavy
omoshirōi	3	おもしろい	(面白い)	adj (is) interesting
onaka	SP-1		(お腹)	stomach
on ^ē sa ⁿ	4	おねえさん	(お姉さん)	(your/his) older sister
ōngaku	4	おんがく	(音楽)	music
on ^í sa ⁿ	4	おにいさん	(お兄さん)	(your/his) older brother
o ⁿ ná		4	女	woman; female
o ⁿ na no hitō		4	女の人	(a) woman
o ⁿ ná no ko		4	女の子	(a) girl
or ^í .ru	13	おりる	(降りる)	vi gets off (a vehicle)
Órufato	11	オルファート		Olfert (personal name)
o-sake	6	おさけ	(お酒)	sake (rice wine); alcoholic drinks in general
o-saki ni	SP-4		(お先に)	pardon me (for going ahead)
o-sara	14	おさら	(お皿)	(a) plate; (a) dish
o-sashimi	SP-3		(お刺身)	sashimi (raw fish)
o-satō	8	おさとう	(お砂糖)	sugar
o-s ^ē nbē	14	おせんべい		sembei (hard, rice crackers)
oshie.ru	6	おしえる	8	教える vt teaches
osoi	19	おそい	(遅い)	adj (is) slow; late
os.u	16	おす	(押す)	vt pushes

o-súshi (sushí)	SP-3	18	おすし (お寿司; お鮨)	sushi (vinegar-flavored cold rice balls, usually topped with a layer of horse-radish and a layer of raw fish)
Ōta	SP-5		(太田)	Ota (<i>personal name</i>)
otaku	SP-5		(お宅)	(your/his/etc.) home (<i>Hon.</i>)
o-ta ^h njōbi		10	おたん生日 (お誕生日)	birthday
o-teárai		7	おてあらい (お手洗い)	toilet (<i>lit.</i> , washroom)
o-tera (terá)		12	お寺	(Buddhist) temple
o-tōfu (tōfú)		14	おとうふ (お豆腐)	soy bean curd
otokó		4	男	man; male
otoko no hitó		4	男の人	(a) man
otokó no ko		4	男の子	(a) boy
otona	SP-2	1	おとな (大人)	(an) adult
otōsan		4	おとうさん	(your/his) father
otōtō		4	おとうと (弟)	(one's own) younger brother
otōto-san		4	おとうとさん (弟さん)	(your/his) younger brother
ototói, ototoi		9	おととい (一昨日)	day before yesterday
otótoshi		15	おととし (一昨年)	year before last
o-tsurí	SP-2	15	おつり	change (amount returned when payment is tendered)
owar.u	SP-3	10	おわる	18 終わる
oyasumi nasái	SP-1		(おやすみなさい)	<i>vi/vt</i> ends; finishes Good night!
oyátsu		14	おやつ	(a) snack (so named because of the hour when it was traditionally eaten; <i>i.e.</i> , the 8th hour of the day, or about 3:00 p.m.)
oyóg.u		11	およぐ (泳ぐ)	<i>vi</i> swims

■ P

-pai (-hai, -bai)		14	~ぱい (~杯)	<i>classifier for liquid or dry measure; e.g.</i> , a cup(ful) of coffee
pān	SP-4	6	パン	bread
pápa	SP-2		(パパ)	Papa; Dad; father
Pári		17	パリ	Paris
Pén		4	ペン	Peng (<i>personal name</i>)
-poñ (-hoñ, -boñ)		14	~本	<i>classifier for long, cylindrical objects such as pencils</i>
-puñ (-fuñ)		15	~分	<i>classifier for minutes</i>
púru		11	プール	swimming pool
-pyaku (-hyaku, -byaku)		15	~百	multiple of 100

■ R

rábo	18	ラボ		language laboratory
ráigetsu			9 来月	next month
rainēn			9 来年	next year
raishū			9 来週	next week
rájio	SP-2	7 ラジオ		radio
rānpu		16 ランプ		(a) light; lamp
rānpu ga tsúk.u		16 ランプがつく		the light comes on
rekishi		4 れきし	(歴史)	history
résutoran		11 レストラン		restaurant
rippa (na/ni)	SP-3		(立派)	fine; splendid (-ly)
rirekisho, rireki- shō, rirekisho, rirékisho		11 りれきしょ	(履歴書)	curriculum vitae; record of (one's) life
rísu	SP-1	(りす)		squirrel
róba	SP-1	(ろば)		donkey
rokétto	SP-3	13 ロケット		rocket
rokú			10 六	six
rokugatsú, roku- gatsu			10 六月	June
rokuon	SP-3		(録音)	(a) record(ing)
Rōndon		15 ロンドン		London
Ryōanjī		12 龍安寺 (竜安寺)		Ryoanji (<i>name of a temple</i>)
ryokō		11 りょ行 (旅行)		(a) trip
ryokō-suru		11 りょ行する (旅行する)		<i>vi</i> makes a trip
ryōri		8 りょうり (料理)		cooking; cuisine
ryōri-suru		11 りょうりする (料理する)		<i>vt</i> cooks; prepares food

■ S

sá		8 さあ		well . . . (<i>an interjection</i>)
sabishī		17 さびしい	(淋しい)	<i>adj</i> (is) lonely
sagas.u		20 さがす	(探す)	<i>vt</i> searches for
saká	SP-3		(坂)	slope
sakana	SP-3	12 さかな	(魚)	fish
(o-)sake		6 さけ	(酒)	sake (rice wine); alcoholic drinks in general
saki			7 先	ahead
sákkī		16 さっき		a while ago; just now
sak.u		9 さく	(咲く)	<i>vi</i> blossoms; blooms

sakura	17	さくら	(桜)	cherry tree; cherry blossom		
samúí	3	さむい	(寒い)	<i>adj</i> (is) cold (weather)		
-sañ	SP-5	2	～さん	Mr./Mrs./Miss (<i>noun suffix used principally with names</i>) (Hon.)		
sañ			10	三	three	
sañdoíitchi	SP-4	(サンドイッチ)		sandwich		
Sañ Furañshísuko	15	サンフランシスコ		San Francisco		
sāngatsu			10	三月	March	
sānjū			10	三十	thirty	
sañpo			17	散歩	(a) walk; stroll	
sañpo-suru			17	散歩する	<i>vi</i> takes a walk; strolls	
(o-)sara	14	さら	(皿)	(a) plate		
sarainen			18	さ来年 (再来年)	year after next	
sashimí	SP-3			(刺身)	sashimi (raw fish)	
(o-sashimi)						
sató (o-satō)	SP-2	8	さとう	(砂糖)	sugar	
Sátō	SP-5	3	佐藤		Sato (<i>personal name</i>)	
			19	佐藤		
sayōnará	SP-1	(さようなら)			good-bye	
sé	8	せ	(背)	height		
sējika	SP-2			(政治家)	politician	
sēkaku (na/ni)			19	正かく (正確)	correct; accurate (-ly)	
sēkatsu-suru			19	生活する	<i>vi</i> lives (one's daily life)	
sēñ	14	せん	(線)	(a) line		
sēñ			3	千	thousand	
-sēñ (-zēñ)			15	～千	multiple of 1,000	
(o-)sēñbē	14	せんべい			sembei (hard rice crackers)	
sēñchí	20	センチ			(a) centimeter	
señ-eñ			3	千円	one thousand yen	
sēngetsu			9	先月	last month	
señkyōshí	SP-4	4	せんきょうし	13	せん教し (宣教師)	(a) missionary
señmoñ	9	せんもん	(専門)	major (study)		
señsē	SP-4		1	先生	teacher	
señshū			9	先週	last week	
señtaku	11	せんたく	(洗濯)	washing; laundry		
señtākuki	13	せんたくき	(洗濯機)	washing machine		
señtaku-suru	11	せんたくする	(洗濯する)	<i>vt</i> does the washing; launders		
sētā	14	セーター		sweater		
sēto			1	生徒	student (pupil)	
setsumē-suru			16	説明する	<i>vt</i> explains	
sēyō-ryōri	SP-2	(西洋料理)		Western (European-American, not oriental) cooking		

shashīn	SP-4	7	しゃしん	(写真)	photograph	
shātsu		11	シャツ		undershirt; shirt	
shī (yōn)				10	四	four
shiwase (na/ni)		19	しあわせ	(幸せ)	happy; fortunate	
Shibuya				11	渋谷	Shibuya (<i>place name</i>)
shichī (nāna)				10	七	seven
shichigatsú, shichigatsu				10	七月	July
shigatsú, shigatsu				10	四月	April
shigoto				17	仕事	work
shikāshī		18	しかし		but; however	
shimāru		8	しまる	(閉まる)	<i>vi</i> closes; shuts	
shima.u		20	しまう		<i>vt</i> puts away	
shiméru		6	しめる	(閉める)	<i>vt</i> closes; shuts	
shīnbun	SP-4			4	新聞	newspaper
shīngō		13	しんごう	(信号)	(traffic) signal	
Shīnjuku				11	新宿	Shinjuku (<i>place name</i>)
Shīnkānsēn				12	新かんせん (新幹線)	limited express; the "Bullet" train (<i>lit.</i> , New Trunk Line)
shīnkō	SP-4				(信仰)	faith
shīnsetsu (na/ni)		2	しんせつ	17	親切	kind (-ly)
shīn.u				17	死ぬ	<i>vi</i> dies
shirōi				19	白い	<i>adj</i> (is) white
shīr.u				19	知る	<i>vt</i> knows
shita, -- shitá				7	下	below; beneath
shita no kodomo				19	下の子供	(the) younger child (of the family)
shitsumōn	SP-2				(質問)	(a) question
shitsūrē shi- māshita	SP-1				(失礼しま した)	Forgive me (<i>lit.</i> , I was impolite).
shitsūrē shi- māsu	SP-1				(失礼します)	Excuse me.
shīzuka (na/ni)		2	しずか	19	静か	quiet (-ly)
shōgākkō				18	小学校	elementary school
shōkai-suru		20	しょうかいする	(紹介する)	<i>vt</i> introduces	
shokuji				11	食事	(a) meal
shokuji-suru				11	食事する	<i>vt</i> eats
shūjiñ				4	主人	(one's own) husband
-shūkañ				15	～週間	<i>classifier for counting weeks</i>
shukudai	SP-3				(宿題)	homework (for school)
sō		1	そう		thus; (just) so	
sōba		7	そば		beside (physical proximity)	
sō desu ne		6	そうですね		Let's see . . . / Let me think . . .	
sō desu nē		16	そうですねえ		Let me see . . . / Let me think . . .	
sōfā		12	ソファー		sofa; couch	

sōji	11	そうじ	(掃除)	cleaning
sōji-suru	11	そうじする	(掃除する)	<i>vt</i> cleans
soko	7	そこ		there
soko de	11	そこで		then; thereupon
sonna ni	16	そんなに		to that extent; that much
sono	2	その		that (near the person addressed)
sonó ko			6 その子	the (<i>lit.</i> , that) child
sono ue			8 その上	in addition
sóra	SP-3	13 そら	(空)	sky
sore	SP-2	1 それ		that
sore de		8 それで		then; that's why
sore dé wa		8 それでは		well then --
sore kara		10 それから		after that; afterward
Sóreñ			11 ソ連	U.S.S.R.
			13 ソ連	
sorobān	15	そろばん		abacus
soshite	3	そして		and
sóto	11	そと	13 外	outside
subarashī	8	すばらしい	(素晴らしい)	<i>adj</i> (is) wonderful
-sugi	15	～すぎ	(～過ぎ)	after (when telling time); past
súgu	5	すぐ		right away; soon
súgu ni	16	すぐに		at once
suiyōbi			9 水よう日	Wednesday
			(水曜日)	
sukāto	16	スカート		skirt
sukī (na/ni)			8 好き	likes
sukiyaki	SP-3	6 すき焼き		sukiyaki (a Japanese food)
sukōshi			18 少し	a little
sumāto (na/ni)	2	スマート		slender; stylish (<i>e.g.</i> , stylish <i>in dress</i>)
sumí	13	すみ	(墨)	india ink
sumimasēn ga	5	すみませんが		I'm sorry, but -- / Excuse me, but --
Súmisu	SP-5	1 スミス		Smith (<i>personal name</i>)
sumō	13	すもう	(相撲)	sumo (Japanese-style wrestling)
súm.u			20 住む	<i>vi</i> lives; dwells
sūpā	15	スーパー		supermarket
sūpāmāketto	11	スーパーマーケット		supermarket
sūpu	13	スープ		soup
supūn	13	スプーン		spoon
suru (<i>irr.</i>)	6	する		<i>vt</i> does
suru to	16	すると		then
sushī (o-súshi)	18	すし	(寿司; 鮓)	sushi (vinegar-flavored cold rice balls usually topped with a layer of horse-radish and a layer of raw fish)

sutēki	13	ステーキ		steak
sute.ru	20	すてる	(捨てる)	<i>vt</i> discards; throws away
suwar.u	5	すわる	(坐る)	<i>vi</i> sits; sits (Japanese style)
Suzuki			20 鈴木	Suzuki (<i>personal name</i>)
suzushii	18	すずしい	(涼しい)	<i>adj</i> (is) cool

■ J

tabako	SP-1	14	たばこ		tobacco; cigarettes	
tabemonō, tabemōno			6	食べ物	food	
tabé.ru			6	食べる	<i>vt</i> eats	
tábun	5	たぶん	(多分)		probably	
-tachi	12	～たち	(～達)		<i>pronoun plural suffix; also used with nouns designating people</i>	
taiheñ (na)			15	大変	awful; very; exceedingly	
taitē			9	大てい (大抵)	usually	
taiya	SP-1			(タイヤ)	tire	
Takáhashi	SP-5		8	高橋	Takahashi (<i>personal name</i>)	
takái			3	高い	<i>adj</i> (is) expensive; high	
takái			8	高い	<i>adj</i> (is) tall; high	
takusān, takusañ	12	たくさん	(沢山)		a lot; much	
tákushī	SP-3	10	タクシー		taxi	
takushī-gáisha			17	タクシー会社	taxi company	
tamágo	SP-3			(卵)	egg(s)	
Tanaka			4	田中	Tanaka (<i>personal name</i>)	
tanjōbi			10	たん生日 (誕生日)	birthday	
tanoshii	9	たのしい	15	楽しい	<i>adj</i> (is) enjoyable; fun	
tatami	12	たたみ	(畳)		tatami (straw mats for floors)	
tatémono, tatemōno			14	たて物 (建物)	(a) building	
tatóeba	16	たとえば	(例えば)		for example	
táts.u	5	たつ	16	(立つ)	<i>vi</i> stands (up)	
té	SP-1		8	手	hand(s)	
(o-)teárai	7	てあらい	(手洗い)		toilet (<i>lit.</i> , washroom)	
tēburu	7	テーブル			table	
tegami	SP-5	6	てがみ	16	手がみ (手紙)	letter (epistle)
tēnē (na/ni)	19	ていねい	(丁寧)		careful (-ly)	
ténisu	8	テニス			tennis	
teñpura	6	てんぷら			tempura (deep-fat fried food)	

tēpu	SP-3	(テープ)		tape
terá (o-tera)			12 寺	(Buddhist) temple
térebi	SP-1	6 テレビ		television
tésuto		10 テスト		test; examination
to		6 と		and (a conjunctive used between nouns or noun phrases)
to		19 と		particle indicating a quotation
to		17 と		particle, Accompaniment marker
tō, tō			14 十	ten
tob.u		13 とぶ	17 飛ぶ	vi flies
tōfú (o-tōfu)		14 とうふ	(豆腐)	soy bean curd
tōire		7 トイレ		toilet
Tōji			12 東寺	Toji (name of a temple)
tojí.ru	SP-2		(閉じる)	vt closes; fastens
tōka			10 十日	the tenth (of the month)
tokē		6 とけい	(時計)	(a) watch; clock
tokí			16 時	time
tokidoki			9 時々	sometimes
tokoro, -- tokorō			12 所	(a) place
tokorōde		2 ところで		by the way; however (sentence connector)
tōkú			16 遠く	distant
Tōkyō	SP-5		3 東京	Tokyo (place name)
tomar.u		5 とまる	(止まる)	vi stops; parks
Tōmasu		15 トマス		Thomas (personal name)
tome.ru		8 とめる	(止める)	vt stops; parks
tomodachi	SP-2	9 ともだち	11 友達	friend
Tōmu		4 トム		Tom (name, masc.)
tonari		7 となり	(隣)	next to (physical proximity) (used only of like things)
torañjisutā-rájio		6 トランジスター ラジオ		transistor radio
tori	SP-1	13 とり	(鳥)	bird
tōr.u		13 とおる	20 通る	vi passes through; passes by
tōsuta	SP-2	(トースター)		toaster
totemo		11 とても		very
Tōyota		5 トヨタ		Toyota (name of a corporation)
tsuchí	SP-2		(土)	earth; soil
tsugí (no/ni)		16 つぎ	(次)	(the) next; following
tsuitachí, tsuitachi			10 一日	the first (of the month)
tsukaré.ru		5 つかれる	(疲れる)	vi becomes tired
tsuka.u		6 つかう	(使う)	vt uses
(dēnki o) tsuké.ru		20 つける		turns on (the light)
tsukí	SP-2		(月)	moon

tsúk.u	9	つく	(着く)	<i>vi</i> arrives
(rānpu ga) tsúk.u	16	つく		(the light) comes on
(dēnki ga) tsúk.u	20	つく		(the light/electricity) comes on
tsukue	SP-2 12	つくえ	(机)	desk; table
tsukúr.u			11 作る	<i>vt</i> makes
tsukúr.u			20 造る	<i>vt</i> makes; creates
(o-)tsuri	SP-2 15	つり		change (amount returned when payment is tendered)
tsutsúm.u	15	つつむ	(包む)	<i>vt</i> wraps
tsuyói	3	つよい	(強い)	<i>adj</i> (is) strong

■ U

uchi,	SP-2 7	うち	(家)	house
-- uchi				
ue, -- ué			7 上	on top (of); above
ue no kodomo			14 上の子ども (上の子供)	(the) older child (of the family)
ugók.u			5 動く	<i>vi</i> moves; runs (e.g., the car runs)
umá	SP-1 20	うま	(馬)	horse
umái	16	うまい		<i>adj</i> (is) skillful
umare.ru			9 生まれる	<i>vi</i> is born
úmi	SP-3 11	うみ	14 海	ocean; sea
ún ga yókatta desu	9	うんがよかったです	(運が良かったです)	(I) was fortunate/lucky.
uñdō			14 運動	physical exercise
uñdō-suru			11 運動する	<i>vi</i> exercises
uñteñ	8	うんでん	(運転)	driving (a vehicle)
uñtéñshu			17 運転手	driver
uñteñ-suru			14 運てんする (運転する)	<i>vt</i> drives (a vehicle)
ureshíi	18	うれしい	(嬉しい)	<i>adj</i> (is) happy
uriba	SP-2		(売場)	sales counter; sales place
ur.u			6 売る	<i>vt</i> sells
ushi	SP-1		(牛)	cow
ushiro			7 後ろ	behind; in back (of)
usui	3	うすい	(薄い)	<i>adj</i> (is) thin
utá	16	うた	(歌)	song
uta.u	16	うたう	(歌う)	<i>vt</i> sings
utsukushíi	3	うつくしい	(美しい)	<i>adj</i> (is) beautiful

■ W

wa		1	は			<i>particle, Subject/Topic marker</i>
wa		11	わ			<i>sentence-final particle, fem.</i>
wakái		3	わかい	13	若い	<i>adj (is) young</i>
wakár.u		5	わかる		(分かる)	<i>vi understands</i>
wara.u		16	わらう	18	笑う	<i>vi/vt laughs; smiles</i>
warúi		5	わるい		(悪い)	<i>adj (is) bad</i>
wasure.ru		18	わすれる		(忘れる)	<i>vt forgets</i>
watakushi				3	私	<i>I; me (Polite)</i>
Watanabe	SP-5	12	わたなべ		(渡辺)	<i>Watanabe (personal name)</i>
watar.u		13	わたる		(渡る)	<i>vi crosses over</i>
watashi	SP-3	1	わたし			<i>I; me</i>
watashitachi, watáshitachi		12	わたしたち		(わたし達)	<i>we; us</i>
watas.u		17	わたす		(渡す)	<i>vt gives; hands over</i>

■ Y

ya		7	や			<i>and (conjunctive used between nouns or noun phrases; inclusive)</i>
-ya		7	や			<i>person or shop engaged in retail business (e.g., pān-ya bread store / bread-man)</i>
yakamashii		3	やかましい		(喧しい)	<i>adj (is) noisy; boisterous</i>
yake.ru		8	やける		(焼ける)	<i>vi is baked; is toasted; is grilled</i>
yak.u		8	やく		(焼く)	<i>vt bakes</i>
yakyū		13	やきゅう		(野球)	<i>baseball</i>
yamá	SP-3	1	やま	12	山	<i>mountain</i>
Yamada	SP-5			4	山田	<i>Yamada (personal name)</i>
Yamákaawa				11	山川	<i>Yamakawa (personal name)</i>
Yamamoto		1	やまもと	2	山本	<i>Yamamoto (personal name)</i>
yam.u		18	やむ		(止む)	<i>vi ceases; stops</i>
yáne	SP-1				(屋根)	<i>roof</i>
yaoya (-sañ)		7	やおや	11	八百屋	<i>vegetable(-fruit) shop/seller</i>
yasai	SP-3	11	やさい		(野菜)	<i>vegetable(s)</i>
yasashii		3	やさしい		(易しい)	<i>adj (is) easy</i>
yasashii		4	やさしい		(優しい)	<i>adj (is) gentle; sweet</i>
yase.ru		5	やせる			<i>vi becomes thin</i>
yasúi				3	安い	<i>adj (is) cheap; inexpensive</i>
yasúm.u		5	やすむ		(休む)	<i>vi rests</i>
yasúm.u		15	やすむ		(休む)	<i>vt (is) absent from (e.g., is absent from school)</i>
yatto		18	やっと			<i>at last; at length; finally</i>

yattsú, yattsu		14	八つ	eight
yo	2	よ		<i>sentence-final particle: emphatic</i>
yōfuku		20	洋服	clothes (<i>lit.</i> , western clothing; <i>i.e.</i> , European-American style clothing)
yōi (íi)	4	よい	(良い)	<i>adj</i> (is) good
yōi	11	ようい	16 用意	preparation
yōi-suru	11	よういする	16 用意する	<i>vt</i> prepares
yōka		10	八日	the eighth (of the month)
yokka		10	四日	the fourth (of the month)
yoko	7	よこ	(横)	(the) side; beside
Yokohama		12	横浜	Yokohama (<i>place name</i>)
yōku	9	よく		often; well; hard
yōm.u		6	読む	<i>vt</i> reads
yōn (shí)		10	四	four
yorokōb.u	16	よろこぶ	(喜ぶ)	<i>vi/vt</i> is glad; is pleased; rejoices
Yōrōppa	9	ヨーロッパ		Europe
(— ni) yo- roshiku	SP-4	(よろしく)		Please remember me to —
yōru	12	よる	20 夜	night
Yōshiko		11	よし子	Yoshiko (<i>name, fem.</i>)
Yotsuya		16	四谷	Yotsuya (<i>place name</i>)
yottsú, yotstu		14	四つ	four
yowái	3	よわい	(弱い)	<i>adj</i> (is) weak
yuka	SP-1	12 ゆか	(床)	floor
yukí	SP-5	17 ゆき	(雪)	snow
yuki-dáruma	SP-5		(雪だるま)	snowman
yukkúri	SP-5	(ゆっくり)		slowly
yuku (<i>see</i> iku)				
yūmē (na/nī)	9	ゆうめい	(有名)	famous
yu.u (<i>see</i> i.u)				

■ Z

zasshi	SP-3		(雑誌)	magazine
-zēn (-séñ)		15	～千	multiple of 1,000
zēñbu		17	全部	all
zúibuñ		18	ずい分	very; extremely
-zútsu, ^-zutsu	14	～ずつ		— each (<i>e.g.</i> , hitotsú-zutsu one each)

ANSWERS TO SELF TEST

Lesson 1 (p.64)

- I. 1. わたしは 学生です。
2. それは 本です。
3. あなたは 日本人ですか。
4. あれは バスですか。
- II. 1. これは ボールペンではありません。まんねんひつです。
2. こんにちは。
3. A: あなたは 先生でしたか。
B: いいえ、先生ではありませんでした。
4. スミスさんは アメリカ人です。
5. それは 何ですか。
- III. 1. あれは 学校ではありません。
2. あなたは 生とですか。
3. あなたは こどもでした。
4. わたしは おとなではありませんでした。
- IV. 1. A: あなたは アメリカ人ですか。
B: いいえ、(わたしは) ドイツ人です。
2. A: (あなたは) 先生ですか。
B: いいえ、(わたしは) 学生です。

Lesson 2 (p.79)

- I. 1. あの学生は 病気で。
2. あの人は 元気です。
3. せんせいは 山本さんです。
4. このへやは 不便です。
5. スミス、ホワイト
- II. 1. Q: だれが 病気でしたか。
A: ホワイトさんが 病気でした。
2. Q: どのへやが しずかですか。
A: このへやが そうです。
3. Q: 先生は しんせつですか。
A: (a) はい、そうです。
(b) はい、しんせつです。
(c) はい、先生は しんせつです。
4. Q: 学生は ねっしんですか。
(a) いいえ、そうではありません。
(b) いいえ、ねっしんではありません。
(c) いいえ、学生は ねっしんではありません。
- III. 1. その人は 学生ではありません。
その人は 学生でした。
2. その人は しんせつではありません。
その人は しんせつでした。
3. わたしは ひまではありません。
わたしは ひまでした。
4. へやは きれいではありませんか。
へやは きれいでしたか。
- IV. 1. 山本さんは おいしゃさんです。
2. かんごふさんは きょうではありませんでした。
3. (a) あの人は だれですか。
(b) あの方は どなたですか。
4. ホワイトさんは 病気でしたね。

Lesson 3 (p.97)

- I. 1. そのデパートは 大きかったです。
2. Q: そのほんは 高かったですか。
A: いいえ、高くありませんでした。安かったです。
Q: いくらでしたか。
A: 千円でした。

- II. 1. わたしは いそがしくありません。
わたしは いそがしかったです。
2. わたしは 病気でありません。
わたしは 病気でした。
3. 東京は あつくありません。
東京は あつかったです。
4. 山本さんは きれいではありません。
山本さんは きれいでした。

III. (h)1, (f)2, (a)3, (e)4, (b)5, (g)6, (d)7, (c)8

Lesson 4 (p.114)

- I. 1. この新しい新聞は どなたのですか。
2. あのげんきな女の子は 山田さんのむすめさんです。
3. あの男の子は 中国人ですか。
4. このにくは せんえんでした。
けれども、おいしくありませんでした。
古かったです。
5. フランス、アメリカ、ドイツ
- II. 1. あのしんせつなおいしゃさんは ホワイトさんです。
2. これは おいしいケーキです。
3. この新しいれきしの本は 高いです。
4. あの小さい女の子は かわいいです。
- III. 1. ちち 1. はは 3. あに 4. あね
5. おとうと 6. いもうと
- IV. 1. まっくらなへやは だめです。
2. わたしの新しい車は あかいです。
3. Q: あのスマートな方は おねえさんですか。
A: いいえ、ははです。
4. Q: あなたの本は どれですか。
どの本が あなたののですか。
A: れきしの本が わたしのです。
れきしの本が そうです。
5. あなたの先生は だれ(どなた)ですか。
だれ(どなた)が あなたの先生ですか。

Lesson 5 (p.133)

- I. 1. 私の小さいいぬは 病気で。なきません。動きません。
困りました。
2. コンビニエンス・ストアは べんりです。
3. Q: 山村さんのきれいな車は 新しいですか。
A: いいえ、古いです。
4. ジョンソンさんのおくさんの日本ごの先生は きくのう
学校に 来ませんでした。
- II. 1. あの人は 学生ではありません。
2. クラークさんは あした 出かけません。
3. このやさいは 新しくありません。
4. 子どもは やかましくありませんでした。
5. この本は わたしものではありません。
- III. 1. 山田さんの新しい車は 動きません。
2. このパンは おいしくありません。
3. これは わたしのボールペンではありません。あねのです。
4. どなたが 中村さんですか。
- IV. 1. 子どもは あそびます。
2. 私は きのう 学こうに 行きませんでした。
3. ホワイト先生は ドイツに かえりました。
4. 日本人は ざぶとんに(on zabuton) すわります。
5. この車は だめです。なおりません。

V.	でかけます	でかけません	でかけました
	たちます	たちません	たちました
	びようきです	びようきではありません	びようきでした
	あついです	あつくありません	あつかったです
	おおきいです	おおきくありません	おおきかったです
	はしります	はしりません	はしりました
	ふべんです	ふべんではありません	ふべんでした
	ふとります	ふとりません	ふとりました
	はたらきます	はたらきません	はたらきました
	ねます	ねません	ねました

- VI. 1. トム(さん)は おとうとさんですか。
2. そのフランスごの本は むずかしかったですか。
3. わたしは あした 東京に 行きます。
4. わたしの新しいボールペンは だめです。
5. ちは あした アメリカに かけります。

Lesson 6 (p. 151)

- I. 1. きのう、わたしは ふるいカメラを 売りました。
そして、あたらしいのを 買いました。
2. 林さんは わたしに くるまのエアコンを 見せました。
3. 飲み物と食べ物 は 高いです。
4. わたしは 日本語のしんぶんを 読みません。
- II. 1. 日本人は おちゃを/も 飲みます。コーヒーも 飲みます。
2. 先生は 何を おしえますか。
3. あなたは だれに てがみを かきましたか。
4. えいが 見ませんか。
5. 東京に 行きませんか。

- III. (a) クラークさんが あげました。
(b) むすこに あげました。
(c) とけいを あげました。
(d) スイスの とけいでした。
(e) むすこに スイスのとけいを あげました。

IV.	あげる	あげます	gives (someone)
	食べる	たべます	eats
	かく	かきます	writes
	読む	よみます	reads
	売る	うります	sells
	買う	かいます	buys
	見る	みます	sees; looks at
	つかう	つかいます	uses

- V. 1. (わたしは) 日本の文学のべんきょうを します。
2. 山田先生は わたしに 日本のれきしを おしえました。
3. (わたしの)先生は 赤いえんぴつを つかいます。
4. (あなたは) だれに そのてがみをかきますか。
そのてがみは だれに かきますか。
5. おちゃを 飲みませんか。

Lesson 7 (p. 170)

- I. 1. 大がくのそばに おおきい病院があります。
2. 銀行は 高校の前に あります。
3. トイレは えきの中、みぎのほうに あります。
4. テーブルの上にお茶が あります。
5. ドア、ラジオ、テレビ
- II. 1. 日本人は お茶もコーヒーも 飲みます。
2. 村山さんは かいしゃに(は) いません。
うちにかえりました。
3. テーブルの上に 何がありますか。
4. あなたのうちに 車がありますか。
5. わたしのまちに 高校が(は) ありました。
けれども、大学は ありませんでした。

- III. 1. へやの中に 何がありますか。
2. へやの中に だれがいますか。
3. 山本さんは 日本語の先生です。おとなにも
子どもにも 日本語を 教えます。
4. Q: きのう、かいしゃに 行きましたか。
A: いいえ、病院に 行きました。

- IV. 1. クラークさんの(お)うちは わたしのうちの
となりに あります。/わたしのうちのとなりです。
2. (わたしの)うちのそばに いいやおやが あります。
3. (あなたの)おうちに 車がありますか。
4. (あなたの)おうちに こどもが いますか。
5. (あなたの)おうちは どこですか。

Lesson 8 (p. 186)

- I. 1. アリスは 目が 大きいです。手が 小さいです。
声が きれいです。そして、頭が いいです。
2. トムは テニスが じょうずです。サッカーも 好きです。
3. ナンシーは 木村さんに 英語を 教えます。
4. 林さんは フランス語も ドイツ語も 話します。

- II. 1. きのうは あつく(は) ありませんでした。
2. 前は わたしは 日本語が 上手では ありませんでした。
3. 前は 木村先生は わたしの日本語の先生では
ありませんでした。
4. きのうは アリスは 学校に 来ませんでした。

- III. 1. トムは 声が いい。
2. アリスは うんてんが 出来る。
3. (a) 車が とまる。
(b) (わたしは) 車を とめる。
4. 林さんは せが 高い。
5. (a) ドアが しまる。
(b) (わたしは) ドアを しめる。
6. (a) ケーキが やける。
(b) (わたしは) ケーキを やく。

- IV. 1. あのドイツの方(人)は 日本語が(は) 出来ませんでした。
2. わたしは ねこは 好きではありません。
けれども、いぬは(が) 好きです。
3. きのう、わたしの車は 動きませんでした。
ガソリンが きれえました。
4. おんがくは 何が 好きですか。

Lesson 9 (p. 202)

- I. 1. ウイルソン先生は 今年の夏に 日本に 来ました。
来年の冬まで 日本に います。
2. テストは たいてい 木よう日に あります。
けれども、先週は 月よう日でした。
3. 主人は いつも 日よう日に ゴルフを します。
4. あなたは 時々 えいが 見ますか。

- II. 1. A: はい、もう (ごはんを) 食べました。
B: いいえ、まだです。八いえ、まだ (ごはんを)
食べません。
2. A: いいえ、時々 パンケーキを 食べます。
3. A: 今年の夏に (来ました)。/今年の夏でした。
4. A: 大てい (あさごはんに パンを) 食べます。

- III. 1. 先週 2. 来年 3. きよ年 4. かよう日
5. どの日

- IV. 1. その人は おととい うちに 来ました。
2. 山田さんは よく わたしの日本語を なおします。
3. かなひは 大てい お茶を 飲みます。
4. 先週(の)きよよう日、(わたしは) いそがしかったです。
5. きよ年の夏、東京は むしあつかったです。

Lesson 10 (p.219)

- I. 1. 一、二、三、四、五、六、七、八、九、十
十一、十二、十三、十四、十五、二十
2. 買う、売る、読む、見る、食べる、飲む、話す
教える、出来る
3. め、て、こえ、あたま、ことし、らいねん
こんしゅう、せんげつ
4. ビール、パン、ケーキ、コーヒー、タクシー、クラス
- II. 1. どなたが 北山先生ですか。
2. この日本語の本は むずかしいです。
3. わたしのうちに(は) いぬが/は いません。
4. アリスは りょうりが 上手です。
5. あなたは 中国語が 出来ますか。
6. あのわかい人の後ろに だれが いますか。
7. けさ、何時に おきましたか。
- III. このあいだ、十時ごろ、タクシーが 私のうちの前に
とまりました。それから、タクシーのドアが あきました。
男の人が うちを じっと 見ました。私は おどろきました。
けれども、すぐに その男の人は ドアを しめました。
それから、タクシーが はしりました。何もなかったです。
けれども、こわかったです。
- IV. The other day, at about 10:30, a taxi stopped in front
of my house. Then the taxi door opened. (And) a man
looked (stared) intently at my house. I was startled.
But right away, he (lit., that man) closed the door.
Then the taxi left (lit., ran). Nothing happened (lit.,
there was nothing). But it was frightening (or, I was
frightened).
- V. 1. 十時ごろです。/十時十分です。/十時十分すぎです。
2. 八月です。
3. 日曜日
4. いいえ、左(の方)にあります。/いいえ、左です。
5. 二日(ふつか) 九日(このか) 十六日(じゅうろくにち)
二十三日(にじゅうさんにち) 三十日(さんじゅうにち)
- VI. 1. 林さんの赤ちゃんは 二月二日に 生まれました。
2. わたしのたん生日も 二月二日です。
3. わたしは 月曜日とすいよう日と金요일に 大学に
行きます。
4. A: もしもし、ナンシーさんはが いますか。
B: いいえ、今 いません。学校に 行きました。
A: 何時に かえりますか。
B: ごご、十時半ごろ (かえります)。
- VII.

好き	好きです	好きではありません	好きでした
いる	います	いません	いました
ある	あります	ありません	ありました
しめる	しめます	しめません	しめました
しまる	しまります	しまりません	しまりました
ゆうめい	ゆうめいです	ゆうめいではありません	ゆうめいでした
たのしい	たのしいです	たのしくありません	たのしかったです

Lesson 11 (p.234)

- I. 1. プール、スーパーマーケット、 レストラン
シャツ、 デート、 ホテル
2. やおや、 しよくじ、 うんどう
3. (a) 友達のお母さんにお花を 上げました。
(b) 山川さんのお父さんの店で この本を 買いました。
(c) 食事を作りました。

- II. 1. (あなたは) どこで 生まれましたか。
2. (あなたは) 学校のプールで およぎましたか。
3. (あなたは) どこで やさい(にく/パン)を 買いますか。
4. だれが りょ行のけいかくを しますか。
5. ホテル(デパート/あなたのかいしゃ)は どこに ありますか。
- III. 1. 高橋さんは 京都のかいしゃで 働きます。
うちは 神戸に あります。
2. Q: (あなたは) どこで 日本語を べんきょうしましたか。
A: 日本語学校で べんきょうしました。学校は 新宿に
あります。
3. (あなたは) いつ 日本に 来ましたか。
4. いつも おうちで 食事を しますか。
5. おうちに いぬが いますか。

Lesson 12 (p.249)

- I. 1. 山川さんのかいしゃは おちやの水に あります。
げつよう日からさんよう日まで、まいにち かい
しゃに 行きます。たいてい 駅まで 歩きます。
でも、ときどき バスに 乗ります。
2. きょう日には いろいろな所に 石庭(石のにわ)が
あります。
3. 長い汽しゃのりょうこうはつかれます。
4. 地下てつは べんりです。
5. ソファ
- II. 1. このバスは 新宿に 行きますか。
2. その本は どこに おきましたか。
3. どこで 電車に 乗りますか。
4. だれの車ですか。
5. ホテルのまどから きれいなにわを 見ました。
6. 駅からうちまで 歩きました。
7. Valentine's Dayに 友達に チョコレートを あげました。
- III. 1. 田中さんは 本をつくえ(の上)におきました。
2. (私は) 田中さんのうちに 行きました。
3. 田中さんは 私の車に 乗りました。
4. 車は 駅まで 行きます。
- IV. 1. 電車に(d) 2. 東京に(c) 3. かいしゃで(b)
4. うちに(g) 5. 田中さんに(h) 6. 大学に(i)
7. レストランで(j) 8. いすに(f) 9. だいどころで(a)
10. テーブルの上に本を(e)
- V. 1. 私は ごご六時に いつも うちに います。
2. 私は 大てい うちで 六時に 食事を します。
3. きょう 六時に うちに かえります。
4. あした六時に 友達が うちに 来ます。
5. きょう六時に 駅からうちまで タクシーに 乗りました。

Lesson 13 (p.265)

- I. 1. (a) フォーク (b) スプーン (c) ニュース
(d) インド (e) カレーライス (f) ロシア
2. 森の中の道を 歩きましょう。
3. 東口が右、西口が左です。
4. 電車、電話、電気
5. きう喫茶店で 若いせん教と 話しました。
6. ナイフで、ステーキを 切ります。
- II. 1. 外に 出ましょう。
2. 先生に 聞きましょう。
3. まちを 歩きましょう。
4. いすに すわりましょう。
5. せんたくきで あらいましょう。
6. 新宿に 行きましょう。
7. ヘヤに はいりましょう。
8. 道を とりましょう。
9. バスを おりましょう。
10. 電話で 話しましょう。

- III. 1. ホテルの前の道に 出ます。
 2. そこで 左に 曲がります。
 3. まっすくに 歩きます。
 4. 地下てつは 左側に あります。

IV.

行く	いきました	いきましよう
切る	きりました	きりましよう
はこぶ	はこびました	はこびましよう
わたる	わたりました	わたりましよう
とぶ	とびました	とびましよう
まがる	まがりました	まがりましよう

- V. 1. わたなべさんは ふねで 日本から サンフランシスコへ 行きました。
 2. サンフランシスコからシアトルまで 汽車に 乗りました。
 3. 汽車は ポートランドを 通りました。
 4. シアトルの道は きれいでした。
 左にも右にも きれいな大きい木が ありました。

Lesson 14 (p.284)

- I. 1. たかはしさんのうちは 海の近くです。
 2. あなたは 毎朝 運動しますか。
 3. 水が いっぱい ほしいです。
 4. セーター、よん枚、ネクタイ、ろっ本、車、二台
 5. 起きる、痛る
- II. 1. このへやに(は) 男の人が 三人 います。
 2. わたしは シャツを二枚 買いました。
 3. 毎朝、コーヒーを二杯 飲みます。
 4. わたしたち五人が 車一台に 乗りました。
- III. 1. テーブルの上に 本が 三つ あります。
 2. はがきを三枚と切手を五枚 下さい。
 3. 一日に たばこを何本 飲みますか。
 4. わたしのへやに(は) ラジオが三台 あります。
 5. おせんべいを五枚 食べました。
- IV. 1. (わたしは) 百円の切手五枚と六十二円の切手が あります。
 2. Q: あなたは ネクタイが 何本 ありますか。
 A: 十本ぐらい あります。
 3. わたしたちのクラスには 女の子が六人(と)男の人が四人 います。
 4. きょう、(わたしは) テレビで えいがを二本 見ました。
 5. だいたいどこに(は) ドアが いくつ ありますか。

Lesson 15 (p.305)

- I. 1. 東京から北海道まで 船で 何時間かかりますか。
 2. わたしは 千九百 年にこの近所で 生まれました。
 子どもの時は、この町は 大変 にぎやかで、楽しかったです。
 3. 肉を ナイフで 切ります。
 4. 一万三千六百円 (いちまんさんぜんろっびやくえん)
 5. ご二十時二十分(すぎ) (じゅうじにじゅうぶん)
 6. お金を はらいましたか。
- II. 1. わたしは きょう 大学を 出ました。
 2. わたしは 駅からうちまで タクシーに 乗りました。
 3. わたしは それを テーブルの上におきました。
 4. 電車で 新宿に 行きますよ。
 5. 新宿で 地下てつを おりました。
 6. ここからそこまで 八時間かかります。
 7. わたしは けさ 六時半に 起きました。
- III. 1. スミスさんは 八月十五日に 日本に 来ました。
 2. このへやに 男の人が二人 います。
 3. 今週、わたしは 学校を一日 やすみました。
 4. ここからあそまで 船で(電車で/二週間で/三十分で) 行きます。
 5. わたしは えんぴつが六本 ほしいです。
 6. 今、十時三十分です。
 7. 私は これを 新宿(のデパート)で 千三百円で 買いました。
 8. 私は 四か月 日本に います。

- IV. 1. (あなたは) いつ 大学に はいりましたか。
 2. そこ(駅/おうち/あなたのかいしゃ)まで 何分 かかりますか。
 3. どこで いくらで それを 買いましたか。
 4. どこで (電車を) おりますか。

- V. 山本さんは 東京のかいしゃで 働きます。(山本さんの)うちは 三鷹に あります。毎朝、7時15分に 起きます。(朝)ごはんに コーヒーを二杯とトーストを二枚 食べます。山本さんは 8時 ごろ うちを 出ます。(8時ごろ 出かけます)。大てい バスで 駅に 行きます。時々(山本さんの)車で 行きます。おくさんが うん てんします。三鷹から 電車で 乗ります。新宿で のりかえます。しゅや駅で 電車を おります。そして、かいしゃまで 歩きます。五分ぐらい かかります。

Lesson 16 (p.328)

- I. A: 母に 電話を かけたいです。I want to telephone my mother.
 B: お母さんは 遠くに すんぬ。Does your mother live far away? いますか。
 A: 横浜です。(She lives in) Yokohama.
 B: では、かけかたを 説明し ましょう。この青電話を つかいましょう。十円玉 をたくさん 用意して下 さい。
 番号は わかりますか。 Do you know the number?
 A: ことです。 This is it.
 B: おかぬを 入れて下さい。 Put in the money.

 A: 父が 出ました。 Dad answered the phone.
 B: お父さんは 何を 言いま したか。 What did your father say?
- II.
- | | | |
|----------------|---------|-----------|
| まつ (waits) | まっています | またないで下さい |
| あるく (walks) | あるいています | あるかないで下さい |
| いそぐ (hurries) | いそいでいます | いそがないで下さい |
| よむ (reads) | よんでいます | よまないで下さい |
| おきる (wakes up) | おきています | おきないで下さい |
| のぼる (climbs) | のぼっています | のぼらないで下さい |
| する (does) | しています | しないで下さい |
| いく (goes) | いっています | いかないで下さい |
| くる (comes) | きています | こないで下さい |
- III. 1. A: (あなたは) 今、何を していますか。
 2. A: お父さんは きょう 8時に 何を していましたか。
 3. A: どこで 日本語を べんきょうしていますか。
 4. A: ドアを かけて下さい。

Lesson 17 (p.341)

- I. 林さんは 東京の会社で 働いています。時々、仕事で おお阪へ 行きます。その時、大てい しんかんせんにのります。らいげつ、林さんは おくさんと子どもと 大阪へ 行きます。今度は 自動車で 行きます。大阪の友達もいっしょに くるまに 乗ります。全部で よにんです。林さんは ひとりで 東京に かえります。おくさんは 子どもと 飛行機で 東京に 帰ります。だいじょうぶでしょうか。ことし たくさんの人が ひこうき事故で 死にました。
- II. 答えは 省略。 Answers omitted.
- III. 1. 今年の夏(に) みんなで/が 富士山に のびりました。
 2. 時々、友達といっしょに 銀座に/へ 買物に 行きました。
 3. おなまえを/は ベンで かいて下さい。
 4. 今年の冬、ゆきで 学校を四日 休みました。
 5. 一人で ドライブに 行きましたか。
 6. 毎年、東京で(は) 自動車事故で 人が たくさん 死にます。

KANJI INTRODUCED IN VOLUME 1

7. その本を/は いくらで 買いましたか。
 8. 電話で 友達と/に いろいろな事を はなします。
 9. 今日は 富士山は きりで 見えません。
 10. 日本の春は さくらで ゆうめいです。
- IV. 1. カナダは メーブル(かえて)の木で ゆうめいです。
 2. わたしは 毎日、べんきょう(の事)で いそがしいです。
 3. 病気で 京都に 行きませんでした。
 4. わたしは じしんで おどろいた。
 5. 田中さんは けがで 病院に 入りました。
- V. 1. 夏には 私たち三人で ヨーロッパを りよ行します。
 2. わたしは これを 一人で 作りました。
 3. わたしのクラスに 女の人が五人と男の人が六人 います。
 全部で十一人います。
 4. 山川さんは よし子さんと タクシーで 国立劇場に 行きました。
 5. 山川さんは よし子さんと けっこんしました。
- II. 1. さくらは とても きれいです。
 2. きこの夜は ほとんど ぬむりませんでした。
 3. 八月は 本当に むしあつかったです。
 4. 大変 つかれてます。
 5. やっと この本が 終わりました。
- III. 1. このみかんは 二つで 150円です。
 2. アリスは 学校が 好きになりました。
 3. 時々、友達といっしょに 銀座に 買物に 行きます。
 4. 今、私は 一人で 日本語を べんきょう しています。
 5. ほとんど毎日、朝から夜まで べんきょう しています。
- IV. 1. 電気が ついている。
 2. 車は なおっている。
 3. お金が はらってある。
 4. お母さんは 起きています。
 5. 手がみが 書いてある。
- V. 1. 子供は/が 明るく 笑いました。/
 子供は/が 明るく 笑っています。
 2. 私は いつも 早く 学校に 来ます。
 3. アリスは おいしゃさんになります。/
 アリスは おいしゃさんになりました。
 4. 大い 一人で 食事しますか。
 5. あの人は 病気が(は) よくなりましたか。
- Lesson 18 (p.354)
- I. 1. 日本では 秋と冬に(は) 雨は あまり ふりません。
 けれども、春には たくさん ふります。
 2. 少し 待って下さい。今、手がみを 書いています。
 すぐ、終わります。
 3. ラボでは ドリルを します。
 4. きこの、五時間も 日本語を べんきょうしました。
 笑わないで下さい。本当です。
- II. スミスさんは ほとんど 日本語が 出来ません。
 おくさんは 日本語が とても 上手です。スミス
 さんは よく べんきょうします。けれども、なか
 なか 出来ません。このあいだ、私は スミスさん
 と 日本語で 少し 話しました。ゆっくり 話しま
 した。スミスさんは やっと 私の話が わかりま
 した。
- III. (d)1 (f)2 (e)3 (g)4 (b)5 (a)6 (c)7
- IV. 1. このかんのいみを 説明して下さい。
 2. 私たちは かんじを 全部で 180くらい べんきょう
 しました。
 3. わたしは 日本が 本当に 好きです。
 4. 先生の話が 全部 わかりますか。
 5. あなたは いつも 友達と べんきょうしますか。

Lesson 19 (p.368)

- I. 1. 日本の生活には 日本語は 必要です。だから、
 日本語を 正かくに おぼえましょう。
 2. あの静かな子供の顔は 白くなりました。
 3. これは 明るい、白い部屋ですね。
 4. 佐藤さんを 知っていますか。
- II. 1. 私は トイレを きれいにしました。
 2. 先生は 病気になるました。
 3. 部屋は 静かになりました。
 4. 私は むすめを 医者になりました。
 5. お母さんは かみの毛が 白くなりました。

Lesson 20 (p.384)

- I. きこの、夜六時半に、みんなが 銀座四丁目の
 交差点に 集まりました。それから、映画を
 見ました。あとで、レストランで 外国人の友
 達に 会いました。今、その友達は 日本に 住
 んでいます。とても、スマートな人です。いつ
 も、きれいな洋服を 着ています。そして、日本
 語を じょうずに 話します。

KANJI INTRODUCED IN VOLUME I

This index is for the purpose of finding where a kanji or a new reading of a kanji is first introduced in the text.

■ A

a(geru)	上	8
aka(i)	赤	6
aka(rui)	明	19
aki	秋	18
ame	雨	18
ao(i)	青	16
aru(ku)	歩	12
asa	朝	14
atama	頭	8
atara(shii)	新	4
atsu(maru)	集	20
a(u)	会	20

■ B

BAÑ	番	16
BEN	便	2
BETSU	別	16
-bi	日	9
-BOÑ	本	14
BU	部	17
-BUÑ	分	18
BUÑ	聞	4
-BYAKU	百	15
BYŌ	病	2

■ C

CHA	茶	7
-----	---	---

CHI	地	12
-----	---	----

chichi	父	16
--------	---	----

chii(sai)	小	3
-----------	---	---

chika(ku)	近	14
-----------	---	----

[chika(i)]

CHŪ	中	4
-----	---	---

■ D

-da	田	4
-----	---	---

DAI	大	7
-----	---	---

DAI	台	14
-----	---	----

-DACHI	達	11
--------	---	----

-dama	玉	16
-------	---	----

da(su)	出	15
--------	---	----

de	出	5
----	---	---

[de(ru)]

DEÑ	電	13
-----	---	----

DO	度	17
----	---	----

DŌ	動	11
----	---	----

DŌ	道	15
----	---	----

-domo	供	19
-------	---	----

■ E

E	絵	7
---	---	---

Ē	英	8
---	---	---

Ē	映	20
---	---	----

EKI	駅	12
-----	---	----

EÑ	円	3
----	---	---

■ F

FU	不	2
----	---	---

FUKU	服	20
------	---	----

-FUÑ	分	15
------	---	----

fune	船	15
------	---	----

furu(i)	古	4
---------	---	---

futari	二人	14
--------	----	----

futa(tsu)	二	14
-----------	---	----

futsu(ka)	二冬	10
-----------	----	----

fuyu	冬	9
------	---	---

■ G

GA	画	20
----	---	----

GAI	外	20
-----	---	----

-GAI	会	17
------	---	----

GAK-	学	7
------	---	---

GAKU	学	1
------	---	---

-gata	方	12
-------	---	----

-GATSU	月	10
--------	---	----

GEN	元	2
-----	---	---

GETSU	月	9
-------	---	---

GIN	銀	7
-----	---	---

GO	語	6
----	---	---

GO	五	10
----	---	----

GO	後	19
----	---	----

-GOKU	国	4
-------	---	---

-goto	事	17
-------	---	----

-guchi	口	13
--------	---	----

■ H			i(u)	言	16	KIŪ	金	16
HACHI	八	10				ki(ru)	切	13
haha	母	16	■ J			kit-	切	14
hai(ru)	入	16	JI	時	10	ko	子	4
HAN	半	10	JI	事	11	ko-	来	5
hana	花	11	JI	自	17	KO-	今	9
hanashi	話	16	-JIN	人	1	KŌ	行	7
hana(su)	話	8	JIP-	十	14	KŌ	校	7
HAP-	八	14	-JO	所	15	KŌ	高	7
haru	春	18	JŌ	上	8	KŌ	交	20
hashi(ru)	走	17	JŌ	生	10	koe	声	8
hatara(ku)	働	5	JŌ	場	17	kokono(tsu)	九	10
hatsuka	二十日	10	JŪ	十	10	KOKU	国	9
haya(i)	早	19	-JŪ	中	20	koma(ru)	困	5
hayashi	林	6	JUP-	十	14	KON	今	9
HEN	変	15				koto	事	15
HI	飛	17	■ K			KU	九	10
hi	日	11	-ka	日	10	kuda(saru)	下	9
hidari	左	13	KA	下	12	kuni	国	8
higashi	東	13	kā-	母	11	ku(ru)	来	5
hiro(i)	広	19	kae(ru)	帰	14	kuruma	車	5
hito	人	2	KAI	海	15	KYŌ	京	3
hitori	一人	14	KAI	回	16	KYŌ	教	13
hito(tsu)	一	14	KAI	会	17	KYŪ	九	10
HITSU	必	19	kai	買	9			
HŌ	方	7	[ka(i)]			■ M		
HON	本	1	ka(ku)	書	18	machi	町	15
HYAKU	百	3	KAN	間	15	mae	前	7
			kane	金	15	MAI	每	14
			kao	顔	19	MAI	枚	14
■ I			kata	方	2	MAN	万	15
I	意	16	KATSU	活	19	ma(tsu)	待	18
ICHI	一	10	ka(u)	買	6	me	目	8
i(ku)	行	5	kawa	川	11	MĒ	明	16
ima	今	9	KI	気	2	michi	道	13
IN	院	7	KI	汽	12	migi	右	13
IP-	一	14	ki	木	8	mik-	三	10
i(reru)	入	16	ki(ku)	聞	7	[mit(tsu)]		
iro	色	16	ki-	来	5	mi(ru)	見	6
ishi	石	12	KIN	近	15	mise	店	11
itsu(tsu)	五	10						

mizu	水	14	-PUŪ	分	15	suko (shi)	少	18						
MOKU	木	9	-PYAKU	百	15	su(mu)	住	20						
mono	物	6												
mori	森	13	■ R	_____					■ T	_____				
moto	本	2	RAI	来	9	ta	田	4						
mui-	六	10	REN	連	13	ta (beru)	食	6						
mura	村	5	RI	利	2	TAI	大	9						
mut (tsu)	六	14	RITSU	立	17	taka (i)	高	3						
			ROKU	六	10	tano (shii)	楽	15						
			ROP-	六	14	ta (tsu)	立	16						
						te	手	8						
■ N	_____					TEŪ	店	13						
naga (i)	長	12	■ S	_____					TEŪ	点	20			
naka	中	4	SA	佐	19	TŌ	東	3						
nañ	何	1	saki	先	7	TŌ	当	18						
nana	七	10	SAŪ	三	10	tō-	父	11						
[nana (tsu)]			SAŪ	山	17	tō	十	10						
nani	何	6	SĒ	生	1	to (bu)	飛	17						
nano-	七	10	SĒ	正	19	tō (ku)	遠	16						
natsu	夏	9	SEŪ	先	1	[tō (i)]								
NEŪ	年	9	SEŪ	千	3	toki	時	9						
NI	日	1	SETSU	說	16	tokoro	所	12						
NI	二	10	SETSU	切	17	tomo	友	11						
NICHI	日	9	SHA	車	12	tō (ru)	通	20						
NIK-	日	15	SHA	社	17	toshi	年	9						
NIKU	肉	15	SHI	四	10	tsuitachi	一日	10						
NIŪ	人	14	SHI	仕	17	tsuku (ru)	作	11						
nishi	西	13	SHICHI	七	10									
no(mu)	飲	6	SHIŪ	新	4									
no(ru)	乘	12	shi (nu)	死	17	■ U	_____							
			shiro (i)	白	19	ue	上	7						
■ O	_____					shiro (ru)	知	19						
ō (kii)	大	3	shita	下	7	ugo (ku)	動	5						
o (kiru)	起	14	shizu (ka)	静	19	u (mareru)	生	9						
oñna	女	4	SHŌ	小	18	umi	海	14						
oshi (eru)	教	8	SHŌ	生	19	UN	運	14						
otoko	男	4	SHOKU	食	11	u (ru)	売	6						
o (waru)	終	18	SHU	手	17	ushi (ro)	後	7						
			SHŪ	週	9	■ W	_____							
■ P	_____					WA	話	13						
-PO	步	17	soto	外	13	waka (i)	若	13						
-POŪ	本	14	su (ki)	好	8									

