BEGINNING JAPANESE FOR PROFESSIONALS: BOOK 1

Emiko Konomi
About the Book
This textbook is designed for beginning learners who want to learn basic Japanese for the purpose of living and working in Japan. Unlike textbooks written primarily for students, whose content largely centers on student life, this book focuses more on social and professional life beyond school.

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

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Before We Begin

1. **For whom is this textbook designed?**

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

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

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

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 are:

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

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?**

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

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

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

Starting in Lesson 5, Japanese words and sentences are presented using the authentic Japanese orthography. Hiragana will be placed above kanji to indicate the correct reading. This use of kana is called furigana and is common in comic books and other publications where the writer wants to ensure the correct reading of the kanji used.

6. How should you use this textbook?

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

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

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

By answering the grammar review questions at the end of each lesson, you will self assess your understanding of the grammar before moving onto the next lesson. The parentheses at the end of each question indicate in which grammar note to find the answer to the question.

For Practical Applications, which concludes each lesson, it is suggested that relevant authentic materials such as restaurant menus, shopping mall directories, apartment listings, etc. are extensively used to accommodate the real world application of what has been practiced. Students are encouraged to freely and realistically ask and answer questions and exchange comments regarding those materials.

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 0
千里の道も一歩から (Senri no michi mo ippo kara)
“A journey of a thousand miles begins with a single step.” Lao Tzu

Instructor’s Directions

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

1. **Kiite kudasai.** 聞いてください。 1. Please listen.
2. **Itte kudasai.** 言ってください。 2. Please say it.
4. **Mou ichido onegai-shimasu.** もう一度お願いします。 4. One more time, please.
5. **X-san ni itte kudasai.** Xさんに言いてください。 5. Please say it to Mr/s. X.

Greetings and Ritual Expressions

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

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

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

**A. Greetings**

**A**: **Ohayou.** おはよう。 Good morning.
**B**: **Ohayou gozaimasu.** おはようございます。 Good morning.

1. **Ohayou** おはよう Good morning
2. **Ohayou gozaimasu** おはようございます Good morning (polite)
3. **+Konnichiwa** こんにちは Hello
4. **+Konbanwa** こんばんは Good evening

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

A: *Douzo* どうぞ。  Go ahead. (Please take it)

B: *Aa, doumo.* ああ、どうも。  Oh, thanks.

5. *douzo* どうぞ  go ahead, by all means

6. *a(a)* あ、あ  oh, ah

7. *doumo* どうも  thank you, I’m sorry

8. *+arigatou* ありがとう  thank you

9. *+arigatou gozaimasu* ありがとうございます  thank you (polite)

10. *+arigatou gozaimashita.* ありがとうございます  thank you for what you’ve done

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

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

C. Addressing Someone

A : *Honda-san.* 本田さん。  Mr/s. Honda.

B : *Hai.* はい。  Yes.

11. *~san* さん  Mr/s. X

12. *hai* はい  yes (that’s right), here you go

13. *+~sensei* X先生  Prof./Dr. X

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

*~sensei* is a title that can be attached to teachers, professors, doctors, etc.

You should not use *~san* to refer to your teacher.

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

D. Apologizing

A : *A, sumimasen.* あ、すみません！  Oh, sorry!

B : *Ie, ie.* いえ、いえ。  No, no.

14. *sumimasen* すみません  thank you, I’m sorry

15. *ie, iie* (formal), *iya* (casual) いいえ/いえ/いや  no, that’s wrong
16. +sumimasen deshita すみませんでした thank you, I’m sorry for what’s done
17. +gomen ごめん sorry, excuse me (casual)
18. +gomen nasai ごめんなさい sorry, excuse me (casual, gentle)
19. +dou itashimashite どういたしまして you’re welcome, not at all

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

E. Starting and Ending Eating/Drinking

A: Douzo. どうぞ。 Please (have some.)
B: Jaa, itadakimasu. じゃあ、いただきます。 Well, then I’ll have some.

・・・

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

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

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

F. Requesting

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

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

G. Entering a Room (Knock on the door TWICE)

A: Shitsurei-shimasu. 失礼します。 Excuse me.
B: Hai, douzo. はい、どうぞ。 Yes, come in.

25. shitsurei-shimasu 失礼します excuse me
26. +shitsurei-shimashita 失礼しました excuse me for what I’ve done
Shitsurei-shimasu literally means ‘I’m going to do something rude’ and is used when entering a room, interrupting, or leaving. Shitsurei-shimashita is used for what you’ve done.

H. Leaving and Coming Back to Home /Office

A: Itte kimasu. いいってきます。 See you later.
B: Itte rasshai. いいってらっしゃい。 See you later.

........
A: Tadaima. ただいま。 I’m home.
B: Okaerinasai. おかえりなさい。 Welcome back.

27. itte kimasu いってきます ritual expression when leaving home
28. itte rasshai いってらっしゃい ritual response to Itte kimasu
29. tadaima ただいま ritual expression upon coming home
30. okaerinasai お帰りなさい ritual response to Tadaima

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

I. Meeting People for the First Time

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

31. Hajimemashite はじめまして How do you do?
32. ~desu Xです. it is/I’m/you’re/they are X, etc.
33. ~desu ka Xですか, is it/am I/are you/are they X? etc.
34. yoroshiku よろしく ritual expression when meeting someone, when needing a favor
35. yoroshiku onegai-shimasu よろしくお願いします please treat me favorably, Thank you in advance

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

After a person tells you his/her name, confirm it by asking X-san desu ka. Repetition may seem unnecessary, but it’s customary to do so during introductions.
J. Taking Leave

A: Ja, shitsurei-shimasu. じゃ、失礼します。 Well then, I’ll go (excuse me).
B: Aa, otsukare-sama deshita.ああ、お疲れさまでした. Ah, thanks for the good work.

36. otsukare(-sama) おつかれ（さま） thanks for your work, you must be tired
37. otsukare-sama desu おつかれさまです (formal) (on going)
38. otsukare-sama deshita おつかれさまでした (the work is over)

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

K. Parting

A: Ja, mata. じゃ、また。 Well, see you.
B: Sayonara. さよなら。 Good-by.

39. ja, mata じゃ、また see you later (informal)
40. sayonara/sayounara さよなら／さようなら good-by

L. Retiring at Night

A: Ja, oyasumi. じゃ、おやすみ。 Well, then good night.
B: Aa, oyasuminasai. ああ、おやすみなさい。 Oh, good night.

41. oyasumi おやすみ good night (casual)
42. oyasumi nasai おやすみなさい good night (formal)

Notes on Pronunciation

Syllables

Japanese syllables are constructed in the following four ways.

1. a vowel (a, i, u, e, o)
2. a consonant + a vowel (62 combinations)
3. a consonant alone (n, t, s, k, p)
4. a consonant + y + a vowel (33 combinations)

The chart below shows all the syllables in Japanese.
Note the following special cases marked in yellow in the chart:

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

Long Vowels

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

Long Consonants

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

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

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

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

\[
\begin{align*}
Hai & \quad \text{‘yes’} \\
haI & \quad \text{‘ash’} \\
\end{align*}
\]

(The high pitch is indicated by the capital.)

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

\[
\begin{align*}
INsult \quad \text{(noun)} \\
inSULT \quad \text{(verb)} \\
\end{align*}
\]

(The loud syllable is indicated by the capital.)

All Japanese words have one of the following pitch patterns:

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

- **Rise:**
  - *iIE* ‘no’
  - *saYONARA* ‘good bye’
  - *taDAIMA* ‘I’m home’
  - *oHAYOU* ‘good morning’
  - *yoROSHIKU* ‘Nice to meet you’

- **Rise and Fall:**
  - *aRIgatou* ‘thanks’
  - *shiTSUrei-shimasu* ‘Excuse me’
  - *suMIMASEn* ‘Sorry’

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

\[
\begin{align*}
HA \quad \text{desu.} \quad & \text{‘It’s a tooth.’} \\
ha \quad \text{DEsu.} \quad & \text{‘It’s a leaf.’} \\
\end{align*}
\]

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

**Drills & Exercises**

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

**Cue:** *Guree desu.*

**Response:** *Guree-san desu ka. Hajimemashite.*

**Cue:** *Honda desu.*

**Response:** *Honda-san desu ka. Hajimemashite.*

B. Say it in Japanese.

Say it in Japanese yourself first, listen to the audio for the model answer, and then repeat the model. Practice building up and expanding sentences.

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

C. Act in Japanese

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

1. Greet your coworkers in the morning.
2. Leave the office to go to a meeting outside.
3. You are meeting Ms. Honda, a business associate, for the first time. Introduce yourself.
4. Offer a seat to a client.
5. Accept a gift from a visitor.
7. Thank a supervisor for treating you at a restaurant.
8. Hand a report to the assistant to make copies.
9. Thank a coworker for making copies for you.
10. Visit the office of a supervisor.
11. Leave the office of a supervisor.
12. Ask a coworker to pass a document to you.
13. Say good-by to a coworker who is about to go home.
14. Say good-by to coworkers as you leave the office to go home.
15. Say good night to friends as you part after a night out
16. Say good-by to coworkers as you leave the office party

Review Questions

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

Drill Tape Script

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

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

Dialogue 1

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

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

Smith : *Wakarimasu ka.* Do you understand it?

Honda : *Iie, amari wakarimasen nee.* No, I don’t understand very well.

Smith : *Wakarimasen ka.* You don’t?

Honda : *Ee.* Right.

Vocabulary

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

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

Grammar Notes

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

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

A Japanese verb ends in *-masu* (Affirmative, Non-Past, Formal) and *–masen* (Negative, Non-Past, Formal) as well as other forms, which will be introduced later. Non-past refers to an act that is performed regularly or will be performed in the future. It does NOT refer to an act that is currently being performed.

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

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

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

\[
\begin{align*}
Wakarimasu ka. & \quad \text{Do you get [it]\
-Hai, wakarimasu.} & \quad \text{Yes, I do.} \\
Wakarimasen ka. & \quad \text{You don’t get [it]\
-Ee, sumimasen.} & \quad \text{That’s right. I’m sorry.}
\end{align*}
\]

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

\[
\begin{align*}
Wakarimasu ka. & \quad \text{Do you get [it]\
-Iie, wakarimasen.} & \quad \text{No, I don’t.} \\
Wakarimasen ne. & \quad \text{You don’t get [it], right\
-Iya, wakarimasu yo.} & \quad \text{No, (that’s wrong) I do get it.}
\end{align*}
\]

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

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

\[
\begin{align*}
Tabemasu. & \quad \text{I eat it.} \\
Tabemasu ka. & \quad \text{Do you eat it?}
\end{align*}
\]

*Ne(e)* with falling intonation indicates that you assume the addressee shares your feelings. It helps create the culturally important impression that you and the addressee share the same feeling or opinion. When used with a question intonation, you are checking if your assumption is in fact correct.
Yoku nomimasu nee. You drink a lot, don’t you!
Wakarimasen nee. We don’t know, do we.
Tabemasen ne? You don’t eat it, right?

### 1-1-4 Adverbs

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

- **Amari** tabemasen. I don’t eat it very much.
- **Zenzen** hanashimasen. I do not speak it at all.

**Yoku** means ‘well, a lot, or frequently’ depending on the context.

- **Yoku wakarimasu.** I understand well.
- **Yoku kaimasu.** I buy it a lot/often.

### Drills and Exercises

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

- **Cue:** Shimasu ka.
  
  **Response:** Ee, yoku shimasu. Do you play?

- **Cue:** Tabemasu ka.
  
  **Response:** Ee, yoku tabemasu. Do you eat this?

**B.** 

- **Cue:** Shimasu ka.
  
  **Response:** Iie, amari shimasen nee. No, we don’t do it much.

- **Cue:** Tabemasu ka.
  
  **Response:** Iie, amari tabemasen nee. No, I don’t eat it much.

**C.** 

- **Cue:** Shimasen ka.
  
  **Response:** Ee, zenzen shimasen nee. Right, I don’t at all.

**D.** Say it in Japanese.

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

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

E. Act in Japanese.

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

Dialogue 2

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

Honda: *Are, kaimasu ka.*  Will you buy that?

Smith: *Ee, kaimasu kedo...*  Yes, I will, but...

Honda: *Kore wa?*  How about this?

Smith: *Aa, sore mo chotto irimasu ne.*  Oh, we need a few of those, too, don’t we?

Vocabulary

*are* あれ that (GN 1-2-1)

*kaimasu* かいます 买ます buy

*kedo* けど but (GN 1-2-2)

*kore* これ this (GN 1-2-1)

*wa* は Particle of contrast (GN 1-2-3)

*sore* それ that near you (GN 1-2-1)

*mo* も Particle of Addition (GN 1-2-4)

*chotto* ちょっと little bit, a few

*irimasu* いります need

*+ga* が but (more formal than kedo)

*+takusan* たくさん a lot

*+mimasu* みます 見ます look, watch

*+tsukaimasu* つかいます 使います use

*+kikimasu* ききます 聞きます listen, ask

*+yomimasu* よみます 読みます read
Grammar Notes

1-2-1 Noun + Verb

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

\textit{Are, tabemasu ka.} \hspace{1cm} \textit{Do you eat that?}
\textit{Kore, zenzen wakarimasen.} \hspace{1cm} \textit{I don’t understand this at all.}

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

\textbf{Subject}\hspace{1cm} \textit{Honda-san nomimasu ka.} \hspace{1cm} \textit{Does Ms. Honda drink?}
\textbf{Object} \hspace{1cm} \textit{Kore tsukaimasu ne.} \hspace{1cm} \textit{We’re going to use this, right?’}

More categories will be introduced later.
More than one of these can appear in a sentence. The common word order is:

\textit{Watashi kore yoku wakarimasu.} \hspace{1cm} \textit{I understand this well.}

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

\textit{Kore, watashi yoku wakarimasu.} \hspace{1cm} \textit{This, I understand well.}

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

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

\begin{itemize}
  \item \textit{kore} \hspace{1cm} this thing (close to me) or this thing I just mentioned
  \item \textit{sore} \hspace{1cm} that thing (close to you) or that thing which was just mentioned
  \item \textit{are} \hspace{1cm} that thing (away from both of us) or that thing we both know about
  \item \textit{dore} \hspace{1cm} which one
\end{itemize}
This is the first set of expressions based on the ko-so-a-do distinction. There are more sets that are based on the same distinction. We refer to that group as the Ko-so-a-do series, which includes expressions such as ‘X kind’, ‘X way’, X place’, etc. These will be introduced later.

1-2-3 Clause Particle Kedo

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

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

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

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

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

1-2-4 Particle Wa indicating Contrast

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

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

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

1-2-5 Particle Mo indicating Addition
The particle *mo* performs the opposite function of that performed by the particle *wa*. The particle *mo* means ‘too’ or ‘also’ with an affirmative verb and ‘(n)either’ with a negative verb. It can attach to a subject, object or time, among others.

*Honda-san mo mimasu.*  Ms. Honda watches it, too (as well as someone else)
*Kore mo wakarimasen.*  I don’t understand this, either (in addition to something else)
*Ashita mo kaimasu.*  Tomorrow, I will buy it, too (as well as some other time)

### Drills and Exercises

**A.** Cue:  *Kore, mimasu ka.*  Do you watch this?

Response:  *Hai, sore wa mimasu kedo, are wa mimasen.*  Yes, I watch it, but I don’t watch that one.

Cue:  *Kore, shimasu ka.*  Do you do it?

Response:  *Hai, sore wa shimasu kedo, are wa shimasen.*  Yes, I do it, but I don’t do that one.

**B.** Cue:  *Mimasu yo.*  I watch them.

Response:  *Kore mo mimasu ka.*  Do you watch this, too?

Cue:  *Shimasu yo.*  I do it.

Response:  *Kore mo shimasu ka.*  Do you do this, too?

**C.** Say it in Japanese.

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

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

**D.** Act in Japanese.

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

Dialogue 3 ❄️

A group of co-workers are going out tonight.

Honda: *Ikimasen ka.*

Do you want to go? (lit. ‘Won’t you go?)

Smith: *Kyou wa chotto…*

Today is a little…

Honda: *Aa, sou desu ka. Ja, mata.*

Oh, I see. Well then, next time.

*Yamada-san wa?*

How about you, Mr. Yamada?

Yamada: *Watashi wa ikimasu yo.*

I’m going.

Vocabulary ❄️

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

Grammar Notes

1-3-1 Negative Questions as Suggestions
Negative questions are sometimes used to suggest or invite to do certain actions.

*Tabemasen ka*  
Wont’t you have some? or Why don’t we eat?

*Ikimase ka*  
Won’t you go? or Shall we go?

When accepting the invitation, it’s polite to say *Doumo or Arigatou gozaimasu.*
When turning down the invitation, avoid saying no directly. It’s best to instead leave things ambiguous by saying *chotto* and sound hesitant by speaking slowly and elongating vowels.

*Kore tabemasen ka.*  
Would you like to have some?

**Accepting:**  
*Arigatou gozaimasu. Ja, chotto itadakimasu.*
Thank you. I’ll have a little, then.

**Turning down:**  
*Iyaa, chottooo…* Well…just ….

1-3-2  **Chotto: Impact Softener**

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

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

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

When you participate in a Japanese conversation you are expected to give frequent feedback and show that you are engaged. Feedback includes nodding, making facial expressions, and using short expressions such as *hai, soo desu ka, aa* and others. All these are called *Aizuchi.*
You probably hear Japanese speakers use the sentence particle *nee* frequently and see them nodding equally frequently. Nodding means ‘I’m listening’, but not necessarily means ‘I agree.’ So, don’t just stare and listen with a poker face. Nod, smile, and say, *Aa, soo desu ka.*

**1-3-4 Personal References**

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

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

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

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

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

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

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

**Drills and Exercises**

A. Cue: *Ikimasu ka.* Are you going?
Response: *Hai, ikimasu. Honda-san mo ikimasen ka.*

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

Cue: *Shimasu ka.*

Do you do it?

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

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

**B.** Cue: *Ikimasu yo.*

I’m going.

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

Cue: *Shimasu yo.*

I’ll do it.

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

**C.** Say it in Japanese.

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

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

Invite Ms. Honda to:

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

**D.** Act in Japanese.

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

Smith: Ee, kinou tsukurimasita.
ええ、昨日、作りました。

Honda: Chotto renshuu-shimasen ka?
ちょっと練習しませんか。

Smith: Hai, wakarimashita.
はい、わかりました。

Is that done?

Yes, I made it yesterday.

Shall we practice a little?

Sure, okay.

Vocabulary

dekimasu できます can do, come into being
dekimashita できました could do, came into being
kinou きのう yesterday
renshuu れんしゅう practice (noun)
renshuu-shimasu れんしゅうします practice (verb)
wakarimashita わかりました got it
+ benkyou べんきょう study (noun)
+ benkyou-shimasu べんきょうします study (verb)
+ meeru めいる email, text (noun)
+ meeru-shimasu めいるします email, text (verb)
+ kopii こぴい copy (noun)
+ kopii-shimasu こぴいします copy (verb)
+ denwa でんわ phone, phone call
+ denwa-shimasu でんわします make a phone call
+ unten うんてん drive (noun)
+ unten-shimasu うんてんします drive (verb)
+ ototoi おととい day before yesterday

Grammar Notes

1-4-1 Verbs in the Past Form

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

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-past</td>
<td>-masu</td>
<td>-masen</td>
</tr>
<tr>
<td>Past</td>
<td>-mashita</td>
<td>-masen deshita</td>
</tr>
</tbody>
</table>
1-4-2 Compound Verbs

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

Meeru-shimasu yo. I’ll email (or text) you.
Getto-shimasu. I’ll get it/I’ll obtain it.
Appuroodo-shimasu. I’ll upload it.

Drills and Exercises

A. Cue: Renshuu-shimasu ka. Will you practice? ☺
   Response: Ee, chotto renshuu-shimasen ka. Yes, why don’t we practice a little?
   Cue: Kaimasu ka. Will you buy it?
   Response: Ee, chotto kaimasenka. Yes, why don’t we buy a little?

B. Cue: Yasumimashita ne. You were absent, right? ☺
   Response: Kinou wa Yasumimasita kedo, ototoi wa Yasumimasen deshita.
   I was absent yesterday, but I wasn’t the day before yesterday
   Cue: Ikimashita ne. You went, right?
   Response: Kinou wa ikimashita kedo, ototoi wa ikimasen deshita.
   I went yesterday, but I didn’t the day before yesterday.

C. Say it in Japanese.
   You’ve been asked about your plan for this weekend.
   1. I’ll study.
   2. Why don’t we talk tomorrow?
   3. I emailed you yesterday. Didn’t you read it?
   4. I don’t know, but why don’t we go out?
   5. I’ll just take a break, but how about you, Mr. Yamada?

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

a. What endings does a Japanese verb have? (1-1-1)
b. For verbs, what marks the non-past affirmative? The negative? (1-1-1)
c. What does Non-Past mean? (1-1-1)
d. For verbs, what marks the past affirmative? The negative? (1-4-1)
e. What does *tie* mean? How different is it from “no” in English? (1-1-2)
f. Where does a subject occur in a Japanese sentence? An adverb? (1-2-1, 1-1-4)
g. What is the difference between *sore* and *are*? (1-2-2)
h. Where does a sentence particle occur? Give three examples of sentence e particles with their meanings. (1-1-3, 1-3-5)
i. How do you invite someone to do something in Japanese? (1-3-1)
j. In the phrase *Are wa*? What does *wa* mean? (1-2-4)
k. What is the difference in meaning among the following sentences: (1-2-4, 1-2-5)

   - Ashita yasumimasu.
   - Ashita wa yasumimasu.
   - Ashita mo yasumimasu.
l. What is a compound verb? Give three examples. (1-4-2)
m. How is *chotto* used? (1-3-2)
n. How is *sou desu ka* used? (1-3-3)
o. How is *kedo* used? (1-2-3)
p. What caution is given regarding addressing the person you are talking to? (1-3-4)

Practical Application

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

<table>
<thead>
<tr>
<th>Going away party for Yuuki</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00, tomorrow (Friday)</td>
</tr>
<tr>
<td>Kyoto Garden</td>
</tr>
</tbody>
</table>

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

Drill Tape Script

Dialogue 1
A. Cue: しますか。 Response: ええ、よくします。
Cue: 飲みますか。 Response: ええ、よく飲みます。

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

B. Cue: しますか。 Response: いいえ、あまりしませんねえ。
Cue: 飲みますか。 Response: いいえ、あまり飲みませんねえ。

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

C. Cue: しませんか。 Response: ええ、全然しませんねえ。
Cue: 飲みませんか。 Response: ええ、全然飲みませんねえ。

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

Dialogue 2
A. Cue: これ、見ますか。 Response: はい、それは見ますけど、あれはみません。
Cue: これ、しますか。 Response: はい、それはしますけど、あれはしません。

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

B. Cue: 見ますよ。 Response: これも見ますか。
Cue: しますよ。 Response: これもしますか。

Going away party for Yuuki
6:00, tomorrow (Friday)
Kyoto Garden
1. 聞きますよ。2. 書きますよ。3. 読みますよ。4. 使います。

**Dialogue 3**

A. **Cue:** 行きますか。 **Response:** はい、行きます。本田さんも行きませんか。
   **Cue:** しますか。 **Response:** はい、します。本田さんもしませんか。

1. 出かけますか。2. 帰りますか。3. 読みますか。4. 買いますか。

B. **Cue:** 行きますよ。 **Response:** ああ、そうですか。じゃあ、私も行きます。
   **Cue:** しますよ。 **Response:** ああ、そうですか。じゃあ、私もします。

1. 聞きますよ。2. 会いますよ。3. 書きますよ。4. 飲みますよ。

**Dialogue 4**

A. **Cue:** 練習しますか。 **Response:** ええ、ちょっと練習しませんか。
   **Cue:** 買いますか。 **Response:** ええ、ちょっと買いませんか。

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

B. **Cue:** 休みましたね。 **Response:** きのうは、休みましたけど、おとといは休みませんでした。
   **Cue:** 行きましたね。 **Response:** きのうは行きましたが、おとといは行きませんでした。

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

Dialogue 1

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

Emily: Anou, ima nan-ji desu ka. Um, what time is it (now)?

Yamamoto: Etto...hachi-ji desu yo. Let’s see…it’s eight o’clock.

Emily: Ja, itte kimasu. Well, see you later.

Outside, Emily sees Mr. Tanaka, a neighbor.

Emily: Ii otenki desu nee. It’s a beautiful day, isn’t it?

Tanaka: A, Emily-san, gakkou desu ka. Oh, Michael. Are you going to school?

Emily: Ie, kyou wa gakkou ja nai desu. Arubaito desu. No, not school, today. I’m working.

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
<th>Pinyin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>anou</td>
<td>あのう</td>
<td>5ánrǔ</td>
<td>um… (hesitation noise)</td>
</tr>
<tr>
<td>ima</td>
<td>いま</td>
<td>5ǐma</td>
<td>now</td>
</tr>
<tr>
<td>nan-ji</td>
<td>なんじ</td>
<td>nánjǐ</td>
<td>what time</td>
</tr>
<tr>
<td>desu</td>
<td>です</td>
<td>desū</td>
<td>is X</td>
</tr>
<tr>
<td>etto</td>
<td>えっと</td>
<td>èttuo</td>
<td>let’s see… (hesitation noise)</td>
</tr>
<tr>
<td>hachi-ji</td>
<td>はちじ</td>
<td>hàzhíjí</td>
<td>eight o’clock</td>
</tr>
<tr>
<td>ii</td>
<td>いい</td>
<td>5ǐi</td>
<td>good</td>
</tr>
<tr>
<td>o-</td>
<td>お</td>
<td>5ō</td>
<td>affix indicating politeness</td>
</tr>
<tr>
<td>tenki</td>
<td>てんき</td>
<td>5ěntí</td>
<td>weather</td>
</tr>
<tr>
<td>otenki</td>
<td>お天気</td>
<td>ōtiānqì</td>
<td>weather (polite)</td>
</tr>
<tr>
<td>ii otenki</td>
<td>いいお天気</td>
<td>ūǐōtiānqì</td>
<td>good weather</td>
</tr>
<tr>
<td>gakkou</td>
<td>がっこう</td>
<td>5ǎlkào</td>
<td>school</td>
</tr>
<tr>
<td>ja nai desu</td>
<td>じゃないです</td>
<td>5ǐjīāde5ū</td>
<td>is not X</td>
</tr>
<tr>
<td>arubaito</td>
<td>アルバイト</td>
<td>ālubáitó</td>
<td>part-time job (of students), side job</td>
</tr>
<tr>
<td>plusplus bai to</td>
<td>はいと</td>
<td>5ài5ǔ</td>
<td>abbreviated form of arubaito</td>
</tr>
</tbody>
</table>
Grammar Notes

2-1-1 /Noun + desu/ ‘is N’ /Noun + ja nai desu/ ‘is not N’

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

Ame desu yo. It’s raining.
Kore wa gakkou desu ka. Is this a school?
Honda-san ja nai desu ka? Aren’t you Ms. Honda?

A negative question can be also used 1) to show some uncertainty, and 2) to politely correct someone.
1) *Ima, na-ji desu ka.*

   - *Yo-ji ja nai desu ka?* Isn’t it four?

2) *San-ji desu yo.*

   - *Anou, yo-ji ja nai desu ka.* Umm, isn’t it four?

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

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

*Honda-san wa shigoto desu.*

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

*Honda-san wa Panda desu.*

### 2-1-2 Clock Time

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

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

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

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

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

*Imaaa, anooo, Honda-san waaaaa, shigotooo desu.* Honda is at work now.
Ashita desu ne, anoo desu ne zenbu desu ne tsukurimasu. I’ll make all tomorrow.

Drills and Exercises

A. Cue: *Ima ku-ji desu ka.*
   Response: *Iya, juu-ji desu yo.*
   Is it nine o’clock?
   No, it’s ten.

Cue: *Ima san-ji desu ka.*
Response: *Iya, yo-ji desu yo.*
Is it three o’clock?
No, it’s four.

B. Cue: *Kyou wa baito desu ka.*
   Response: *Ie, baito ja nai desu.*
   Are you working today?
   No, I’m not.

Cue: *Kyou wa ame desu ka.*
Response: *Ie, ame ja nai desu.*
Is it raining today?
No, it isn’t.

C. Say it in Japanese.

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

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


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

Dialogue 2
Michael meets a business associate and exchanges business cards.


*Hajimemashite.* How do you do?

Michael: *Oda-san desu ka.* Mr. Oda?

*J-Netto no Maikeru Sumisu desu.* I’m Michael Smith from J-Net.

*Douzo yoroshiku onegai-shimasu.* Nice to meet you.

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

Mrs. Y: *Minasan, chotto shoukai-shimasu.* Everyone, I’d like to introduce someone.

*Ryuugakusei no Emirii-san desu.* It’s Emily, an exchange student.

Emily: *Hajimemashite. Emirii Hiru desu.* Hello, I’m Emily Hill.

*Amerika no Pootorando shuuritsu daigaku, daigakuin no ichi-nensei desu.* I’m a first year graduate student at Portland State University, USA.

*Senkou wa bijinesu desu.* My major is business.

*Douzo yoroshiku onegai-shimasu.* Nice to meet you.

**Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Ajia</em></td>
<td>あじあ</td>
<td>Asia</td>
</tr>
<tr>
<td><em>ginkou</em></td>
<td>ぎんこう</td>
<td>bank</td>
</tr>
<tr>
<td><em>Oda</em></td>
<td>おだ</td>
<td>Oda (family name)</td>
</tr>
<tr>
<td><em>J-netto</em></td>
<td>J−ネット</td>
<td>J-Net</td>
</tr>
<tr>
<td><em>minasan</em></td>
<td>みなさん</td>
<td>everyone (polite)</td>
</tr>
<tr>
<td>shoukai</td>
<td>しょうかい</td>
<td>紹介</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>ryuugakusei</td>
<td>りゅうがくせい</td>
<td>留学生</td>
</tr>
<tr>
<td>Emirii</td>
<td>エミリー</td>
<td>Emily</td>
</tr>
<tr>
<td>Hiru</td>
<td>ヒル</td>
<td>Hill</td>
</tr>
<tr>
<td>Amerika</td>
<td>アメリカ</td>
<td>USA</td>
</tr>
<tr>
<td>Pootorando</td>
<td>ポートランド</td>
<td>Portland</td>
</tr>
<tr>
<td>shuuritsu</td>
<td>県立</td>
<td>state funded</td>
</tr>
<tr>
<td>daigaku</td>
<td>大学</td>
<td>university, college</td>
</tr>
<tr>
<td>daigakuin</td>
<td>大学院</td>
<td>graduate school</td>
</tr>
<tr>
<td>ichi-nen-sei</td>
<td>一年生</td>
<td>freshman</td>
</tr>
<tr>
<td>senkou</td>
<td>専攻</td>
<td>academic major</td>
</tr>
<tr>
<td>bijinesu</td>
<td>ビジネス</td>
<td>business</td>
</tr>
<tr>
<td>+ dare</td>
<td>だれ</td>
<td>who</td>
</tr>
<tr>
<td>+ doko</td>
<td>どこ</td>
<td>where</td>
</tr>
<tr>
<td>+ nani-jin</td>
<td>何人</td>
<td>person of what nationality</td>
</tr>
<tr>
<td>+ minna</td>
<td>みんな</td>
<td>everyone, all</td>
</tr>
<tr>
<td>+ gakusei</td>
<td>学生</td>
<td>student</td>
</tr>
<tr>
<td>+ daigakusei</td>
<td>大学生</td>
<td>college student</td>
</tr>
<tr>
<td>+ tomodachi</td>
<td>友だち</td>
<td>friend</td>
</tr>
<tr>
<td>+ kuni</td>
<td>国</td>
<td>country</td>
</tr>
<tr>
<td>+ ni-nen-sei</td>
<td>二年生</td>
<td>sophomore, second grader</td>
</tr>
<tr>
<td>+ san-nen-sei</td>
<td>三年生</td>
<td>junior, third grader</td>
</tr>
<tr>
<td>+ yo-nen-sei</td>
<td>四年生</td>
<td>senior, fourth grader</td>
</tr>
<tr>
<td>+ nan-nen-sei</td>
<td>何年生</td>
<td>what grade in school</td>
</tr>
<tr>
<td>+ rekishi</td>
<td>歴史</td>
<td>history</td>
</tr>
<tr>
<td>+ keizai</td>
<td>経済</td>
<td>economy</td>
</tr>
<tr>
<td>+ seiji</td>
<td>政治</td>
<td>politics</td>
</tr>
<tr>
<td>+ meishi</td>
<td>名刺</td>
<td>business card</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality (add –jin to the country name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nihon</td>
<td>にほん にほんじん 日本人 Japanese</td>
</tr>
<tr>
<td>Igirisu</td>
<td>イギリス いギリスじん イギリス人 English</td>
</tr>
<tr>
<td>Amerika</td>
<td>アメリカ あめりかじん アメリカ人 American</td>
</tr>
<tr>
<td>Kankoku</td>
<td>韓国 かんこくじん 韓国人 Korean</td>
</tr>
<tr>
<td>Roshia</td>
<td>ロシア ろしじん ロシア人 Russian</td>
</tr>
<tr>
<td>Chungoku</td>
<td>中国 ちゅうごくじん 中国人 Chinese</td>
</tr>
<tr>
<td>Taiwan</td>
<td>台湾 たいわんじん 台湾人 Taiwanese</td>
</tr>
<tr>
<td>Furansu</td>
<td>フランス ふらんすじん オランジュ人 French person</td>
</tr>
<tr>
<td>Doitsu</td>
<td>ドイツ どいつじん ドイツ人 German</td>
</tr>
<tr>
<td>Supein</td>
<td>スペイン スペインじん スペイン人 Spanish</td>
</tr>
<tr>
<td>Itaria</td>
<td>イタリア いたりあじん イタリア人 Italian</td>
</tr>
<tr>
<td>Indo</td>
<td>インド インドじん インド人 Indian</td>
</tr>
<tr>
<td>Betonamu</td>
<td>ベトナム べとなむじん ベトナム人 Vietnamese</td>
</tr>
</tbody>
</table>
Subjects in Business School

- **bijinesu** (ビジネス) business
- **maaketingu** (マーケティング) marketing
- **fainansu** (ファイナンス) finance
- **keiri** (経理) accounting
- **sapurai chein** (サプライチェーン) supply chain

Academic Disciplines

- **rekishi-gaku** (歴史学) history
- **keizai-gaku** (経済学) economics
- **seiji-gaku** (政治学) political science
- **suugaku** (数学) mathematics
- **bungaku** (文学) literature
- **eibungaku** (英文学) English literature
- **nihon bungaku** (日本文学) Japanese literature
- **gengo-gaku** (言語学) linguistics
- **shinri-gaku** (心理学科) psychology
- **tetsugaku** (哲学) philosophy
- **shakai-gaku** (社会学) sociology
- **butsuri-gaku** (物理学) physics
- **kagaku** (化学) chemistry
- **seibutsu-gaku** (生物学) biology
- **tenmongaku** (天文学) astrology

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

Grammar Notes

**2-2-1  Noun no Noun**

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

- **pasokon no kaisya** (a computer company)
**kaisya no pasokon**  
a computer in the company

**America no pasokon no kaisya**  
a computer company in the US

**America no kaisya no pasokon**  
a computer (made by) an American company

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Nihon no daigaku</th>
<th>colleges in Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation</td>
<td>J-Netto no Maikeru</td>
<td>Michael from J-Net</td>
</tr>
<tr>
<td>Possession</td>
<td>watashi no baggu</td>
<td>my bag</td>
</tr>
<tr>
<td>Time</td>
<td>san-ji no baito</td>
<td>work from 3 o’clock</td>
</tr>
<tr>
<td>Subgroup</td>
<td>Amerika no Pootorando</td>
<td>Portland, US,</td>
</tr>
<tr>
<td></td>
<td>daigakuin no ichi-nensei</td>
<td>First year graduat</td>
</tr>
<tr>
<td>Status</td>
<td>ryuugakusei no Hiru-san</td>
<td>Mr/s. Hill, an exchange student</td>
</tr>
</tbody>
</table>

### 2-2-2 Loan Words

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

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

### 2-2-3 Introductions and Exchange of Business Cards

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

Self-introductions are very common in Japan, during which a person gets up in front of a group and explains who he/she is. These follow a formula, which starts with hajimemashite, followed by your name (even if it has already been mentioned) and other information, and closes with douzo yoroshiku onegai shimasu.
Remember to bow as you introduce yourself, and nod when others bow. It’s better to be safe and bow more often than sorry by bowing too little. When in doubt, bow!

**Drills and Exercises**

A. **Cue:** Amerika desu ka.  
   **Response:** Hai, Amerika no kaisha desu.  
   **Cue:** Furansu desu ka.  
   **Response:** Hai, furansu no kaisha desu.

B. **Cue:** Sensei wa Amerikajin desu ka.  
   **Response:** Ie, Amerikajin ja nai desu.  
   **Cue:** Sensei wa furansujin desu ka.  
   **Response:** Ie, furansujin ja nai desu.

C. Say it in Japanese.

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

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


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

---

**Dialogue 3**

At an orientation for new employees

*Staff:*  *Anou, o-namae wa?*  
   *あのう、お名前は？*

*Michael:*  *Maikeru Sumisu desu.*  
   *マイケル・スミスです。

*Staff:*  *Nihongo o-jouzu desu nee.*  
   *Your Japanese is good!*

---

*Staff:*  *Umm…(What is) your name?*

*Michael:*  *I’m Michael Smith.*
Michake: *Iie, mada mada desu.*

いいえ、まだまだです。

No, no. Still a long way to go.

Michale sees handouts on the table.

Michale: *Sore, nan desu ka.*

それ、何ですか。

What is that?

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

これですか。今日のスケジュールです。

This? It’s today’s schedule.

……

Michael: *Ano kata, donata desu ka.*

あの、どなたですか。

Who is that person?

Staff: *Ano onna no hito desu ka.*

あの 女 の 方ですか。

Do you mean that woman?

Staff: *Tookyou-daigaku no Satou-sensei desu.*

東京大学の佐藤先生です。

She is Prof. Sato from U. of Tokyo.

---

**Vocabulary**

<table>
<thead>
<tr>
<th>Name</th>
<th>Meaning</th>
<th>Pronunciation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>namae</td>
<td>name</td>
<td>なまえ</td>
<td>Name</td>
</tr>
<tr>
<td>onamae</td>
<td>name (polite)</td>
<td>おなまえ</td>
<td>お名前</td>
</tr>
<tr>
<td>nihongo</td>
<td>Japanese (language)</td>
<td>にほんご</td>
<td>日本語</td>
</tr>
<tr>
<td>jouzu</td>
<td>good (at something), skillful</td>
<td>じょうず</td>
<td>上手</td>
</tr>
<tr>
<td>ojouzu</td>
<td>good (polite)</td>
<td>おじょうず</td>
<td>お上手</td>
</tr>
<tr>
<td>mada mada</td>
<td>not there yet, still long way to go</td>
<td>まだまだ</td>
<td>何</td>
</tr>
<tr>
<td>nan</td>
<td>what</td>
<td>なん</td>
<td>何</td>
</tr>
<tr>
<td>sukejuuru</td>
<td>schedule</td>
<td>すけじゅうる</td>
<td>スケジュール</td>
</tr>
<tr>
<td>ano X</td>
<td>that X (2-3-2)</td>
<td>あの X</td>
<td>あの X 2-3-2</td>
</tr>
<tr>
<td>hito</td>
<td>person</td>
<td>ひと</td>
<td>人</td>
</tr>
<tr>
<td>donata</td>
<td>who (polite)</td>
<td>どなた</td>
<td>誰</td>
</tr>
<tr>
<td>onna</td>
<td>female</td>
<td>おんな</td>
<td>女性</td>
</tr>
<tr>
<td>kata</td>
<td>person (polite)</td>
<td>かた</td>
<td>方</td>
</tr>
<tr>
<td>toukyou-daigaku</td>
<td>University of Tokyo</td>
<td>とうきょうだいがく</td>
<td>東京大学</td>
</tr>
<tr>
<td>Satou</td>
<td>Sato (family name)</td>
<td>さとう</td>
<td>佐藤</td>
</tr>
<tr>
<td>+ otoko</td>
<td>male</td>
<td>おとこ</td>
<td>男</td>
</tr>
<tr>
<td>+ heta</td>
<td>bad, poor (at something)</td>
<td>へた</td>
<td>下手</td>
</tr>
<tr>
<td>+ keitai</td>
<td>cellphone</td>
<td>けいたい</td>
<td>ケータイ</td>
</tr>
<tr>
<td>+ sumaho</td>
<td>smartphone</td>
<td>すまほ</td>
<td>スマホ</td>
</tr>
</tbody>
</table>
Languages (Add –go to the country name. A few exceptions)

<table>
<thead>
<tr>
<th>Language</th>
<th>Kanji</th>
<th>Romanization</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>nihongo</td>
<td>にほんご</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>eigo</td>
<td>えいご</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>chuugokugo</td>
<td>ちゅうごくご</td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>kankokugo</td>
<td>かんこくご</td>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>furansugo</td>
<td>ふらんすご</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>supeingo</td>
<td>すぺいんご</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>rosiago</td>
<td>ろしあご</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>itariago</td>
<td>いたりあご</td>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>doitsugo</td>
<td>どいつご</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>betonamugo</td>
<td>べとなむご</td>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td>arabiago</td>
<td>あらびあご</td>
<td>Arabic</td>
<td></td>
</tr>
<tr>
<td>nanigo</td>
<td>なにご</td>
<td>What language</td>
<td></td>
</tr>
</tbody>
</table>

Grammar Notes

2-3-1 Echo Questions

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

Michael: Sore, nan desu ka. What is that?
Staff: Kore desu ka. Kyou no sukejuuru desu. This? It’s today’s schedule.

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

The most common echo questions are those that repeat the topic nouns, which may have been left unsaid or which are typically marked by the particle wa in the other person’s speech.
Wakarimasu ka?  Do [you] understand?
-Watashi desu ka. Iya, amari...  Do you mean me? Not really.

Kore wa sumaho desu ka. Is this a smartphone?
-Kore desu ka. Hai. Do you mean this? Yes.

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

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

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

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

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

- kore  this
- kono kaisha  this company
- kono nihon no kaisya  this Japanese company

Drills and Exercises

A. Cue: Furansugo, wakarimasu ka. Do you understand French?
Cue: Chuugokugo, wakarimasu ka. Do you understand Chinese?

B. Cue: Kore, dare no keitai desuka? Whose cellphone is this?
Response: Kono keitai desu ka. Wakarimasen nee. This cellphone? I don’t know
Cue: Are, doko no kaisha desu ka. Where is that company from?

C. Say it in Japanese.

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

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


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

<table>
<thead>
<tr>
<th>Dialogue 4 alink</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael checks the schedule.</td>
</tr>
</tbody>
</table>

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

**Honda:** *Mochiron desu.*  
Of course.

**Michael:** *Ajia ginkou no apo wa getsuyoubi deshita ne.*  
The appointment with Bank of Asia was on Mon. right?

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

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

**Vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>doyou(bi)</td>
<td>どよう（び）土曜日 Saturday</td>
</tr>
<tr>
<td>to</td>
<td>と and</td>
</tr>
<tr>
<td>nichiyou(bi)</td>
<td>にちよう（び）日曜日 Sunday</td>
</tr>
<tr>
<td>mochiron</td>
<td>もちろん of course</td>
</tr>
<tr>
<td>apo</td>
<td>あぽアポ appointment</td>
</tr>
<tr>
<td>getsuyoubi</td>
<td>げつようび月曜日 Monday</td>
</tr>
</tbody>
</table>
Days of the Week  Youbi

<table>
<thead>
<tr>
<th>Youbi</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>nichi-youbi</strong></td>
<td>にちようび</td>
<td>Sunday</td>
</tr>
<tr>
<td><strong>getsu-youbi</strong></td>
<td>げつようび</td>
<td>Monday</td>
</tr>
<tr>
<td><strong>ka-youbi</strong></td>
<td>かようび</td>
<td>Tuesday</td>
</tr>
<tr>
<td><strong>sui-youbi</strong></td>
<td>すいようび</td>
<td>Wednesday</td>
</tr>
<tr>
<td><strong>moku-youbi</strong></td>
<td>もくようび</td>
<td>Thursday</td>
</tr>
<tr>
<td><strong>kin-youbi</strong></td>
<td>きんようび</td>
<td>Friday</td>
</tr>
<tr>
<td><strong>do-youbi</strong></td>
<td>どようび</td>
<td>Saturday</td>
</tr>
<tr>
<td><strong>nan-youbi</strong></td>
<td>なんようび</td>
<td>what day of the week</td>
</tr>
</tbody>
</table>

**Grammar Notes**

2-4-1  Days of the Week

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

*getsu, getsu-you, getsu-youbi*

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

*Getsu-sui-kin*  Mon-Wed-Fri
*Kaa-moku*  Tue-Thurs.
The question word *nan-youbi* ‘what day of the week’ cannot be used to ask ‘what day of the month’, which will be introduced later.

2-4-2 *Noun to Noun*

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

\[
\begin{align*}
\text{Nihon to America} & \quad \text{Japan and America} \\
\text{Asia Ginkou no Oda-san to J-Netto no Sumisu-san} & \quad \text{Mr. Oda from Asia Bank and Mr. Smith from J-Net} \\
\text{Kayoubi to mokuyoubi no jugyou} & \quad \text{Classes on Tuesday and Thursday} \\
\text{Kono nihongo no kyoukasho to ano hon} & \quad \text{this Japanese textbook and that book}
\end{align*}
\]

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-past</strong></td>
<td><em>Nihongo desu.</em></td>
<td><em>Nihongo ja nai desu.</em></td>
</tr>
<tr>
<td><strong>Past</strong></td>
<td><em>Nihongo deshita.</em></td>
<td><em>Nihongo ja nakatta desu.</em></td>
</tr>
<tr>
<td></td>
<td>It was Japanese.</td>
<td>It wasn’t Japanese.</td>
</tr>
</tbody>
</table>

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

\[
\begin{align*}
\text{Kaigi wa ashita deshita ne.} & \quad \text{The meeting was tomorrow, right?} \\
-\text{Iya, asatte ja nakatta desu ka?} & \quad \text{No, wasn’t it the day after tomorrow?}
\end{align*}
\]

**Drills and Exercises**

A. Cue: *Kyou wa getsuyoubi desu ne.*
Response: *E? Kayoubi ja nai desu ka?*  
Cue: *Kyou wa Mokuyoubi desu ne.*

Today is Monday, right?  
What? Isn’t it Tuesday?  
Today is Thursday, right?
Response:  E? Kinyoubi ja nai desu ka?  What? Isn’t it Friday?

B. Cue: Kinou wa ame deshita ne.  It rained yesterday, right?  ☔
Response: Ee, ame ja nakatta desu ka.  Yes, didn’t it rain?
Cue: Shike wa getsuyou deshita ne.  The exam was Monday, right?
Response: Ee, getsuyou ja nakatta desu ka.  Yes, wasn’t it on Mon.?

C. Say it in Japanese.

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

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

Emily is looking at the course catalog. Ask her:

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

You’ve been asked the above questions. Reply:

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


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

Review

Grammar Review

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

n. What does the particle to ‘and’ combine? (2-4-2)

Practical Applications

A. You work in a HR office of a company. Answer the questions on the basis of the student ID of prospective part-time employees below.
1. You’ve been asked who are the students.
2. Your supervisor asks you to call the person whose name is on one of the cards. Ask if she means Chris Johnson.
4. You’ve been asked if both Johnson and Wang are juniors.
5. You’ve been asked who is studying Business.
6. Your supervisor asks you to set up appointments with them tomorrow. Find out what time tomorrow he has in mind.
7. You set up two separate appointments. Inform the supervisor that for Mr. Johnson it’s 9:30 and for Ms. Wang it’s 11:30.

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

International Conference of Teachers of Japanese
Kyoto Hotel
Saturday & Sunday, March 19 & 20

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

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

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

**Drill Tape Scripts**

**Dialogue 1**

A. **Cue:** 今、九時ですか。
   **Response:** いや、十時ですよ。

B. **Cue:** 今日は、バイトですか。
   **Response:** いえ、バイトじゃないです。

**Dialogue 2**

A. **Cue:** アメリカですか。
   **Response:** はい、アメリカの会社です。

B. **Cue:** 先生は、アメリカ人ですか。
   **Response:** いえ、アメリカ人じゃないです。日本人です。

**Dialogue 3**

A. **Cue:** フランス語、わかりますか。
   **Response:** はい、フランス語ですか。いえ、わかりません。

B. **Cue:** これ、だれのケータイですか。
   **Response:** このケータイですか。わかりませんねえ。

**Dialogue 4**

A. **Cue:** 今日は、月曜日ですね。
   **Response:** え？火曜日じゃないですか。

B. **Cue:** きのうは雨でしたね。
   **Response:** ええ、雨じゃなかったですか。
1. 会議は、イギリスでしたね。
2. アポは、水曜日でしたね。
3. おとといは、会社でしたね。
4. あの留学生は、韓国人でしたね。
5. あれは、日本語の教科書でしたね。
Lesson 3 - Settling Down

Dialogue 1 🌚

Michael is checking apartment listings.

Honda: *Ii apaato, arimasu ka.*
いいアパート、ありますか。

Michael: *Sukunai desu nee.*
少ないですねえ。

Honda: *Kono apaato wa dou desu ka?*
このアパートはどうですか。

Michael: *Sou desu nee. Chotto takaku naidesu ka.*
そうですねえ。ちょっと高くなかったですか。

Vocabulary 🌚

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Romanization</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>apaato</td>
<td>apaato</td>
<td>apartment</td>
</tr>
<tr>
<td>arimasu</td>
<td>arimasu</td>
<td>there is/are, exists</td>
</tr>
<tr>
<td>sukunai</td>
<td>suku</td>
<td>be few, there are few</td>
</tr>
<tr>
<td>dou</td>
<td>dou</td>
<td>how</td>
</tr>
<tr>
<td>sou desu nee</td>
<td>suku</td>
<td>Let me see, I’m thinking</td>
</tr>
<tr>
<td>takai</td>
<td>takai</td>
<td>expensive</td>
</tr>
<tr>
<td>takakunai</td>
<td>takaku</td>
<td>is not expensive</td>
</tr>
<tr>
<td>× manson</td>
<td>manson</td>
<td>condominium</td>
</tr>
<tr>
<td>× ie</td>
<td>i</td>
<td>house, home</td>
</tr>
<tr>
<td>× heya</td>
<td>heya</td>
<td>room</td>
</tr>
<tr>
<td>× ikaga</td>
<td>ika</td>
<td>how (polite)</td>
</tr>
<tr>
<td>× ooi</td>
<td>ooei</td>
<td>be a lot, there are a lot</td>
</tr>
<tr>
<td>× yasui</td>
<td>yasui</td>
<td>cheap</td>
</tr>
<tr>
<td>× ookii</td>
<td>ookii</td>
<td>large, big</td>
</tr>
<tr>
<td>× chiisai</td>
<td>chiisa</td>
<td>small</td>
</tr>
<tr>
<td>× atarashii</td>
<td>atarashii</td>
<td>new</td>
</tr>
<tr>
<td>× furui</td>
<td>furui</td>
<td>old</td>
</tr>
</tbody>
</table>

Grammar Notes

3-1-1 Adjective Sentences

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

*takai*  expensive
takaku nai  
not expensive

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

<table>
<thead>
<tr>
<th></th>
<th>Non-Past</th>
<th>Affirmative</th>
<th>Negative</th>
<th>Past</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td>Wakarimasu.</td>
<td>Wakarimashita.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjective</td>
<td>Takai desu.</td>
<td>Takakatta desu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Takakatta desu. It was expensive.

Takaku nakatta desu. It was not expensive.

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

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

<table>
<thead>
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</tr>
<tr>
<td>Adjective</td>
<td>Takai desu.</td>
<td>Takakatta desu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**3-1-2 Adjective + Noun**

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

Adjectives can directly modify a noun to make a noun phrase (no need for the particle *no*).
It’s possible to combine more than one adjective or other modifying elements to extend a noun phrase.

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

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

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

3-1-3 arimasu  ‘there is X’

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

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

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

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

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

The chart below shows all the forms including these alternatives.

<table>
<thead>
<tr>
<th>Verb Sentence</th>
<th>Non-Past</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nai desu.</td>
<td>Negative</td>
<td>Arimashita.</td>
</tr>
<tr>
<td>Arimasen.</td>
<td></td>
<td>Nakatta desu.</td>
</tr>
<tr>
<td>Nihon desu.</td>
<td>Verbs</td>
<td>Nihon ja nakatta desu.</td>
</tr>
<tr>
<td>Adjective Sentence</td>
<td>Nihon ja arimasen deshita.</td>
<td>Nihon ja arimasen deshita.</td>
</tr>
<tr>
<td>Takai desu.</td>
<td>Takaku nai desu.</td>
<td>Takaku arimasen deshita.</td>
</tr>
<tr>
<td>Takaku arimasen.</td>
<td>Takaku arimasen deshita.</td>
<td></td>
</tr>
</tbody>
</table>
Note the difference between the following sentences.

*Kaisha ja arimasen / Kaisha ja nai desu.*  It’s not a company. (Identity)
*Kaisha wa arimasen / Kaisha wa nai desu.*  There is no company. (Existence)

### Drills and Exercises

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

**Cue:** Takai desu ka. *Is it expensive?*
**Response:** Iie, yasui desu yo. No, it’s cheap, I assure you.

**Cue:** Yasui desu ka. *Is it cheap?*
**Response:** Iie, takai desu yo. No, it’s expensive, I assure you.

B. **Cue:** Ii desu ka. *Is it all right?*
**Response:** Iie, amari yoku desu. No, it’s not very good.

**Cue:** Yasui desu ka. *Is it cheap?*
**Response:** Iie, amari yasuku desu. No, it’s not very cheap.

C. **Cue:** Apaato desu. *Is it an apartment?*
**Response:** Iie, apaato ja arimasen. No, it’s not an apartment.

**Cue:** Yasui desu ka. *Is it cheap?*
**Response:** Iie, yasuku arimasen. No, it’s not cheap.

D. **Cue:** Are, takakatta desu ka. *Was that expensive?*
**Response:** Iie, takaku nakatta desu yo. No, it wasn’t.

**Cue:** Are, atarashikatta desu ka? *Was that new?*
**Response:** Iie, atarashiku nakatta desu yo. No it wasn’t.

E. **Say it in Japanese.**
You’ve been asked your opinion about an apartment.

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

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

---

Dialogue 2 俳

Michael finds an interesting apartment listing.

Michael: **Juu-go-ban wa ikura desu ka.** 15番は、いくらですか。

Honda : **Rokuman-nanasen-en desu.** It’s ¥67,000.

Warukunai desu yo. 邪くないですよ。

Michael: **Motto yasui no wa arimasen nee.** もっと安いのはありませんかねえ。

Honda : **Chotto muzukashii desu nee.** That would be a little difficult, wouldn’t it.

---

**Vocabulary** 俳

- **juugo** じゅうご 十五 fifteen
- **ban** ばん 番 (ordinal) number
- **juugo-ban** じゅうごばん 十五番 number fifteen
- **ikura** いくら how much?
- **rokuman** ろくまん 六万 60,000
- **nanasen** ななせん 七千 7000
- **en** えん 円 yen (currency of Japan)
- **rokuman-nanasen-en** ろくまんななせんえん 六万七千円 ¿67,000
- **warui** わるい 悪い bad
- **waruku nai** わるくない 悪くない not bad
- **motto** もっと more
- **motto yasui** もっとやすい もっと安い cheaper
- **no** の one(s)
- **muzukashii** むずかしい 難しい difficult, hard
3-2-1 Numbers and Classifiers (~en, ~doru, ~ban)

Japanese numbers are listed at the end of this lesson. Note that numbers 4, 7 and 9 have alternating forms: yon, yo and shi for 4, nana and shichi for 7 and ku and ku for 9. The form depends on what classifier is combined with the number (See below for classifiers).

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>10000</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>juu</td>
<td>100000</td>
<td>juu-man</td>
</tr>
<tr>
<td>100</td>
<td>hyaku</td>
<td>1000000</td>
<td>hyaku-man</td>
</tr>
<tr>
<td>1000</td>
<td>sen</td>
<td>10000000</td>
<td>sen-man</td>
</tr>
</tbody>
</table>

So, ¥1111111 is sen hyaku juu ichi man sen hyaku juu ichi en.
Also note the following sound changes.

For 100’s (hyaku) h → b 300 sanbyaku; ?00 nanbyaku (how many hundreds?)
For 1000’s (sen) s → z 3000 sanzen; ?000 nanzen (how many thousands?)

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

Recall that the classifier for clock time is –ji, and grade in school is –nensei. We add three more in this lesson: –en for the Japanese currency, –doru for US currency, and –ban for numbers in order (first, second, etc.) Before –ji, 4, 7, and 9 are respectively yo, shichi, and ku. As shown in the chart below, before –en the number 4 is yo, and the numbers 7 and 9 before –en, doru and –ban are nana, and kyuu.
The classifier -ban is also used for ranking (first place, second place, etc.) Ichiban is also used as an adverb to mean ‘most’ or ‘best.’ The pitch accent changes for the adverbial use (Ichiban → iCHIBAN)

<table>
<thead>
<tr>
<th></th>
<th>-en</th>
<th>-doru</th>
<th>-ban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ichi-en</td>
<td>Ichi-doru</td>
<td>Ichi-ban</td>
</tr>
<tr>
<td>2.</td>
<td>Ni-en</td>
<td>Ni-doru</td>
<td>Ni-ban</td>
</tr>
<tr>
<td>3.</td>
<td>San-en</td>
<td>San-doru</td>
<td>San-ban</td>
</tr>
<tr>
<td>4.</td>
<td>Yo-en</td>
<td>Yon-doru</td>
<td>Yon-ban</td>
</tr>
<tr>
<td>5.</td>
<td>Go-en</td>
<td>Go-doru</td>
<td>Go-ban</td>
</tr>
<tr>
<td>6.</td>
<td>Roku-en</td>
<td>Roku-doru</td>
<td>Roku-ban</td>
</tr>
<tr>
<td>7.</td>
<td>Nana-en</td>
<td>Nana-doru</td>
<td>Nana-ban</td>
</tr>
<tr>
<td>8.</td>
<td>Hachi-en</td>
<td>Hachi-doru</td>
<td>Hachi-ban</td>
</tr>
<tr>
<td>9.</td>
<td>Kyuu-en</td>
<td>Kyuu-doru</td>
<td>Kyuu-ban</td>
</tr>
<tr>
<td>10.</td>
<td>Juu-en</td>
<td>Juu-doru</td>
<td>Juu-ban</td>
</tr>
<tr>
<td>?</td>
<td>Nan-en</td>
<td>Nan-doru</td>
<td>Nan-ban</td>
</tr>
</tbody>
</table>

Ichiban jouzu    most skillful
Ichiban atarashii    newest
Ichiban ii daigaku    the best college

3-2-2 Pronoun No

Recall that we have the following three noun phrase structures.

1. Adjective + Noun    yasui apaato    cheap apartment
2. Kono + Noun    kono apaato    this apartment
3. Noun no Noun    watashi no apaato    my apartment

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

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

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

kono atarashii apaato    this new apartment    kono atarashii no
watashi no kono kaban    this bag of mine    watashi no kore
atarashii Amerika no kaisha    new American company    atarashii Amerika no

3-2-3 ka nee ‘I wonder’
Some sentence particles can occur in combination. One common combination is ka nee ‘I wonder.’ Ka indicates doubt and nee indicates that the speaker assumes the hearer has the same doubt. In the dialogue above, Michael asks if there are cheaper apartments, assuming Ms. Honda understands his situation. Compare the following:

\[ \text{Motto yasui no wa arimasen ka.} \quad \text{Aren’t there cheaper ones?} \]
\[ \text{Motto yasui no wa arimasen ka nee.} \quad \text{I wonder if there are cheaper ones.} \]

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

\[ \text{Ano hito dare desu ka?} \quad \text{Who is that person?} \]
\[ -\text{Dare desu ka nee.} \quad \text{I wonder, too.} \]
\[ \text{Dare no kasa desu ka?} \quad \text{Whose umbrella is it?} \]
\[ -\text{Dare no desu ka nee.} \quad \text{I wonder whose it is, too.} \]

### Drills and Exercises

A. **Cue:** Go-en desu ka.  
   **Response:** Ie-ie, gojuu-en desu yo. 

B. **Cue:** Takai desu nee.  
   **Response:** Ee, motto yasui no wa arimasen nee. 

C. **Cue:** Minna, ookii desu nee.  
   **Response:** Ichiban ookii no wa, dore desu ka.

D. **Cue:** You’ve been asked the price of something. Reply.

   1. ¥ 650  
   2. ¥ 1010  
   3. ¥ 14000  
   4. ¥ 790000  
   5. ¥ 8800  
   6. ¥ 3300  
   7. ¥ 11111  

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

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

D. Act in Japanese with a partner.

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

Dialogue 3

Michael checks the apartment further.

Michael: Sugoku kirei na apaato desu nee.  すごいきれいなアパートですね。
Honda: De mo chotto toki nai desu ka.  でも、ちょっと遠くないですか。
Michael: Sou desu ne. Amari benri ja nai desu nee.  そうですね。あまり便利じゃないですね。
Honda: Zannen desu nee.  残念ですね。

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>sugoi</td>
<td>すごい</td>
<td>amazing, great</td>
</tr>
<tr>
<td>sugoku</td>
<td>すごく</td>
<td>really, amazingly</td>
</tr>
<tr>
<td>kirei</td>
<td>きれい（な）</td>
<td>pretty, clean</td>
</tr>
<tr>
<td>de mo</td>
<td>でも</td>
<td>but</td>
</tr>
<tr>
<td>tooi</td>
<td>とおい</td>
<td>far</td>
</tr>
<tr>
<td>benri</td>
<td>べんり（な）</td>
<td>convenient</td>
</tr>
<tr>
<td>zannen</td>
<td>さんねん（な）</td>
<td>too bad, regrettable</td>
</tr>
<tr>
<td>Kitana</td>
<td>きたない</td>
<td>dirty</td>
</tr>
<tr>
<td>chikai</td>
<td>ちかい</td>
<td>close, near</td>
</tr>
<tr>
<td>Fuben</td>
<td>ふべん（な）</td>
<td>inconvenient</td>
</tr>
</tbody>
</table>
Grammar Notes

3-3-1  Na-Nouns

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

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

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

kirei na apaato → kirei na no  a clean one
amerika no yuumei na kaisha → amerika no yuumei na no  a famous one in America

3-3-2  Adjective ~Ku Forms As Adverbs

The –ku form of adjectives are also used as adverbs.

Yoku wakarimasu. I understand it well.
Sugoku kirei desu. It’s really beautiful.
Yasuku kaimashita. I bought it cheaply.
Ookiku kakimasu. I’ll write it big.
Atarashiku tsukurimasu. I’ll remake it.

Drills and Exercises

A. Cue: Kirei desu ka. Is it clean?
   Response: Ee, sugoku kirei na apaato desu yo. Yes, it’s a really clean apartment!

B. Cue: Takai desu ka. Is it expensive?
   Response: Ee, sugoku takai apaato desu yo. Yes, it’s a really expensive apartment!

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

C. Say it in Japanese.
You’ve been asked for your opinion about an apartment.

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

D. Act these roles in Japanese with a partner.

1. Your friend got a perfect score on a test. Exclaim your amazement.
2. A co-worker mentions that she will not make it to the company event. Express your disappointment.
3. You’ve been asked to give a speech in Japanese. Humbly turn down the opportunity and ask if there isn’t anyone better.
4. A co-worker has shown you a picture of his mother. Comment how beautiful she is.
5. Compare products in the market by manufacturer, price, size, usefulness, etc.

Dialogue 4

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

Honda: *Isu toka tsukue, arimasu ka.* いすとか つくえ、ありますか。
Do you have things like chairs and desks?

Michael: *Hai, isu mo tsukue mo arimasu.* はい、いすも つくえもあります。
Yes, I have both chairs and desks.

Honda: *Daijoubu desu.* だいじょうぶです。
I’m fine.

Michael: *Aa, terebi wa irimasen.* ああ、テレビはいりません。
Oh, a television I don’t need.

Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>isu</em></td>
<td>いす  chair</td>
</tr>
<tr>
<td><em>toka</em></td>
<td>とか  such (things) as</td>
</tr>
<tr>
<td><em>tsukue</em></td>
<td>つくえ  desk</td>
</tr>
<tr>
<td><em>isu toka tsukue</em></td>
<td>いすとかつくえ  things like chairs and a desk</td>
</tr>
<tr>
<td><em>~mo ~mo</em></td>
<td>～も～も  both ~ and ~</td>
</tr>
<tr>
<td><em>isu mo tsukue mo</em></td>
<td>いすもつくえも both chairs and desks</td>
</tr>
<tr>
<td><em>daijoubu</em></td>
<td>だいじょうぶ（な）大丈夫  fine, safe, okay</td>
</tr>
</tbody>
</table>
**Grammar Notes**

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

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

- Isu toka tsukue, arimasu ka.  Do you have things like chairs and desks?
- Isu ya tsukue arimasu ka.  Do you have things like chairs and desks?

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

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

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

3-4-2  X mo Y mo  ‘both X and Y’ ‘neither X nor Y’

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

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

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

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

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

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

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

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

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

Response:  
Ie, isu mo tsukue mo arimasen.
No, they have neither chairs nor desks.

Cue:  
Eigo ya Supeingo, wakarimasu ka.
Do they understand things like English and Spanish?

Response:  
Ie, eigo mo supeingo mo wakarimasen.
No, they understand neither English nor Spanish.

C. Say it in Japanese.

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

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

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

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

D. Act in Japanese with a partner.

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

1. Japanese has three types of sentences: verb sentence, noun sentence and adjective sentence. Give example of each in the Non-past and Past affirmative forms and their negative forms. (3-1-1)

2. We have seen various examples of the following ways to expand a noun into a noun phrase. (3-1-2, 3-2-2, 3-3-1)
   - Noun no Noun
   - Adjective + Noun
   - Kono + Noun
   - Noun na Noun
   a. Give an example of each.
   b. Give an example of a noun phrase with all the modifiers above combined.
   c. What happens in each case when the main noun is already understood?

3. Compare the difference in meaning among the following: (3-4-1, 3-4-2)
   a. Kami to enpitsu, irimasu ka.
   b. Kami to enpitsu mo irimasu ka.
   c. Kami to enpitsu wa irimasu ka.
   d. Kami mo enpitsu mo irimasu ka.
   e. Kami toka enpitsu toka irimasu ka.
   f. Kami toka enpitsu mo irimasu ka.

4. In English, large numbers are counted by groups of three places. How about in Japanese? (3-2-1)

5. Which numbers have alternating forms?

6. Give three examples of a classifier. How are they used?

7. What does arimasu mean? What are its two negative forms? (3-1-3)

8. What are the ~ku form and ~katta form for the adjective ii? (3-1-1)

9. Give two examples of the adjective ~ku form being used as adverb. (3-3-2)

10. How are na-nouns different from adjectives? From other nouns? (3-3-1)

Practical Applications

A. Use online apartment listings and discuss the relative merits of each.
B. Recall what was discussed in A. Check and share your recollections with others.
<table>
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<tbody>
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</tr>
<tr>
<td>3 san</td>
</tr>
<tr>
<td>4 shi, yo, yon</td>
</tr>
<tr>
<td>5 go</td>
</tr>
<tr>
<td>6 roku</td>
</tr>
<tr>
<td>7 shichi, nana</td>
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<tr>
<td>8 hachi</td>
</tr>
<tr>
<td>9 kyuu, ku</td>
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<td>42 yonjuu-ni</td>
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<td>43 yonjuu-san</td>
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<td>44 yonjuu-shii/yon</td>
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<td>45 yonjuu-go</td>
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<tr>
<td>89 hachiju-kyuu/ku</td>
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<td>90 kyuusuu</td>
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</table>

10,000 ichi-man how many 100’s? nan-hyaku
20,000 ni-man how many 1000’s? nan-zen
30,000 san-man how many 10,000’s? nan-man
40,000 yon-man 0 rei or zero
50,000 go-man
60,000 roku-man
70,000 nana-man
80,000 hachi-man
90,000 kyuu-man
Drill Tape Scripts

Dialogue 1

A. Cue: 高いですか。  Response: いいえ、安いですよ。
   Cue: 安いですか。  Response: いいえ、高いですよ。
1. 古いですか。
2. 大きいですか。
3. 新しいですか。
4. 多いですか。

B. Cue: いいですか。  Response: いいえ、あまりよくないです。
   Cue: 安いですか。  Response: いいえ、あまり安くないです。
1. 高いですか。
2. いいですか。
3. 古いですか。
4. 小さいですか。
5. 少ないですか。

C. Cue: アパートですか。  Response: いいえ、アパートじゃありません。
   Cue: 安いですか。  Response: いいえ、安くありません。
1. いいですか。
2. 留学生ですか。
3. 新しいですか。
4. 多いですか。
5. 四時ですか。
6. 新しい教科書ですか。
7. 大きい学校

*D. Cue: あれ、高かったですか。  Response: いいえ、高くなかったですよ。
   Cue: あれ、新しかったですか。  Response: いいえ、新しくなかったですよ。
1. あれ、古いですか。
2. あれ、少なかったですか。
3. あれ、よかったですか。
4. あれ、熱かったですか。
5. あれ、小さかったですか。
6. あれ、安かったですか。

Dialogue 2

A. Cue: 五円ですか。  Response: いいえ、五十円ですよ。
   Cue: 二百円ですか。  Response: いいえ、二千円ですよ。
1. 三十円ですか。
2. 七千円ですか。
3. 一万円ですか。
4. 八百円ですか。
5. 九十万円ですか。
6. 六万円ですか。

B. Cue: 高いですね。  Response: ええ、もっと安いのはありませんかね。
   Cue: 小さいですね。  Response: ええ、もっと大きいのはありませんかね。
1. 古いですねえ。
2. 大きいですねえ。
3. 悪いですねえ。
4. むずかしいですねえ。

C. Cue: みんな、大きいですねえ。 Response: 一番大きいのは、どれですか。
Cue: みんな、古いですねえ。 Response: 一番古いのはどれですか。
1. みんな、新しいですねえ。
2. みんな、むずかしいですねえ。
3. みんな、やさしいですねえ。
4. みんな、安いでですねえ。
5. みんな、いいですねえ。

Dialogue 3

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

Dialogue 4

A. Cue: いすとか机、ありますか。 Response: はい、いすも机もあります。
Cue: ケータイとかスマホ、だめですか。 Response: はい、ケータイもスマホもだめです。
1. 雨とか雪、すごいですか。
2. 五番とか六番、安いでですか。
3. アパートとかマンション、見ますか。
4. 宿題とか試験、多いですか。
5. 洗濯機とか、冷蔵庫、買いますか。
B. Cue: いすや机、ありますか。 Response: いえ、いすも机もありません。
Cue: 英語やスペイン語、分かりますか。 Response: いえ、英語もスペイン語も分かりません。
1. ペンや鉛筆、ありますか。
2. 中国人や韓国人、来ますか。
3. マンガやアニメ、少ないですか。
4. テーブルやベッド、きれいですか。
5. 会社や学校、近いですか。
Lesson 4 - Project Team

Dialogue 1 🎧

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

Honda: *Taihen desu ne.*

大変ですね。

*Tetsudaimashou ka*  
Shall I help you?

Michael: *Ie, daijoubu desu.*

いえ、大丈夫です。

*Ekuseru o tsukaimasu Kara.*  
I’ll use Excel, so...

Honda: *Sou desu ka? Ja, ganbatte kudasai.*

そうですか。じゃ、がんばってください。

Michael: *Hai, ganbarimasu.*

はい、がんばります。

……

Michael: *Zenbu dekimashita!*  
全部、できました。

Tanaka: *Hayai desu ne!*  
速いですねえ。

Vocabulary 🎧

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
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<tr>
<td>taihen(na)</td>
<td>大変 (な)</td>
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<tr>
<td>tetsudaimasu</td>
<td>てつだいます</td>
</tr>
<tr>
<td>tetsudaimashou ka</td>
<td>てつだいましょうか</td>
</tr>
<tr>
<td>ekuseru</td>
<td>えくせる</td>
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<td>o</td>
<td>を</td>
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<td>から</td>
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<td>osoi</td>
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<td>dou shite</td>
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<td>naze</td>
<td>なぜ</td>
</tr>
<tr>
<td>nan de</td>
<td>なんで</td>
</tr>
</tbody>
</table>
Grammar Notes

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

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

\[ \text{Kaerimashou. Let’s go home.} \]
\[ \text{Tetsudaimashou ka? Shall I help you?} \]

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

\[ \text{Ekuseru o tsukai mashou. Let’s use Excel. Or, Why don’t I use Excel.} \]

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

- **When suggested to do something:**
  - To accept
    \[ \text{-Sou shimashou. Let’s do that.} \]
  - To disagree politely
    \[ \text{-Iya, chotto…. No, just….} \]

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

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

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

4-1-2 Particle O Marking the Object

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

\[
\begin{align*}
\text{Kore} & \quad \text{tabemasu.} & \text{I’ll eat this.} \\
\text{Kore wa} & \quad \text{tabemasu.} & \text{This, I’ll eat (while I won’t eat that).} \\
\text{Kore mo} & \quad \text{tabemasu.} & \text{I’ll eat this, too.} \\
\text{Kore o} & \quad \text{tabemasu.} & \text{It’s this that I’ll eat.}
\end{align*}
\]

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

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

1) The object noun is focused.

\[
\begin{align*}
\text{Dore o} & \quad \text{tabemasu ka.} & \text{Which one will you eat?} \\
\text{-Kore desu.} & \text{It’s this.} \\
\text{-Kore o} & \quad \text{tabemasu.} & \text{I’ll eat this. (This is the one I’ll eat.)}
\end{align*}
\]

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

\[
\begin{align*}
\text{Pasokon o} & \quad \text{tsukaimasu ka.} & \text{Is it a laptop that you use?} \\
\text{-Iya, pasokon ja nai desu. Sumaho desu.} & \text{No, it’s not a laptop. It’s a smartphone (that I use.)} \\
\text{-Iya, pasokon wa} & \quad \text{tsukaimasen. Sumaho o} & \text{tsukaimasu.} \\
\text{No, I don’t use a laptop. I use a smartphone.}
\end{align*}
\]

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

2) The entire sentence presents new information.

For example, in the dialogue above, the fact that Michael will use Excel is new information and explains why he does not need help. Here are more examples of this type.
Dekakemasen ka?  
- Iya, nihongo o benkyou-shimasu.  

Won’t you go out?  
No, I’ll study Japanese.

Purezen desu yo.  
-Ja, pawaapinto o tsukirimashou.  

It’s a presentation.  
Well then, let’s make PPT.

4-1-3 Reason + Kara

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

Takai desu kara, kaimasen.  
Wakarimasen kara kikimasu.  

Because it’s expensive, I’ll not buy it.  
Because I don’t understand it, I’ll ask.

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

Ikimasen ka.  
-Ee, ame desu kara.  

You are not going?  
Right, because it’s raining.

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

Takai desu kara, kaimasen.  
Takai desu kedo, kaimasu.  

It’s expensive, so I’ll not buy it.  
It’s expensive, but I’ll buy it.

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

Dou shite kaimasen ka?  
Dou shite desu ka?  

Why don’t you buy it?  
Why is it (that you don’t buy it)?

Drills and Exercises

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

Cue: Tetsudaimasu ka.  
手伝いますか。

Are you going to help?  

Response: Mochiron desu. Itsu tetsudaimashou ka.  
もちろんです。いつ手伝いましょうか。

Cue: Shimasu ka.  
しますか。

Are you going to do it?
Response: **Mochiron desu. Itsu shimashou ka.***

**もちろんです。いつしましょうか。***

**B.** **Cue:** *Apuri, tsukaimasu ka?***

Do you use apps?

**Response:** *Hai, kono apuri o tsukaimasu.*

Yes, I use this app.

**Cue:** *Terebi, kaimasu ka?***

Will you buy a TV?

**Response:** *Hai, kono terebi o kaimasu.*

Yes, I’ll buy this TV.

**C.** **Cue:** *Are, takai desu ka?***

Is that expensive?

**Response:** *Hai, takai desu kara, kaimasen.*

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

**Cue:** *Are, tsukaimasen ka?***

You don’t use that?

**Response:** *Hai, tsukaimasen kara, kaimasen.*

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

**D.** Say it in Japanese.

You’ve been asked if you are busy today.

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

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

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

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

Dialogue 2

The team has been working hard all morning.

Tanaka: *Minasan, sukoshi yasumimashou.* **Everyone, Let’s just take a break.**

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

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

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

Beverages have been brought in.

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

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

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

Vocabulary

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

**Grammar Notes**

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

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

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

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

1) The subject noun is focused.

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

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

*Kaerimasu ka?* Are you going home?
*Hai, shukudai ga arimasu kara.* Yes, because I have homework.

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

**Drills and Exercises**

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

B. **Cue:** *Koohii ya koucha, nomimasu ka?* Do you drink things like coffee and tea? ☕️
   Response: *Iya, ko-hi-mokoucha mo nomimasen.* No, I don’t drink either coffee or tea.

C. **Cue:** *Keeki desu ka?* Is it cake? 🍰
   Response: *Hai, ke-ki wo kaimasu.* Yes, I’ll buy a cake.

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

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

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

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

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

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

---

Dialogue 3

It’s almost lunchtime.

Michael:  
Ohiru wa obentou desu ka?  
Do you have Bento for lunch?

Honda:  
Ie, gaishoku desu.  
No, I eat out.

Michael and Ms. Honda are deciding on a restaurant.

Honda: Nani ga suki desu ka?  
What do you like?

Michael: Boku wa raamen ga tabetai desu kedo...  
I want to eat ramen, but…

Honda: Li, raamen-ya-san ga arimasu yo.  
There is a good ramen shop.
At a Ramen shop

Honda: Ohashi, daijoubu desu ka? おはし、大丈夫ですか。
Are you okay with chopsticks?

Michael: Mochiron desu. もちろんです。 Of course.

Vocabulary _completion

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

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

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

4-3-1 Double-Subject Structures

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

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

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

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

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

*Honda-san wa sushi ga suki desu.* Ms. Honda likes sushi.

*Watashi wa terebi wa irimasen.* I don't need a TV.

*Kono daigaku wa arabiago no jyugyou mo arimasu.*

This university has an Arabic class, too.

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

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

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

*Tabemasu ➔ Tabetai desu*  I want to eat it.

*Mimasu ➔ Mitai desu*  I want to see it.

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

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

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

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

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

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

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

### Drills and Exercises

**A.** Cue: *Kaimasu.*

I’m going to buy it. 🔄

Response: *Nani o kaimasu ka.*

What are you going to buy?

Cue: *Irimasu.*

I’m going to need it.

Response: *Nani ga irimasu ka.*

What are you going to need?

**B.** Cue: *Udon, yoku tabemasu nee.*

You eat udon a lot, don’t you! 🔄

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

Cue: *Ge imu, yoku shimasu nee.*

You play a lot of games, don’t you!

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

---

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

C. Cue: Zenbu mitai desu ka. Do you want to see all?
全部、見たいですか。
Response: Ie, kore wa mitai desu kedo, are wa mitaku nai desu.
いえ、これは見たいですけど、あれは見たくないです。
Cue: Zenbu yomitai desu ka? Do you want to read all?
全部、読みたいですか。
Response: Ie, kore wa yomitai desu kedo, are wa yomitaku nai desu.
いえ、これは読みたいですねけど、あれは読みたくないです。

D. Say it in Japanese.

You’ve been asked if you like Japanese food.

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

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

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

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

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

E. Act these roles in Japanese with a partner.

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

Dialogue 4 🌠
Co-workers go out for a drink after a long day.

Waitress : Go-chuumon wa?  May I take your order?
ご注文は？
Tanaka : Toriaezu, biiru, san-bon kudasai.  For starters, three beers, please
とりあえず、ビール、三本ください。
Michael : Sore kara sashimi o futa-tsu to yakitori o hito-tsu onegai-shimasu.  And two orders of sashimi and one order of yakitori, please.
それから、さしみを二つと焼き鳥一つ、お願いします。

Beer has been poured for everyone.

Tanaka: Kyou wa otsukare-sama deshita.  Thanks for all your hard work today.
今日はお疲れさまでした。
Ja, kanpai!  Well, cheers!
じゃ、乾杯！
Everyone : Kanpai!  Cheers!
乾杯！

Vocabulary 🌠

- *chuuumon* ちゅうもん  注文  order (at a restaurant)
- *gochuumon* ごちゅうもん  ご注文  order (at a restaurant) (polite)
- *toriaezu* とりあえず  first off, for the moment
- *biiru* ひいる  ビール  beer
- *san-bon* さんぼん  三本  three bottles, See 4-1-1
- *sorekara* それから  and, then
- *sashimi* さしみ  sashimi
- *futa-tsu* ふたつ  二つ  three items See 4-1-1
- *yokitori* やきとり  焼き鳥  skewered BBQ chicken
- *hito-tsu* ひとつ  一つ  one item  See 4-1-1
- *kanpai* 乾杯  cheers, a toast
- *chuuumon-shimasu* ちゅうもんします  注文します  place an order
- *ryouri* りょうり  料理  cuisine, cooking
- *menyuu* メニュー  menu
- *sushi* すし  寿司  sushi
- *tempura* てんぷら  天ぷら  tempura
 nuevos alimentos y condimentos

**Additional Food and Condiments**

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
<th>Kanji</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>misoshiru</td>
<td>みそしる</td>
<td>みそ汁</td>
<td>miso soup</td>
</tr>
<tr>
<td>tamago</td>
<td>たまご</td>
<td>卵、玉子</td>
<td>egg</td>
</tr>
<tr>
<td>nori</td>
<td>のり</td>
<td></td>
<td>seaweed</td>
</tr>
<tr>
<td>ebi</td>
<td>えび</td>
<td>鮑</td>
<td>shrimp</td>
</tr>
<tr>
<td>sake</td>
<td>さけ</td>
<td>鮭</td>
<td>sake</td>
</tr>
<tr>
<td>gyuuni</td>
<td>ぎゅうにく</td>
<td>牛肉</td>
<td>beef</td>
</tr>
<tr>
<td>butaniku</td>
<td>ぶたにく</td>
<td>豚肉</td>
<td>pork</td>
</tr>
<tr>
<td>toriniku</td>
<td>とりにく</td>
<td>鶏肉</td>
<td>chicken</td>
</tr>
<tr>
<td>suteeki</td>
<td>すていき</td>
<td>ステーキ</td>
<td>steak</td>
</tr>
<tr>
<td>karee</td>
<td>かれい</td>
<td>カレー</td>
<td>curry</td>
</tr>
<tr>
<td>yakiniku</td>
<td>やきにく</td>
<td>焼き肉</td>
<td>yakiniku (Korean BBQ beef)</td>
</tr>
<tr>
<td>yakisoba</td>
<td>やきそば</td>
<td>焼きそば</td>
<td>yakisoba (Stir-fried noodles)</td>
</tr>
<tr>
<td>shouyu</td>
<td>しょうゆ</td>
<td>醤油</td>
<td>soy sauce</td>
</tr>
<tr>
<td>miso</td>
<td>みそ</td>
<td>味噌</td>
<td>miso</td>
</tr>
<tr>
<td>shio</td>
<td>しそう</td>
<td>塩</td>
<td>salt</td>
</tr>
<tr>
<td>koshou</td>
<td>こしょう</td>
<td>胡椒</td>
<td>pepper</td>
</tr>
<tr>
<td>satou</td>
<td>さとう</td>
<td>砂糖</td>
<td>sugar</td>
</tr>
</tbody>
</table>

**Grammar Notes**

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

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>~<em>tsu</em></th>
<th>~<em>hon/pon/bon</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>hito-tsu</em></td>
<td><em>ip-pon</em></td>
</tr>
<tr>
<td>2</td>
<td><em>futa-tsu</em></td>
<td><em>ni-hon</em></td>
</tr>
<tr>
<td>3</td>
<td><em>mit-tsu</em></td>
<td><em>san-bon</em></td>
</tr>
<tr>
<td>4</td>
<td><em>yot-tsu</em></td>
<td><em>yon-hon</em></td>
</tr>
<tr>
<td>5</td>
<td><em>itsu-tsu</em></td>
<td><em>go-hon</em></td>
</tr>
<tr>
<td>6</td>
<td><em>mut-tsu</em></td>
<td><em>rop-pon</em></td>
</tr>
<tr>
<td>7</td>
<td><em>nana-tsu</em></td>
<td><em>nana-hon</em></td>
</tr>
<tr>
<td>8</td>
<td><em>yat-tsu</em></td>
<td><em>hap-pon</em></td>
</tr>
<tr>
<td>9</td>
<td><em>kokono-tsu</em></td>
<td><em>kyuu-hon</em></td>
</tr>
<tr>
<td>10</td>
<td><em>tou</em></td>
<td><em>jup-pon or jip-pon</em></td>
</tr>
<tr>
<td>11</td>
<td><em>juuichi</em></td>
<td><em>juuip-pon</em></td>
</tr>
<tr>
<td>?</td>
<td><em>ikutsu/oikutsu</em></td>
<td><em>nan-bon</em></td>
</tr>
</tbody>
</table>

4-4-2 Quantity Expressions

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

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

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

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

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

\[
\text{Ringo o mit-ts\text{-}tu kudasai. Three apples, please.} \\
\text{Mikan o yot-ts\text{-}tu kudasai. Four oranges, please.} \\
\rightarrow [\text{Ringo o mit-ts\text{-}tu}] \text{ to } [\text{mikan o yot-ts\text{-}tu}] \text{ kudasai.}
\]

Three apples and four oranges, please.

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

Onigiri ga mit-ts\text{-}tu to sando ga itsu-ts\text{-}tu, sorekara mizu ga ni-hon arimasu.

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

**Drills and Exercises**

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

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

Cue: Mit-ts\text{-}tu desu ne. Three, right?  
Response: Ie, yot-ts\text{-}tu desu. No, four.

B. Cue: Sashimi to biiru desu ka. Sashimi and beer?  
Response: Hai, sashimi o futa-ts\text{-}tu to biiru o sdan-bon kudasai. Yes, two sashimi and three beers, please.

Cue: Ringo to mikan desu ka. Apples and oranges?  
Response: Hai, ringo o futa-ts\text{-}tu to Mikan o mit-ts\text{-}tu kudasai. Yes, two apples and three oranges, please.

C. Say it in Japanese.

At a restaurant, order the following:

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

D. Act these roles in Japanese with a partner.

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

Review

Grammar Review

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Object</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinou</td>
<td>watashi</td>
<td>keeki</td>
<td>hiyo-tsu</td>
</tr>
</tbody>
</table>

Neutral  no particle  no particle  no particle  no particle  tabemashita.
Contrast wa  wa  wa  wa
Addition mo  mo  mo  mo
Focused/New no particle  ga  o  no particle

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

**Practical Applications**

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

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

Dialogue 1

A. Cue: 手伝いますか。
   Response: もちろんです。いつ手伝いましょうか。
   1. 行きませんか。
   2. 会いますか。
   3. 紹介しますか。
B. Cue: アプリ、使いますか。
   Response: はい、このアプリを使います。
   1. アパート、見ますか。
   2. バイト、しますか。
   3. まんが、読みますか。
C. Cue: あれ、高いですか。
   Response: はい、高いですから、買いません。
   1. あれ、不便ですか。
   2. あれ、難しいですか。
   3. あれ、ありますか。

Dialogue 2

A. Cue: ちょっと、休みませんか。
   Response: そうですね。皆さん、ちょっと休みましょう。
   1. エクセルを使いませんか。
   2. 本田さんを手伝いませんか。
   3. もっと、練習しませんか。
B. Cue: コーヒーや紅茶、飲みますか。
   Response: いや、コーヒーも紅茶も飲みません。
   1. 食パンやおにぎり、食べますか。
   2. お茶や水、いりますか。
   3. お菓子やパン、作りますか。
C. Cue: 新しいスマホですか。
   Response: はい、新しいスマホです。
   1. 大学のともだちですか。
   2. あの傘ですか。
   3. 先生の本ですか。

Dialogue 3

A. Cue: 買います。
   Response: 何を買いますか。
   1. 見ます。
   2. きらいです。
   3. わかりません。
B. Cue: うどん、よく食べますね。
   Response: ええ、私はうどんが好きですから。
   1. 日本語、よく勉強しますね。
   2. ゲーム、よくしますね。
   3. リンゴやみかん、よく食べますね。
C. Cue: 全部、見たいですか。
   Response: ええ、これ見たいですけど、あれ見たくないです。
   1. 全部、使いたいですか。
   2. 全部、勉強したいですか。
   3. 全部、読みたいですか。
   4. 全部、手伝いますか。
全部、買いますか。

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

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