Lesson 4 – Project Team

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

Honda : Taihen desu ne. That’s a lot of work, isn’t it.

Tetsudaimashou ka Shall I help you?

Michael: Ie, daijoubu desu. No, I’m fine.

Ekuseru o tsukaimasu kara. I’ll use Excel, so...

Honda: Sou desu ka? Ja, ganbattekudasai. Are you sure? Well, then, good luck.

Michael: Hai, ganbarimasu. Thanks (I’ll try hard.)

........

Michael: Zenbu dekimashita! All Done!

Tanaka : Hayai desu nee! So fast!

Vocabulary

taihen(na) たいへん (な) 大変 difficult, challenging
tetsudaimasu てつだいます 手伝います help
tetsudaimashou ka てつだいましょうか 手伝いましょうか shall I help?
ekuseru えくせる エクセル (Microsoft) Excel
ko こ Object marking particle
kara から because, so
ganbatte kudasai がんばってください Good luck!
banbarimasu がんぱります I’ll do my best
zenmbu ぜんぶ 全部 all, the whole thing
hayai はやい 早く fast, early
+n osoi + おそい 遅い slow, late
+n dou shite + どうして why
+n naze + なぜ why
+n nan de + なんで why (casual)
Grammar Notes

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

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

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

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

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

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

• When suggested to do something:
  To accept  -Sou shimashou. Let’s do that.
  To disagree politely  -Iya, chotto.... No, just....

• When someone has offered to do something for you:
  To accept it  -Hai, onegai-shimasu. Yes, please.
  To turn it down  -Ie, daijoubu desu. No thank you (I’m fine.)

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

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

4-1-2 Particle O Marking the Object

Every Japanese sentence has a subject, although it is not always explicitly stated. On the other hand, the occurrence of an object is more limited. This only occurs with certain verbs (transitive verbs, explained later) and usually does not occur in an adjective
or noun sentence. In Lesson 1, it was explained that the object of the verb is placed before the verb with or without the particles *wa* (contrast) or *mo* (addition). In this lesson, the particle *o* is added. Consider the following.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Kore tabemasu.</em></td>
<td>I’ll eat this.</td>
</tr>
<tr>
<td><em>Kore wa tabemasu.</em></td>
<td>This, I’ll eat (while I won’t eat that).</td>
</tr>
<tr>
<td><em>Kore mo tabemasu.</em></td>
<td>I’ll eat this, too.</td>
</tr>
<tr>
<td><em>Kore o tabemasu.</em></td>
<td>It’s this that I’ll eat.</td>
</tr>
</tbody>
</table>

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

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

1) The object noun is focused.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Dore o tabemasu ka.</em></td>
<td>Which one will you eat?</td>
</tr>
<tr>
<td>- <em>Kore desu.</em></td>
<td>It’s this.</td>
</tr>
<tr>
<td>- <em>Kore o tabemasu.</em></td>
<td>I’ll eat this. (This is the one I’ll eat.)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Pasokon o tsukaimasu ka.</em></td>
<td>Is it a laptop that you use?</td>
</tr>
<tr>
<td>- <em>Iya, pasokon ja nai desu. Sumaho desu.</em></td>
<td>No, it’s not a laptop. It’s a smartphone (that I use.)</td>
</tr>
<tr>
<td>- <em>Iya, pasokon wa tsukaimasen. Sumaho o tsukaimasu.</em></td>
<td>No, I don’t use a laptop. I use a smartphone.</td>
</tr>
</tbody>
</table>

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

2) The entire sentence presents new information.

For example, in the dialogue above, the fact that Michael will use Excel is new information and explains why he does not need help. Here are more examples of this type.
Dekakemasen ka?  Won’t you go out?
- Iya, nihongo o benkyou-shimasu. No, I’ll study Japanese.

Purezen desu yo. It’s a presentation.
- Ja, pawaapinto o tsukirimashou. Well then, let’s make PPT.

4-1-3  Reason + Kara

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

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

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

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

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

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

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

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

Drills and Exercises

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

Cue: Tetsudaimasu ka. Are you going to help?
手伝いますか。
Response: Mochiron desu. Itsu tetsudaimashou ka. Of course. When shall I help?
もちろんです。いつ手伝いましょうか。
Cue: Shimasu ka. Are you going to do it?
しますか。
Response: Mochiron desu. Itsu shimashou ka.  
もちろんです。いつしましょうか。

Of course. When shall I do it?

B. Cue: Apuri, tsukaimasu ka?  
アプリ、使いますか。
Response: Hai, kono apuri o tsukaimasu.  
はい、このアプリを使います。

Do you use apps?  
Yes, I use this app.

Cue: Terebi, kaimasu ka?  
テレビ、買いますか。
Response: Hai, kono terebi o kaimasu.  
はい、このテレビを買います。

Will you buy a TV?  
Yes, I’ll buy this TV.

C. Cue: Are, takai desu ka?  
あれ、高いですか。
Response: Hai, takai desu kara, kaimasen.  
はい、高いため、買いません。

Is that expensive?  
Right. It’s expensive, so I won’t buy it.

Cue: Are, tsukaimasen ka?  
あれ、使いませんか。
Response: Hai, tsukaimasen kara, kaimasen.  
はい、使いませんから、買いません。

You don’t use that?  
Right. I don’t use it, so I won’t buy it.

D. Say it in Japanese.

You’ve been asked if you are busy today.

1. Yes, because I’m going to do my homework.
3. Why? It’s Sunday today, so I have no work.
4. Yes, because I’m going to copy my old computer files.
5. Yes, because I’m going to make slides for a PowerPoint presentation.

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

6. Which room should we use?
7. Shall I write down everyone’s names?
8. Whom shall I help?
9. Shall I use this new app?
10. When shall I email the file?

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

<table>
<thead>
<tr>
<th>Dialogue 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The team has been working hard all morning.</td>
</tr>
</tbody>
</table>

Tanaka: *Minasan, sukoshi yasumimashou.*

Everyone, Let’s just take a break.

Michael: *Ja, ocha, iremasou ka.*

Then, shall we make tea?

Honda: *Watashi ga iremasu yo.*

I’ll do it.

Michael: *Ja, tetsudaimasu.*

Well then, I’ll help.

Beverages have been brought in.

Michael: *Tanaka-san wa nani ga ii desu ka?*

What would you like, Ms. Tanaka?

Tanaka: *Watashi wa kooohii o onegai-shimasu.*

I’ll have Coffee, please.

…..

*Aa, oishii desu nee!*

Ahh, it’s good, isn’t it!

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**Vocabulary**

- *sukoshi* すこし: a little
- *ocha* おちゃ: tea, green tea
- *ga* が: subject marking particle
- *iremasu* いれます: make (tea, coffee), put in
- *Tanaka* たなか: Tanaka (family name)
- *kooohii* コーヒー: coffee
- *oishii* おいしい: delicious, tasty
Grammar Notes

4-2-1 Particle Ga Marking the Subject

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

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

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

1) The subject noun is focused.

Dare ga, ikimasu ka. Who is going?
- Honda-san desu. It is Honda-san (who is going).
- Honda-san ga ikimasu. Ms. Honda is going.

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

| +mazui | まずい | not tasty |
| +koucha | こうちゃ | 紅茶 | black tea |
| +mizu | みず | 水 | cold water |
| +juusu | ジュース | juice |
| +gyuunyuu | きゅうにゅう | 牛乳 | milk |
| +okashi | おかし | お菓子 | snacks, sweets |
| +suiitsu | すいいつ | スイーツ | sweets |
| +pan | パン | bread |
| +keeki | ケーキ | cake |
| +kukkii | クッキー | cookie |
| +kudamono | くだもの | 果物 | fruit |
| +ringo | りんご | apple |
| +mikan | みかん | mandarin orange |
| +ichigo | いちご | strawberry |
2) The entire sentence presents new information.

*Kaerimasu ka?* Are you going home?

*Hai, shukudai ga arimasu kara.* Yes, because I have homework.

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

**Drills and Exercises**

A. **Cue:** *Chotto yasumimasen ka.* Would you like to take a break?好み


Cue: *Kaerimasen ka.* Would you like to go home?


B. **Cue:** *Koohii ya koucha, nomimasu ka?* Do you drink things like coffee and tea?好み

Response: *Iya, ko-hi-mokoucha mo nomimasen.* No, I don’t drink either coffee or tea.

Cue: *Keeki ya kukkii, tabemasu ka?* Do you eat things like cake and cookies?

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

C. **Cue:** *Keeki desu ka?* Is it cake?

Response: *Hai, ke-ki wo kaimasu.* Yes, I’ll buy a cake.

Cue: *Honda –san desu ka.* Is it Ms. Honda?

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

D. Say it in Japanese.
Offer to do the following for your group.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Dialogue 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue 3</td>
</tr>
<tr>
<td>It’s almost lunchtime.</td>
</tr>
<tr>
<td>Michael: <em>Ohiru wa obentou desu ka?</em> Do you have <em>Bento</em> for lunch?</td>
</tr>
<tr>
<td>Honda: <em>Ie, gaishoku desu.</em> No, I eat out.</td>
</tr>
<tr>
<td>Honda: <em>Nani ga suki desu ka?</em> What do you like?</td>
</tr>
<tr>
<td>Michael: <em>Boku wa raamen ga tabetai desu kedo...</em> I want to eat ramen, but….</td>
</tr>
<tr>
<td>Honda: <em>Li, raamen-ya-san ga arimasu yo.</em> There is a good ramen shop.</td>
</tr>
</tbody>
</table>
At a Ramen shop

Honda: おはし、大丈夫ですか。
Are you okay with chopsticks?

Michael: もちろんです。
Of course.

Vocabulary

hiru ひる noon, lunch
(o)bentou おべんとう boxed lunch
gaishoku がいしょく eating out
nani なに what
ga が particle
suki(na) すき（な） like, be fond of
raamen ラーメン ramen
tabetai たべたい want to eat
～ya ～や shop
～ya refers to the business establishment that sells the item to which ~ya is attached. (pan-ya, obentou-ya, hon-ya, etc.)

raamen-ya ラーメン屋 ramen shop
raamen-ya-san ラーメン屋さん ramen shop (polite)
ohashi おはし chopsticks
+ gohan ごはん cooked rice, a meal
+ hirugohan ひるごはん lunch
+ asa あさ morning
+ asagohan あさごはん breakfast
+ ban はん evening
+ bangohan はんごはん dinner
+ washoku わしょく お食 Japan
+ youshoku よしょく 洋食 Western food
+ chuuka ちゅうか 中華 Chinese food
+ furenchi ふれんち フレンチ French food
+ itarian いたりあん イタリアン Italian
+ kirai(na) きらい（な） dislike, hate
+ daisuki(na) だいすき（な） like very much
+ daikirai(na) だいきらい（な） dislike very much, detest
Additional Lunch Items

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Pinyin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>teishou</td>
<td>ていしょく</td>
<td>set meal</td>
</tr>
<tr>
<td>udon</td>
<td>うどん</td>
<td>udon</td>
</tr>
<tr>
<td>soba</td>
<td>そば</td>
<td>soba, buckwheat noodles</td>
</tr>
<tr>
<td>onigiri</td>
<td>おにぎり</td>
<td>onigiri</td>
</tr>
<tr>
<td>hanbaagaa</td>
<td>ハンバーガー</td>
<td>hamburger</td>
</tr>
<tr>
<td>sarada</td>
<td>サラダ</td>
<td>salad</td>
</tr>
<tr>
<td>sando</td>
<td>サンド</td>
<td>sandwich</td>
</tr>
</tbody>
</table>

Tableware

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Pinyin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>supuun</td>
<td>すぷうん</td>
<td>poon</td>
</tr>
<tr>
<td>fooku</td>
<td>ふおおく</td>
<td>fork</td>
</tr>
<tr>
<td>naifu</td>
<td>ないふ</td>
<td>knife</td>
</tr>
<tr>
<td>osara</td>
<td>おさら</td>
<td>plate, dish</td>
</tr>
<tr>
<td>chawan</td>
<td>ちゃわん</td>
<td>rice bowl, tea cup</td>
</tr>
<tr>
<td>own</td>
<td>おわん</td>
<td>small bowl</td>
</tr>
<tr>
<td>donburi</td>
<td>どんぶり</td>
<td>bowl, bowl of rice with food on top</td>
</tr>
<tr>
<td>koppu</td>
<td>こっぷ</td>
<td>glass</td>
</tr>
<tr>
<td>kappu</td>
<td>かっぷ</td>
<td>cup</td>
</tr>
</tbody>
</table>

Grammar Notes

4-3-1 Double-Subject Structures

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

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

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

Furansu wa [keeki ga oisii desu]. France has good cake.
Honda-san wa [eigo wa jouzu desu] kedo... Honda-san is good at English, but….
Dare ga [eigo ga dekimasu] ka. Who can speak English?
Watashi mo [sushi ga suki desu] kedo. I like sushi, too.
As shown above, both of the subject nouns (inside and outside of the brackets) can take the particles *ga*, *wa*, *mo*, or no particle. Depending on which particle is used, there is a shift in meaning (*ga*=new information, *wa*=contrast, *mo*=addition, or no particle=neutral).

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

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

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

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

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

*Tabemasu* → *Tabetai desu* I want to eat it.
*Mimasu* → *Mitai desu* I want to see it.

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

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-past</td>
<td><em>tabetai desu</em></td>
<td><em>Tabetaku nai desu</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tabetaku arimasen</em></td>
</tr>
<tr>
<td>Past</td>
<td><em>tabetakatta desu</em></td>
<td><em>Tabetaku nakatta desu</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tabetaku arimasen deshita</em></td>
</tr>
</tbody>
</table>

*X-tai desu* is typically used to express the speaker’s desire (‘I want to …’) and to ask the addressee’s desire (‘Do you want to…?’) but not a third person’s desire (‘He wants to ….’) Describing other people’s wants will be discussed later.
With the ~tai form, the object of the verb can be marked either by the particle ga or o (ga/o conversion). Both of the following sentences are possible and mean ‘I want to study Japanese.’

\[
\text{Nihongo o benkyou-shitai desu.} \quad \text{What I want to do is to study Japanese.} \\
\text{Nihongo ga benkyou-shitai desu.} \quad \text{What I want to study is Japanese.}
\]

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

\[
\text{Tabemasen ka?} \quad \text{Would you like to eat it? (Invitation)} \\
\text{Tabetai desu ka?} \quad \text{Do you want to eat it? (Question)}
\]

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

**Drills and Exercises**

A. **Cue:** Kaimasu.
   
   買います。
   
   **Response:** Nani o kaimasu ka.
   
   What are you going to buy?

   **Cue:** Irimasu.
   
   いります。
   
   **Response:** Nani ga irimasu ka.
   
   What are you going to need?

B. **Cue:** Udon, yoku tabemasu nee.
   
   うどん、よく食べますねえ。
   
   **Response:** Ee, watashi wa udon ga suki desu kara. Yes, because I like udon.
   
   **Cue:** Ge imu, yoku shimasu nee.
   
   ゲーム、よくしますねえ。
   
   **Response:** Ee, watashi wa geimu ga suki desu kara. Yes, because I like games.

---

1 This o/ga conversion occurs commonly with ~tai form. Precisely speaking, there is a difference between the two. The particle を connects the noun sumo to the verb mi (masu), while the particle が connects the noun to the adjective mitai. So, the first sentence would answer the question of what you want to do while the second would answer the question of what you want to see.
ええ、私はゲームが好きですから。

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

全部、見たいですか。

Response: ie, kore wa mitai desu kedo, are wa mitaku nai desu.

No, I want to see this, but I don’t want to see that.

全 部ぜんぶ、見たいですか。

Response: ie, kore wa yomitai desu kedo, are wa yomitaku nai desu.

No, I want to read this, but I don’t want to see that.

D. Say it in Japanese.

You’ve been asked if you like Japanese food.

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

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

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

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

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

E. Act these roles in Japanese with a partner.

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

---

Dialogue 4 🍷

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

Waitress: *Go-chuumon wa?*  
May I take your order?  
ご注文は？

Tanaka: *Toriaezu, biiru, san-bon kudasai.*  
For starters, three beers, please  
とりあえず、ビール、三本ください。

Michael: *Sore kara sashimi o futa-tsu to yakitori o hito-tsu onegai-shimasu.*  
And two orders of sashimi and one order of yakitori, please.  
それから、さしみを二つと焼き鳥一つ、お願いします。

Beer has been poured for everyone.

Tanaka: *Kyoo wa otsukare-sama deshitaa.*  
Thanks for all your hard work today.  
今日はお疲れさまでした。

*Ja, kanpai!*  
Well, cheers!  
じゃ、乾杯！

Everyone: *Kanpai!*  
Cheers!  
乾杯！

---

Vocabulary 🌟

- **chuumon**: 注文 order (at a restaurant)  
- **gochuumon**: ご注文 order (at a restaurant) (polite)  
- **toriaezu**: とりあえず first off, for the moment  
- **biiru**: ビール beer  
- **san-bon**: 三本 three bottles, See 4-1-1  
- **sorekara**: それから and, then  
- **sashimi**: さしみ sashimi  
- **futa-tsu**: ふたつ three items See 4-1-1  
- **yokitori**: 焼き鳥 skewered BBQ chicken  
- **hito-tsu**: 一つ one item See 4-1-1  
- **kanpai**: 乾杯 cheers, a toast  
- **chuumon-shimasu**: 注文します place an order  
- **ryouri**: 料理 cuisine, cooking  
- **menyuu**: メニュー menu  
- **sushi**: 寿司 sushi  
- **tempura**: 天ぷら tempura
<table>
<thead>
<tr>
<th>Food and Condiments</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ tabemono</td>
<td>たべもの</td>
<td>food</td>
</tr>
<tr>
<td>+ nomimono</td>
<td>のみもの</td>
<td>drink(s)</td>
</tr>
<tr>
<td>+ nama</td>
<td>なま</td>
<td>生</td>
</tr>
<tr>
<td>+ wain</td>
<td>わいん</td>
<td>ワイン</td>
</tr>
<tr>
<td>+ sake</td>
<td>さけ</td>
<td>酒</td>
</tr>
<tr>
<td>+ uuron-cha</td>
<td>ううろんちゃ</td>
<td>ウーロン茶</td>
</tr>
<tr>
<td>+ niku</td>
<td>にく</td>
<td>肉</td>
</tr>
<tr>
<td>+ sakana</td>
<td>さかな</td>
<td>魚</td>
</tr>
<tr>
<td>+ yasai</td>
<td>やさい</td>
<td>野菜</td>
</tr>
<tr>
<td>misoshiru</td>
<td>みそしる</td>
<td>miso soup</td>
</tr>
<tr>
<td>tamago</td>
<td>たまご</td>
<td>egg</td>
</tr>
<tr>
<td>nori</td>
<td>のり</td>
<td>seaweed</td>
</tr>
<tr>
<td>ebi</td>
<td>えび</td>
<td>shrimp</td>
</tr>
<tr>
<td>sake</td>
<td>さけ</td>
<td>salmon</td>
</tr>
<tr>
<td>gyuuniku</td>
<td>ぎゅうにく</td>
<td>beef</td>
</tr>
<tr>
<td>butaniku</td>
<td>ぶたにく</td>
<td>pork</td>
</tr>
<tr>
<td>toriniku</td>
<td>とりにく</td>
<td>chicken</td>
</tr>
<tr>
<td>suteeki</td>
<td>すていき</td>
<td>steak</td>
</tr>
<tr>
<td>karee</td>
<td>かれい</td>
<td>curry</td>
</tr>
<tr>
<td>yakiniku</td>
<td>やきにく</td>
<td>yakiniku (Korean BBQ beef)</td>
</tr>
<tr>
<td>yakisoba</td>
<td>やきそば</td>
<td>yakisoba (Stir-fried noodles)</td>
</tr>
<tr>
<td>shouyu</td>
<td>しょうゆ</td>
<td>soy sauce</td>
</tr>
<tr>
<td>miso</td>
<td>みそ</td>
<td>miso</td>
</tr>
<tr>
<td>shio</td>
<td>しぐお</td>
<td>salt</td>
</tr>
<tr>
<td>koshou</td>
<td>こしょう</td>
<td>pepper</td>
</tr>
<tr>
<td>satou</td>
<td>さとう</td>
<td>sugar</td>
</tr>
</tbody>
</table>

**Grammar Notes**

4-4-1 More Classifiers: ~hon, ~tsu

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

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

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

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

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

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

### 4-4-2 Quantity Expressions

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

* Biiru, san-bon kudasai. Three (bottles of) beers, please.
* Sashimi wa hito-tsu 1000-en desu. One sashimi is ¥ 1000.
* Mizu o sukoshi nomitai desu. I want to drink a little bit of water.

As shown in the examples above, a quantity expression is typically marked by the lack of a particle. It is not followed by the particle ga or o. However, it can be followed by the particle wa or mo. When wa follows a quantity expression, it means ‘at least’ and when mo follows it, it implies that the number is big (that much!)
Mainichi, shukudai ga hito-tsu wa arimasu.  I have at least one HW assignment everyday.

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

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

Ringo o mit-tsu kudasai.  Three apples, please.
Mikan o yot-tsu kudasai.  Four oranges, please.

Three apples and four oranges, please.

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

Onigiri ga mit-tsu to sando ga itsu-tsu, sorekara mizu ga ni-hon arimasu.
There are three onigiri, five sandwiches, and two bottles of water.

Drills and Exercises

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


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

B.  Cue: Sashimi to biiru desu ka.  Sashimi and beer?

Response: Hai, sashimi o futa-tsu to biiru o sdan-bon kudasai.  Yes, two sashimi and three beers, please.

Cue: Ringo to mikan desu ka.  Apples and oranges?

Response: Hai, ringo o futa-tsu to Mikan o mit-tsu kudasai.  Yes, two apples and three oranges, please.

C. Say it in Japanese.

At a restaurant, order the following:

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

D. Act these roles in Japanese with a partner.

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

---

**Grammar Review**

A. What is the difference in meaning among the following? (4-1-1, 4-3-2)
   1. Yasumimasen ka.
   2. Yasumimashou.
   3. Yasumimashou ka
   4. Yasumitai desu ka.

C. What is the difference in meaning between the following? (4-1-3)
   1. Yasai desu kedo tabemasen.
   2. Yasai desu kara tabemasen.

D. Give two examples of classifiers and one example of things that each classifier is used to count. (4-4-1)

E. What is the difference in meaning between the following sentences? (4-1-2, 4-2-1)
   1. Honda-san o mimashita.
   2. Honda-san ga mimashita.

F. What is the difference in meaning among the following sentences? (4-1-2)
   1. Wain nomimasu ka.
   2. Wain wa nomimasu ka.
   3. Wain mo nomimasu ka.
   4. Wain o nomimasu ka.

G. What are the two types of quantity expressions in Japanese? Where do they typically occur in a sentence? (4-4-2)

H. What is a double-subject sentence? Give an example. (4-3-1)

I. How is a ~tai form made? What does it mean? (4-3-2)

J. What is the negative form of tabetai desu? The Past form? The Past negative form? (4-3-2)

K. The typical word order in a Japanese sentence is as follows: (4-1-2, 4-2-1, 4-4-2)
Time – Subject – Object – Quantity – Verb

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Object</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinou</td>
<td>watashi</td>
<td>keeki</td>
<td>hiyo-tsu</td>
</tr>
<tr>
<td>Neutral</td>
<td>no particle</td>
<td>no particle</td>
<td>no particle</td>
</tr>
<tr>
<td>Contrast</td>
<td>wa</td>
<td>wa</td>
<td>wa</td>
</tr>
<tr>
<td>Addition</td>
<td>mo</td>
<td>mo</td>
<td>mo</td>
</tr>
<tr>
<td>Focused/New</td>
<td>no particle</td>
<td>ga</td>
<td>o</td>
</tr>
</tbody>
</table>

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

**Practical Applications**

A. Check menus from different kinds of restaurants, discuss what you will have and how many, and then order them.
B. Your group is organizing an event. At an organizational meeting, choose volunteers for each task below. Confirm who is in charge of each task and who can help.

1. make posters
2. make copies of posters
3. clean the room #101
4. order bento
5. buy beverages, snacks, etc.
6. buy cups, plates, and tableware
Drill Tape Scripts

Dialogue 1

A. Cue: 手伝いますか。
   Response: もちろんです。いつ手伝いましょうか。
   1. 行きますか。
   2. 会いますか。
   3. 紹介しますか。

Cue: しますか。
   Response: もちろんです。いつしましょうか。
   4. 話しますか。
   5. 電話しますか。

B. Cue: アプリ、使いますか。
   Response: はい、このアプリを使います。
   1. アパート、見ますか。
   2. バイト、しますか。
   3. まんが、読みますか。

Cue: あれ、高いですか。
   Response: はい、高いですから、買いません。
   1. あれ、不便ですか。
   2. あれ、難しいですか。
   3. あれ、ありますか。
   4. あれ、古いですか。
   5. あれ、できません。

Dialogue 2

A. Cue: ちょっと、休みませんか。
   Response: そうですね。皆さん、ちょっと休みましょう。
   1. エクセルを使いませんか。
   2. 本田さんを手伝いませんか。
   3. もっと、練習しませんか。

Cue: 昼ご飯を帰りませんか。
   Response: そうですね。皆さん、帰りましょう。
   1. パンやおにぎり、買いますか。
   2. お茶や水、いりますか。
   3. お菓子やパン、作りますか。

B. Cue: コーヒーや紅茶、飲みますか。
   Response: いや、コーヒーも紅茶も飲みません。
   1. パンやおにぎり、買いますか。
   2. お茶や水、いりますか。
   3. お菓子やパン、作りますか。

Cue: あの傘ですか。
   Response: はい、あの傘を買います。
   1. 新しいスマホですか。
   2. あの傘ですか。
   3. 大学のともだちですか。

Dialogue 3

A. Cue: 買います。
   Response: 何を買いますか。
   1. 見ます。
   2. きらいです。
   3. わかりません。

Cue: いります。
   Response: 何がいりますか。
   4. 書きます。
   5. おいしいです。

B. Cue: うどん、よく食べますねえ。
   Response: ええ、私はうどんが好きですから。
   1. 日本語、よく勉強しますねえ。
   2. ワイン、よく飲みますねえ。
   3. リンゴやみかん、よく買いますねえ。

Cue: 全部、見たいですか。
   Response: ええ、これは見たいですけど、あれは見たくないです。
   1. 全部、使いたいですか。
   2. 全部、勉強したいですか。
   3. 全部、聞きたいですか。
   4. 全部、手伝いますか。
5. 全部、買いますか。

Dialogue 4
A. Cue: 五本ですね。  Response: ええ、六本です。
   Cue: 三つですね。  Response: ええ、四つですね。
   1. 七本ですね。  4. 八つですね。
   2. 六つですね。  5. 十です。
   3. 十二本ですね。

B. Cue: さしみとてんぷらですか。Response: えい、刺身を二つと天ぷらを三つ、ください。
   Cue: リンゴとみかんですか。Response: えい、リンゴを二つと、みかんを三つください。
   1. お弁当とサンドですか。  4. コーヒーとジュースですか。
   2. パンとおにぎりですか。  5. リンゴのケーキと、イチゴのケーキですか。
   3. 水とウーロン茶ですか。