BEGINNING JAPANESE FOR PROFESSIONALS: BOOK 2

Emiko Konomi
Beginning Japanese for Professionals: Book 2

Emiko Konomi

Portland State University

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Before We Begin

1. For whom is this textbook designed?

   This is Book 2 of the textbook series Beginning Japanese for Professionals. The series is designed for beginning learners who want to learn basic Japanese for the purpose of living and working in Japan. It focuses more on social and professional life beyond school.

   This textbook can be used for self-study, as part of an online course, or as a traditional college course. As a beginning level textbook, this book includes many elementary grammar patterns (Japanese Language Proficiency Test Levels 5 and 4), but the vocabulary and situations are selected specifically for working adults. Explanations are kept concise so as to only cover key points. The main focus is on oral communication.

   This textbook was originally written for the beginning Japanese courses in the graduate program of Masters of International Management in the School of Business at Portland State University. The goals of the Japanese courses are to provide students with a foundation for acquiring future business language skills and to increase students’ knowledge of Japanese culture within 150 instructional hours. This is the first edition that has been piloted in the program and will be replaced with revised editions in the future.

2. What kind of things can you do in Japanese after finishing this book?

   Based on ILR (Interagency Language Roundtable) estimates, we assume that in order for an English speaking learner with average language aptitude to achieve the proficiency level of ILR Proficiency Scale 2: Limited Working Competence in Japanese, over one thousand hours of instruction will be required. The MIM program at PSU provides 150 hours of instruction in total. So, what can we expect our students to be able to do at the end of the program? It is not likely that they can negotiate business in Japanese or handle many professional interactions. However, it is possible that they can handle many everyday interactions, avoid well-known taboos, answer routine questions about themselves, and network for business purposes. The topics to be covered in this textbook series are:

   - Greetings and Ritual Expressions
   - Locations and Directions
   - Meeting People and Self-Introductions
   - Public Transportations
   - Exchanging Business Cards
   - Family and My Profile
   - Schedules and Calendar
   - Leisure and Hobbies
   - Shopping
   - Manners and Customs
   - Eating and Drinking

3. How is this textbook structured?

   This textbook is comprised of ten lessons that follow the introductory Before We Begin and Lesson 0 Greetings and Ritual Expressions sections. Each lesson consists of four dialogues. Each dialogue is followed by a vocabulary list, grammar notes, drills and exercises. At the end of each lesson, you will find a grammar review and application activities.

4. How is reading and writing handled in this textbook?

   The modern Japanese is written using a combination of kanji (characters borrowed from China) along with hiragana and katakana (two independent systems representing Japanese syllables). While the textbook introduces hiragana and katakana, no reading or writing instruction is included in this volume.
5. **How is Japanese pronunciation presented in this textbook?**

There is an audio recording for all the dialogues, vocabulary lists, and drills. The accompanying audio should be maximally used to learn all the dialogues and vocabulary lists and to practice drills. Keep in mind as you learn how to speak Japanese that you can only learn accurate pronunciation by listening to and mimicking the pronunciation of native speakers. Avoid reading off the written scripts.

When using the audio, make sure you do not refer to the written scripts. For many of us, visual input affects audio processing so much that it may interfere with accurately perceiving the audio input. You should refer to the written scripts only when you need help with particular parts of the audio. After peeking at the script, go back to the audio again.

In the first four lessons in the textbook, Japanese words and sentences are presented in Romanization (Roman alphabet representing Japanese sounds) along with the authentic Japanese script. Romanization is not meant to be an accurate representation of Japanese sounds but rather just a reminder of the sounds you hear when listening to your instructor or the audio recordings. Be particularly mindful not to pronounce Romanized Japanese as if you were reading English or any other language.

Starting in Lesson 5, the model exchanges for drills are presented using the authentic Japanese orthography. **Hiragana** will be placed above **kanji** to indicate the correct reading. This use of **kana** is called **furigana** and is common in comic books and other publications where the writer wants to ensure the correct reading of the kanji used. By this point, you must be familiar with the correct procedure of doing drills described below, and not need written scripts anyway.

6. **How should you use this textbook?**

**Dialogues:** The dialogues present frequently observed exchanges that are part of a longer conversation. It is practical and useful to memorize these to the point where you can recite them automatically and naturally. Make sure you memorize dialogues using the audio and while integrating body language. You can expand each dialogue by adding elements before and after each to create a longer conversation. You can also change parts of the dialogue to fit a different context. Either way, the original dialogue serves as a base to explore other possibilities.

**Drills:** Each dialogue has at least two drills that target key grammar patterns and vocabulary. These are rather mechanical drills that are meant to train quick and automatic formation of language. The recommended procedure for these drill practices is to first listen to the two model exchanges and understand what changes to make in responding to the cues. Look at the scripts for the models if you are not sure what to do. Follow this 4-step procedure: 1) Listen to the first cue, 2) insert your response during the following pause, 3) listen to the model answer, and 4) repeat the model answer during the second pause. Repeat this procedure for the following cues. It is recommended that you loop back to the beginning of the drill frequently. Always give yourself a chance to respond to the cues before you listen to the model answer. Also think of the meaning as you do these drills. Needless to say, it doesn't make sense to just keep repeating the sounds you hear without knowing what you are saying.

**Exercisers:** Two types of exercises will follow the mechanical drills. The first is ‘Say It in Japanese,’ which is a translation activity. The last exercise ‘Act in Japanese’ is a role-play exercise, in which students can freely respond to each other within the given context and expand the suggested interchange into a longer interaction. For this exercise, students are encouraged to perform the roles as naturally as possible integrating body language, facial expressions, etc.

**Review Questions:** By answering the grammar review questions at the end of each lesson, you will self assess your understanding of the grammar before moving onto the next lesson. The parentheses at the end of each question indicate in which grammar note to find the answer to the question.
Practical Applications: This concludes each lesson and suggests that relevant authentic materials such as restaurant menus, shopping mall directories, apartment listings, etc. are extensively used to accommodate the real-world application of what has been practiced. Students are encouraged to freely and realistically ask and answer questions and exchange comments regarding those materials.

7. Last but not least…

Make a clear distinction between knowing the material (Fact) and being able to use the material in spontaneous conversations (Act). You may learn grammar quickly, but it takes a great deal of repetitive practice to develop the skills to speak Japanese in real-life situations. At the end of the day, it doesn’t mean much if you cannot respond orally to a native speaker in a culturally appropriate way no matter how well you can answer grammar questions or recite vocabulary in isolation. In studying Japanese, always keep in mind the objectives and how best to reach them.

Have fun!
Lesson 5

In the Town

会話 Dialogue1

The project team is visiting a company.

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

Emily: Wakarimashita. Got it.

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

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

Emily: Asoko ni imasu. She is over there.

Yamada: Senpai wa? How about Senpai?

Emily: Senpai mo irasshaimasu yo. Hora. He is there, too. Look!

単語 Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Japanese</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>biru</td>
<td>いりぐち</td>
<td>biru</td>
<td>building</td>
</tr>
<tr>
<td>iriguchi</td>
<td>いりぐち</td>
<td>de</td>
<td>entrance</td>
</tr>
<tr>
<td>de</td>
<td>で</td>
<td>Hayash-san</td>
<td>particle (location of activity)</td>
</tr>
<tr>
<td>doko</td>
<td>どこ</td>
<td>ni</td>
<td>where</td>
</tr>
<tr>
<td>asoko</td>
<td>あそこ</td>
<td>imasu</td>
<td>over there</td>
</tr>
<tr>
<td>ni</td>
<td>に</td>
<td>senpai</td>
<td>particle (location of existence)</td>
</tr>
<tr>
<td>imasu</td>
<td>います</td>
<td>irasshaimasu</td>
<td>be, exist (animate--people, animals)</td>
</tr>
<tr>
<td>senpai</td>
<td>せんばい</td>
<td>hora</td>
<td>senior member of a group</td>
</tr>
<tr>
<td>irasshaimasu</td>
<td>いらしいまやす</td>
<td>hora</td>
<td>be, exist, go, come (honorific) 5-1-3</td>
</tr>
<tr>
<td>+mooru</td>
<td>モール</td>
<td>+depaato</td>
<td>shopping mall</td>
</tr>
<tr>
<td>+depaato</td>
<td>デパート</td>
<td>+suupaa</td>
<td>department store</td>
</tr>
<tr>
<td>+suupaa</td>
<td>スーパー</td>
<td>+kouen</td>
<td>super market</td>
</tr>
<tr>
<td>+kouen</td>
<td>こうえん</td>
<td>+toshokan</td>
<td>park</td>
</tr>
<tr>
<td>+toshokan</td>
<td>としょかん</td>
<td>toshokan</td>
<td>library</td>
</tr>
</tbody>
</table>
The senpai-kouhai relationship is a strong mentoring relationship in many areas in the Japanese society including in school, in team sports, and at work. Usually the relationship is determined by who became a member of the group first rather than individual merits and abilities. Once someone is your senpai, you are expected to treat the person as such for a lifetime. Equally a senpai is expected to take care of kouhai members for a lifetime. This relationship can be most reliable connections in one’s social network even long after one leaves the group.

**Grammar Notes**

5-1-1 Particle *De* indicating the Location of Activity

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

*Iruguchi de aimas/hou.*  
Let’s meet at the entrance.  
*Amerika de benkyou-shimashita*  
I studied in America.  
*Doko de kaimashita ka.*  
Where did you buy it?

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

*Nihon de wa ohashi o tsukaimasu.*  
In Japan, we use chopsticks.  
*Chuugoku de mo ohashi o tsukaimasu.*  
In China, they use chopsticks, too.

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

Discourse Particles: *wa* (contrast), *mo* (addition)  
Case Particles: *ga* (subject), *o* (object)  
Semantic Particles: *de* (location of activity) and others
5-1-2 Particle *Ni* indicating the Location of Existence

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

- **Toshokan ni imasu.** He is in the library. (a person/ animal)
- **Toshokan ni arimasu.** It is in the library. (a thing)
- **Toshokan de arimasu.** It is held in the library. (an event)

Particles *wa* and *mo* may follow *ni*.

- **Amerika ni mo arimasu.** They are in America too.
- **Amerika ni wa arimasen.** It’s not in America (it may be somewhere else.)

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

- **Yamada-san wa?** How about Mr. Yamada?
  - **Toshokan desu.** He is in the library.
  - **Toshokan ni imasu.** He is in the library.

5-1-3 *Irasshaimasu*: Honorific Verbs

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

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

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

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

<table>
<thead>
<tr>
<th>Plain</th>
<th>Honorific</th>
</tr>
</thead>
<tbody>
<tr>
<td>imasu, ikimsu, kimasu</td>
<td>irasshaimasu</td>
</tr>
<tr>
<td>tabemasu, nomimasu</td>
<td>meshiagarimasu</td>
</tr>
<tr>
<td>shimasu</td>
<td>nasaimasu</td>
</tr>
<tr>
<td>mimasu</td>
<td>goren ni narimasu</td>
</tr>
</tbody>
</table>

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

\[ O + \text{verb (masu replaced by ni narimasu)} \]

- kakimasu \(\rightarrow\) okaki ni narimasu \quad \text{write}
- kaerimasu \(\rightarrow\) okaeri ni narimasu \quad \text{go home}

Sensei irasshaimasu ka. \quad \text{Is the professor here?}

- Ie, okaeri ni narimashita. \quad \text{No, she went home.}

5-1-4 Ko-so-a-do series #3

*Kore, sore, are and dore*, which came up in the last lesson, are representative of a pattern that you will see elsewhere in Japanese. In this lesson, we find three new *ko-so-a-do* series that indicate location.

<table>
<thead>
<tr>
<th>Location</th>
<th>Here</th>
<th>There near you</th>
<th>There away from both of us</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>koko</td>
<td>soko</td>
<td>asoko</td>
<td>doko</td>
</tr>
<tr>
<td>General area/direction</td>
<td>kochira</td>
<td>sochira</td>
<td>achira</td>
<td>dochira</td>
</tr>
<tr>
<td>Direction (informal)</td>
<td>kocchi</td>
<td>socchi</td>
<td>acchi</td>
<td>docchi</td>
</tr>
</tbody>
</table>

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

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

- *Kochira wa Hiru desu* \quad \text{This is Mr/s. Hill}
- *Sochira wa dou desu ka.* \quad \text{How are you?}

Finally, the *kotchi, sotchi, atchi, dotchi* series is used among friends or in casual situations.
Drills and Exercises

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

A. Cue: *Kaimasu ka?*  Are you going to buy it?
   Response: *Hai, asoko de kaimasu.*  Yes, I’m going to buy it over there.
   Cue: *Arimasu ka?*  Do they have it?
   Response: *Hai asoko ni arimasu.*  Yes, they have it over there.

B. Cue: *Hayashi-san wa imasu kedo, senpai wa?*  Mr. Hayashi is here but how about senpai?
   Response: *Senpai mo irasshaimasu yo.*  Senpai is here too!
   Cue: *Hayashi-san wa mimasu kedo senpai wa?*  Mr. Hayashi watches it but how about senpai?
   Response: *Senpai mo goran ni narimasu yo.*  Senpai will see it, too!

C. Say it in Japanese.

You’ve been asked where everyone is.
1. They are at the entrance of the park. Look!
2. What? Aren’t they at the entrance of the department store?
3. The students are here, but the teachers are over there.
4. They are in the bakery at that entrance of the mall.
5. The senpai is in the library of the university, but I wonder where Ms. Hayashi is.

You’ve been asked where your group should eat lunch.
6. Let’s eat here because it’s raining.
7. Let’s buy *obento* in this store because they are really good.
8. Let’s eat in the mall because it’s convenient.
9. Let’s eat in the park because it’s a beautiful day.
10. Let’s eat in the ramen shop over there because it’s very famous.


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

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

Man:  *Achikochi ni arimasu kedo,*  
*ichi-ban chikai no wa*  
*ano konbini no naka desu.*

They’re here and there,  
but the closest one is  
inside that convenience store over there.

Emily:  *A, dou mo.*  
Oh, thanks.

Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>hen</em></td>
<td>へん</td>
<td>area</td>
</tr>
<tr>
<td><em>kono hen</em></td>
<td>このへん</td>
<td>this area</td>
</tr>
<tr>
<td><em>ettiemu</em></td>
<td>エイティーエム</td>
<td>ATM</td>
</tr>
<tr>
<td><em>achikochi</em></td>
<td>あちこち</td>
<td>here and there, everywhere</td>
</tr>
<tr>
<td><em>konbini</em></td>
<td>コンビニ</td>
<td>convenience store</td>
</tr>
<tr>
<td><em>naka</em></td>
<td>なか</td>
<td>inside</td>
</tr>
<tr>
<td>+soto</td>
<td>そこ</td>
<td>outside</td>
</tr>
<tr>
<td>+mae</td>
<td>まえ</td>
<td>front</td>
</tr>
<tr>
<td>+ushiro</td>
<td>うしろ</td>
<td>back, rear</td>
</tr>
<tr>
<td>+migi</td>
<td>みぎ</td>
<td>right</td>
</tr>
<tr>
<td>+hidari</td>
<td>ひだり</td>
<td>left</td>
</tr>
<tr>
<td>+ue</td>
<td>うえ</td>
<td>top, up</td>
</tr>
<tr>
<td>+shita</td>
<td>した</td>
<td>bottom, under, underside</td>
</tr>
<tr>
<td>+jihanki</td>
<td>じはんき</td>
<td>vending machine</td>
</tr>
<tr>
<td>+ginkou</td>
<td>ぎんこう</td>
<td>bank</td>
</tr>
<tr>
<td>+byouin</td>
<td>びょういん</td>
<td>hospital</td>
</tr>
<tr>
<td>+kissaten</td>
<td>きっさてん</td>
<td>coffee shop</td>
</tr>
<tr>
<td>+yakkyoku</td>
<td>やっきょく</td>
<td>drug store</td>
</tr>
<tr>
<td>+resutoran</td>
<td>レストラン</td>
<td>restaurant</td>
</tr>
</tbody>
</table>

Grammar Notes

5-2-1 Location Nouns

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

- **mae no biru**  
  the building in front

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

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

- **sukoshi migi**  
  a little to the right

- **motto mae**  
  more to the front

**Drills and Exercises 〇〇**

A. **Cue:** ビルの中ですか。  
   Is it inside the building?

   **Response:** いいえ、ビルの中じゃないです。外です。  
   No, it’s not inside the building. It’s outside.

   **Cue:** 病院の前ですか。  
   Is it in front of the hospital?

   **Response:** いいえ、病院の前じゃないです。後ろです。  
   No, it’s not in front of the hospital. It’s in back.

B. **Cue:** どのコンビニが近いかですか。  
   Which convenience store is close?

   **Response:** 一番近いコンビニは、あれです。  
   The closest convenience store is that over there.

   **Cue:** どの銀行が大好きですか。  
   Which bank is big?

   **Response:** 一番大きい銀行は、あれです。 The biggest bank is that over there.

C. **Cue:** 日本の漫画ありませんか。  
   Don’t you have any Japanese comics?

   **Response:** 日本のですか。はい、あちらにありますよ。  
   Japanese ones? Yes, there are some over there!

   **Cue:** 先輩のケータイありませんか。  
   Don’t you have senpai’s cell phone?

   **Response:** 先輩のですか。はい、あちらにありますよ。Senpai’s?  
   Yes, it’s right over there!

D. **Say it in Japanese.**

You’ve been asked if there is a vending machine around here.

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

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

会話 Dialogue 3 会話 Dialogue 3

In an office building

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

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

At the receptionist desk

Michael: *Sumimasen.* Excuse me.

Reception: *Toire desu ka.* The rest room?

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

Reception: *Toire desu ka.* The rest room?

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

At the receptionist desk

Michael: *Sumimasen.* Excuse me.

Reception: *Toire desu ka.* The rest room?

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

Michael: *Sumimasen.* Excuse me.

Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>toire</td>
<td>トイレ</td>
</tr>
<tr>
<td>~-kai</td>
<td>〜かい</td>
</tr>
<tr>
<td>ik-kai</td>
<td>いっかい</td>
</tr>
<tr>
<td>uketsuke</td>
<td>うけつけ</td>
</tr>
<tr>
<td>deshou</td>
<td>でしょう</td>
</tr>
<tr>
<td>kaidan</td>
<td>かいだん</td>
</tr>
</tbody>
</table>
gozaimasu ございます exist, have, be (polite)
a polite equivalent of arimasu, typically used by clerks and service personnel.
mou もう more
mou sukoshi もうすこし もう少し a little more
saki さき 先 ahead
～do ～ど 度 classifier for times
ichi-do いちど 一度 one time
yukkuri ゆっくり slowly
＋infomeeshon インフォメーション information (desk)
＋otearai おてあらい お手洗い rest room
＋chizu ちず 地図 map
＋eriamappu エリアマップ area map
＋erebeetaa エレベーター elevator
＋esukareetaa エスカレーター escalator
＋tonari となり 隣 next door
＋yoko よこ 横 side, at the side of
＋mukou むこう 向こう opposite side, other side
＋soba そば そば vicinity, near
＋chikaku ちかく 近く neighborhood, near
＋～kai ～かい 回 classifier for times, occasions

Grammar Notes

5-3-1 Deshou ‘Probably’

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

Takai deshou. It’s probably expensive.
Sensei deshou. She’s probably a teacher.

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

Takai deshou ka. Do you suppose it’s expensive?
Doko deshou ka. Where might it be?

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

Aa, oishii desu! Oh, it’s delicious!
-Deshou? Isn’t it? (Didn’t I tell you?)
5-3-2  *Mou* and *Motto* ‘More’

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

- *Motto douzo.* Please have more.
- *Motto yasui apaato* cheaper apartments
- *Motto kirei desu.* It’s prettier.

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

- *mou chotto* a little more
- *mou hito-tsu* one more

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

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

5-3-3  More classifiers: ～*kai*, ～*do* /～*kai*

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

- *Nan-kai arimasu ka.* ‘How many floors are there?’
- *Nan-kai ni arimasu ka.* ‘On which floor is it?’
Drills and Exercises

A. Cue: あのひと、日本人ですか。
      Is he a Japanese?
      Response: よくわかりませんけど、日本人でしょう。
                 I’m not sure, but he is probably a Japanese.

      Cue: あのアパート、高くないですか。
            Isn’t that apartment expensive?
      Response: よくわかりませんけど、高くないでしょう。
                 I’m not sure, but it is probably not expensive.

B. Cue: 一つですか。
      One?
      Response: はい、もう一つです。
                 Yes, one more.

      Cue: 食べますか。
            Will you have some?
      Response: はい、もっと食べます。
                 Yes, I’ll have some more.

C. Say it in Japanese.

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

D. Act these roles in Japanese with a partner.

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

会話 Dialogue 4

In a gift shop

Emily: *Omiyage o kaimashita.*

Emily: I bought souvenirs.

Yamada: *Waa, kawaii desu nee.*

Yamada: Wow, cute!

Emily: *Deshou?*

Emily: Aren’t they?

Yamada: *Akai no wa kore dake desu ka.*

Yamada: Is this all of the red ones?

Emily: *Ie, mou ik-ko arimasu yo. Hora.*

Emily: No, there’s one more! Look.

いえ、もう一個ありますよ。ほら。

単語 Vocabulary

| omiyage | おみやげ | souvenir |
| kawaii | かわいい | cute |
| deshou | でしょう？ | Don’t you think? |
| akai | あかい | red |
| akai no | あかいの | red one(s) |
| dake | だけ | only, just |
| ~ko | ～こ | classifier for small objects or pieces |
| ik-ko | いっこ | one piece, one item |
| mou ik-ko | もういっこ | one more |
| +kakko ii | かっこいい | good-looking, stylish, cool |
| +aoi | あおい | blue |
| +kiroi | きいろい | yellow |
| +shiroi | しろい | white |
| +kuroi | こおり | black |
| +iro | いろ | color |
| +nani iro | なにいろ | what color? |
Colors | iro | いろ | 色
--- | --- | --- | ---
aka | あか | 赤 | red
ao | あお | 青 | blue
kiiro | きいろ | 黄色 | yellow
shiro | しろ | 白 | white
kuro | くろ | 黒 | black
chairo (chairoi) | ちゃいろ（ちゃいろい） | 茶色 | brown
midori | みどり | 緑 | green
murasaki | むらさき | 紫 | purple
haiiro | はいいろ | 灰色 | gray
kon iro | こんいろ | 紺色 | navy, indigo
orenji | オレンジ | | orange
pinku | ピンク | | pink
nani iro | なにいろ | 何色 | what color?

### Grammar Notes

#### 5-4-1 More classifiers: 〜個, 〜枚, 〜冊

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

りんご二個 ringo ni-ko or りんご二つ ringo futa-tsu two apples
お砂糖一個 osatou ichi-ko or お砂糖一ossatou hito-tsu one packet/cube of sugar
会議が二つありました。Kaigi ga futa-tsu arimasita. There were two meeting.

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

<table>
<thead>
<tr>
<th>pieces</th>
<th>Flat objects</th>
<th>Bound volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ik-ko</td>
<td>is-satsu</td>
</tr>
<tr>
<td>2</td>
<td>ni-ko</td>
<td>ni-satsu</td>
</tr>
<tr>
<td>3</td>
<td>san-ko</td>
<td>san-satsu</td>
</tr>
<tr>
<td>4</td>
<td>yon-ko</td>
<td>yon-satsu</td>
</tr>
<tr>
<td>5</td>
<td>go-ko</td>
<td>go-satsu</td>
</tr>
<tr>
<td>6</td>
<td>rok-ko</td>
<td>roku-satsu</td>
</tr>
<tr>
<td>7</td>
<td>nana-ko</td>
<td>nana-satsu</td>
</tr>
</tbody>
</table>
5-4-2 Colors Nouns and Adjectives

Some of the colors have both an adjective and a noun form, as shown in the list above. Thus it is possible to say both *aka desu* and *akai desu* to mean ‘It’s red.’ Equally the negative forms are *aka ja nai desu* and *akaku nai desu*. Which one to use largely depends on the convention, while you can probably assume the noun versions indicate classification rather than appearance or characteristics (*aka* for red wines and the red light, for example.) All the color words borrowed from other languages are nouns, and modify nouns with *no*:

<table>
<thead>
<tr>
<th>Color</th>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-4-2</td>
<td>Colors</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>hachi-ko</td>
<td>hachi-mai</td>
</tr>
<tr>
<td>9</td>
<td>kyuu-ko</td>
<td>kyuu-mai</td>
</tr>
<tr>
<td>10</td>
<td>juk-ko</td>
<td>juk-mai</td>
</tr>
<tr>
<td>？</td>
<td>nan-ko</td>
<td>nan-mai</td>
</tr>
</tbody>
</table>

ブルーのパック *buruu no pakku* blue bag
オレンジの紙 *orenji no kami* orange paper

Drills and Exercises

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

Cue: おみやげ、買いましたか。 Did you buy souvenirs?
Response: 友達は買いましたけど、私は買いませんでした。
My friend bought some, but I didn’t buy any.

Cue: パワーポイント、使いましたか。 Did you use PowerPoint?
Response: 友達は使いましたけど、私は使ませんでした。
My friend used it, but I didn’t.

B. Cue: 紙はこれだけですか。 Is this all the paper there is?
Response: いいえ、もう一枚あります。 No, there’s one more sheet.
Cue: 教科書はこれだけですか。 Is this all the textbooks there are?
Response: いいえ、もう一冊あります。 No, there’s one more.

C. Cue: 赤いですね。 Is it red?
Response: いいえ、赤くないです。 No, it’s not.
Cue: 赤ですね。 Is it red?
Response: いいえ、赤じゃないです。 No, it’s not.
D. Say it in Japanese.

Your co-worker asked what you did last weekend. Reply:
1. I stayed in my apartment because I had a lot of homework.
2. I studied in the library. The senpai was there, too.
3. I went out, but came home early.
4. I practiced Japanese, of course, because there is a test tomorrow.
5. I read three books. I will read one more today. I love books, so….

Ask a co-worker for:
6. one more sheet of blue paper
7. two more maps in English and one more in Japanese
8. more pencils
9. ten onigiri, and five bottles of water
10. a lot more pens, pencils, etc.

E. Act in Japanese.

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

Review

Grammar Review

1. What is the difference between arimasu, imasu, gozaimasu and irasshaimasu?
2. What is the difference among koko, kochira and kocchi?
3. What particle is most appropriate in each of the following blanks?
   You are looking for your cell phone. Watashi no keetai soko ____arimasu ka?
   You wonder where the meeting will be held. Kaigi wa doko ____arimasu ka?
4. What is the difference in meaning between the following?
   Takai desu.
   Takai deshou.
   Takai deshou ka.
6. What two classifiers are used to count times/occasions?
7. What is the difference in meaning between the following:

San-gai ni arimasu yo.
San-gai arimasu yo.

8. How do you make the past form of a verb? The negative form?
9. How do you make the honorific form of a verb?
10. When do you use the honorific forms?
11. Both motto and mou mean ‘more’ in English. What follows each?
12. What is the difference between the following?

    tonari no mise
    mise no tonari

13. What does “Deshou?” mean?
14. How do you ask which of the two is better? Which of the three (or more) is best?

**Practical Application**

1. Using a map of a shopping mall, discuss the locations and number of stores, eating places, entrances, bathrooms, elevators, information desks, etc.
2. Plan where you are going to shop and eat.
3. Afterwards, discuss where you went and what you bought and ate.

**Sample Homework/Quiz**

**Listening 🔈**
For each of the following exchanges, identify the item under discussion and its location in English.

<table>
<thead>
<tr>
<th>Item</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>8</td>
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<tr>
<td>9</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Grammar

1. What is the difference in meaning between the following?
   
   *mae no mise*  
   *mise no mae*

2. What is the honorific form of each verb below?
   
   *shimasu*  
   *tsukaimasu*

3. What is the difference in meaning between the following?
   
   *Takai desu.*  
   *Takai deshou.*

4. What is the difference between the following?
   
   *irasshaimasu*  
   *gozaimasu*

5. Fill in the blanks with Hiragana or Romanization.
   
   a. You’ve been asked where your company offices are.
      
      *Amerika _____ Nihon ______ arimasu yo.*
   
   b. You are wondering where the class will be held.
      
      *Jugyou wa doko _____ arimasu ka?*
   
   c. You want two more *onigiri*.
      
      *Sumimasen. Onigiri ______ mou ni-ko_______ kudasai.*
   
   d. A co-worker is looking for her book. Let her know where it might be.
      
      *Tsukue_______ ue_____ arimasu ka?*
   
   e. You cannot decide which one to buy. Ask a co-worker.
      
      *Kore to are to, dochira ______ ii deshou ka.*
   
   f. You’ve been asked if your company has stores in France and Germany.
      
      *Furansu ______ arimasu kedo, doitsu ______ arimasen.*

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

6. ______arimasen.
   
   a) *Kouen ja*
   
   b) *Byouin wa*
   
   c) *Mise mo*
   
   d) *Migi ni mo*
   
   e) *Kono hen ni wa*

7. *Omiyage o__________.*
   
   a) *meshiagarimasu ka.*
b) goran ni narimasu ka.
c) irasshaimasu ka.
d) gozaimasu.

8. _______ wa ichi-mai dake desu.
   a) Kasa
   b) Keitai
   c) Chizu

Circle the number of the most appropriate response in the given context.

9. You are visiting Ms. Honda’s office. Ask the receptionist where she is.
   1. Dochira no Honda-san desu ka?
   2. Honda-san wa doko desu ka?
   3. Honda-san wa dochira deshou ka?
   4. Doko ni Honda-san wa imasu ka?

10. Ask the waiter to speak more slowly.
    1. Mou-ichi-do onegai-shimasu.
    2. Motto yukkan kudasai.
    3. Yukkuri shamashou ka.
    4. Motto yukkan onegai-shimasu.

11. A customer has asked if you have only blue ones. Let him know that you have white ones as well.
    1. Shiro no desu yo.
    2. Shiroi no mo gozaimasu kedo...
    3. Aoi no ni mo gozaimasu yo.
    4. Kuro no no arimasu kedo...

12. The elevator door has opened. Check if it’s going down.
    1. Nan-kai desu ka?
    2. Shita desu ne?
    3. Ue desu ne?
    4. Hora, shita desu yo.

13. Ask a co-worker who is the person sitting next to Mr. Hayashi.
    1. Tonari-no Hayashi-san wa donata desu ka.
    2. Hayashi-san wa tonari no hito desu ka.
    3. Tonari no hito wa Hayashi-san desu ka.
    4. Hayashi-san no tonarino hito wa donate desu ka.

Drill Tape Scripts

Dialogue 1
A. Cue: 買いますか。Response:はい、あそこで買います。
   1. 会いますか。2. いますか。
３．食べますか。
４．勉强しますか。

B. Cue: 林さんはいますけど、先輩は。
Response: 先輩もいらっしゃいますよ。
Cue: 林さんは、見えますけど、先輩は。
Response: 先輩もご覧になりますよ。
1. 林さんは、食べますけど、先輩は。
2. 林さんは、運転しますけど、先輩は。
3. 林さんは、来ますけど、先輩は。

Dialogue 2
A. Cue: ビルの中ですか。
Response: いえ、ビルの中じゃないです。外です。
Cue: 病院の前ですか。
Response: いえ、病院の前にないです。後ろです。
1. 図書館の上ですか。
2. 部屋の外ですか。
3. デパートの右ですか。

B. Cue: どのコンビニが近いですか。
Response: 一番近いコンビニは、あれです。
Cue: どの銀行が、大きいですか。
Response: 一番大きい銀行は、あれです。
1. どの薬局がいいですか。
2. どの図書館が大きいですか。
3. どのラーメン屋さんがおいしいですか。
4. どのレストランが有名ですか。
5. どの公園がきれいですか。

C. Cue: 日本の漫画ありませんか。
Response: 日本のですか。はい、あちらにありますよ。
Cue: 先輩のケータイありませんか。
Response: 先輩のですか。はい、あちらにありますよ。
1. いちごのケーキ、ありませんか。
2. 一年生の教科書、ありませんか。
3. スープとパスタの店、ありませんか。
4. 木村先生の授業のノート、ありませんか。
5. ビールとか酒の自販機、ありませんか。

Dialogue 3
A. Cue: あの人が、日本人ですか。
Response: よくわかりませんけど、日本人でしょう。
Cue: あのアパート、高くないですか。
Response: よくわかりませんけど、高くないでしょう。
1. あそこのパン、おいしいですか。
2. あの店、喫茶店ですか。
3. 林さん、上手じゃないですか。
4. ATM、一階ですか。
5. ここのトイレ、きれいじゃないですか。

B. Cue: 一つですか。
Response: はい、もう一つです。
1. 先ですか。
2. 三本ですか。
3. 早いですか。

Dialogue 4
A. Listen to the audio. Following the first two model exchanges, respond to each cue.
Cue: おみやげ、買いましたか。
Response: 友達は買いましたけど、私は買いませんでした。
Cue: 教科書、読みましたか。
Response: 友達は使いましたけど、私は使いませんでした。
1. 教科書、読みましたか。
2. 宿題、わかりましたか。
3. あの料理、食べましたか。
4. 授業、休みましたか。
5. 試験、できましたか。

B. Cue: 紙はこれだけですか。
Response: ええ、もう一枚あります。
Cue: 教科書、これだけですか。
Response: ええ、もう一冊あります。
1. 地図はこれだけですか。
2. 鉛筆はこれだけですか。
3. お弁当はこれだけですか。
4. ノートはこれだけですか。
5. おにぎりはこれだけですか。

C. Cue: 赤いですね。
Response: ええ、赤くないです。
Cue: 赤ですね。 Response: いえ、赤じゃないです。
1. 白ですね。 4. かっこいいですね。
2. かわいいですね。 5. 青いですね。
3. オレンジですね。
Lesson 6
Let’s Take a Train

会話 Dialogue 1

Michael: Minna de eiga ni ikimasen ka.  Do you want to go see a movie with everyone?
みんなで映画に行きませんか。

Honda: Ii aidea desu ne.  Good idea!
いいアイデアですね。

After checking the show times

Michael: Shichi-ji Juu-go-fun no ga ii desu ne.  The 7:15 one is best, isn’t it.
7時15分のがいいですね。

Honda: Ee. Ja, eki de roku-ji ni machiawasemashou.  Yes. So, let’s meet up at the station at 6:00.
ええ。じゃ、駅で六時に待ち合わせましょう。

Michael: Wakarimashita.  Got it.
わかりました。

單語 Vocabulary

| minna de | みんなで | everyone together |
| eiga | えいが | movie |
| +eigakan | えいがかん | movie theater |
| +umi | うみ | ocean, sea |
| +yama | やま | mountain |
| +onsen | おんせん | hot spring |
| ni | に | to (goal of motion) |
| +e | へ | to (direction of motion) |
| aidea | あいでああ | idea |
| eki | えき | station |
| +basutei | バスてい | bus stop |
| ~fun/pun | ふん／ぶん | minute (s) |
| ni | に | at (point in time) |
| machiawasemashu | まちあわせます | meet, rendezvous |
| machiawase | まちあわせ | get-together, date |
| +gozen | ごぜん | morning, a.m. |
| +gogo | ごご | afternoon, p.m. |
文法 Grammar Notes

6-1-1 Location Particles *Ni* and *E*

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

学校に/へ行きます。 *Gakkou ni/e ikimasu.*
I'll go to school.
アメリカに/へ帰りました。 *Amerika ni/e kaerimashita.*
I returned to America.

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

友だちに/へメールします。 *Tomodachi ni/e meeru-shimasu.*
I’ll email my friend.
あの会社に/へ紹介します。 *Ano kaisha ni/e shoukai-shimasu.*
I’ll introduce you to that company.

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

ノートに書きました。 *Nooto ni kakimashita.*
I wrote it down in the notebook.
林さんに会いました。 *Hayashi-san ni aimashita yo.*
I met Ms. Hayashi.
エレベーターに乗ります。 *Eerebeetaa ni norimashou.*
Let’s take the elevator.
先生に聞きます。 *Sensei ni kikimasu.*
I’ll ask the teacher.

6-1-2 〜fun/pun  Naming and Counting Minutes

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

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

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

### Minutes

| いちっぷん | 一分 | 1 minute  |
| にっぷん  | 二分 | 2 minutes |
| さんっぷん | 三分 | 3 minutes |
| よんっぷん | 四分 | 4 minutes |
| ごっぷん  | 五分 | 5 minutes |
| ろっぷん  | 六分 | 6 minutes |
| ななっぷん／はちっぷん | 七分 | 7 minutes |
| はっぷん／はちっぷん | 八分 | 8 minutes |
| きゅうっぷん | 九分 | 9 minutes |
| じゅっぷん／じっぷん | 十分 | 10 minutes |
| なんっぷん | 何分 | how many minutes? |

### 6-1-3 Time Particle に

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

- 日曜日に帰ります。Nichiyoubi ni kaerimasu.
  I’ll return on Sunday.
- 八時には出ましょう。Hachi-ji ni wa demashou.
  Let’s leave at 8:00 (at latest).
- 十時にも授業があります。Juu-ji ni mo jugyou ga arimasu.
  I have a class at ten, too.

Two types of time expressions usually do not take the particle ni. One type includes relative time expressions such as kyou, ashita, ima. These expressions refer to different points in time depending on the time frame in which they are used. The other type includes vague time expressions such as asa, hiru, ban. These expressions refer to a period of time without a specific starting or ending point. Compare the following examples with those above.
今日、帰ります。Kyou kaerimasu. I’ll return today.
朝、出ましょう。Asa, demashou. Let’s leave in the morning.
晩も、授業があります。Ban mo jugyou ga arimasu.
I have a class in the evening, too.

Drills and Exercises

A. Cue: 映画ですか。Is it a movie (that you are going to)?
Response: はい、映画に行きます。Yes, I’m going to a movie.
Cue: 学校ですか。Is it a school (that you are going to)?
Response: はい、学校に行きます。Yes, I’m going to school.

B. Cue: アポは七時ですよ。The appointment is at seven o’clock.
Response: わかりました。七時に来ます。Got it. I’ll come at seven.
Cue: アポはあしたですよ。The appointment is tomorrow.
Response: わかりました。あした来ます。Got it. I’ll come tomorrow.

C. Say it in Japanese.

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

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

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

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


1. You and a co-worker are visiting a customer together tomorrow. Find out what time you should meet up at the station.
2. You’ve been told the meeting will start at 7:45. Confirm that it’s 7:45 a.m.
3. You came late for class today. Apologize and tell your teacher that you will come ten minutes earlier tomorrow.

4. Your group is discussing a vacation. Ask which they like to go to, the beach or the mountains.

5. Regarding your daily schedule, ask each other what time you a) eat breakfast, b) go to school/work, c) have lunch, d) return home, e) go to sleep.

会話 Dialogue 2

Michael: Otaku wa dochira desu ka.
Honda: Yokohama desu.
Michael: Tsuugaku wa densha desu ka.
Honda: Ee, uchi kara daigaku made densha de ichi-jikan gurai kakarimasu.
Michael: Sore wa taihen desu nee.

Where is your house?
It’s in Yokohama.
Do you commute by train?
Yes, from home to university it takes about an hour by train.
That must be hard.

単語 Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Kun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>otaku</td>
<td>おたく</td>
<td>home (polite)</td>
</tr>
<tr>
<td>+shusshin</td>
<td>しゅっしん</td>
<td>hometown, birthplace, where from</td>
</tr>
<tr>
<td>yokohama</td>
<td>よこはま</td>
<td>Yokohama</td>
</tr>
<tr>
<td>tsuugaku</td>
<td>つうがく</td>
<td>commute to school (noun)</td>
</tr>
<tr>
<td>+tsuukin</td>
<td>つうきん</td>
<td>commute to work (noun)</td>
</tr>
<tr>
<td>densha</td>
<td>でんしゃ</td>
<td>train</td>
</tr>
<tr>
<td>+chikatetsu</td>
<td>ちかてつ</td>
<td>subway</td>
</tr>
<tr>
<td>+basu</td>
<td>バス</td>
<td>bus</td>
</tr>
<tr>
<td>+kuruma</td>
<td>くるま</td>
<td>car</td>
</tr>
<tr>
<td>+jitensha</td>
<td>じてんしゃ</td>
<td>bicycle</td>
</tr>
<tr>
<td>+takushii</td>
<td>タクシー</td>
<td>taxi</td>
</tr>
<tr>
<td>+toho</td>
<td>とほ</td>
<td>walk (noun)</td>
</tr>
<tr>
<td>+hikouki</td>
<td>ひこうき</td>
<td>airplane</td>
</tr>
<tr>
<td>+shinkansen</td>
<td>しんかんせん</td>
<td>bullet train</td>
</tr>
<tr>
<td>+fune</td>
<td>ふね</td>
<td>boat</td>
</tr>
<tr>
<td>uchi</td>
<td>うち</td>
<td>home, house</td>
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<tr>
<td>kara</td>
<td>から</td>
<td>particle: from</td>
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<tr>
<td>English</td>
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<td>Japanese Meaning</td>
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<td>---------</td>
<td>----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>made</td>
<td>まで</td>
<td>particle: as far as, up to</td>
</tr>
<tr>
<td>de</td>
<td>で</td>
<td>particle: by means of</td>
</tr>
<tr>
<td>densha</td>
<td>でんしゃで</td>
<td>電車で by train</td>
</tr>
<tr>
<td>~jikan</td>
<td>〜じかん</td>
<td>時間 ~hours</td>
</tr>
<tr>
<td>ichi-jikan</td>
<td>いちじかん</td>
<td>一時間 one hour</td>
</tr>
<tr>
<td>gurai</td>
<td>ぐらい</td>
<td>about, approximately</td>
</tr>
<tr>
<td>+yaku</td>
<td>やく</td>
<td>約 about, approximately</td>
</tr>
<tr>
<td>+yaku ichi-jikan</td>
<td>やくいちじかん</td>
<td>約一時間 about an hour</td>
</tr>
<tr>
<td>+hodo</td>
<td>ほど</td>
<td>about, as much as</td>
</tr>
<tr>
<td>kkarimasu</td>
<td>かかります</td>
<td>it takes (time, money, etc.)</td>
</tr>
<tr>
<td>+nagai</td>
<td>ながい</td>
<td>長い long</td>
</tr>
<tr>
<td>+mijikai</td>
<td>みじかい</td>
<td>短い short</td>
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**Cities**

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<tr>
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<td>東京</td>
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<tr>
<td>よこはま</td>
<td>横浜</td>
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<tr>
<td>なごや</td>
<td>名古屋</td>
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<tr>
<td>おおさか</td>
<td>大阪</td>
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<tr>
<td>きょうと</td>
<td>京都</td>
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<td>ひろしま</td>
<td>広島</td>
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<tr>
<td>ふくおか</td>
<td>長崎</td>
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<td>さっぽろ</td>
<td>札幌</td>
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</table>

**Islands**

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<td>九州</td>
</tr>
<tr>
<td>しこく</td>
<td>四国</td>
</tr>
<tr>
<td>ほっかいどう</td>
<td>北海道</td>
</tr>
<tr>
<td>ほんしゅう</td>
<td>本州</td>
</tr>
<tr>
<td>おきなわ</td>
<td>沖縄</td>
</tr>
</tbody>
</table>
Grammar Notes

6-2-1 Counting Hours

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

時間がありません。Jikan ga arimasen. There is no time.
時間がかかります。Jikan ga kakarimasu. It takes time.
ちょっと、お時間、いいですか。Chotto, ojikan ii desu ka. Do you have some time (Can I talk to you?)?

6-2-2 Approximation: ～ぐらい、～ほど、約～

~gurai, ~hodo and yaku all mean ‘about’ and indicate an approximate quantity.
~gurai and ~hodo follow the quantity expression while yaku~ precedes it:

Ichijikan ~gurai arimasu. We have about an hour.
Ichijikan ~hodo arimasu. We have about an hour.
Yaku ichijikan arimasu. We have about an hour.
一万円ぐらいかかります。

Ichi-man-en gurai kakarimasu.
It costs about ten thousand yen

約一万円かかります。

Yaku ichi-man-en kakarimasu.
It costs about ten thousand yen.

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

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

会社まで、どのぐらいかかりますか。Kaisha made dono gurai kakarimasu ka.
How long does it take to get to work?
このアパート、いくらぐらいでしょうか。Kono apaato, ikura gurai deshou ka.
How much do you suppose this apartment (rent) is?

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

6-2-3 Particle *de* “by means of”

A noun followed by particle *de* indicates the means by which something is done. Note that there are a number of ways in which this might be translated into English. The particles は and も can be added to this particle.

おはしで召し上がりますか。Ohashi de meshiagarimasu ka.
Are you going to eat with chopsticks?
タクシーで行きましょう。Takusii de ikimashou.
Let’s go by a taxi.
日本語では話しませんでした。Nihongo de wa hanashimasen deshita.
I didn’t talk in Japanese.
電車でも一時間かかります。Densha de mo ichi-jikan kakarimasu.
It takes one hour by train, too.

6-2-4 the starting point ~kara, the ending point ~made

The particle *kara* indicates the point from which something starts and the particle *まで* indicates the limit at which something ends.
さんじから、会議です。San-ji kara, kaigi desu.
From 3:00, I have a meeting.

先生からメールが来ました。Sensei kara meeru ga kimashita.
An email came from the teacher.

京都まで、いくらですか。Kyouto made ikura desu ka.
How much is it to go to Kyoto?

駅まで、お願いします。Eki made onegai-shimasu.
To the station, please. (in a taxi).

朝から晩まで、仕事です。Asa kara ban made shigoto desu.
I work from morning till night.

Compare the examples below with time expressions:

三時にしてします。San-ji ni shimasu.
I’ll do it at three.

三時からします。San-ji kara shimasu.
I’ll do it from three.

三時までします。San-ji made shimasu.
I’ll do it until three.

Compare the examples below with location expressions:

東京に行きます。Toukyou ikimasu.
I’ll go to Tokyo (I may go to other places as well).

東京で会議に行きます。Toukyou de kaigi ikimasu.
I’ll go to a meeting in Tokyo.

東京から行きます。Toukyou kara ikimasu.
I’ll go from Tokyo.

東京まで行きます。Toukyou made ikimasu.
I’ll go up to Tokyo (but not farther).

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

会議は三時から四時までです。Kaigi wa san-ji kara yoji-made desu.
The meeting is from three to four.

アメ里カからの留学生Amerika kara no ryuugakusei
an exchange student from America

銀行は三時までじゃないですか。Ginkou wa san-ji made ja naidesu ka.
Isn’t the bank open until three?

Drills and Exercises

A. Cue: 一時間ですか。Is it one hour?
Response: はい、家から大学まで一時間ぐらいかかります。
Yes, it takes about one hour from home to college

Cue: ３０分ですか。 Is it thirty minutes?
Response: はい、家から大学まで、３０分くらいかかります。 Yes, it takes about thirty minutes from home to college.

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

B. Cue: 電車が便利ですね。 The train is convenient, isn’t it.
Response: ええ、電車で行きましょう。 Yes, let’s go by train.
Cue: バスが便利ですね。 The bus is convenient, isn’t it?
Response: ええ、バスで行きましょう。 Yes, let’s go by bus.

C. Say it in Japanese.

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

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

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

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

D. Act in Japanese

1. Ask a business associate a) where her home is, b) how she commutes, and c) how long it takes from her home to her work. With your classmates, ask and answer the same questions.
2. Find out a) what time the library opens, b) what time it closes, c) from what time to what time it’s open on Saturday.
3. Ask the taxi driver to go to Tokyo Station. Mention that you are going to take the 9:00 Bullet Train.
4. You are thinking of writing this report using a) Word, b) Japanese and English, c) black pen only. Ask a co-worker if it would be alright.
5. At a parking facility, find out the fee for a) one hour, b) additional 15 minutes, c) Saturday and Sunday
会話 Dialogue 3

On the train

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

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

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

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

Walking to the theater

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

Michael: *Jup-pun mae desu.* Ten (minutes) to (the hour)

Honda: *Chotto isogimasu.* Let’s hurry a little bit.

単語 Vocabulary

tsugi = つぎ = next
orimasu = おります = get off, alight
sore kara = それから = then, next
norikaemasu = のりかえます = change, transfer (transportation)

+ goro = ごろ = around X, approximately
nan-ji goro = なんじごろ = around what time

+ sugi = すぎ = after

isogimasu = いそぎます = hurry
+ arukimasu = あるきます = walk
+ hashirimasu = はしります = run
文法 Grammar Notes

6-3-1 何時ごろ Approximation of Naming Time

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

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

ななじにききますか。 Nan-ji ni ikimasu ka.
What time are you going?

ななじごろ行きますか。 Nan-ji goro ikimasu ka.
Around what time are you going?

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

げつようびに帰ります。 Getsuyoubi ni kaerimasu.
I’ll return on Monday.

げつようびごろ（に）帰ります。 Getsuyoubi goro (ni) kaerimasu.
I’ll return around Monday.

げつようびぐらいに帰ります。 Getsuyoubi gurai ni kaerimasu.
I’ll return around Monday.

じゅっぷんぐらい行きましょう。 Jup-pun gurai ikimashou.
Let’s go for about ten minutes. (counting)

じゅっぷんごろ行きましょう。 Juppun goro ikimashou.
Let’s go around ten minutes (past the hour). (naming)

じゅっぷんぐらいに行きましょう。 Jup-pun gurai ni ikimashou.
Let’s go around ten minutes (past the hour). (naming)
6-3-2  sugi/ mae  More about telling time

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

六時五分前  roku-ji go-fun mae  five minutes before/until 6:00.
八時十分過ぎ hachi-ji jup-pun sugi.  ten minutes after/past 8:00
お昼ちょっと前 ohiru chotto mae  a little before noon.
九時半少しすぎ ku-ji han sukoshi sugi  a little past 6:30.

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

ろくじごふんまえ roku-ji go-fun mae  five minutes before/until 6:00.
じゅっぷんまえ jup-pun mae  ten minutes after/past 8:00
ohiru chotto mae  a little before noon.
ku-ji han sukoshi sugi  a little past 6:30.

六時ですか。  Roku-ji desuka.  Is it six?
いえ、十分前です。  Iie, jup-pun mae desu.  No, it’s ten to.

6-3-3 Learning Verbs with Particles

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

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

バスに乗ります。 Basu ni norimasu.  I’ll get on the bus.
バスを降ります。 Basu o orimasu.  I’ll get off the bus.
バスを乗り換えます。 Basu o norikaemasu.  I’ll change buses.
バスに乗り換えます。 Basu ni norikaemasu.  I’ll transfer to a bus.
バスから乗り換えます。 Basu kara norikaemasu.  I’ll transfer from a bus.

家を出ました。 Ie o demashita.  I left home.
家に着きました。 Ie ni tsukimashita.  I arrived home.
Drills and Exercises

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

Cue: 一時ですね。 It’s one o’clock, right?
Response: はい、一時ごろです。 Yes, it’s around one.

Cue: 一時間ですね。 It’s one hour, right?
Response: はい、一時間ぐらいです。 Yes, it’s about one hour.

B. Cue: 六時に出ます。 It leaves at six.
Response: じゃあ、七時ごろには着つきますね。 Then, it will arrive around seven, right?

Cue: 六時半に出ます。 It leaves at 6:30.
Response: じゃあ、七時半頃には着つきますね。 Then it will arrive around 7:30, right?

C. Say it in Japanese.

You’ve been asked at what time the next bus arrives:
1. 4:12
2. 5:50
3. 9:48
4. 18:04

You’ve been asked what time you arrived here. Answer that you arrived here:
1. one hour ago
2. ten minutes before the meeting
3. at 6:55
4. at 7:05
5. a little before 7:30
6. around noon


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

At the theater

Michael: *Girigiri deshita kedo, maniaimashita ne.*

ギリギリでしたけど、間に合いましたね。

Honda: *Ee, hotto shimashita.*

ええ、ほっとしました。

After the movie

Michael: *Saikou deshita ne!*

最高でしたね。

Honda: *Ee, omoshirokatta desu ne.*

ええ、おもしろかったですね。

単語 Vocabulary

- ma ni aimasu まにあいます be in/on time
- + okuremasu おくれます be late
- hotto-shimasu ほっとします be relieved
- + dokidoki-shimasu どきどきします be nervous, afraid, surprised
- dokidoki どきどき ドキドキ the sound of a heartbeat
- + gakkari-shimasu がっかりします disappointed
- girigiri ぎりぎり just barely, just in time
- saikou さいこう 最高 great, the highest, the best
- + imaichi いまいち 今一 not quite, not very good
- omoshiroi おもしろい interesting
- omoshirokatta おもしろかった was interesting
- + tsumaranai つまらない boring, tiresome
- + subarashii すばらしい wonderful, outstanding
- + kowai こわい scary
- + tanoshii たのしい 楽しい fun, enjoyable
- + kanashii かぬしい 悲しい sad
- + waraimasu わらいます 笑います laugh, smile
- + nakimasu なきます 泣きます cry
文法 Grammar Notes

6-4-1 Onomatopoeia

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

ドキドキしました。  Dokidoki shimashita.  I got nervous/thrilled.
ドキドキでした。  Dokidoki deshita.  I was nervous/thrilled.

ぎりぎり girigiri means being close to the limit or barely making the set goal.

バスに、ギリギリ間に合いました。  Basu ni girigiri maniaimashita.  I barely caught the bus.
試験ぎりぎりまで勉強しました。  Shiken girigiri made benkyou-shimashita.  I studied up to the last minute before the exam.

<table>
<thead>
<tr>
<th>Onomatopoeia オノマトペ</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>perapera</td>
<td>ペラペラです</td>
<td>fluent</td>
</tr>
<tr>
<td>iraira-shimasu</td>
<td>イライラします</td>
<td>irritated, impatient</td>
</tr>
<tr>
<td>harahara-shimasu</td>
<td>ハラハラします</td>
<td>anxious about how things are going to turn out, apprehensive</td>
</tr>
<tr>
<td>mukamuka-shimasu</td>
<td>ムカムカします</td>
<td>have a surge of anger, feel sick, queasy</td>
</tr>
<tr>
<td>nikoniko-shimasu</td>
<td>ニコニコします</td>
<td>smile happily</td>
</tr>
<tr>
<td>kuyokuyo-shimasu</td>
<td>クョクョします</td>
<td>worry about a trivial matter, mope, brood</td>
</tr>
</tbody>
</table>

Drills and Exercises

A. **Cue:** 通学は、電車ですか。  Do you commute by train?
**Response:** 前は、電車でしたけど、今は電車じゃないです。  It was by train before, but now it’s not.

**Cue:** あのレストランは、おいしいですか。  Is that restaurant good?
**Response:** 前は、おいしいけど、今はおいしいじゃないです。  It was good before, but now it’s not.
B. Cue: おいしかったですか。  Was it delicious?
Response: いいえ、おいしくなかったですよ。No, it wasn’t delicious.
Cue: 日本語でしたか。  Was it Japanese?
Response: いいえ、日本語じゃなかったですよ。No, it wasn’t Japanese.

* Repeat this drill replacing nakatta desu with arimasen deshita.

C. Say it in Japanese.

You’ve been asked about the movie you saw.

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

You admire Ms. Hayashi. Explain that:

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

D. Act in Japanese

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

Review

Grammar Review

1. Identify whether each classifier below is a naming classifier, a counting classifier, or both.
2. Identify whether each of the approximation expression below is used with a naming classifier or with a counting classifier.
   a) ~goro   b) ~gurai  c) yaku~   d) ~hodo

3. Fill in the blanks below with the most appropriate particle(s).
   a) You’d like to decide where your group meet.
      Doko _____ aimashou ka.
   b) Ask the bus driver if this bus goes to Tokyo Station.
      Sumimasen. Kono basu, tokyoo-eki _____ ikimasu ka?
   c) Tell the taxi driver to take you to the Tokyo Station.
      Sumimasen. Tokyo-eiki _____ onegai-shimasu.
   d) Suggest that you take a taxi to the hospital.
      Byouin _____ takushii _____ ikimashou.
   e) At the station, ask what time the next bullet train leaves.
      Sumimasen. Tsugi _____ shinkansen _____ nan-ji _____ demasu ka.
   f) On the train, ask the conductor what time this train arrives at Kyoto.
      Kono densha _____ nanji goro_____ kyouto _____ tsukimasu ka.
   g) At the information desk, ask where you transfer to the subway.
      Sumimasen. Doko _____ chikatetsu _____ norikaemasu ka.
   h) Express your concern about whether or not you’ll make the flight on time.
      Hikouki _____ maniaimasu ka nee.
   i) Let a co-worker know that you have just met Senpai’s friend.
      Ima______ senpai______ tomodachi_____ aimashita yo.
   j) Ask a classmate how long it takes here to the beach by train.
      Koko _____ umi _____ dono gurai _____ kakarimasu ka.

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

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

**Practical Applications**

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

2. Upon return, review the trip.

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

4. Make a plan to spend one free day in Tokyo
   Do an on-line research, create PPT, and present it in Japanese
   It should include:
   • What to do
• Where to go
• Times that selected sites are open
• How to get there (transportation, etc.) from your hotel
• What is the travel time and fare
• What to eat, where to eat
• What to buy
• How much the whole day costs

Sample Homework/Quiz

Listening

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

<table>
<thead>
<tr>
<th>Item under discussion</th>
<th>Time-related information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Grammar

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

a) go-ko
b) go-fun
c) ni-ji han
d) ni-jikan
e) ichi-ban
f) *shichi-ji*
2. What is the difference between *otaku* and *uchi*?


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

   a. Find out what time this store opens. *Kono mise, nanji _____ desu ka.*
   b. Tell the taxi driver go to the station. *Sumimasen. eki _____ onegai-shimasu.*
   c. Suggest that you take a taxi. *Takushii _____ ikimashou.*
   d. We’ll get on the bus. *Basu _____ norimasu.*
   e. I got off the bus here. *Koko _____ Basu _____ orimashita*
   f. I left home at 8. *Hachi-ji _____ uchi _____ demashita.*
   g. I arrived over there in the morning. *Asa _____achira _____ tsukimashita.*
   h. Please give me ABOUT five (apples). *Go-ko _____ kudasai.*
   i. It takes about one hour on foot. *Toho _____ ichi-jikan _____ kakarimasu.*
   j. I’ll return AROUND 3:00. *San-ji _____ kaerimashou.*
   k. Express your concern about whether or not you’ll make the class on time. *Jugyou _____ maniaimasu ka nee.*
   l. Ask at the station if it takes 30 minutes from here to the beach by train. *Koko _____ umi _____ densha _____ san-jup--pun desu ka.*
   m. Ask a child what she is scared of. *Nani _____ kowai?*

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

5. *Ano eiga, _________ deshita nee.*
   a) tsumaranai 
   b) imaichi 
   c) nagakatta
   d) wakarimasen

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

7. *_______ norikaemasu.*
   a) Tsugi no eki ni 
   b) Ni-do 
   c) Densha ga 
   d) Chikatetsu ni

8. *_______ no onsen ni ikimashou.*
   a) Saikou 
   b) Ichiban kirei 
   c) Subarashii 
   d) Tsugi
9. _______ kakarimasu.
   a) Ichi-ji
   b) Dono gurai
   c) Motto
   d) Ichi-man-en

10. Fill in the blanks to complete the chart.

<table>
<thead>
<tr>
<th>Non-past Affirmative</th>
<th>Non-past Negative</th>
<th>Past Affirmative</th>
<th>Past Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Imaichi desu</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Tanoshii desu</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drill Tape Scripts

Dialogue 1

A. Cue: 映画ですか。Response: はい、映画に行きます。
   Cue: 学校ですか。Response: はい、学校に行きます。

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

B. Cue: アポは七時ですよ。Response: わかりました。七時にきます。
   Cue: アポはあしたですよ。Response: わかりました。あした来ます。

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

Dialogue 2

A. Cue: 一時間ですか。Response: はい、家から大学まで一時間ぐらいかかります。
   Cue: 30分ですか。Response: はい、家から大学まで、30分ぐらいかかります。

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

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

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

A. Cue: 一時ですね。 Response: はい、一時頃です。
   Cue: 一時間ですね。 Response: はい、一時間くらいです。

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

B. Cue: 六時にでます。 Response: じゃあ、七時ごろには着きますね。
   Cue: 六時半に出ます。 Response: じゃあ、七時半頃には着きますね。

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

Dialogue 4

A. Cue: 通学は電車ですか。 Response: 前は、電車でしたけど、今は電車じゃないです。
   Cue: あのレストランは、おいしいですか。 Response: 前は、おいしかったですけど、今はおいしくないです。

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

B. Cue: おいしかったですか。 Response: いえ、おいしいなかったですよ。
   Cue: 日本語でしたか。 Response: いえ、日本語じゃなかったですよ。

1. 高かったですか。
2. 遅れましたか。
3. 飛行機でしたか。
4. 笑いましたか。
5. 楽しかったですか。
Lesson 7

Calendar

会話 Dialogue 1 〇

Michael : 今日は何日ですか。  
Kyou wa nan-nichi desu ka.  
What date is it today?

Honda : ええと、八日じゃないですか。  
Eetto, youka ja nai desu ka.  
Umm, isn’t it the 8th?

Michael : じゃ、締め切りまであと一週間ですね。  
Ja, shimekiri made ato is-shuukan desu ne.  
Then, it’s one week left until the deadline, right?

Honda : ええ、がんばりましょう。  
Ee, ganbarimashou.  
Yes, let’s do our best.

Michael : はい、一生懸命、がんばります。  
Hai, isshoukenmei ganbarimasu.  
Yes, I’ll go all out and do my best.

単語 Vocabulary

nan-nichi  なんにち  何日  what date?  See 7-1-1
youka  ようか  八日  8th (of the month)  See 7-1-1
shimekiri  しめきり  締め切り  deadline
ato  あと  後  remaining, left (with a quantity)
~shuukan  〜しゅうかん  週間  number of weeks  See 7-1-2
is-shuukan  いっしゅうかん  一週間  one week
isshoukenmei  いっしょうけんめい  一生懸命  go all out, with utmost effort

文法 Grammar Notes

7-1-1  Calendar time: Counting and Naming Dates

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

• the first day of the month is tsuitachi (naming) while one day is ichi-nichī (counting).
• The Japanese number series with the classifier 〜ka is used up through ten, and then the Chinese number series with 〜nichī is used for the rest.
• two exceptions: *hatsuka* ‘the 20th’ or ‘twenty days’ and combinations ending with 4 such as *juuyok-ka* and *nijuuyok-ka*.

• *Nan-nichi* asks what date? or how many days? Please distinguish between ‘what day of the month’ *nan-nichi* and ‘what day of the week’ *nan-youbi*.

**Days of the Month**

<table>
<thead>
<tr>
<th>にち</th>
<th>げつ</th>
<th>か</th>
<th>すい</th>
<th>もく</th>
<th>きん</th>
<th>ど</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ついたち</td>
<td>2ふつか</td>
<td>3みっか</td>
<td>4よっか</td>
<td>5いつか</td>
<td>6むいか</td>
<td>7なのか</td>
</tr>
<tr>
<td>8ようか</td>
<td>9ここのか</td>
<td>10とおか</td>
<td>11じゅういちにち</td>
<td>12じゅうににち</td>
<td>13じゅうさんにち</td>
<td>14じゅうよっか</td>
</tr>
<tr>
<td>15じゅうごにち</td>
<td>16じゅろくにち</td>
<td>17じゅうしちにち</td>
<td>18じゅうはちにち</td>
<td>19じゅうさんじゅうにち</td>
<td>20じゅうはつか</td>
<td>21じゅういちにち</td>
</tr>
<tr>
<td>22にじゅうににち</td>
<td>23にじゅうさんにち</td>
<td>24にじゅうよっか</td>
<td>25にじゅうごにち</td>
<td>26にじゅうはつにち</td>
<td>27にじゅうなのか</td>
<td>28にじゅうはつか</td>
</tr>
<tr>
<td>29にじゅうくにち</td>
<td>30さんじゅうにち</td>
<td>31さんじゅういちにち</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**7-1-2 Counting Weeks**

The classifier for counting weeks is ~*shukan* 週間. There is no naming classifier for weeks. Note the sound change (s → ss) with 1, 8 and 10.

- *is-shukan* 一週間 is one week
- *ni-shukan* 二週間 is two weeks
- *san-shukan* 三週間 is three weeks
- *yon-shukan* 四週間 is four weeks
- *go-shukan* 五週間 is five weeks
- *roku-shukan* 六週間 is six weeks
- *nana-shukan* 七週間 is seven weeks

- *has-shukan* 八週間 is eight weeks
- *kyuu-shukan* 九週間 is nine weeks
- *jus-shukan* 十週間 is ten weeks
- *nan-shukan* 何週間 is how many weeks?

**Drills and Exercises**

A. **Cue:** 一日ですか。
   **Response:** いいえ、二日です。
   **Cue:** 十五日ですか。
   **Response:** いいえ、十六日です。
B. Cue: 後一時間ですね。  There is one more hour left, right?
Response: はい、もう一時間がんばりましょう。 Yes, let’s work hard for one more hour.

Cue: 後、一週間ですね。 There is one more week left, right?
Response: はい、もう一週間、がんばりましょう。 Yes, let’s work hard for one more week.

C. Say it in Japanese.

You’ve been asked when the exam is scheduled.

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


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

会話 Dialogue 2

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

Tanaka：誕生日はいつ？ Tanjoubi waitsu?
When is your birthday?

Emily：四月一日です。 Shigatsu tsuitachi desu.
It’s April 1st.

Tanaka：何年生まれ？ Nan-nen umare?
What year were you born?

Emily：1996年です。 Sen-kyuu-hyaku-kyuujuu- roku-nen desu.
1996.

Tanaka：ということは、平成8年ね。 To iu koto wa Heisei hachi-nen ne.
That means Heisei 8, right?
Tanaka：何歳？
Nan-sai?
How old are you?

Michael：二十歳です。
Hatachi desu.
I’m twenty years old.

Tanaka：へえ。若いわねえ。
Hee, wakai wa nee.
Wow! So young.

単語 Vocabulary

Tanjoubi たんじょうび 誕生日 birthday
+ Tanjoubi omedetou gozaimasu
たんじょうびおめでとうございます
Happy birthday.

～nen ～ねん 年 year(s)
nan-nen なんねん 何年 what year?
nan-nen umare なんねんうまれ 何年生まれ what year were you born?
+ umaremasu うまれます be born
to iu koto wa ということは in another words
heisei へいせい 平成 Heisei Era
hachi-nen はちねん 八年 year 8
～sai ～さい ～歳、～才 classifier for human age
nan-sai なんさい 何歳、何才 how old
hatachi はたち 二十歳 twenty years old
wakai わかい 若い young
+ toshi とし 年 year(s), age
+ nenrei ねんれい 年齢 age (formal)
+ toshi ue としうえ 年上 older
+ toshi shita としだした 年下 younger

文法 Grammar Notes

7-2-1  Naming and Counting Months and Years

The naming classifier for months is ～gatsu 月，and when naming dates, the month proceeds the day. The counting classifier is ～kagetsu ヶ月. It is conventionally written with the small katakana ケ. Note the sound change /ka/ → /kka/ with 1, 6, 8, and 10
The classifier for naming and counting years is 〜nen 年, but 〜nenkan 年間 is often used for counting to avoid confusion. The question word is nan-nen 何年 ‘what year/how many years’ or nan-nenkan 何年間 ‘how many years?’ So, 15 nen can mean either 15 years or the year 2015/Heisei 15 depending on the context. The existence or non-existence of the particle ni and/or the kind of approximation expression that is used with it, goro or gurai, tells you if it’s the naming expression or counting expression. Compare the following:

五年に行きました. Go-nen ni ikimashita. I went there in the year 5.
五年、行きました。Go-nen ikimashita. I went there for five years.
五年ごろ行きました。Go-nen-goro ikimashita. I went there around the year 5.
五年ぐらい行きました。Go-nen-gurai ikimashita. I went there for about 5 years.

7-2-2 Counting age: ~sai for people and animals, ~nen for others

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

何歳ですか。Nan-sai desu ka.
(年は)いくつですか(Toshi wa) ikutsu desu ka.
(お年は)おいくつですか。(Otoshi wa) oikutsu desu ka. (Polite)

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

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

7-2-3 Japanese Calendar

There are two systems of naming years in Japan. In addition to the western calendar (西暦せいれき), Japan uses its own calendar (元号げんごう、和暦われき). The latter is often used in official documents. The Japanese year designations are based on the year of the reign of the emperors. When one emperor dies and a new emperor ascends to the throne, a new period or era starts. The first year of a period is called gan-nen 元年. The years are named and counted with the Chinese numbers plus ~nen. The most recent periods include:

Meiji 明治 1868-1912
Taisho 大正 1912-1926
Showa 昭和 1926-1989
Heisei 平成 1989-present

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


7-2-4 Informal Style: Noun Sentence and Adjective Sentence

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

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

- For Adjective sentences, you just drop ~desu/~deshita to make the informal style.
- For Noun sentences, you can replace ~desu with ~da and ~deshita with ~datta.
- However, the ~da in the sentence final position is often dropped.
- The question particle ka is usually dropped and replaced by a rising intonation while other sentence particles such as yo, ne, nee, ka nee, etc. remain.
- It can be challenging for learners to figure out the right speech style for a given situation. Styles are chosen to indicate the right distance between speakers. However, distance can change even within a course of conversation, between the same pair of speakers. Each shift carries some linguistic and social meaning.
Drills and Exercises

A. Cue: 誕生日は六月？ Is your birthday in June?
   Response: はい、六月六日です。 Yes, It’s June 6th.
   Cue: 誕生日は一月？ Is your birthday in January?
   Response: はい、一月一日です。 Yes, it’s January 1st.

B. Cue: 一時から三時までです。 It’s from one o’clock to three.
   Response: じゃ、二時間ぐらいですね。Then, it’s about two hours, right?
   Cue: 九月から十二月までです。 It’s from September to December.
   Response: じゃ、三ヶ月ぐらいですね。Then, it’s about three months, right?

C. Say it in Japanese.

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

You’ve been asked when some event took place.
   1. August 15, Showa 20 (1945)
   2. July 4, 1776
   3. September 11, 2001
   4. About a month ago
   5. About three years ago

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

会話 Dialogue 3

Michael: 来週、友だちと旅行します。Raishuu tomodachi to ryokou-shimasu.
   I’ll be traveling with a friend next week.
Tanaka: どちらへ？ Dochira e?
   Where to?
Michael: 京都に行って、神社やお寺を回ります。Kyouto ni itte, jinja ya otera o mawarimasu.
We’ll go to Kyoto and visit around shrines, temples, etc.

Tanaka: そう？いいわねえ。 
Really? Good for you. (I envy you)

Michael: お土産、買ってきますよ。 
We’ll bring back a souvenir for you!

単語 Vocabulary

<table>
<thead>
<tr>
<th>Japanese Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>raishuu</td>
<td>next week</td>
</tr>
<tr>
<td>と</td>
<td>with</td>
</tr>
<tr>
<td>tomodachi to</td>
<td>with a friend</td>
</tr>
<tr>
<td>ryokou</td>
<td>trip</td>
</tr>
<tr>
<td>dochira e</td>
<td>where to?</td>
</tr>
<tr>
<td>jinja</td>
<td>(Shinto) shrine</td>
</tr>
<tr>
<td>otera</td>
<td>(Buddhist) temple</td>
</tr>
<tr>
<td>oshiro</td>
<td>castle</td>
</tr>
<tr>
<td>mawarimasu</td>
<td>go around</td>
</tr>
<tr>
<td>katte</td>
<td>buy (te-form)</td>
</tr>
<tr>
<td>katte kimasu</td>
<td>go and buy, buy and come back</td>
</tr>
</tbody>
</table>

文法 Grammar Notes

7-3-1 Verb ~te Form

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

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

Mite. Look.
Mite kudasai. Please look.
Chotto tetsudatte kudasai. Please give me a hand.
2. To combine two or more sentences into one, change each verb to a 〜て form except for the final verb.

京都に行きます。お寺を見ます。 Kyouto ni ikimasu. Otera o mimasu.
I’ll go to Kyoto. I’ll see temples.

→ 京都に行って、お寺を見ます。 Kyouto ni itte, otera o mimasu.
I’ll go to Kyoto and see temples.

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

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

Type 1: 〜て (tabete, mite, kite, shite, dekite, dete, hanashite, norikaete, orite, )
Type 2: 〜tte (ikimasu-itte, kaimasu-katte, tsukaimasu-tsukatte, norimasu-notte, arimasu-atte, aimasu-atte, wakarimasu-wakatte, kaerimasu-kaette, tsukurimasu-tsukutte, tsukaimasu-tsukatte, hashirimasu-hashitte, )
Type 3: 〜て (kakimasu-kaite, kikimasu-kiite , tsukimasu-tsuite, arukimasu-aruite)
Type 4: 〜ide (isogimasu-isoide)
Type 5: 〜んで (nomimasu-nonde, yomimasu-yonde)

7-3-2 Verb 〜て form + motion verbs

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

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

昼ご飯食べてきます。 Hirugohan Tabete kimasu. I’ll go and have lunch.
ちょっと見てきます。 Chotto mite kimasu. I’ll just go (and) take a look.

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

おみやげ、買ってきませんでした。 Omiyageu katte kimasen deshita.
I (went there) but didn't buy gifts. (I forgot to buy gifts.)

宿題してきませんでした。 Shukudai shite kimasen desita.
I didn’t do my homework before I came.
A ~te form can be combined with other verbs of motion such as *ikimasu* and *kaerimasu* as well. Compare the following.

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>買ってきます。</td>
<td><em>Katte kimasu</em> I’ll go and buy it (and come back).</td>
</tr>
<tr>
<td>買って行きます。</td>
<td><em>Katte ikimasu.</em> I’ll buy it and go.</td>
</tr>
</tbody>
</table>

7-3-3 Particle To indicating accompaniment ‘with’

We learned earlier that the particle *to* connects nouns.

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

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

友達と京都へ行きます。 *Tomocachi to Kyouto e ikimasu.* I’m going to Kyoto with a friend.

先生と話しました。 *Sensei to hanashimashita.* I talked with a teacher.

Drills and Exercises

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

| Cue: 見ましょうか。 | Shall I look at it? |
| Response: はい、見てください。 | Yes, please look at it. |
| Cue: 手伝いましょうか。 | Shall I help? |
| Response: はい、手伝ってください。 | Yes, please help. |

B.  Cue: 買いますか。 | Will you buy it? |
| Response: はい、ちょっと買ってきます。 | Yes, I’ll just go and buy it. |
| Cue: 聞きますか。 | Will you ask? |
| Response: はい、ちょっと聞いてきます。 | Yes, I’ll just go and ask. |

C. Say it in Japanese.

You’ve been asked where you are going.
1. I’m going to a hot spring with friends.
2. I’m going to Hokkaido and ski.
3. I’m going to Osaka and see the castle, temples, etc.
4. I’m going back home and see my old friends.
5. I’m going to Tokyo University and study history.
Make the following requests to a) a colleague b) a friend:
6. Please email me.
7. Please come 15 minutes early tomorrow.
8. Please write this in Japanese.
9. Please speak slowly.
10. Please go and buy some coffee for me.


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

<table>
<thead>
<tr>
<th>会話 Dialogue 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In the office, Michael has just finished creating a file.</td>
<td></td>
</tr>
<tr>
<td>Michael: 来月からのスケジュールですけど、ちょっと見ていただけませんか。</td>
<td>Raigetsu kara no sukejuuru desu kedo, chotto mite itadakemasen ka. About the schedule for next month (and after), can I have you look at it for me?</td>
</tr>
<tr>
<td>Tanaka: いいわよ。ファイルを、送って。</td>
<td>Ii wa yo. Fairu o okutte. Sure. Please send me the file.</td>
</tr>
<tr>
<td>Later</td>
<td></td>
</tr>
<tr>
<td>Tanaka: スミス君、例のファイルは？</td>
<td>Sumisu-kun, rei no fairu wa? Mr. Smith, what about that file (you mentioned)?</td>
</tr>
<tr>
<td>Tanaka: 変ねえ。</td>
<td>Hen nee. That’s odd, isn’t it.</td>
</tr>
<tr>
<td>Michael: もう一度、送ります。</td>
<td>Mou ichi-do okurimasu. I’ll send it again.</td>
</tr>
</tbody>
</table>
We have learned how to request things using kudasai and onegai-shimasu. We will now add a slightly more polite way of asking, itadakemasen ka, which means ‘can’t I have X?’ So, you can request for coffee in the following three ways.

コーヒー、ください。  
Koohii kudasai.

コーヒー、お願いします。  
Koohii onegai-shimasu.

コーヒー、いただけませんか。  
Kohii itadakemasne ka.

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

手伝って。  
Tetsudatte.

手伝ってください。  
Tetsudatte kudasai.

手伝っていただけませんか。  
Tetsudatte itadakemasen ka.

These are the most common request forms in Japanese, but there are many more—dozens, perhaps. It’s important to choose a right request form for each situation. The choice is made based on the elements such as the relationship between the speakers, the nature of the request you are making, the setting, etc.
7-4-2 Relative Time Words

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

あした、します。 *Ashita shimasu.* I’ll do it tomorrow.
土曜日に、します。 *Doyoubi ni shimasu.* I’ll do it on Saturday.

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

Relative Time Words

<table>
<thead>
<tr>
<th>ひや 対</th>
<th>あさ 朝</th>
<th>へや 夕</th>
<th>しゅう 週</th>
<th>つき 月</th>
<th>とし 年</th>
<th>がっき 学期, quarter, academic term</th>
</tr>
</thead>
<tbody>
<tr>
<td>日 day</td>
<td>おととい day before yesterday</td>
<td>昨日 yesterday</td>
<td>きょう 今日 today</td>
<td>あした あす tomorrow</td>
<td>あさって day after tomorrow</td>
<td>まいにち 毎日 every day</td>
</tr>
<tr>
<td>あさ 朝</td>
<td>あさ おとといの 朝 day before yesterday morning</td>
<td>きのう あさ 昨日の 朝 yesterday morning</td>
<td>きのう あさ 昨日の 朝 yesterday morning</td>
<td>あしたの あさ 明日 morning</td>
<td>あさっての あさ 明日 morning</td>
<td>まいあさ 毎朝 every morning</td>
</tr>
<tr>
<td>はや 夕 or よる 夜</td>
<td>はや おとといの 夕 昼の 朝 day before yesterday evening</td>
<td>きのう はや 昨日の 夕 昼の 朝 yesterday evening</td>
<td>きのう はや 昨日の 夕 昼の 朝 yesterday evening</td>
<td>あしたの はや 明日 evening</td>
<td>あさっての はや 明日 evening</td>
<td>まいはや 毎夜 every evening</td>
</tr>
<tr>
<td>しゅう 週</td>
<td>せんしゅう せん週 before last week</td>
<td>せんしゅう せん週 before last week</td>
<td>せんしゅう せん週 before last week</td>
<td>せんしゅう せん週 before last week</td>
<td>せんしゅう せん週 before last week</td>
<td>まいしゅう 毎週 every week</td>
</tr>
<tr>
<td>つき 月</td>
<td>せんつき せん月 before last month</td>
<td>せんつき せん月 before last month</td>
<td>せんつき せん月 before last month</td>
<td>せんつき せん月 before last month</td>
<td>せんつき せん月 before last month</td>
<td>まいつき 毎月 every month</td>
</tr>
<tr>
<td>とし 年</td>
<td>おととい 年 before last year</td>
<td>きのう とし 去年 last year</td>
<td>きのう とし 去年 last year</td>
<td>きのう とし 去年 last year</td>
<td>きのう とし 去年 last year</td>
<td>まいとし 毎年 every year</td>
</tr>
<tr>
<td>がっき 学期, quarter, academic term</td>
<td>せんがっき 先学期 last term</td>
<td>せんがっき 先学期 last term</td>
<td>せんがっき 先学期 last term</td>
<td>せんがっき 先学期 last term</td>
<td>せんがっき 先学期 last term</td>
<td>まいがっき 毎学期 every term</td>
</tr>
</tbody>
</table>
7-4-3 来月からのスケジュール Noun + Particle as a Noun Phrase

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

イギリスからです。 Igirisu kara desu. It is from England.
友だちじゃないです。 Tomodachi to ja nai desu. It’s not with a friend.

イギリスからのおみやげ Igirisu kara no omiyage a souvenir from England
友だちとの旅行です。 Tomodachi to no ryokou desu. It’s a trip with a friend.

Note the difference in the following:
来月から出張です。 Raigetsu kara shucchou desu.
From next moth, I have a business trip.
来月からの出張です。 Raigetsukara no shucchou desu.
It is [a business trip from next month].

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

Drills and Exercises ◀

A. Cue: 見ましょうか。 Shall I take a look?
   Response: じゃ、ちょっと、見えていただけませんか. Well, could you take a look for me?
   Cue: 手伝いましょうか. Can I help?
   Response: じゃ、ちょっと、手伝っていただけませんか. Well, could you give me a hand?

B. Cue: きょうですか. Is it today?
   Response: いや、あしたです. No, it’s tomorrow.
   Cue: 先週でしたか. Was it last week?
   Response: いや、今週です. No, it is this week.

C. Say it in Japanese.

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

You’ve been asked about an event. Inform the times of the event as follows:
1. This morning
2. The tenth of last month
3. Next August
4. From 9:00 last night
5. Since last academic term
6. For three weeks starting this week

D. Act in Japanese

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

---

**Review**

**Grammar Review**

1. Identify whether each classifier below is a naming classifier, a counting classifier, or both.
   a) ~nichi/~ka
   b) ~fun/pun
   c) ~shuu
d) ~kagetsu
e) ~nen
f) ~gatsu
g) ~sai

2. How do you make the Informal style of adjective sentences? Noun sentences?
3. What are the two ways to count human age?
4. Explain the two systems to name years in the Japan calendar.
5. The verb *te* form is used in many ways, but what are the two ways that were introduced in this lesson?
6. Explain three ways to ask for water.
7. Explain three ways to ask someone to call you.
8. What is the difference in meaning among the following:
   Kaimasu.
   Katte kimasu.
   Katte ikimasu.

9. Explain the difference of the particle *to* between the following:
   Tokyo to Kyouto ni ikimashita.
   Tomodachi to Kyouto ni ikimashita.

10. Fill in the blanks below with the most appropriate particle(s). If no particle is possible, enter Z.
   a) You’ve heard a supervisor is taking a business trip. Find out where to?
      Dochira ______?
   b) Ask the intern to send the file to Ms. Honda.
Tanaka-kun, Honda-san _______ fairu, okutte.
c) Ask a co-worker in what year she went to France.
Nan-nen ____ Furansu ni ikimashita ka.
d) Ask a co-worker for how many years she went to France.
Nan-nen ______ Furansu ni ikimashita ka.
e) Ask a co-worker is she is going to France next year.
Rainen ____ Furansu ni ikimasu ka.
f) You’ve heard Ms. Honda is getting married. Find out to whom.
Dare ____?

Practical Applications

1. Project
   a) Make a timeline for a group project. It should include:
      What tasks need to be done
      When and where they need to be done
      Who is assigned to each task, alone or with someone
   b) Explain the timeline to your group, assign tasks, and confirm the assignments and
timeline with everyone.
   c) Pretend that after some delays and other problems, the project is finally completed.
Exchange feedback with everyone. Be imaginative!

2. History
   a) Review the dates of important historical events.
   b) In your self-introduction, include important dates from your personal life.

Sample Homework/ Quiz

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

<table>
<thead>
<tr>
<th>Item under discussion</th>
<th>Time-related information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Grammar
Read each context and circle the item that best fits the blank.

1. Context: Ask a coworker to look at this.
   Hora! Kore o _____.
   1. mimasu  2. mimashou  3. mimasu ka  4. mite kudasai.

2. Context: Confirm that the exam is on the 8th.
   Shiken wa____ desu ne.
   1. yok-ka  2. yoo-ka  3. hatsu-ka  4. hachi-nich

3. Context: Politely ask how old the professor is.
   Shitsurei-desu kedo, ____ deshou ka
   1. nan-nen  2. Ikura  3. nan-sai  4. dono gurai

4. Context: Find out the arrival date of the package.
   ____ tsukimasu ka.
   1. nan-nichi goro  2. nan-nichi gurai
   3. yaku nan-nichi  4. nan-youbi goro

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

6. Context: You’ve been asked what you will do for the vacation.
   Kyouto de otera _______ mawarimasu.
   1. o  2. de  3. ni  4. Ga

7. Context: You’ve been asked how long you’ve been in America.
   __________ imasu.

8. Context: You’ve been asked when the deadline is.
   ____________ desu.

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

10. Context: You’ve been told that the parking fee is 500 yen for one hour.
    ____ ni-jikan sen-en desu ne.
    1. Demo  2. Toriaezu  3. Are?  4 To iu koto wa

11. Context: Tell a co-worker that you’ll go and buy gifts.
    Omiyage ______.
    1. katte kimasu  2. kaimasu  3. kaette kimasu  4. kaite ikimasu.

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

13: Context: Ask a friend who sent this email.
    Kore dare _______ meeru?
    1. kara  2. kara no  3. made  4. ga

14: Context: Ask a supervisor to send you the file.
    Sumimase. Fairu o okutte__.
    1. onegai-shimasu  2. kudasai  3. iadakemasen ka  4. ne

15. Context: You are puzzled about a situation. Comment how weird it is.
    _______ desu nee.
    1. imaichi  2. kowai  3. tsumaranai  4. hen
Answer the questions in English.
1. There are two systems of naming years in Japan. Explain.

2. Change the following into the informal style. Write in Romanization.
   - Ame deshita.
   - Takaku arimasen.
   - Nan-ji desu ka?

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

1. __________ ni shucchou-shimasu.
   
7. Ichi-nichi
8. Hokkaidou
9. Rainen

2. Tomodachi to _______
   a) senpai desu.
   b) ryokou-shimasu
   c) kyoukai ni ikimasu

3. Koko ni __________ kudasai.
   a) okutte
   b) nonde
   c) kite

4. __________ no sukejuuru desu.
   a) Shichi-gatsu made
   b) Hen
   c) Kotoshi

5. __________ nai desu.
   a) Wakai
   b) Shiryou wa
   c) Hatachi ja
Drill Tape Scripts ●

Dialogue 1

A. Cue: 一日ですか。
Response: いえ、二日です。

Cue: 十五日ですか。
Response: いえ、十六日です。

1. 五日ですか。
2. 十日ですか。
3. 二十日ですか。
4. 三十一日ですか。
5. 二十三日ですか。

E. Cue: 後一時間ですね。
Response: はい、もう一時間がんぱりしましょう。

Cue: 後、一週間ですね。
Response: はい、もう一週間、がんぱりしましょう。

1. 後二日ですね。
2. 後一時間半ですね。
3. 後二週間ですね。
4. 後九日ですね。
5. 後30分ですね。

Dialogue 2

A. Cue: 誕生日は六月？
Response: はい、六月六日です。

Cue: 誕生日は一月？
Response: はい、一月一日です。

1. 誕生日は十月？
2. 誕生日は八月？
3. 誕生日は四月？
4. 誕生日は七月？
5. 誕生日は三月？

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

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

1. 四日から七日までです。
2. 二月から六月までです。
3. 五時から七時半までです。
4. 四月一日から五月十五日までです。
5. 一月十日から、二十四日までです。

Dialogue 3

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

Cue: 見ましょうか。
Response: はい、見てください。

Cue: 手伝いましょうか。
Response: はい、手伝ってください。

1. メールしましょうか。
2. 書きましょうか。
3. 読みましょうか。
4. 飲べましょうか。
5. 急ぎましょうか。

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

Cue: 聞きますか。
Response: はい、ちょっと聞いてきます。

1. 話しますか。
2. 会いますか。
3. 出かけますか。
4. 作りますか。
5. コピーしますか。

Dialogue 4

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

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

1. 電話をしましょうか。
2. レポート、書きましょうか。
3. 資料、コピーしましょうか。
4. スケジュール、作りましょうか。
5. 昼ご飯、買ってきましょうか。

B. Cue: きょうですか。
Response: いや、あしたです。

Cue: 先週でしたか。
Response: いや、今週です。

1. おとといでしたか。
2. 來月ですか。
3. 去年でしたか。
4. 昨年でしたか。
5. 昭和でしたか。
Lesson 8
余暇 Pastime

会話 Dialogue 1 こんにちは

Yamada：ねえ、この週末、忙しい？ Nee, kono shuumatsu, isogashii?
Hey, are you busy this weekend?

Emily：ううん、別に。なんで？ Uun, betsuni. Nan de?
No, not particularly. Why?

Yamada：相撲、見たくない？ Sumo, mitaku nai?
Wanna see sumo?

Emily：見たい！ Mitai!
I do!

Yamada：じゃ、後でメールする。 Ja, ato de meeru-suru.
Then, I’ll email you later.

Emily：オッケー。 Okkee.
Okay.

Yamada：じゃ、バイバイ。 Ja bai bai.
See you later.

単語 Vocabulary

nee ねえ       hey (to get attention, casual)
shuumatsu しゅうまつ   weekend
+ getsumatsu げつまつ  end of the month
+ nenmatsu ねんまつ  end of the year
isogashii いそがしい  busy
+hima (na) ひま（な）  free time
un うん       no (informal)
+ un うん      yes (informal)
betsu ni べつに  not particularly (always negative meaning)
nan de なんで  why? what for? (casual)
sumou すもう  sumo (wrestling)
+ omatsuri おまつり  festival
mitai みたい  want to see/watch
mitaku nai みたくない  do not want to see/watch
ato de あとで  later
meeru-suru メールする  email (informal) See 8-1-1
okkee おっけい  okay
baibai はいはい  bye bye
Verbs have many forms. We have so far covered the formal form (~masu forms), ~te form, ~tai form and the honorific form. In this lesson, we introduce the plain (informal) form. The plain forms are typically used in the three ways below. Due to these uses the plain form is sometimes called by different names as shown in the parenthesis.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Stem</th>
<th>Plain Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>wakar-i</td>
<td>wakar-u</td>
</tr>
<tr>
<td>ka-i</td>
<td>ka-u</td>
</tr>
<tr>
<td>kak-i</td>
<td>kak-u</td>
</tr>
<tr>
<td>nom-i</td>
<td>nom-u</td>
</tr>
<tr>
<td>isog-i</td>
<td>isog-u</td>
</tr>
<tr>
<td>hanash-i</td>
<td>hanas-u</td>
</tr>
</tbody>
</table>

‘understand’

‘buy’

‘write’

‘drink’

‘hurry’

‘talk’

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

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

<table>
<thead>
<tr>
<th>Stem</th>
<th>Plain Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>tabe</td>
<td>tabe-ru</td>
</tr>
<tr>
<td>de</td>
<td>de-ru</td>
</tr>
<tr>
<td>okure</td>
<td>okure-ru</td>
</tr>
<tr>
<td>i</td>
<td>i-ru</td>
</tr>
<tr>
<td>mi</td>
<td>mi-ru</td>
</tr>
<tr>
<td>deki</td>
<td>deki-ru</td>
</tr>
</tbody>
</table>

‘eat’

‘leave, go out’

‘get late’

‘be’

‘look’

‘can do’

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

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

\[
\begin{array}{c|c|c}
\text{verbal stem} & \text{infinitive} & \text{group} \\
\hline
\text{irimasu} & \text{ir-u} & \text{Group 1}\text{ ‘need’} \\
\text{imasu} & \text{i-ru} & \text{Group 2}\text{ ‘be’} \\
\end{array}
\]

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

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

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

\[
\begin{array}{c|c|c}
\text{verbal stem} & \text{infinitive} & \text{group} \\
\hline
\text{kaemasu} & \text{kae-ru (kae-ru)} & \text{Group 2}\text{ ‘change’} \\
\text{kaerimasu} & \text{kaer-u (kaer-u)} & \text{Group 1}\text{ ‘go home’} \\
\end{array}
\]

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

**Group 3: Irregular Verbs**

There are only four irregular verbs in Japanese.

\[
\begin{array}{c|c|c}
\text{Formal form} & \text{Plain form} & \text{group} \\
\hline
\text{kimasu} & \text{kuru} & \text{Group 1}\text{ ‘come’} \\
\text{shimasu} & \text{suru} & \text{Group 1}\text{ ‘do’} \\
\text{arimasu} & \text{aru} & \text{Group 1}\text{ ‘be’} \\
\text{ikimasu} & \text{iku} & \text{Group 1}\text{ ‘go’} \\
\end{array}
\]

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

**Group 4: Special Polite Verbs**

This group has only five verbs, all of which have polite meanings. We have seen the first four so far.
<table>
<thead>
<tr>
<th>Formal form</th>
<th>Pain From</th>
</tr>
</thead>
<tbody>
<tr>
<td>irassaimasu</td>
<td>irasshar-u</td>
</tr>
<tr>
<td>gozaimasu</td>
<td>gozar-u</td>
</tr>
<tr>
<td>kudasaimasu</td>
<td>kudasar-u</td>
</tr>
<tr>
<td>nasaimasu</td>
<td>nasar-u</td>
</tr>
<tr>
<td>osshaimasu</td>
<td>osshar-u</td>
</tr>
</tbody>
</table>

The reasons why these are separated from Group 1 is because the /r/ marked in red above in the plain form drops in the formal form—before masu.

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

<table>
<thead>
<tr>
<th>Group 1: U Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kaimasu</td>
</tr>
<tr>
<td>2. aimasu</td>
</tr>
<tr>
<td>3. tsukaimasu</td>
</tr>
<tr>
<td>4. tetsudaimasu</td>
</tr>
<tr>
<td>5. wakarimasu</td>
</tr>
<tr>
<td>6. norimasu</td>
</tr>
<tr>
<td>7. tsukurimasu</td>
</tr>
<tr>
<td>8. mawarimasu</td>
</tr>
<tr>
<td>9. kaerimasu</td>
</tr>
<tr>
<td>10. hashirimasu</td>
</tr>
<tr>
<td>11. irimasu</td>
</tr>
<tr>
<td>12. ganbarimasu</td>
</tr>
<tr>
<td>13. kakimasu</td>
</tr>
<tr>
<td>14. okurimasu</td>
</tr>
<tr>
<td>15. kikimasu</td>
</tr>
<tr>
<td>16. arukimasu</td>
</tr>
<tr>
<td>17. tsukimasu</td>
</tr>
<tr>
<td>18. nomimasu</td>
</tr>
<tr>
<td>19. yomimasu</td>
</tr>
<tr>
<td>20. yasumimasu</td>
</tr>
<tr>
<td>21. isogimasu</td>
</tr>
<tr>
<td>22. hanashimasu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2: Ru Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. tabemasu</td>
</tr>
<tr>
<td>24. mimasu</td>
</tr>
<tr>
<td>25. imasu</td>
</tr>
<tr>
<td>26. dekimasu</td>
</tr>
</tbody>
</table>
27. demasu deru dete leave, go out
28. orimasu oriru orite get off
29. dekakemasu dekakeru dekakete go out
30. norikaemasu norikaeru norikaete transfer
31. machiawasemasu machiawaseru machiawasete meet up
32. itadakemasu itadakeru itadakete can receive

Group 3: Irregular Verbs
33. shimasu suru shite do
34. kimasu kuru kite come
35. ikimasu iku itte go
36. arimasu aru atte exist

Group 4: Special Polite Verbs
37. irasshaimasu irassharu irasshatte exist (animate, polite)
38. gozaimasu gozaru gozatte exist (inanimate, polite)
39. kudasaimasu kudasaru kudasatte give to me (polite)
40. nasaimasu nasaru nasatte do
41. osshaimasu ossharu osshatte say

Drills and Exercises

A. Cue: 相撲、見たくない?  Don’t you want to see Sumo?
   Response: あ、見たい。 Oh, I want to.
   Cue: すし、食べたくない?  Don’t you want to eat Sushi?
   Response: あ、食べたい。 Oh, I want to.

B. Cue: すし、食べますか?  Will you eat Sushi?
   Response: うん、食べる. Yeh, I will.
   Cue: 勉強、しますか?  Will you study?
   Response: うん、する。 Yeh, I will.

C. Say it in Japanese.

A friend has asked you what you want to do this weekend.
1. I’d like to go to Fukuoka and see the festival.
2. I’d like to study because there will be an exam next week.
3. I’d like to read the new book by Murakami.
4. I’d like to clean my apartment and do laundry.
5. I’d like to see my friends and go shopping.

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

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

会話  Dialogue 2

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

Tanaka: かえるの?
Emily: いえ、相撲を見に行くんです。
Tanaka: すもう?
Emily: ええ、初めてなんです。
Tanaka: 楽しいだろうね。
Emily: 写真、いっぱい撮ってきます。

単語  Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Kanji</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaeru</td>
<td>かえる</td>
<td>go home, return</td>
</tr>
<tr>
<td>no</td>
<td>の</td>
<td>it’s the case that… See 8-2-1</td>
</tr>
<tr>
<td>kaeru no</td>
<td>かえるの?</td>
<td>So you are going home?</td>
</tr>
<tr>
<td>mi ni iku</td>
<td>みにいく</td>
<td>go to see See 8-2-2</td>
</tr>
<tr>
<td>hajimete</td>
<td>はじめて</td>
<td>first time</td>
</tr>
<tr>
<td>darou</td>
<td>だろう</td>
<td>probably (Plain form of deshou) See 8-2-3</td>
</tr>
<tr>
<td>shashin</td>
<td>しゃしん</td>
<td>photo</td>
</tr>
</tbody>
</table>
文法 Grammar Notes

8-2-1 Plain Form + n desu

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

Adjective: Takai n desu. It’s expensive. (That’s why.)
Verb: Kaeru n desu. I’m going home. (That’s why.)
Noun: Ame na n desu. It’s raining. (That’s why.)

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

Adjective: Takai no. It’s expensive. (That’s why.)
Verb: Kaeru no. I’m going home. (That’s why.)
Noun: Ame na no. It’s raining. (That’s why.)

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

<table>
<thead>
<tr>
<th>Non-past Negative</th>
<th>Past Affirmative</th>
<th>Past Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takaku nai n desu</td>
<td>Takakatta n desu</td>
<td>Takaku nakatta n desu</td>
</tr>
<tr>
<td>Ame ja nai n desu</td>
<td>Ame datta n desu</td>
<td>Ame ja nakatta n desu</td>
</tr>
</tbody>
</table>

The meaning: The /n/ in the /~n desu/ pattern refers to the situation, circumstance, or case, namely how thing are. So, this pattern is often translated as ‘It’s that…’, ‘It’s the case that…’ or ‘The thing is ….’ It provides an explanation or background information regarding the situation or to present a new interpretation or explanation of that situation.

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

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

A: Let’s go out tonight.
B: Sorry. I have homework.
In contrast, the \(\sim n\) desu pattern is VERY common and almost required in similar situations when speaking in Japanese.

A: Konban dekakemasen ka.
B: Sumimasen. Shukudai ga aru \(n\) desu.

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

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

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

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

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

\[
\begin{align*}
&\text{Amari suki ja nai desu.} & \text{-- Informing about your food preference} \\
&\text{Amari suki ja nai } n\text{ desu.} & \text{-- Explaining why you do not want the food}
\end{align*}
\]

While both sentences presents the same information, the first one does not necessarily connect the statement with your not accepting the food. The second sentence does.

A similar difference can be observed between the following.

\[
\begin{align*}
&Ame desu. \text{ ‘It's raining.’} & \text{--Informing about the weather} \\
&Ame na n desu. \text{ ‘It's raining, so…’} & \text{--Explaining why}
\end{align*}
\]

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

In the examples c) above, the \(\sim kara\) pattern might be an option.

\[
\begin{align*}
&\text{Amari suki ja nai } kara. & \text{‘Because I don’t like it very much.’} \\
&Ame desu } kara. & \text{‘Because it’s raining.’}
\end{align*}
\]
However, these sentences explicitly give the reasons. The ~n desu pattern, on the other hand, is more subtle and appealing for empathy. In responding to these indirect explanations, it is common to show your understanding by saying, *Aa sou na n desu ka* ‘Oh, that explains it’ rather than *Aa sou desu ka* ‘Is that so?’

8-2-2  [Purpose X] ni iku ‘go to do X’

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

1. Action nouns such as *benkyou* ‘study’, *renshuu* ‘practice’ *kaimono* ‘shopping’
   - Tokyo ni kaimono ni ikimasu  I’ll go to Tokyo for shopping.
   - Toshokan ni benkyou ni ikimashita.  I went to the library to study.

2. Verb stems = the ~masu form without ~masu
   - Koohii o kai ni ikimasu.  I’ll go to buy coffee.
   - Tomodachi ni ai ni kaerimasu.  I’ll go back to see my friends
   - MBA o tori ni kimashita.  I came to get an MBA.
   - Nani o shi ni iku n desu ka.  What are you going there to do?

8-2-3 Plain Form + deshou / darou

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

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

<table>
<thead>
<tr>
<th>Formal</th>
<th>Plain</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Takai deshou.</em></td>
<td><em>Takai darou.</em></td>
</tr>
<tr>
<td><em>Ame deshou.</em></td>
<td><em>Ame darou.</em></td>
</tr>
<tr>
<td><em>Kuru deshou.</em></td>
<td><em>Kuru darou.</em></td>
</tr>
</tbody>
</table>

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

**Drills and Exercises**

A. Cue: 行きますよ。I’m going.  Response: え、行くの？ What? Are you going?
   * Repeat this drill, replacing no with n desu.
B. Cue: 行きますか？ Does he go?
Response: 行くだろうねえ。 He will probably go.
Cue: 楽しいですか？ Is it fun?
Response: 楽しいだろうねえ。It is probably fun.

C. Say it in Japanese.
A friend has asked you why you are leaving now.
1. I’m going to the library, so…
2. I have an appointment, so…
3. I’m busy, so…
4. I’d like to do some shopping, so…
5. It’s Monday, so…

A friend has asked why you are going to Kyoto.
6. I’m going there to see the old temples and shrines.
7. I’m going there to eat Kyoto cuisines.
8. I’m going there to take pictures of the festival.
9. I’m going there to study at Kyoto University.
10. I’m going there to see my old friends.

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

会話  Dialogue 3 

Yamada: 野球と相撲どっちの方がいい？
Yakyuu to sumou to docchi no hou ga ii?
Which is better, baseball or sumo?

Emily: 野球より、相撲の方がいい。伝統的なスポーツだし。
Yakyuu yori sumou no hou ga ii. Dentouteki na supootsu da shi.
I like sumo better than baseball because it is a traditional sport and…

Yamada: そうだね。せっかく日本にいるしね。
Sou da ne. Sakkaku nihon ni iru shi ne.
I agree. And you are here in Japan after all, so…
単語 Vocabulary

<table>
<thead>
<tr>
<th>略語</th>
<th>意義</th>
<th>言語</th>
</tr>
</thead>
<tbody>
<tr>
<td>yakyuu</td>
<td>野球</td>
<td>baseball</td>
</tr>
<tr>
<td>docchi no hou</td>
<td>どっちのほう</td>
<td>which alternative</td>
</tr>
<tr>
<td>X yori</td>
<td>〜より</td>
<td>than 〜; rather than 〜</td>
</tr>
<tr>
<td>yakyuu yori</td>
<td>野球より</td>
<td>rather than baseball</td>
</tr>
<tr>
<td>dentou</td>
<td>伝統</td>
<td>tradition</td>
</tr>
<tr>
<td>＋bunka</td>
<td>文化</td>
<td>culture</td>
</tr>
<tr>
<td>dentouteki (na)</td>
<td>伝統的</td>
<td>traditional</td>
</tr>
<tr>
<td>supootsu</td>
<td>スポーツ</td>
<td>sports</td>
</tr>
<tr>
<td>〜shi</td>
<td>〜し</td>
<td>and (among other reasons)</td>
</tr>
</tbody>
</table>

See 8-3-2

naruhodo | なるほど | I see; now I understand; it makes sense |

sekkaku | せっかく | with much effort; take the trouble to do |

Supootsu スポーツ Sports

<table>
<thead>
<tr>
<th>略語</th>
<th>意義</th>
<th>言語</th>
</tr>
</thead>
<tbody>
<tr>
<td>yakyuu</td>
<td>野球</td>
<td>baseball</td>
</tr>
<tr>
<td>suiei</td>
<td>水泳</td>
<td>swimming</td>
</tr>
<tr>
<td>sakkaa</td>
<td>サッカー</td>
<td>soccer</td>
</tr>
<tr>
<td>gorufu</td>
<td>ゴルフ</td>
<td>golf</td>
</tr>
<tr>
<td>tenisu</td>
<td>テニス</td>
<td>tennis</td>
</tr>
<tr>
<td>futtobouru</td>
<td>フットボール</td>
<td>(American) football</td>
</tr>
</tbody>
</table>

Budou 武道 Traditional Martial Arts

<table>
<thead>
<tr>
<th>略語</th>
<th>意義</th>
<th>言語</th>
</tr>
</thead>
<tbody>
<tr>
<td>kendou</td>
<td>剣道</td>
<td>Kendo</td>
</tr>
<tr>
<td>juudou</td>
<td>柔道</td>
<td>Judo</td>
</tr>
<tr>
<td>kyuudou</td>
<td>弓道</td>
<td>Japanese archery</td>
</tr>
<tr>
<td>karate</td>
<td>空手</td>
<td>Karate</td>
</tr>
<tr>
<td>aikidou</td>
<td>合気道</td>
<td>Aikido</td>
</tr>
<tr>
<td>naginata</td>
<td>蟹刀</td>
<td>spear fencing</td>
</tr>
</tbody>
</table>

文法 Grammar Notes

8-3-1 Comparing Two or More Items

Earlier we learned the following patterns to compare two items:

*Dochira ga ii desu ka.* Which is better?

--*X ga ii desu.* X is better.
In this lesson we add the particle ~yori, ‘than’ and ~hou ‘this alternative of the two’. By using these, the sentences above can be restated as follows:

\[ X \text{ to } Y \text{ to } \text{dochira no hou ga ii desu ka.} \quad \text{Which is better, } X \text{ or } Y? \]
\[ --Y \text{ yori } X \text{ no hou ga ii desu.} \quad \text{X is better than } Y. \]

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

\[ Kono \text{ naka de dore ga ichiban ii desu ka.} \quad \text{Among these, which is the best.} \]
\[ X \text{ to } Y \text{ to } Z \text{ no naka de dore ga ichiban ii desu ka.} \quad \text{Which is the best among } X, Y, \text{ and } Z? \]
\[ --X \text{ ga ichiban ii desu.} \quad \text{X is the best.} \]

8-3-2 Sentence + shi

\( \text{Shi} \) added to the end of a sentence means “and” and indicates that it’s one factor or one reason among others that leads to the conclusion under discussion.

\( \text{Ame da shi.} \quad \text{Because it’s raining, and… (so, I’m not going)} \)

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

\( \text{Oishii shi, yasui shi, kirei desu yo.} \quad \text{The food is good, and it’s cheap and it’s clean.} \)
\( \text{Oishii shi, yasui shi, daisuki desu yo.} \quad \text{The food is good, and it’s cheap, so I like it a lot.} \)

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

Drills and Exercises

A. Cue: \text{野球と相撲とどっちの方がいい？} \quad \text{Which do you like better, baseball or Sumo?} \\
\text{Response: 野球より、相撲のほうがいい。} \quad \text{I like Sumo better than baseball.} \\
\text{Cue: うどんとラーメンとどっちの方がいい？} \quad \text{Which do you like better, } Udon \text{ or } Ramen? \\
\text{Response: うどんより、ラーメンの方がいい。} \quad \text{I like } Ramen \text{ better than } Udon.

B. Cue: \text{伝統的ですね。} \quad \text{It’s traditional, isn’t it?} \\
\text{Response: ええ、伝統的だし、おもしろいし、大好きです。}
Yes, it’s traditional, it’s interesting, and I like it a lot.

Cue: かっこいいですね。 It’s cool, isn’t it?
Response: ええ、かっこいいし、おもしろいし、大好きです。 Yes, it’s cool, it’s interesting, and I like it a lot.

C. Say it in Japanese.

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

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

D. Act in Japanese

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

会話 Dialogue 4

Yamada: 何か食べに行かない？ Nani ka tabe ni ikanai?
Wanna go eat something?

Emily: うん、いいわよ。 Un ii way yo.
Sure.

Yamada: 何か食べたい？ Nani ga tabetai?
What would you like to eat?

Emily: う〜ん、ファミレスでいい。というか、ファミレスがいい。 Nnnn, famiresu de ii..... To ii ka, famiresu ga ii.
Um, a family restaurant is fine. I mean I’d prefer a family restaurant.
単語 Vocabulary

nani ka なにか 何か  something

tabe ni iku たべにいく 食べにいく  go to eat

ikanai いかない 行かない  not go  See 8-4-1

tabe ni ikanai? たべにいかない？食べにいかない  Won’t you go to eat? (Invitation)

wa わ sentence particle

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

nnn ううん Hesitation Noise; I’m thinking

famiresu ふぁみれす ファミレス family restaurant

de で て form of です

to iu ka といか I mean; rather

(reeating, self-correcting)

＋te ka てか casual form of to iu ka

＋warikan わりかん 割り勘 equal split

＋harau はらう 払う pay

＋okane おかね お金 money

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

文法 Grammar Notes

8-4-1 Non-Past Plain Negative Forms of Verbs

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

Group 1: U-Verbs

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

nomimasu → nomu → nomanai ‘drink’

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

kaimasu → kau → kawanai ‘buy’

aimasu → au → awanai ‘meet’

As you remember from the kana chart, the sound /w/ in Japanese can only be followed by the vowel /a/. It disappears when followed by other vowels /i, u, e, o/. So, in the stem of kaimasu, we assume that /w/ is dropped before /i/ and it shows up when followed by /a/ in the negative form. In other words, the original forms of the verb ‘buy’ are kawimasu (formal) and kawu (plain) but they respectively become kaimasu and kau due to this phonological requirement.
Group 2: RU-Verbs
For the verbs in this group, replace /ru/ with nai.

\[
\text{tabemasu} \rightarrow \text{taberu} \rightarrow \text{tabenai} \quad \text{‘eat’}
\]

Group 3: Irregular Verbs
The four members of this group have the following negative forms.

\[
\begin{align*}
\text{kimasu} & \rightarrow \text{kuru} \rightarrow \text{konai} \quad \text{‘come’} \\
\text{shimasu} & \rightarrow \text{suru} \rightarrow \text{shinai} \quad \text{‘do’} \\
\text{arimasu} & \rightarrow \text{aru} \rightarrow \text{nai} \quad \text{‘exist’} \\
\text{ikimasu} & \rightarrow \text{iku} \rightarrow \text{ikanai} \quad \text{‘go’}
\end{align*}
\]

Group 4: Special Polite Verbs
The stem of the verbs in this group actually end in /r/, although it disappears in the ~masu form. This is why these five verbs are separated from Group 1.

\[
\text{irasshaimasu} \rightarrow \text{irasshari} \rightarrow \text{irassharu}
\]

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

\[
\text{irasshaimasu} \rightarrow \text{irassharu} \rightarrow \text{irassharanai}
\]

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

\[
\begin{align*}
\text{Adjective:} & \quad \text{Takaku nai desu.} \quad \text{Takaku arimasen.} \\
\text{Noun:} & \quad \text{Ame ja nai desu.} \quad \text{Ame ja arimasen.} \\
\text{Verb:} & \quad \text{Tabenai desu.} \quad \text{Tabemasen.}
\end{align*}
\]

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

8-4-2 ~te form of desu; X de ii ‘X will do’

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

\[
\begin{align*}
\text{Koohii wa 400-en desu. Keeki wa 500-en desu.} & \rightarrow \\
\text{Koohii wa 400-en de, keeki wa 500-en desu.} & \rightarrow
\end{align*}
\]

Coffee is 400yen. Cake is 500 yen.

Coffee is 400 yen and cake is 500 yen.

Note the difference between the following two.

\[
\begin{align*}
\text{Koohii de ii desu.} & \quad \text{Coffee is fine. (It being coffee, I’m fine.)} \\
\text{Koohii ga ii desu.} & \quad \text{Coffee is good. (Coffee is my first choice.)}
\end{align*}
\]
In the dialogue above, Emily first mentioned that a family restaurant is fine with her, and then self-corrected to say that she actually prefers a family restaurant by switching de to ga.

**Drills and Exercises  🗓️**

A. Listen to the audio. Following the first two model exchanges, respond to each cue.
   
   **Cue:** 相撲、見る？
   **Response:** いや、見ない。
   
   **Cue:** 焼き肉、食べる。
   **Response:** いや、食べない。

B. **Cue:** 焼き肉でいい？
   **Response:** うん。というか、焼き肉の方がいいよ。
   
   **Cue:** 割り勘でいい？
   **Response:** うん。というか、割り勘の方がいいよ。

C. Say it in Japanese.

   Make the following suggestions to a friend, using the negative verb form.
   1. Why don’t we see the new movie?
   2. Why don’t we do traditional sports rather than baseball?
   3. Why don’t we eat Bento in the park because it’s a beautiful day?
   4. Why don’t we meet at the entrance of the station at 10:00?
   5. Why don’t we take a group picture with everyone?

Correct your statement and restate it as follows.
   6. Ramen is fine… I mean I prefer ramen.
   7. I’m busy on Friday… I mean I’m busy everyday.
   8. I’m coming to your party… I mean I’d like to come to your party.
   9. This is NOT my first time eating sushi… I mean I love sushi and eat it often.
   10. I’m fine splitting the bill… I mean I’d like to pay… I mean I will pay the whole thing.

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

Grammar Review

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

Listening  🎧
What is the question(s)? Answer in English.
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Give an English equivalent of each reply to the question “?”.
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Grammar

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

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

B. Circle the letter of the most appropriate item in the given context.
1. You’ve been asked which you like better, movies or sport.
   c. Eiga ga ichiban suki desu.   d. Eiga no hou ga suki desu

2. A friend is getting ready to leave. Check your assumption that she is going home.

3. You’d like to ask a friend a question. How do you get her attention?

C. Fill in the chart in Romanization or Hiragana.

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

D. Answer in English.
1. Describe an example of situations where you might say ‘Isogashii n desu’ rather than ‘Isogashii desu.’

2. Describe a situation where the informal form of a honorific verb such as ‘irassahru’ is typically used.
Drill Tape Scripts

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

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

Dialogue 2
A. Cue: 行きますよ。
   Response: え、行くの？
   Cue: 雨ですよ。
   Response: え、雨なの？
   1. ファイル、いりますよ。
   2. 日本人ですよ。
   3. 地下鉄に、乗り換えますよ。
   * Repeat this drill, replacing no with n desu.

B. Cue: 行きましょう。
   Response: 行くだろうねえ。
   Cue: 楽しいですか？
   Response: 楽しいんだろうね。
   1. あの映画、面白いかですか。
   2. 明日、雪ですか。
   3. 電車、遅れますか。
   4. 試験、難しかったですか。
   5. アメリカに帰りますか。

Dialogue 3
A. Cue: 野球と相撲どっちの方がいい？
   Response: 野球より、相撲のほうがいい。
   Cue: うどんとラーメンどっちの方が食べたい？
   Response: うどんよりラーメンの方が食べたい。
   1. 新幹線と飛行機どっちの方が早い。
   4. 勉強とバイトどっちの方が大変。
   2. 今月と来月どっちの方が忙しい。
   5. 日本人の友だちとアメリカ人の友だちどっちの方が多い。
   3. アジアの文化とヨーロッパの文化どっちの方が好き。

B. Cue: 伝統的ですね。
   Response: ええ、伝統的だし、大好きです。
   Cue: 安いですね。
   Response: ええ、安いかし、大好きです。
   1. かわいいですね。
   2. 古い文化ですね。
   3. むずかしくないです。
   4. よくがんばりますね。

Dialogue 4
A. Cue: 相撲、見る。
   Response: いや、見ない。
   Cue: 焼き肉、食べる。
   Response: いや、食べない。
   1. 写真撮る。
   4. お金払う。
   2. 野球する。
   5. 明日も来る。
   3. ビール飲む。

B. Cue: 焼き肉でいい？
   Response: というか、焼き肉の方がいい。
   Cue: 割り勘でいい？
   Response: というか、割り勘の方がいい。
1. お弁当でいい？
2. このアパートでいい？
3. 来週の週末でいい？
4. PDF のファイルでいい？
5. 鉛筆でいい？