COLOQUIAL JAPANESE
The Complete Course for Beginners
H. D. B. Clarke and Motoko Hanamura

Also available as a printed book
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Colloquial Japanese
The Colloquial Series
Series Adviser: Gary King

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11 日本に行くなればどの季節がいいでしょうか。
Nihon ni ikunara dōno kisetsu ga ii deshoo ka.
If you’re going to Japan, which is the best season?

12 どうも風邪を引いたようです。
Dōomo kaze o hiita yóo desu.
Somehow I seem to have caught a cold.

13 車にぶつけられた。
Kuruma ni butsukerareta.
Another car ran into me!

14 もしもし秋元先生いらっしゃいませでしょうか。
Mōshimoshi Akimoto sensei irasshaimasu deshoo ka.
Hello, may I speak to Professor Akimoto?

15 上達の秘訣はこれです。
Jootatsu no hiketsu wa kore desu.
The secret road to progress!

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In this completely new edition of *Colloquial Japanese*, we have integrated the writing system into the course from Unit 1. This has resulted in the unusual, dare we say unique, feature of combining romanised transcription and the Japanese script in the first five units. Instead of learning hiragána and katakána syllabaries mechanically by rote before embarking on your study of Japanese, running the risk of losing your enthusiasm before you have begun, you are introduced gradually to the Japanese writing system as you acquire useful phrases and expressions you can use immediately. From the beginning we introduce the three components of the Japanese script – kanji, hiragána and katakána – within a context of partly romanised, natural spoken Japanese. We hope this innovation will help you learn how to read and write Japanese as quickly and painlessly as possible. From Unit 6 the basic conversations and dialogues are given in kana and a restricted number of kanji. Students who apply themselves diligently to the study of the Japanese script should be able to learn the 200 kanji introduced in the fifteen units. For those who cannot afford the time to master all the kanji, however, it will be possible to complete the course with a knowledge of the script introduced in the first seven units.

In addition to the introduction of the Japanese script, the new edition adopts a more interactive, communicative approach to the learning of Japanese. The language is introduced through a series of practical dialogues simulating the actual situations a learner of Japanese is likely to encounter. We have been careful, however, not to sacrifice the comprehensive coverage of grammar and vocabulary which were the hallmarks of earlier editions of *Colloquial Japanese*.

We have received encouragement and advice from many friends and colleagues, too numerous to mention here. We are particularly grateful to our copy editor, Diane Stafford, whose excellent command of Japanese and meticulous eye for detail has purged the manuscript of many typographical errors and inconsistencies. Special thanks must also go to
our editors Sophie Oliver and James Folan of Routledge, whose patience and understanding encouraged us to go on when it seemed at times we would never finish the manuscript. We hope their faith in us will be rewarded with this volume.

Hugh Clarke and Motoko Hamamura
May 2001
Introduction to the Japanese language

Japanese, with over 127 million speakers in Japan, large emigrant communities in North and South America and a rapidly growing body of fluent non-native speakers, is one of the world’s major languages. Outside the languages of Europe, it is probably the most studied foreign language, with about a million learners in China, a similar number in Korea and around 300,000 in Australia and New Zealand. It is the most studied foreign language in Australian secondary schools and is now also becoming very popular in Britain and America. Japan is the world’s second-largest economy, a major provider of foreign aid and a significant force in world affairs, particularly in Asia. It has a rich, distinctive culture combining native elements with influences from the Asian mainland and, more recently, from Europe and America. A fascinating blend of tradition and modernity, Japan has a literary tradition extending back 1,200 years, yet is one of the most modern, some would say post-modern, high-tech, post-industrial societies in the world. The Japanese language is the key to understanding Japanese culture and society. Studying Japanese can be a very rewarding experience in its own right, but, more important, it has great practical value for anyone wishing to do business with the Japanese or planning to visit Japan.

Pronunciation and romanisation

Japanese has a relatively simple sound system. It does not have a strong stress accent as we have in English, preferring instead to use high and low pitch contrasts to mark the boundaries between phrases. For practical purposes, you will find that you can produce natural-sounding Japanese by giving each syllable equal stress and prominence (loudness).
Romanisation

The romanisation used in this book is a modification of the Hepburn system which is the most practical for speakers of English. We have indicated long vowels by writing the short vowel twice, e.g. oo, uu, etc. The acute accent has been added to indicate the pitch accent. The following descriptions of Japanese sounds are approximations based on the pronunciation of south-eastern British English.

The vowels

Japanese has five short vowels a, e, i, o, u and five long vowels romanised here aa, ee, ii, oo and uu. The short vowels are all the same length, very short and crisp, giving Japanese its characteristic staccato rhythm.

- a  like the u in cut
- e  like the e in get
- i  like the i in hit
- o  like the au in taught but shorter, like the o in hot
- u  like the u in put but without the lip-rounding (pull the corners of your mouth back slightly when you pronounce this vowel).

The long vowels, indicated by double letters in our romanisation, are exactly the same sounds as their short counterparts, but are given twice the duration. A difference in the length of the vowel can make a difference in the meaning of a word. To avoid confusion and embarrassment, care must be taken to distinguish between long and short vowels. Take, for example, shujin ‘husband’ and shuujin ‘prisoner’ or, potentially even more dangerous, komon ‘adviser’ and koomon ‘anus’.

When two or more vowels come together in Japanese each retains its original pronunciation. The sequence is pronounced without a pause in the middle, but each vowel is given its full value and duration, unlike the diphthongs in English which tend to coalesce the vowels together into a single sound. Note that the sequence ei is usually replaced in pronunciation by the long vowel ee, e.g. senséi ‘teacher’ is pronounced sensée.

Devoicing of vowels

Under certain circumstances the vowels i and u are omitted, reduced or whispered. This phenomenon, known as devoicing, is particularly
marked in the speech of Tokyo. You will notice it in the pronunciation recorded on the tapes which accompany this volume. It generally occurs when the vowels i or u are sandwiched between two of the consonants, p, t, k, s, sh, ts, ch, f and h (voiceless consonants), or when i or u follow one of these consonants at the end of a sentence (i.e. before a pause).

**Consonants**

The consonants p, b, t, d, k, h, m and y are pronounced pretty much the same as they are in English.

- **ch** like *ch* in *church*, but for many speakers with the tip of the tongue down behind the lower front teeth.
- **j** like *j* in *judge*, but for many speakers with the same tongue position as *ch* above.
- **ts** like the *ts* in *cats*. Note that this sound occurs at the beginning of the syllable in Japanese. You will need to practise this sound to avoid confusing it with s.
- **z** like the *z* in *zoo*. Many Japanese speakers pronounce this sound like the *ds* in *cards* at the beginning of a word and like *z* elsewhere.
- **f** differs slightly from English *f*. The lower lip does not touch the upper teeth. It is like the sound we make blowing out a candle.
- **n** before a vowel like *n* in *now*. At the end of a word the sound is midway between the *n* in *man* and the *ng* in *sang*. Try pronouncing *man* without touching the roof of your mouth with the tip of your tongue. When *n* occurs at the end of a syllable it is influenced by the following consonant. It is pronounced *n* when followed by *n*, t, d, s, z, r or w. Before *m*, *p* or *b* it is pronounced *m*, e.g. *shibun* (pronounced *shimbun*) ‘newspaper’, *Nihon mo* (pronounced *nihom mo*) ‘Japan too’. When followed by *g* or *k*, *n* is pronounced like the *ng* in *singer*. Note that this last sound change also occurs in English, the *n* in *think* is actually pronounced *ng*.
- **g** like the *g* in *get*. Some speakers, particularly in Tokyo, pronounce this sound as the nasal *ng* (like the *ng* in *singer*) when it occurs between vowels. Although the nasal pronunciation still enjoys considerable prestige in the media, the tendency seems to be towards using the stop pronunciation (‘the hard g’) in all positions.
- **r** this sound does not occur in English. To our ears it often sounds like a blend of *d*, *l* and *r*. Actually it is made by flapping (or tapping) the tip of the tongue against the gum ridge behind the upper teeth.
The effect can be achieved by pronouncing the \textit{r} of English word \textit{rat} while placing the tip of the tongue in the position to form a \textit{d}. \textit{w} like the \textit{w} in \textit{wonderful}, but with the corners of the mouth pulled back slightly. This sound occurs only before \textit{a}. Take care to pronounce \textit{wa} like the \textit{wo} in \textit{wonder} and not like the \textit{wa} in \textit{war}.

\textbf{Double consonants}

Just as Japanese distinguishes short and long vowels it also makes a distinction between single and double consonants. Making these distinctions is the major difficulty English speakers encounter in pronouncing Japanese. The double consonants \textit{pp}, \textit{tt}, \textit{tts}, \textit{tch}, \textit{ss}, \textit{ssh}, \textit{kk}, \textit{nn}, \textit{nm} (pronounced \textit{mm}) take twice the time to pronounce of their single counterparts. Where the first element is \textit{p}, \textit{t} or \textit{k} the sound is begun, then held for a syllable beat before being released. Double consonants occur in Italian and can be heard in English at word boundaries, as in \textit{take care} or \textit{about time}. Failure to distinguish single and double consonants can result in misunderstanding. Note, for example, \textit{káta} ‘shoulder’, \textit{kátta} ‘won’ or \textit{bata} ‘butter’, \textit{batta} ‘grasshopper’.

Japanese also has syllables beginning with a consonant followed by \textit{y}. This \textit{y} is always pronounced as a consonant, like \textit{y} in ‘yes’. We can hear a similar combination of a consonant plus \textit{y} in English words like \textit{new}, \textit{cue}, \textit{amusing}, etc. One combination English speakers find difficult is the initial \textit{ry} in words like \textit{ryokan} ‘a traditional Japanese inn’.

\textbf{The apostrophe}

An apostrophe is required in the romanisation to distinguish initial \textit{n} from syllable-final \textit{n}, which, you will recall, undergoes various sound changes according to the sound which follows. Compare \textit{tan’i} ‘unit’ with \textit{tani} ‘valley’ or \textit{kin’en} ‘no smoking’ with \textit{kinen} ‘memorial’.

\textbf{Pitch}

In the romanised vocabulary lists in the early units, the grammatical summary and the glossaries, we have indicated the Japanese pitch accent. A fall from high to low pitch, where it occurs in a word, is marked with the acute accent mark ‘\textasciitilde’. This mark on what we call ‘the accented syllable’ indicates that all preceding syllables of the word or phrase, except the first syllable, are pronounced on a high, level pitch. In the pronunciation
of Tokyo words always begin with a low-pitched syllable unless that syllable carries the pitch accent mark. Where the final syllable of a word carries the accent mark it indicates that a following particle or ending begins with a low-pitched syllable. For example: \textit{hana} ‘nose’ is pronounced \textit{hana} (low–high) and, as it has no accent mark, any following particles also continue on a high pitch. \textit{hana ga takái} ‘his nose is high, he is arrogant’ is pronounced \textit{hanagatakái}. In contrast, while \textit{haná} ‘flower’ is pronounced the same as \textit{hana} in isolation, in connected speech it is followed by a low-pitched particle, e.g. \textit{haná ga akai} ‘the flower is red’ is pronounced \textit{hanaga akai}. On the other hand \textit{háshi} ‘chopsticks’, with its initial accented syllable is pronounced, \textit{háshi} (high–low).

You may prefer to ignore the pitch notation used in our system of romanisation and simply model your pronunciation on the native speakers recorded on the tape which accompanies this volume. Unless you are keen to sound like a native of Tokyo you need not worry unduly about the pitch accent of Japanese. There is considerable regional variation in pitch tolerated within the definition of \textit{kyootsuugo} or ‘the common language’.

\textbf{Words of foreign origin}

Japanese has borrowed many words from foreign languages, particularly from English. It is important to pronounce these words with the modifications they have undergone to accommodate them to the Japanese sound system and not in their original English, or other, pronunciation. As the Japanese writing system permits only very restricted consonant sequences, many loan-words in Japanese end up with more syllables than they have in their original languages, e.g. \textit{supúun} ‘spoon’, \textit{fóoku} ‘fork’, \textit{gasorin sutándo} ‘gasoline stand (petrol station)’.

\textbf{Pronunciation practice}

Listen carefully to the pronunciation of these famous Japanese brand names, then try repeating them after the speakers. The bold forms in brackets indicate that our romanisation differs from the conventional spelling.

\begin{itemize}
  \item \textit{Sony} (Sónii)
  \item \textit{Toyota} (Tóyota)
  \item \textit{Mitsubishi} (Mitsúbishi)
  \item \textit{Kawasaki}
  \item \textit{Suzuki}
  \item \textit{Toshiba} (Tooshiba)
  \item \textit{Matsushita}
  \item \textit{Subaru} (Súbaru)
  \item \textit{Mazda} (Matsuda)
\end{itemize}
Now listen to these Japanese words which have been borrowed into English. Notice the difference between the Japanese and English pronunciations.

karate  karaoke  ikebana (ikébana)  origami (orígami)
sashimi (sashimí)  tsunami  kabuki

Now some Japanese place names:

Yokohama  Hiroshima  Nagoya (Nágoya)
Okinawa  Fukuoka (Fukúoka)  Nagano (Nágano)

Here are some more place names, personal names and well-known words which contain long vowels:

Tokyo (Tookyoo)  Osaka (Oosaka)  Honshu (Hónshuu)
Kyushu (Kyúushuu)  Kyoto (Kyóoto)  Sato (Sátó)
Kato (Kátoo)  Noh (noo)  sumo (sumoo)

And some more with double consonants, vowel sequences and syllabic ñ:

Nihon (Nihón) ‘Japan’  Nippon (Nippón) ‘Japan – formal pronunciation’
Hokkaido (Hokkáidoo)  Sapporo
Nissan
sensei (senséi)
samurai
banzai (banzáí)

Listen to the following examples of devoiced vowels:

Nagasaki (Nágasaki)  Shikoku (Shikóku)  sukiyaki (sukiyaki)
sushi (súshi)  Tsuchida (Tsuchida)  Chikamatsu
Makita (Mákita) (Chikámatsu)

Examples of consonants followed by y are given below.

ryokan Japanese inn  Kyushu (Kyúushuu)
kyúuri cucumber  okyakusamá guest, customer
Note the pronunciation of the following words of foreign origin.

tákushii taxi  térebi television  náifu knife  fóoku fork
supúun spoon  supóotsu sport  sákkaa soccer  supagéttii spaghetti

**Pitch accent**

Compare these accented and unaccented names listed below. Repeat the names after the native-speaker on the cassette tape.

**Unaccented**

(First syllable low, all following syllables high.)

Abe, Ono, Sano, Mori, Wada
Yoshida, Aoki, Ikeda, Nomura
Kimura, Murata, Matsumoto, Ishikawa, Sugiyama, Inoue, Ookubo, Saitoo

**Accented**

(Unless it carries the accent mark, the first syllable is low, then all syllables up to the accent mark are high. Syllables after the accent mark are low.)

Súgi, Óka, Háta, Míki, Séki
Sátoo, Kátoo, Fújita, Sákai, Támura, Mórita, Nishímura, Akíyama, Ichikáwa, Takáhashi, Yamáguchi

**The writing system**

The Japanese writing system has been shaped by the historical accident of Japan’s proximity to China. The Chinese language began to be used extensively in Japan after the introduction of Buddhism in the sixth century. Unfortunately, however, the characters which provided an ingenious solution to the representation of the largely monosyllabic, uninflected tonal language spoken in China were quite unsuitable as a means of writing Japanese which was, and is, a highly inflected polysyllabic language. Some time around the beginning of the eighth century Chinese characters, known in Japan as kanji, were adapted to the writing of Japanese. This was achieved by ignoring the meaning of the Chinese
characters and simply borrowing their sounds. This system was refined further by abbreviating or simplifying those Chinese characters used phonetically, resulting in the invention of the native syllabaries, hiragána and katakána some time in the tenth century. Japanese is still written with a combination of these three separate writing systems. Kanji are used for writing most nouns, and the roots of verbs and adjectives. They are used in their pseudo-Chinese pronunciation (called the on-reading) to convey the sounds of words borrowed from Chinese and in the native-Japanese, kun-reading to write original Japanese words. This means that you will learn at least two different pronunciations (readings), for most of the kanji introduced in this book. Hiragána is used for writing particles, suffixes and words with difficult or unusual characters, while katakána is used for writing words borrowed from languages other than Chinese.

In this book kanji, hiragána and katakána are introduced together in gradual stages from the very first unit. By the end of the book you should have an active mastery of hiragána, katakána and approximately 250 kanji. In addition, where appropriate, the glossary provides kanji transcriptions of all the words used in the book and other important vocabulary items.

**Writing kanji**

Kanji are made up of a relatively small number of distinct strokes, written, for the most part, from left to right or from top to bottom. As the classification of kanji is based on the number of strokes they contain and this is the principle upon which character dictionaries are arranged, it is important to learn how to count the number of strokes in a character and to execute them in the correct order. The glossaries also list the kanji used for writing vocabulary items introduced in the book, even where the characters they contain have not been introduced for specific study. The secret of learning kanji is to be aware of the discreet elements which form the character, linking them in your mind with a mnemonic of your own making, and practising writing them over and over again. The movements of hand and eye as you trace over the strokes of the character help to etch the image onto your memory.

**How to use this book**

The course has been designed to meet the needs of those who wish to acquire a thorough grounding in Japanese in a relatively short time.
The primary focus of the course is on the spoken language. It is indeed possible to work through the book without attempting to learn the written language at all. One the other hand, if your goal is to be able to read Japanese as well as speak it, it is important that you familiarise yourself with the Japanese script as early as possible. We have tried to design a book which will simultaneously meet the needs of these two different groups of learners. If you have decided not to tackle the written language you must rely more on your ears than your eyes. You will find the accompanying tapes an indispensable part of this course. The romanised text should be taken merely as a guide to the pronunciation of Japanese and an aid to help you remember the vocabulary. All the grammatical points are explained with romanised examples and all the glossary entries are given in both Japanese script and romanised transliteration.

We recommend, however, that serious students should at least learn the two Japanese syllabaries, hiragána and katákana. You acquire the new symbols gradually over the first seven units. By the time you reach Unit 8 you should be able to follow most of the material without looking at the romanised versions. If literacy in Japanese is your ultimate goal you must get into the habit of reading and writing the Japanese script. Don’t fall into the trap of romanising everything before you try to work out what it means. Your aim should always be the comprehension of written texts as Japanese, not the laborious decoding of a series of abstract signs to produce an English translation.

If you need a high level of proficiency for business or other professional communication you should be prepared to learn a fair number of Chinese characters. You will find as you acquire more and more kanji that these are the building blocks of the Japanese vocabulary. You should learn how to read and write the 200 or so basic characters introduced in this course. In the first ten units new kanji are given with an indication of the number of strokes and the order in which they should be written. If you practise writing the kanji following the correct order of strokes you will soon acquire the basic principles of writing and counting strokes. For this reason we felt it was not necessary to continue giving the stroke order after Unit 10. From Unit 11 we have included a large number of kanji not included in the lists to be learnt by heart. We have shown the pronunciation of these additional characters with small superscript hiragána syllables known as furigana. This traditional system will help you to recognise a large number of kanji compounds in context even though you may not be able to write the individual characters. Advanced students might like to learn the new kanji compounds as they are introduced, whiting out the furigana readings when they are confident they can read the words without them.
Another major turning point you will notice in Unit 11 is that we no longer give lists of new vocabulary. This is partly to save space, but also because we believe that it is important that you become more actively involved in the learning process. You will find that making your own vocabulary lists and looking up the meanings of new words in the glossaries will speed up your acquisition of the language.

We have designed the course so that you can use it as a practical, direct-method language course, as a grammar handbook or as a basic dictionary. The glossaries, grammar index, kanji lists and grammar summary have been included so that you can find your way around the book with minimum effort. Although the course progresses in sequence from Unit 1 to Unit 15 you will often need to return to earlier units or jump to an explanation given in the grammar summary at the end of the book. The numbering system used in the main text, the Key to the Exercises and the recordings makes it easy for you to navigate from one part of the course to another.
1 名刺の交換
Meishi no kookan
Exchanging business cards

By the end of this unit you should be able to:

- Greet somebody
- Introduce yourself and respond to introductions
- Introduce others
- Thank someone and respond to thanks
- Apologise and respond to an apology
- Enquire about the jobs people do
- Say goodbye.

You will also learn:

- 16 hiragána symbols: さんだすかはこにちとのまそういえ
- 7 kanji characters: 本 中 上 下
- 3 katakána symbols: スミー
- To use the voicing marks, nigori.

Dialogue 1 🎧

At an office reception for a visiting Japanese trade delegation you exchange business cards and practise your few words of Japanese. You are surprised to discover that you can identify some of the kanji used to write the visitors’ names. The Japanese guests are impressed and flattered by your efforts to learn Japanese.

As you listen to the tape follow the text carefully to see if you can identify any of the Japanese characters below. Then look at the romanised
text and the English translation. Come back to the Japanese text when you have studied the section on the script.

A. **SÚMISU:** Konnichi wa.  **SMITH:** Hello.
   **HONDÁ:** Konnichi wa.  **HONDÁ:** Good afternoon.
   **SÚMISU:** Honda san désu ka.  **SMITH:** Are you Mr Honda?
   **HONDÁ:** Hái, sóo désu. Honda désu.  **HONDÁ:** Yes, that’s right. I’m Honda.
   **SÚMISU:** Hajimemáshite.  **SMITH:** How do you do? I’m Smith. Pleased to meet you.
   **HONDÁ:** Kochira kóso.  **HONDÁ:** The pleasure is mine.

B. **TANÁKA:** Mími san désu ka.  **TANÁKA:** Are you Mimi?
   **SÚU:** Iie, Súu désu.  **SÚU:** No, I’m Sue.
   **TANÁKA:** Dóomo sumimasén.  **TANÁKA:** I’m sorry.
   **SÚU:** Lie.  **SÚU:** That’s all right

**Vocabulary**

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<tr>
<td>Hajimeまshite</td>
<td>hajimemáshite</td>
</tr>
</tbody>
</table>
Grammar points

In many ways Japanese grammar is less complex than that of the European languages. There are no changes indicating singular or plural nouns and no definite or indefinite articles. You will already have gathered from the example dialogues introduced in this unit that the verb comes at the end of the sentence and that the question marker, か ka, follows the verb.

You will also have noticed that は no is used to join nouns to indicate that the word preceding は no possesses, or describes in some way, the following noun, e.g. Tanaka san は no hón ‘Mr Tanaka’s book’, yama は no náka ‘in the mountains’ (literally, ‘inside of the mountains’, ‘the mountains’ inside’), náka は no hito ‘the person inside’ or ‘the person in the middle’. It is worth noting here that nouns with an accent on the final vowel lose that accent when followed by は no. For example, yamá loses its accent in the phrase yama は no náka, above.

These little words which show the grammatical relationship between the various components of a Japanese sentence are called ‘particles’, or
sometimes, because they follow the nouns to which the refer, they are called ‘postpositions’ in contrast with English ‘prepositions’ which precede the noun. We refer to them as ‘particles’ in this book. In addition to the possessive particle no and the question marker, ka, in this unit we meet the topic particle, wa. This particle is used to indicate the topic of the sentence and means something like, ‘as for …’ or ‘speaking of …’. Of course, it is used far more frequently in Japanese than we would use these expressions in English. Notice, too, that the particle wa is written with the hiragána symbol for ha, は. This is one of the rare cases in which the kana spelling reflects an earlier stage of the Japanese language and does not coincide with the modern Japanese pronunciation. The particle to と, ‘with’ or ‘and’ is also used for joining nouns. And the tag question marker ne operates in the same way as ka.

**Japanese names**

Japanese usually have two names, the family name, séi or myóoji, which comes first and the given name, namae. Given names are generally used only within the family or between close friends. Most family names and place names in Japanese are compounds of two kanji. Here are some names which can be written with the seven characters introduced in this unit. Notice that the t and k at the beginning of a word often change to d and g respectively when that word occurs as the second element of a compound. This phenomenon is known as ‘sequential voicing’ (rendaku). It is a common feature of Japanese but occurs somewhat unpredictably, so learn each new compound as a new vocabulary item.

**Pronunciation practice**

田中 Tanaka  山本 Yamamoto  
中田 Nakada  中本 Nakamoto  
下田 Shimoda  川本 Kawamoto  
山田 Yamada  山中 Yamanaka  
本田 Honda  上山 Ueyama  
上田 Ueda  中山 Nakayama  
田山 Táyama  山下 Yamáshita  
川田 Káwada  田川 Tágawa

The polite suffix san, さん, meaning Mr, Mrs, Miss or Ms, must be used when addressing anyone but a family member or a very close friend.
It can follow either the family name, the given name or the family name plus the given name, e.g. Tanaka san, ‘Mr Tanaka’, Jiroo san, ‘Jiro’ or Tanaka Jiroo san, ‘Mr Jiro Tanaka’. Never use san to refer to yourself.

**Business cards or Meishi**

In Japan the exchange of business cards is an important ritual accompanying introductions. You offer your card with your name turned to face the recipient of the card. You make a slight bow, ojigi in Japanese, as you hand over your card. Usually you will also receive a card from the person to whom you are presenting your card. Having received the card you should take it in both hands and read it carefully, noting the katagaki, literally ‘shoulder writing’, the details of the company, position, rank, etc., written to the right or above the name. This information tells you a lot about the social standing of the person you have just met so you can choose the appropriate level of language when addressing him or her.

**Writing**

In this unit we introduce sixteen hiragána syllables, seven Chinese characters or kanji and three katakána syllables. If you are still unsure how these three different scripts are used for writing Japanese you can reread the section on the Japanese writing system in the introduction. The language can be written in the traditional fashion, i.e. in vertical columns starting from the upper right-hand corner of the page, or horizontally, left to right, as in English.

**Hiragána**

The hiragána symbols themselves, like kanji, are generally written from left to right and from top to bottom. The syllables introduced in Unit 1 are given below with the order and direction of the strokes indicated with a number placed at the beginning of each stroke.
You will notice that with the addition of two dots in the upper right-hand corner, a syllable starting with t– is transferred into a syllable beginning with d–. Similarly, syllables with an initial s– or k– are transformed into z– or g– syllables with the addition of the same two dots. These are the voicing marks, known as nigori (or dakuten) in Japanese. For example:

てで とど さざ
te de to do sa za
ぞぞ かが こご
so zo ka ga ko go

The voicing mark is used with syllables beginning with h– to indicate an initial b– sound. For example:

は becomes ば as in こんばんは konban wa ‘good evening’.

Notice, too, that the second element of the long oo vowel is spelt with the hiragána symbol for u, う. For example:

そう in そうですか。Sóo desu ka. ‘Is that so?’

From the outset it is very important to ensure that characters are written with the correct number of strokes performed in the correct order. This is
particularly so in the case of kanji because they are arranged in dictionaries according to the number of strokes they contain. Besides, cursive handwriting is very difficult to decipher unless you have a sound knowledge of the principles of stroke order.

**Exercise 1.1**

Next time you go to eat sushi, perhaps you might like to try these delicacies. Imagine you are sitting at the sushi counter confronted by a menu written in hiragána and English. How would you order these from the sushi chef, who, incidentally, is called itamae or, more politely, oitamae san in Japanese.

A transliteration of the items on this menu, and answers to all the exercises in the book, can be found in the ‘Key to the Exercises’ that starts on p. 258.

![Sushi Menu]

**Kanji**

The kanji introduced in this unit are all basic characters based on the original pictographs depicting natural phenomena or spatial relationships. These characters are particularly common in Japanese place names and family names. The kanji introduced in Unit 1 are given below in the square handwritten style with numbers indicating the order and starting point of each stroke. As a general rule kanji are written from left to right and from top to bottom. Often, however, a high central element will have precedence over
the left hand stroke, as in yamá and ue and there are some characters like náka, in which a final down-stroke bisects the rest of the character.

**Katakána**

As we mentioned in the section on the Japanese writing system in the Introduction, katakána is used nowadays for writing foreign names and words borrowed from languages other than Chinese. In this book we introduce katakána gradually a few syllables at a time. When you have learnt all the hiragána characters we will speed up the introduction of the remaining katakána. Unit 1 gives you just two syllables su and mi and the length mark, called boo, which is used in katakána script to indicate that the preceding vowel is lengthened. The length mark is written horizontally in horizontal writing, but in vertical script it would be written as a vertical line from top to bottom.

**Foreign words**

Modern Japanese uses many words which have been borrowed from foreign languages, mostly from English. These words, however, are
often quite unrecognisable to native speakers of English because they have been adapted to the Japanese writing system and obey the Japanese rules of pronunciation. Because **katakána**, the script used for writing foreign loan words, is a syllabary and not an alphabet, it is not usually possible to write sequences of two or more consonants. Consequently, the *Sm*– at the beginning of *Smith* becomes **Sumi**– with the addition of the dummy vowel –*u*. As Japanese has no ‘th’ sound ‘s’ is substituted, again followed by the dummy vowel –*u*. The Japanese equivalent of the one-syllable name, *Smith*, then, has three syllables, **su**–, **mi**–, **su**. Note that *u* is the weakest of the five Japanese vowels and is hence the one usually used as a dummy vowel, but after *t*– or *d*– the dummy vowel is *o* and after *ch*– or *j*– it is *i*. More will be said of these spelling conventions as you learn more **katakána** words. As a general rule, however, you should treat **katakána** words as you would any new vocabulary item and only use words you have seen or heard before.

**Exercise 1.2**

The following reading exercise will test your knowledge of the meanings of the characters introduced in this unit and the use of the particles **no** and **to**. Match the Japanese phrases on the left with the English equivalents on the right. Read the Japanese phrases aloud as you go. Then cover up the Japanese and practise writing the phrases from the English cues. Check your answers with the Key to the Exercises on p. 258. For example:

1. 山の上 a. the top of the mountain **yama no ue**

Now you are on your own.

2. 川と田 b. in the river
3. 山の下 c. mountains and rivers
4. 川の中 d. the river at the bottom of the mountain
5. 山の本 e. the rice-field up on the mountain
6. 本の山 f. the mountain above the river
7. 山の下の川 g. a book about mountains
8. 山の上の田 h. below the mountain
9. 山と川 i. a mountain (i.e. pile or stack) of books
10. 川の上の山 j. rivers and rice-fields
Exercise 1.3

Some Japanese girls write their family names, séi or myóoji, in kanji and their given names, namae, in hiragána. What are the names of the girls listed below? Notice that many girls’ names end in –ko or –e.

1. 上田さちえ  2. 山本まちこ  3. 下田かのこ
4. 川田さとこ  5. 本田ちえ

How would these girls write their names in kanji and hiragána?


Dialogue 2

Greetings used in Japanese vary according to the time of day. To a lesser extent the same is true of expressions of leave-taking. When greeting someone the Japanese are far less inclined to use the name of the person they are addressing than we do in English. In this section the pronunciation guide and the English gloss appear beneath each dialogue.

A  Mr Yamanaka greets Mr Smith as he arrives at the office at 8:30 a.m. one Monday morning. He thanks Mr Smith for inviting him to play golf the day before. When you make a greeting in Japanese you often include a reference to the last time you met.

山中:  oはyoう ございません。
SMITH:  oはyoう ございません。
山中:  kiのうは どうmo  ariがとうございまshita。
SMITH:  どういtashiまshiて。

YAMANAKA:  Ohayoo gozaimásu.  Good morning.
SMITH:  Ohayoo gozaimásu.  Good morning.
YAMANAKA:  Kinoo wa dóomo arígatoo gozaimashita.
SMITH:  Dóo itashimashite.  Not at all.

B  Even Japanese sometimes get names wrong. Mr Honda recognises one of his customers on the platform at Shinjuku station when he is on his way home from work at about 8:00 p.m. In the dark he mistakes
Mr Nakada for Mr Tanaka. Mr Honda apologises for his mistake and there are no hard feelings.

本田：こんばんは。
中田：こんばんは。
本田：田中さんですか。
中田：いいえ、ちがいます。中田です。
本田：どうも失礼し、しました。
中田：いいえ。

HONDA: Konban wa. HONDA: Good evening.
NAKADA: Konban wa. NAKADA: Good evening.
HONDA: Tanaka san désu ka. HONDA: Are you Mr Tanaka?
NAKADA: Iie, chigaimásu. NAKADA: No, I'm not. I'm Nakada.
HONDA: Dóomo shitsúrei shimashita. HONDA: I'm very sorry.
NAKADA: Iie. NAKADA: That's all right.

C Mr Nakagawa tentatively approaches a young man at the reception for the visiting trade delegation. Someone has told him there is a man called John from one of the British firms who can speak Japanese. Relieved to find he has the right man, Nakagawa introduces himself.

中川: shitsureいですが、onaまえは？
JÓN: Jonです。
中川: hajimeまして、中川です。
JÓN: どうぞyoroshiku。

NAKAGAWA: Shitsúrei desu ga, onamae wa?
JOHN: Jón desu.
NAKAGAWA: Hajimemáshite. Nakagawa désu.
JOHN: Dóozo yoroshiku.

NAKAGAWA: Excuse me, but (may I ask) your name?
JOHN: (It’s) John.
NAKAGAWA: How do you do? I’m Nakagawa.
JOHN: Pleased to meet you.

D Sue Smith is so thrilled that she can write her name with the only three katakána symbols she knows she decides to have her name in
Japanese put on her business card. Mr Yamamoto who runs a beach resort hotel in Shimoda looks a little bemused as he reads the card Sue has given him.

SúMISU: Watashi no meishi désu.
YAMAMOTO: Áa, Súu Súmisu san désu ne.
SúMISU: Hái, sóo desu.
YAMAMOTO: Yamamoto désu. Dóozo yoroshiku.

SMITH: (This) is my business card.
YAMAMOTO: Ah, you are Sue Smith, aren’t you?
SMITH: Yes, I am.
YAMAMOTO: I’m Yamamoto. Glad to meet you.

E The following exchange is between Sue Smith and her close colleague Mr Tanaka. Sue picks up a book left on the table and asks Mr Tanaka if it is his. Notice how Sue uses Mr Tanaka’s name where in English we would use the pronoun ‘you’. The tone is rather casual and informal.

SMITH: Is this your book, Mr Tanaka?
TANAKA: Yes. It’s my book.
SMITH: Here you are, then.
TANAKA: Thanks.
Mr Yamanaka introduces his workmate Mr Nakada to Ms Yamamoto, a customer from Shimoda on the Izu Peninsula south-west of Tokyo.

Yamanaka: Goshookai shimásu. Let me introduce you.
Kochira wa Nakada san désu. This is Mr Nakada.
Kaisha no tomodachi désu. He is a friend from the company.


Yamamoto: Hajimemáshite. How do you do?
Shimoda no Yamamoto désu. I’m Yamamoto from Shimoda.

After a fruitless few hours trying to interest Mr Yamamoto in new sail-board technology our friends Yamanaka and Nakada decide to finish the day with a sake or two at their favorite izakaya or Japanese pub. They part at about 10:30 p.m. so they will be fresh for another day at the office tomorrow.

Yamanaka: Ja, sayonará.
Nakada: Oyasumi nasai.
Yamanaka: Mata ashita.
Nakada: Ja, mata.

Yamanaka: Well, goodbye.
Nakada: Good night.
Yamanaka: See you tomorrow.
Nakada: See you, then.
Vocabulary

おはようございます おはようございます
こんにちは
おやすみなさい
さようないな
さようなら
またちシャタ
じゃない
ありがとう
ありがとう
ありがとう
さようなら（公式
の発音）
さようなら（非公式
の発音）
明日
じゃ
じゃまた
ちがいます
ありがとうございます
ありがとうございます
ありがとう（過去時
形）
どうしたいて
しまい
しまい
申し訳ない
申し訳ない
ごめんなさい
通しで
手紙
本
会社
ご紹介会します
あなたまえ
なまえ
ともだち
わたし
こちら

good morning
good evening
good night (before
retiring)
goodbye (formal
pronunciation)
goodbye (casual
pronunciation)
I’ll see you again
tomorrow
see you! I’ll see you
again (casual)
that’s not right,
that’s incorrect, no
thank you
thank you (past tense)
not at all, don’t
mention it (in reply
to thanks)
pardon me, I’m
sorry, it was rude
of me, etc.
excuse me, but ...
(may I ask ..., etc.)
please, go ahead,
take one, etc.
business card
(note: ei is
pronounced ee)
book
company, firm
let me introduce
(your, his/her) name
(honorific)
(my) name (neutral)
friend
I, me
this side, this person
kiのう kinóo yesterday
ashita ashita tomorrow
また mata again
こそ kóso indeed (kochira kóso)

I’m pleased to meet you, too)

Particles

は wa as for, speaking of (topic particle)
の no ’s, belonging to (possessive or descriptive particle)
と to with, and
か ka ? (question particle)
ne ne isn’t it?, didn’t we? aren’t you? (a tag question, seeks agreement from the listener)

Exercise 1.4

Imagine the voice on the tape is talking to you. Listen carefully and give an appropriate answer. Turn off your cassette between questions if you need more time to respond. You will find the English prompts given below helpful, but remember they are not necessarily in the same order as the answers you’ll need.

ENGLISH PROMPTS: Don’t mention it. Bye, I’ll see you again tomorrow. My name is … (your name, but pronounced in a Japanese way if you can manage it). How do you do? I’m (your name). Good night.

Exercise 1.5

Copy out the following printed sentences and phrases in appropriate handwritten characters following the correct stroke order shown in the models given on pp. 15–18. Read them over several times until you are sure of the pronunciation and the meaning of each example. If you get stuck look up the readings in the Key to the Exercises.

1. 田中さんですか。はい、そうです。田中です。
2. 川本さんですか。いいえ、ちがいます。山本です。
3. 山と川と田
4. 山の中の田
5. 本田さんと田山さん
Exercise 1.6

Choose an appropriate response from the list on the right to the phrases on the left.

1. スミスさんの本ですか。  a. よんなら。
2. まつあした。  b. はい、そうです。
3. どうぞyoroshiku。  c. ちがいます。中田さんの本です。
4. こんにちは。  d. こちらこそ。
5. そうですか。  e. こんにちは。

Exercise 1.7

A comprehension

There is an optional barbecue lunch arranged for the Japanese guests and people from your company. As husbands and wives are also invited the gathering includes a range of occupations. Over lunch there is a lively discussion about the kind of work each of them is doing.

Listen to the tape and identify the occupations of all the guests mentioned. Write down the names with their respective occupations and check your answers with the key in the back of this book.

You will need some new vocabulary items for this exercise.

Occupations

かいしゃいん  kaishain  company employee
shacho  shachoo  director, company president, CEO
bucho  buchoo  department head
がくせい  gakusei  student
こうむいん  koomuin  civil servant
shufu  shufu  housewife
kyōshi  kyōshi  teacher
isha  isha  doctor
なん  nan  what
しごと  shigoto  (my)job, work (neutral)
oshigoto  (your, his/her) job, work (honorific)

Dialogue

田中：上田さんの oshiごとはなんですか。
上田：kyōうshīです。田中さんは?
B Practice

Now try asking some of your friends, real or imaginary, the following questions.

1. What is your occupation?
2. Are you a company employee?
3. Are you a housewife?
4. Ms Smith is a company director, isn’t she?
5. Is Mr Yamada a student?

Exercise 1.8

You are waiting in the lobby of the hotel for your Japanese guests to come down to meet you. How will you greet them, assuming the time is:

1. 9:00 a.m.?  2. 1:00 p.m.?  3. 7:00 p.m.?  
4. What would you say to them after you had brought them back to the hotel at 11:00 p.m.?
5. How would you say goodbye to your guests at the airport?
6. How many cultural keywords do you remember? Katagaki, nigori, izakaya, myóoji, ojígi and itamae were all introduced in Unit 1. Could you explain these concepts to your friend who is planning a trip to Japan?
2 自己紹介
Jiko-Shookai
Introducing yourself

In this unit you will learn how to:

• Say who you are and where you come from
• Say where you live and ask people where they live
• Tell people you are learning Japanese
• Discuss nationality, country and language
• Express your likes and dislikes.

You will also acquire:

• 15 more hiragána: ありせ およした ならきくも わみれ
• 5 more kanji: 日国 人 語 英
• 5 more katakána: アメリ カラ

Dialogue 1 🌐

You are at an international health conference. The chair person, Dr Nakayama, is getting the members of your panel to introduce themselves. You recognise a lot of the vocabulary introduced in Unit 1. You realise listening to the material over and over again gives you confidence. Practice makes perfect.

中山さんせい: スミスさん、じこしょうかい o おね がい します。
スミスさん: はい、わかりました。
みなさん、おはよう ございます。
わたしはメアリー・スミスです。
Rondon から きました。
中山sen'ai: あなたのごshúmiはなんですか。
リーさん: Sák 彼とラgubiです。

中山sen'ai: どうもありがとうございます。
NAKAYAMA SENSÉI: Súmisu san, jiko-shóokai o onegai shimásu.
SÚMISU SAN: Hái, wakarimáshita.

中山sen'ai: どうもありがとうございます。
NAKAYAMA SENSÉI: Arígatoo gozaimashita.
RÍI SAN: Dóoomo.

中山sen'ai: どうもありがとうございます。
NAKAYAMA SENSÉI: Dóoomo arígatoo gozaimashita.

DR NAKAYAMA: Ms Smith, I’d like you to introduce yourself.
MS SMITH: Yes, certainly.
Good morning everyone.
I’m Mary Smith.
I come from London.
I’m British.
Now I am learning Japanese.
DR NAKAYAMA: Next, let me introduce Mr Lee.

MR LEE: Thanks. I’m Lee. I’m from Beijing in China. I can speak a little Japanese.

DR NAKAYAMA: What are your interests, Mr Lee?

MR LEE: Soccer and rugby. I’m also fond of cooking.

DR NAKAYAMA: Thank you very much.

Vocabulary

せんせい senséi teacher, Dr, Mr, etc. (title for teachers, doctors, etc.)

じこしょうかい jiko-shóokai self-introduction

お ne がい します onegai please give us…, I’d like to ask you for…

わかりました wakarimáshita I understand, certainly

みなさん minásan everyone, all of you (honorific)

から kara from (particle)

きました kimáshita (I) came

英語人 Eikokújin Briton, English (person)

いま ima now

日本語 Nihongo Japanese

ならっています narátte imasu is/am/are learning

つぎ wa tsugí wa next

中国 Chúugoku China

Pekin Pékin Peking, Beijing

すこし sukóshi a little

できます dekimáshu can (speak), can do

すること shúmi hobby, interest, pastime

なんですか nán desu ka what is it

サッカー sak カー soccer

ラ gubi—ラ gubi—rugby (union football)

りょうり ryóori cooking

も mo also, too, even

Hiragána

In this unit we learn fifteen more hiragána symbols. You have now seen 31 of the 46 hiragána symbols you will need to read and write Japanese. Practise writing them on squared paper following the examples below. Make sure you write the strokes in the correct order.
With the addition of the nigori, or voicing mark, this basic list can be extended to include:

ぜ ze じ ji だ da ぎ gi ぐ gu

Notice that the symbol for sho しょ is made up of the two hiragána characters for shi し and yo よ with the yo written smaller to indicate it should be pronounced as a single syllable with the preceding symbol. This in turn can be combined with the nigori mark to produce the syllable jo, じょ. As we have not yet learnt how to write double consonants, in this unit the first element of a double consonant is left in romanisation, e.g. narátte is written なら t て. Similarly, most syllables that would be written in katakána will have to remain in romanised script until the symbols have been introduced. Of course many of the words written in hiragána in the early units will gradually be replaced with kanji.
Katakána

In this unit you learn five more katakána symbols, ア a, メ me, リ ri, カ ka and ラ ra. You will notice the similarity between the hiragána and katakána symbols for ri and ka. Note too, the raised dot in リ・ミラー (Dialogue 1) which is often used to indicate a break between words borrowed from foreign languages. Normally Japanese does not have spaces between words as the alternation of kanji, hiragána and katakána tends to break up the text into easily identifiable units. In textbooks such as this one and in material written for young children, however, spaces are often used to break up a sentence. Note that where spaces are used particles are always written attached to the preceding noun.

Kanji

In this unit we introduce five more kanji characters. You will notice that some characters have two or more pronunciations, or readings. The readings written in capital letters are the pseudo-Chinese pronunciations, or on-readings, which are mostly used in compound words of two or more kanji characters. Contrasting with the on-readings are the native Japanese pronunciations, or kun-readings, given in lower case, which are most often used when a kanji character stands alone. There are, however, exceptions to this general rule, as we saw in Unit 1 with the kun-compounds which are common in personal names and place names. As we shall see in the next unit, the kanji, for ‘person’, 人, also has the reading –ri, but only when combined with the numbers for ‘one’ and
‘two’ in the words hitóri ‘one person’ and futari ‘two people’, so this reading is not listed separately below.

Exercise 2.1

Write these sentences in Japanese script, combining hiragána, katakána and kanji as appropriate.

1. Kawada san wa Nihonjín desu.
2. Rárii Miraa san wa Chúugoku ni súnde imasu.
3. Nihongo mo Chuugokugo mo dekimásu.
4. Ríi san wa íma Eigo o narátte imasu.
5. Yamamoto san wa Amerika ni súnde imasu.

Grammar points

The simple sentence introduced in Unit 1 is extended to include the present continuous tense of the verbs, ‘to live’, and ‘to learn’. These sentence patterns should be learnt at this stage as vocabulary items without worrying too much about their grammatical structure. In due course you will understand the various forms and functions of the Japanese verbal system.

Sentence patterns

… ni súnde imasu (s/he is, I am, you are, we are, they are) living in…
… o narátte imasu (s/he is, I am, you are, we are, they are) learning…
… ga wakarimášu (I, you, s/he, we, they, etc.) understand…
… ga dekimášu (I) can do, can speak… (used with languages)
… ga dekimásén (I) can’t do, can’t speak… (used with languages)
… ga sukí desu (I) like…
… ga sukí ja arimasén (I) don’t like…
or … ga sukí dewa arimasén (I) don’t like…
… ga dáisuki desu (I) love…

You will notice that some verbs mark their objects with o and others with the particle ga. Actually, there is only a small group of verbs in this
latter category, but it is convenient to introduce some of them now as they occur very frequently in everyday conversation. At this stage just be aware that different verbs require different particles. In the meantime, use the expressions introduced here simply as set phrases to add a little variety to your conversation.

Here are some more sports, hobbies and pastimes you will be able to work into your conversations. Most of these should not cause you any problems as they are borrowed from English. They would normally be written in katakána, but, as our main purpose at this point is to enrich your Japanese conversation, the vocabulary is provided here only in romanised form. Go through this list saying aloud either, ‘I like …’ or ‘I don’t like … very much’ – only in Japanese, of course, i.e. … ga sukí desu or … ga amari sukí ja arimasen. As in these suggested sentence patterns it is usual to leave out the first person pronoun ‘watashi wa’.

ténisu tennis  
suiei swimming  
basukétto (booru) basketball  
báree (booru) volleyball  
hókkee hockey  
sukii skiing  
karaóke karaoke singing  
sukéeto skating  
yakyuu baseball  
górufu golf  
sumoo sumo wrestling  
dókusho reading  
júudoo judo  
háikingu hiking  
takkyuu table-tennis  
sáafin surfing  
booringu (10 pin) bowling  
jooba horse-riding  
ópera opera  
shibai theatre  
éiga film, movie  
kaimono shopping  
ryokoo travel

Perhaps you have an even stronger passion or affection for something else, which will require the use of dáisuki (or ‘big like’). This expression has a very wide usage ranging from food to people and most things in between. For example:

Watashi wa chokoréeto ga dáisuki desu. I love chocolate.
Nihonjín wa yakyuu to sákkaa ga dáisuki desu. Japanese love baseball and soccer.
Nihongo no senséi ga dáisuki desu. I love our Japanese teacher.

Exercise 2.2

Here is another passage demonstrating these structures. Read it out aloud before checking your understanding of the passage with the key at the
back of the book. You will probably have to refer to the vocabulary list which follows the passage.

Paku さんと リーさんは かん国人です。かん国の Sóoru から
きました。いま、アメリカに すんでいます。fu たりとも 英
語が よくできます。日本語もすこしできます。
Paku さんは rókku と ス pootsu が すきです。
リーさんは rókku が あまり すきではありません。
kurashikkū と どくしょが すきです。Paku さんと
リーさんは いま、ラリー・ミー阿ズさんの うちに すんで
います。ミー阿ズさんはアメリカ人です。アラスカ
すんでいます。いま、日本語 o なら t て います。
ミー阿ズさんの shu みは アメリカ n futtobooru と
ア i ス hokkeーです。Teni スも すきです。

Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kánkoku</td>
<td>Korea</td>
<td>Kankokujín</td>
</tr>
<tr>
<td>Kankokujín</td>
<td>Korean (person)</td>
<td></td>
</tr>
<tr>
<td>Sóoru</td>
<td>Seoul</td>
<td>futari tomo</td>
</tr>
<tr>
<td>futari tomo</td>
<td>both of them</td>
<td></td>
</tr>
<tr>
<td>yóku</td>
<td>well</td>
<td>rókku</td>
</tr>
<tr>
<td>rókku</td>
<td>rock (music)</td>
<td>óngaku</td>
</tr>
<tr>
<td>óngaku</td>
<td>music</td>
<td>amari</td>
</tr>
<tr>
<td>amari</td>
<td>(not) much, (not) very</td>
<td></td>
</tr>
<tr>
<td>koten-óngaku</td>
<td>classical music</td>
<td></td>
</tr>
<tr>
<td>koten-óngaku</td>
<td>(more often kuráshikku)</td>
<td></td>
</tr>
<tr>
<td>dóbusho</td>
<td>reading</td>
<td>uchi</td>
</tr>
<tr>
<td>uchi</td>
<td>house</td>
<td>supóotsu</td>
</tr>
<tr>
<td>supóotsu</td>
<td>sports</td>
<td>ais uhókkee</td>
</tr>
<tr>
<td>ais uhókkee</td>
<td>ice-hockey</td>
<td></td>
</tr>
<tr>
<td>Amerikan fúttooru</td>
<td>American football</td>
<td></td>
</tr>
<tr>
<td>Amerikan fúttooru</td>
<td>American football</td>
<td></td>
</tr>
</tbody>
</table>

Country, language and nationality

Japanese uses the suffixes –go 語 and –jin 人 after the name of a country
to express the language or a national of that country. Here is a list of
countries, languages and nationals.
Note that **Kánkoku** refers only to South Korea. North Korea is generally called **Kita Choosen**.

Here are some more continents, countries and cities. How is your **katakána** reading coming along?

### Yooróppa
- **Ájia** ア じ ア Asia
- **Afurika** ア ふ リカ Africa
- **Amerika** アメ リカ America
- **Oosutorária** オ お ス ト ラリア Australia
- **Táï** Tai Thailand
- **Furansu** フ ラ ン ス France
- **Róndon** ロ ン ドン London
- **Pári** パ リ Paris
- **Itaria** イタ リア Italy
- **Supéin** ス ペ イン Spain
- **Airurándo** ア イル ラ ノド Ireland
- **Kánada** カ ナ ダ Canada
- **Nyuujiirándo** ニュ イュジ イ ノド New Zealand
- **Indo** インド India
- **Róoma** ロ イマ Rome
- **Suèeden** ス イデン Sweden
- **Shídonii** シド タ ニ Syd ne y
- **Doitsu** ド イツ Germany
- **Arasuka** アラ ス カ Alaska

### Exercise 2.3

Using the written cues below, ask each member of your group which country he or she comes from. Then take the part of the other person and
make an appropriate response, again relying on the cues given. Some of the cues will also test your ability to read kanji and katakána. Remember in Japanese it is usual to use the name of the person you are talking to rather than the pronoun, ‘you’. For example:

Cue: Paku Korea
Q: Paku san wa dóchira kara kimashitaka or Paku san wa dóchira kara desu ka.
A: (Watashi wa) Kánkoku kara kimáshita or (watashi wa) Kánkoku kara desu.

1. Wang China Japanese
2. Baker England French
3. Braun Germany Chinese
4. Rani India Thai
5. Gordon America Russian

Exercise 2.5

How would you ask someone where he or she lives? When you have asked the question, make an appropriate reply using the word supplied in brackets. For example:

Cue: Honda (Tokyo)
Q: Honda san wa dóko ni súnde imasu ka.
A: Tookyoo ni súnde imasu.
1. 山本 (Nagoya) 2. 国本 (Sapporo) 3. スミス (London) 4. リー (Beijing) 5. Leclerc (Paris) 6. カー (Sydney) 7. メカリ (Rome) 8. Kim (Seoul)

**Exercise 2.6  ☢️**

Listen carefully to the tape. One of the students in your Japanese class is telling you where her friends come from. See if you can match all the names and nationalities correctly.


**Vocabulary**

<table>
<thead>
<tr>
<th>kúrasu</th>
<th>class</th>
</tr>
</thead>
<tbody>
<tr>
<td>kurasuméeto</td>
<td>classmate</td>
</tr>
<tr>
<td>minná</td>
<td>all, everyone</td>
</tr>
</tbody>
</table>

**Exercise 2.7  ☢️**

Now, using the English prompts below, tell your new Japanese friend about the hobbies of the various members of your class. This time the prompts will be given on the tape and there will be a short pause to give you time to answer. A model answer for each question will be provided on the tape and in the key at the back of the book. Follow this example:

Cue: Helena movies rock-music

**Hélena san no shúmi wa éiga to rokku desu.**

Exercise 2.8

Listen to Dialogue 2 on the tape and see if you can answer the following comprehension questions. Only turn to the written text after you have made two or three attempts to answer the questions after listening to the tape.


Dialogue 2

During the morning tea break at the conference Mr Kim finds himself in a long queue waiting for coffee. To pass the time he talks to the person in front of him. Listen to the dialogue and answer the questions which follow this passage.

KíMU: はじ me まして、わたしは Kim です。どうぞよろしく。
ミラー: はじめ me まして、ミラーです。
        こちらこそ、どうぞよろしく。
KíMU: ミラーさんのお国はどこですか。
ミラー: Oース to ラリアです。でも、いま中国にすんでいます。
        Kim さんは どちらからですか。
KíMU: わたしは かん国人ですが、
        いま Táí にすんでいます。
ミラー: そうですか。Tai 語が できますか。
KíMU: いいえ、できません。
        ミラーさんは 中国語が できますか。
ミラー: ええ。そこ した ke。
        ところ ro で Kim さんの ご shu みは なんですか。
KíMU: S poーtsu です。
        Górufu がすきです。
ミラー: わたしも górufu がすきです。
Vocabulary

お国  okuni  your country (honorific)
どこ  dóko  where
どちら  dóchira  which one, where (polite)
できません  dekimasén  can’t speak, can’t do
ええ  ée  yes
dake  dake  only
ところ  tokoró de  by the way…
3 家族の話
Kázoku no hanashi
Talking about families

In this unit you will learn how to:

- Use neutral and honorific terms for family members
- Count people with the numeral classifiers –ri and –nin
- Say ‘this’, ‘that’ and ‘that over there’
- Tell the time
- Name the months of the year
- Count from 1 to 99
- Give and ask for telephone numbers.

You will also acquire:

- 15 more hiragána: けつぬねひふへほむめやゆるろを
- 20 more kanji: 一 二 三 四 五 六 七 八 九 十 男 女 子 大 小 好 時 月 半
- 5 more katakána: タクシイハ

Dialogue 1 ☛

Mr Cooper is visiting his neighbour Mr Yamashita, who has invited him in for a cup of tea. After a while Mr Yamashita produces a pile of photos, which he proceeds to spread out on the coffee table in front of them.

クーパー: それは 何ですか。
山下: これは ちちの かんれきの しゃしんです。
クーパー: かんれき?
山下: 六十さいの たんじょうびです。
クーパー: そうですか。
山下：これは ちと ははです。
クーパー：おとうさんは かわい ですねえ。
山下：ええ、げんきです。teni スと gorufu が 好きです。
クーパー：それは だれの しゃしんですか。
山下：これは あにと あねです。
あには どくしん ですが、あねは けっこん
しています。
クーパー：にて いますねえ。あれは だれですか。
山下：どれですか。ああ、あれは いもうとの 子ども
です。
クーパー：かわいいですねえ。何さい ですか。
山下：二さい です。
クーパー：女の子 ですか。
山下：いいえ、女の子 では ありません。男の子です。

KÚUPAA: Sore wa nán desu ka.
YAMÁSHITA: Kore wa chichi no kanreki no shashin désu.
KÚUPAA: Kanreki?
YAMÁSHITA: Rokujússai no tanjóobi desu.
KÚUPAA: Sóo desu ka.
YAMÁSHITA: Kore wa chíchí to háha desu.
KÚUPAA: Otóosan wa wakái desu née.
YAMÁSHITA: Êe, génki desu.
Ténisu to górufu ga sukí desu.
KÚUPAA: Sore wa dâre no shashin desu ka.
YAMÁSHITA: Kore wa ání to ane désu.
Áni wa dokushin désu ga, ane
wa kekkon shite imásu.
KÚUPAA: Nite imásu née.
Are wa dâre (no shashin) desu ka.
YAMÁSHITA: Dóre desu ka.
Áa, are wa imooto no kodomo désu.
KÚUPAA: Kawaií desu née. Nánso desu ka.
YAMÁSHITA: Nisai desu.
KÚUPAA: Onnánoko desu ka.
YAMÁSHITA: Iie, onnánoko dewa arimasén. Otokónoko desu.

COOPER: What's that?
YAMASHITA: These are my father’s kanreki photos.
COOPER: Kanreki?
YAMASHITA: It’s the 60th birthday.
COOPER: Really?
YAMASHITA: This one’s my mother and father.
COOPER: Your father’s young, isn’t he?
YAMASHITA: Yes. He’s fit.
He likes tennis and golf.
COOPER: Whose photo is that?
YAMASHITA: This is my elder brother and elder sister.
My brother is a bachelor,
but my sister is married.
COOPER: They look alike, don’t they?
Who’s (or whose photo is) that?
YAMASHITA: Which one?
Oh, that’s my younger sister’s child.
COOPER: Cute, isn’t it? How old?
YAMASHITA: Two years old.
COOPER: Is it a girl?
YAMASHITA: No, it’s not a girl. It’s a boy.

Vocabulary

それ sore that (near addressee)
これ kore this (close to speaker)
あれ are that (over there)
ちち chichi father (neutral)
かんれき kanreki 60th birthday
しゃしん shashin photograph
ろくじゅうさい rokujuusai 60 years old
たんじょうび tanjoubi birthday
はは háha mother (neutral)
おとうさん otóosan father (honorific)
わかい wakái young
génki fit, well, healthy
あに áni elder brother
あね ane elder sister
dokushin bachelor, single/unmarried person
けっこんしています kekkon shite imásu (is) married
にています nite imásu looks like, resembles, look alike
dáre who?
dóre which one?
<table>
<thead>
<tr>
<th>Hiragana</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>い う と</td>
<td>imootó</td>
<td>younger sister</td>
</tr>
<tr>
<td>子 ど も</td>
<td>kodomo</td>
<td>child</td>
</tr>
<tr>
<td>か わ を ィ</td>
<td>kawaî</td>
<td>cute, appealing</td>
</tr>
<tr>
<td>何 さ い</td>
<td>nánsai</td>
<td>how many years old?</td>
</tr>
<tr>
<td>二 さ い</td>
<td>nísai</td>
<td>two years old</td>
</tr>
<tr>
<td>女 の 子</td>
<td>onnanokó</td>
<td>girl</td>
</tr>
<tr>
<td>男 の 子</td>
<td>otokónoko</td>
<td>boy</td>
</tr>
<tr>
<td>ね え / 納</td>
<td>né néé / né</td>
<td>isn’t it, etc. (question markers; the former is slightly more formal)</td>
</tr>
</tbody>
</table>

**Hiragána**

In this unit we meet a further 15 hiragána symbols.

You have now been introduced to the 46 hiragána symbols. The full chart included in the Appendix (see p. 306) lists all the hiragána syllables. The shaded rows indicate the basic symbols in the traditional order. Read across the page from the upper left hand corner. You can remember the order of the rows with the mnemonic, ‘a kana syllabary, think now how much you really want (to learn it)’.
One more rule you will need to learn is how to form a double consonant sequence with the use of the hiragána symbol for tsu つ, written smaller to indicate that it is pronounced without its usual vowel as the first element of a double consonant. For example:

tta った, kko っこ, sshi っし, etc.

The first element of –nn–, however, is ん:

e.g. おんなの人 onnánohito, a woman

Note the following combinations with the y– syllables. Here the y– syllables are written smaller to indicate they are to combine with the preceding hiragána and are pronounced as a single syllable. We have already learnt the hiragána syllables sho しょ and jo じょ in Unit 2.

| kya きゃ | kyu きゅ | kyo きょ |
| gya ぎゃ | gyu ぎゅ | gyo ぎょ |
| sha しゃ | shu しゅ | sho しょ |
| ja じゃ | ju じゅ | jo じょ |
| cha ちゃ | chu ちゅ | cho ちょ |
| nya にゃ | nyu にゅ | nyo にょ |
| hya ひゃ | hyu ひゅ | hyo ひょ |
| mya みゃ | myu みゅ | myo みょ |
| rya りゃ | ryu りゅ | ryo りょ |

**Syllables with b and p**

The syllables beginning with b– or p– are formed from the symbols in the h– line. b– is made with the nigori mark and p– with a small raised circle, known as maru, for example:

| は ひ ふ へ ほ ひゃ ひゅ ひょ |
| ha hi fu he ho hya hyu hyo |
| ぱ ぴ ぷ ぺ ぽ ぴゃ ぴゅ ぴょ |
| pa pi pu pe po pya pyu pyo |

P in particular, is only rarely found in native Japanese words. You will normally encounter it in loan words, e.g. パス pásu ‘a pass’, スーパー súupaa ‘a supermarket’, when, of course, it is written in katakána.
Katakána

Here are five more katakána symbols.

These can be combined with the eight katakána symbols you have learnt so far to write a large number of loan words from English and other languages. Remember that the katakána symbols follow the same spelling conventions outlined above for hiragána.

Exercise 3.1

Look at the list of katakána words below and see if you can guess what each one means (we have used romaji where you have not yet learnt the katakána). When you have read through the list a few times, try listening to the tape and imitating the pronunciation of your Japanese instructor.

1. タクシー  2. イタリア  3. アイス
4. pa スタ  5. バー  6. カラー・terebi
7. メーカー  8. カメラ  9. ライター
10. クーラー

Now, using the words introduced above, see if you can translate the following phrases into Japanese, then write them with katakána words or kanji joined by the particle no の.

11. Italian pasta  12. a camera manufacturer
13. a Japanese colour television  14. an American lighter
15. air-conditioner for a taxi

Kanji

In this unit we introduce more kanji than usual to include the numbers from 1 to 10, in addition to ten more basic characters.
Numbers and counting

Just as we say, ‘two bottles of milk’, ‘three planks of wood’ or ‘three head of cattle’, in which ‘bottles’, ‘planks’ and ‘head’ might be regarded as numeral classifiers appropriate to the kind of object we are counting, Japanese employs a number of classifiers for counting objects depending on their shape and size. We have included a fairly comprehensive list of these numeral classifiers in the Grammar Summary (see p. 302).
Up to 10, Japanese has two sets of numbers, one a native Japanese set and the other borrowed from Chinese. In this unit the kanji for the numbers 1 to 10 are introduced with a few simple counters or units of measurement which require the pseudo-Chinese pronunciation, or the on-reading.

Although the kanji for the numbers are used frequently with small numbers and in telling the time or enumerating the months of the year, etc., the Arabic numerals are commonly used in everyday communication and, of course, are used exclusively for mathematics or finance.

You will notice that the numbers 4, 7 and 9 each have two pronunciations. Yón is often used instead of shi, which has the same pronunciation as the Japanese word for ‘death’. Nána often replaces shichi as this latter is too easily confused with 1 ichí, 4 shí and 8 hachi. The pronunciations kú– and kyúu– are both common. Which one is used seems to be largely a matter of convention and depends on just what is being counted, though at times it seems either of the two pronunciations can be used. Kú like shí has an inauspicious meaning as it is a homophone for kú meaning ‘suffering’.

With the ten number kanji you can count from 1 to 99. ‘Eleven’ is juuichí 十一 or ‘ten-one’, fifteen is ‘ten-five’ or júugo 十五, ‘twenty’ is ‘two-ten’ or níjuu 二十, and ‘ninety-eight’ is kyúujuu-hachí 九十八 or ‘nine-ten-eight’. ‘Forty’ is generally yónjuu rather than shi júu, though you will also hear this form, ‘seventy’ is nanájuu and ‘ninety’ is kyúujuu.

Exercise 3.2

Identify the following numbers. Pronounce them all in Japanese and write in kanji those numbers given in Arabic numerals.

1. 6 2. 5 3. 18
4. 27 5. 62 6. 四
7. 四十五 8. 九 9. 七十六
10. 十三

The months of the year

The months from January to December are formed with the ending –gatsú which is used for naming, but not counting, the months of the year. In this case April, the fourth month is pronounced shigatsú (yón is not used in this case) and July (the seventh month) is shichigatsú.
Telling the time

The on-readings of the numerals are also used for telling the time, but sound changes occur when the word for minute, –fun, combines with the numerals other than go ‘five’. So in this unit we introduce only, –ji, ‘o’clock’, used for counting the hours of the day, hán, which means ‘half’ and is used to indicate time half-past the hour, and –fun, which means ‘minute’ in combination with –go, ‘five’. There is one slight irregularity in combination with –ji, when yón loses its final –n to form the word for 4 o’clock, yóji.

The words for ‘a.m.’ and ‘p.m.’ are, respectively, gozen and gógo. In accordance with the structure of Japanese sentences, which run from the general to the particular, hours come before minutes. Here are some examples of how you tell the time in Japanese. Notice the question word nán in nánji desu ka, 何時ですか, ‘What time is it?’

Telephone numbers

The numbers introduced in this unit are also used for telephone numbers, serial numbers, account numbers and so on. Zero is either réi or the
English word *zéro*. Sometimes a telephone number can be broken up into smaller components, such as its area code etc., with the addition of the particle *no*. When giving a telephone number Japanese usually lengthen the short vowels in *ni* (‘two’) and *go* (‘five’) to give *nii* and *gōo* respectively. Here are some examples of telephone numbers, bank account numbers and computer passwords.

1. 三四六一 の 二七〇八
   三四六一 の 二七〇八

   San yón rokū ichi no
   níi nána zéro hachí

2. 三五九四 七七〇二
   三五九四 七七〇二

   San góo kyūu yón (no)
   nána nána zéro níi

3. 三二〇八
   三二〇八

   San níi
   zéro hachí

**Exercise 3.3**

Practise pronouncing these times, telephone numbers and account codes after the instructor. Write down the first five examples from dictation. The answers are given in the key at the end of the book (p. 262).

6. 三四六一 の 二七〇八
   三四六一 の 二七〇八

   9. 26-3465-8791
7. 三五九四 七七〇二
   三五九四 七七〇二

   10. (03) 9786-3342

   8. 三二〇八
   三二〇八

   11.111

**Age**

One way to express age in Japanese is by adding the ending –*sai* to the *on*-readings of the numbers. Japanese generally feel no compunction about asking you how old you are regardless of your sex. Although the old Confucian values are breaking down in modern Japan, it is still true that older people are afforded a good deal more respect and consideration than they are generally in most western societies. The point of asking your age is often to determine whether you are older or younger than the questioner, thereby establishing the degree of respect and deference you should be given. In addition to the expression, *nánsai desu ka*, introduced in this unit, you may also hear, *oikutsu désu ka*, which means the same thing, but is more polite. Notice the sound changes which occur when –*sai* follows the numerals 1, 8 and 10, *íssai* ‘one year old’, *hássai* ‘eight years old’ and *jússai* ‘ten years old’. Of course, these affect all the numbers which end in 1, 8 or 10, e.g. *nanajússai*, ‘70 years old’.
Family members

Japanese generally has two terms, an honorific term and a neutral term, for each family member. The honorific term is used for referring to or addressing people outside your own family circle or for addressing senior members of your own family. The neutral term is used when you are talking to others about members of your family. Here is a family tree with the honorific terms of reference or address written in bold with the neutral terms given in parentheses beneath. When addressing your younger brother or sister the given name is used, but when referring to someone else’s younger brother or sister it is usual to attach the polite address form san, e.g. imootó san ‘(your) younger sister’, ootootó san ‘(your) younger brother’. Notice that there is no general term for brother or sister in Japanese. You have to indicate whether you are dealing with an older or a younger sibling. The term

![Family Tree Diagram]

- sóbo (obáasan)
- sófu (ojiisan)
- oba (obasan)
- chichí (otóosan)
- háha (okaasan)
- oji (ojiisan)
- imootó
- ootootó
- watashi
- áni (o-niisan)
- ane (o-néesan)
kyóodai means ‘brothers and sisters’. In Japanese you usually include yourself when counting kyóodai, e.g. uchi wa yonin kyóodai desu ‘there are four children in our family’ or ‘I have three brothers and sisters’.

In Japanese you refer to your own wife as kánai, but to someone else’s wife as ókusan. Similarly, ‘my husband’ is shújin, but ‘your husband’ or ‘her husband’ is goshújin with the honorific prefix, go–, attached. You refer to your own children as kodomo, but other people’s children as okósan.

**Exercise 3.4**

Respond to the questions on the tape using the cues given below and the appropriate term for the family relationship. For example:

Q: Ojisan wa oikutsu désu ka. (35)
A: Oji wa sanjuugósai desu.

1. Otóosan wa nánsai desu ka. (65)
2. Onéesan wa nánsai desu ka. (29)
3. Okáasan wa oikutsu désu ka. (48)
4. Oníisan wa nánsai desu ka. (32)

The following are not recorded on the tape. Check your responses in the Key to the Exercises on p. 262.

5. Otootó san wa nánsai desu ka. (23)
6. Ojiisan wa oikutsu désu ka. (92)
7. Obáasan wa oikutsu désu ka. (87)
8. Imootó san wa nánsai desu ka. (17)

**This and that**

Japanese distinguishes three degrees of distance from the speaker. Kore ‘this’ is used pretty much as ‘this’ is in English, referring to objects or persons close to the speaker. Something in the middle distance or close to or associated with the listener, or addressee, is sore, ‘that’ (by you). Are, ‘that over there’ or ‘that by him’ is used to refer to objects away from both the speaker and the addressee and is often associated with a third person. For example:

Q: Sore wa nán desu ka. What’s that?
A: Kore wa chichi no shashin desu. This is a photo of my father.
Q: Are wa nán desu ka. What’s that (over there)?
A: Are wa Nihongo no hón desu. That’s a Japanese book.

Dialogue 2  🌼

You ask Mr Tanaka about his family and tell him about yours. It’s reassuring to learn that a Japanese businessman is as concerned about his family as he is about his work. There is a transcription of this dialogue in the Key to Exercises.

SMITH: How many children are in your family, Mr Tanaka?
TANAKA: We have three children, two boys and a girl. What about you?
SMITH: We also have three children, two girls and a boy. The eldest is a boy. The youngest and the middle are girls. What’s your eldest, Mr Tanaka?
TANAKA: The eldest is a girl. She is a university student. The middle boy is in high school. The youngest is still in junior high school.
SMITH: Our children are still small. The eldest boy is in primary school. The two girls are still in kindergarten.
TANAKA: Then, your wife must be very busy every day.
SMITH: Yes. It’s tough on me too!

Vocabulary

いらっしゃい  irasshaimásu  to be, to have (honorific verb, cannot be used to refer to oneself or one’s own family)
子 ko child, son (sometimes daughter)
お子さん okosan child, your child (honorific expression, not used to refer to one’s own children)

まん中 mannaka middle
大学せい daigaku university
大学せい daigákusei university student
こうこう kookoo high school (short for kootoo-gákkoo)
こうこうせい kookóosei high school student
中がっこう chuugákusei junior high school student (literally, ‘middle school student’)
小さい chiisái small, little (young, of children)
小がくせい shoogákusei primary school pupil
ようちえん yoochien kindergarten
おくさん ókusan (your) wife (honorific)
まい日 mainichi everyday
おいそがしい oisogashí busy (honorific)
おたく otaku your house; you
よ yo I’m telling you!, you know, etc. (emphatic or assertive particle)

Exercise 3.5  ☞

Listen to this passage on the tape, check the new vocabulary listed below and then answer the questions.

Harry Clark is having a chat with his university classmate, Kazuo Honda about their respective families. Coming from a small family himself, Harry Clark is surprised to hear how large Honda san’s family is. You will find a romanised version of this passage in the Key to the Exercises (p. 263).

本田一男: うちのかぞくは そぶと そば、ちと はは、あにと あね、いもうと おとうと、それにわたします。ぜんぶで 九人です。
ちは こうむいで、ははは しゅふです。
あには かいしゃいんです。りょうこうがいしゃのしゃいんです。

本田一男: うちのかぞくは そぶと そば、ちと はは、あにと あね、いもうと おとうと、それにわたします。ぜんぶで 九人です。
ちは こうむいで、ははは しゅふです。
あには かいしゃいんです。りょうこうがいしゃのしゃいんです。
あねは 大がくせいです。かいものが好きです。
いもうとは ちゅうがくせいです。
おとうとは しょうがくせいです。
いもうとも おとうとも スpoーツが好きです。
ハリー・クラーク: たくさんですね。
本田一男: ええ。クラークさんは きょうだいがいますか。
ハリー・クラーク: いいえ、いません。ひとりっこです。

Vocabulary

一男 Kazuo a common boy’s name
(note irregular readings of kanji in names)
それに sore ni and, in addition
ぜんぶで zénbu de altogether, in total
de de is … and is … and (linking clauses, cf. to
between nouns)
りょこうがいしゃ ryokoo-gáisha travel company
たくさん takusán many, a lot
きょうだい kyóodai brothers and sisters,
siblings
一人っ子、ひとりっこ hitoríkko only child
しゅふ shúfu homemaker

Questions

1. How many in Kazuo Honda’s family?
2. How many children in Harry Clark’s family?
3. What does Mr Honda’s younger brother like doing?
4. What is his father’s job?
5. Where does his elder brother work?
6. What does his elder sister enjoy doing?
7. What work does his mother do?
8. What kind of school does his younger brother attend?
Exercise 3.6

Imagine you are Kazuo Honda answering Harry Clark’s questions about the hobbies and pastimes of the various members of his family. Frame your answers using the English cues provided. For example:

Q:  Ojíisan no shúmi wa nán desu ka.
Cue: golf
A:  Sófu no shúmi wa górfu desu.

1. Obáasan no shúmi wa nán desu ka. travel (ryokoo)
2. Otóosan no shúmi wa nán desu ka. kendo (kéndoo, Japanese fencing)
3. Okáasan no shúmi wa nán desu ka. tennis
4. Oníisan no shúmi wa nán desu ka. soccer

The following are not recorded on the cassette tape. Check your answers with the Key to the Exercises (p. 263).

5. Otooto san no shúmi wa nán desu ka. surfing (sáafin)
6. Onéesan no shúmi wa nán desu ka. shopping
7. Ojíisan no shúmi wa nán desu ka. reading books
8. Imooto san no shúmi wa nán desu ka. basketball

Exercise 3.7

Harry Clark decides to investigate the business hours of the shops and businesses he will be using during his stay in Japan. How would he ask the business hours of the following places and what answer would he expect to receive? Use the cues below to generate the questions and provide the answers. For example:

Cue: post-office (yuubínkyoku), 10:00 a.m., 5:30 p.m.
Q:  Yuubínkyoku wa nánji kara nánji made desu ka.
A:  (Yuubínkyoku wa) gozen júuji kara gógo goji-hán made desu.
1. Bank, 10:00 a.m., 4:30 p.m.
2. Shops, 10:30 a.m., 7:00 p.m.
3. Supermarket, 7:00 a.m., 8:00 p.m.
4. Department store, 10:30 a.m., 9:00 p.m.
5. Convenience store, 6:00 a.m., 11:30 p.m.

You will need some more vocabulary items to complete this exercise.

**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ぎんこう</td>
<td>ginkoo</td>
</tr>
<tr>
<td>ゆうびんきょく</td>
<td>yuubínkyoku</td>
</tr>
<tr>
<td>ré s to r a n</td>
<td>résutoran</td>
</tr>
<tr>
<td>スーパー</td>
<td>supermarket</td>
</tr>
<tr>
<td>みせ</td>
<td>shop, shops</td>
</tr>
<tr>
<td>de p a r to</td>
<td>depáato</td>
</tr>
<tr>
<td>konbíni</td>
<td>convenience store</td>
</tr>
<tr>
<td>から</td>
<td>from</td>
</tr>
<tr>
<td>まで</td>
<td>until, to, up to</td>
</tr>
<tr>
<td>何時から何時まで</td>
<td>nánji kara nánji made</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 3.8**

Ask what month someone’s birthday falls in, then answer the question using the cues given below. For example:

Cue: 山田、 十二月
Q: 山田さんの たんじょうびは 何月ですか。
A: (山田さんの たんじょうびは) 十二月です。

1. おとうさん、 四月
2. 山川せんせい、 八月
3. クラークさんの おくさん、 十月
   (in answering pretend you are Harry Clark)
4. お子さん、 六月
5. おばあさん、 九月
Dialogue 1

Browsing in one of Tokyo’s famous department stores you overhear this conversation at a specialist counter selling scarves. You recognise Mr Yamada, whom you met in Unit 1. He is talking to a young woman behind the sales counter.

山田:  きれいなスカーフですね。
てんいん:  ええ、めずらしい いろです。
山田:  いくらですか。
てんいん:  一万円です。いいものですよ。
山田:  もうすこし安いのはありませんか。
てんいん: はい、ございます。
山田: どのスカーフですか。
てんいん: その小さいのです。
山田: いろがちょっと。
ともだちの たんじょうびのプロ reze ン to です。
てんいん: おともだちは おいくつですか。
山田: 二十さいです。
てんいん: では あのスカーフは いかがですか。
おねだんは そう高くありません。
山田: いくらですか。
てんいん: 八千円です。
山田: では、それを下さい。
てんいん: かしこまりました。

YAMADA: かいれいなスカーフですね。
TEN’IN: ええ、めずらしいいろです。
YAMADA: いくらですか。
TEN’IN: いちまんなです。いつもです。
YAMADA: おねだんは そう高くありません。
TEN’IN: ええ、それをお願いします。

YAMADA: かっこうは いかがですか。
TEN’IN: どこなくつあふず か。
YAMADA: ちっさい ですか。
TEN’IN: はい、おねだんの sankaku です。
TEN’IN: どうですか。
YAMADA: いらないです。
TEN’IN: なにかあります。
YAMADA: いいえ、それをお願いします。
TEN’IN: かしこまりました。

YAMADA: It’s a beautiful scarf, isn’t it?
SHOP ASSISTANT: Yes. It’s an unusual colour.
YAMADA: How much is it?
SHOP ASSISTANT: It’s ten thousand yen. It’s a good one!
YAMADA: Don’t you have any a bit cheaper?
SHOP ASSISTANT: Yes, we do, Sir. How about that scarf there?

YAMADA: Which scarf?

SHOP ASSISTANT: That small one.

YAMADA: The colour is a bit … It’s a birthday present for a friend.

SHOP ASSISTANT: How old is your friend?

YAMADA: She’s twenty.

SHOP ASSISTANT: Well, what about that scarf over there? It’s not so expensive.

YAMADA: How much is it?

SHOP ASSISTANT: It’s eight thousand yen.

YAMADA: Give me that one, then.

SHOP ASSISTANT: Certainly, Sir.

Vocabulary

スカーフ sukáafu scarf
いくら ikura how much?
一万円 ichiman’en ten thousand yen
もの monó thing
もうすこし moo sukóshi a little more…, a little —er
ありませんか arimasén ka don’t you have, aren’t there any…
ございます gozaimášu there is, there are; we have (formal)
いろ iró colour
ちょっと chótto … a little, a bit…, not really to my liking
プレゼント purézento present
ねだん (ねだん) nedan price
…を下さいください (…o) kudasáí please give me…
かしこまりました kashikomarimášita certainly, Sir/Madam
高い takáí high, expensive
めずらしい mezurashii rare, unusual
いい íí, yóí good
Adjectives

In Japanese, adjectives and other descriptive words and phrases always precede the noun they describe. We have already seen how a noun followed by no can be used to describe another noun (Tokyo no hóteru ‘hotels in Tokyo’ or ‘Tokyo hotels’, watashi no tomodachi ‘my friend’).

Japanese has two types of adjective: ‘TRUE ADJECTIVES’ and ‘NA ADJECTIVES’ or ‘DESCRIPTIVE NOUNS’. A list showing examples of both types can be found below.

true adjectives

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>takáí</td>
<td>expensive</td>
</tr>
<tr>
<td>yasuí</td>
<td>cheap</td>
</tr>
<tr>
<td>wakáí</td>
<td>young</td>
</tr>
<tr>
<td>sugói</td>
<td>great</td>
</tr>
<tr>
<td>ookíi</td>
<td>big</td>
</tr>
<tr>
<td>chiisái</td>
<td>small</td>
</tr>
</tbody>
</table>

na adjectives

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kírei na</td>
<td>pretty, beautiful</td>
</tr>
<tr>
<td>hadé na</td>
<td>gaudy</td>
</tr>
<tr>
<td>génki na</td>
<td>fit, healthy</td>
</tr>
<tr>
<td>sukí na</td>
<td>favourite (like)</td>
</tr>
<tr>
<td>ookíi na</td>
<td>big</td>
</tr>
<tr>
<td>chíisa na</td>
<td>small</td>
</tr>
</tbody>
</table>

True adjectives always end in a vowel followed by the suffixes –i, that is, –ai, –ii, –ui, or –oi (but not –ei) and behave in many respects like verbs. They directly precede the noun they describe. For example:

takáí hon an expensive book   chiisái kodomo a small child

Na adjectives, on the other hand, can be thought of as nouns which require na to link them to the noun they describe. For example:

shízuka na kawá a quiet river   hadé na sukáafu a gaudy scarf

Both true adjectives and na adjectives can be used before désu, e.g. sono hón wa takáí desu ‘that book is expensive’, ano kodomo wa chiisái desu ‘that child is small’, kono sukáafu wa kírei desu ‘this scarf is beautiful’. Note that in the latter case there is no na between the na adjective and désu. In Unit 3 we met the vocabulary items, wakáí ‘young’ and génki ‘fit, healthy’. We can see now that these are a true adjective and
a descriptive noun, respectively, e.g. *wakái onnánoko* ‘a young girl’ and *génnki na kodomo* ‘a healthy child’. *Suki*, which we met in the expression, *górufu ga suki desu* ‘(I) like golf’, is also a descriptive noun, e.g. *watashi no suki na hón* ‘my favourite book’ or ‘a book I like’.

In negative sentences, true adjectives appear in an adverbial form, also called the –*ku* form, e.g. *kono sukáafu wa tákaku arimasen* ‘this scarf is not expensive’. To make the adverbial form of any true adjective simply change the final –*i* of the dictionary form, so-called because this is how adjectives are listed in dictionaries, to –*ku*. Note too, that the position of the high-pitched syllable of an accented adjective shifts to the left in the adverbial form, e.g. *takái desu* ‘it is expensive’, but *tákaku arimasen* ‘it is not expensive’. Actually, there are two possible negative forms of true adjectives: either –*ku arimasen* as we have just seen, or the more colloquial –*ku nai desu* as in *kono sukáafu wa tákaku nai desu* ‘this scarf is not expensive’. Descriptive nouns do not undergo any change when they appear in negative sentences. The negation is simply indicated by putting the copula, * désu*, into one of the two possible negative forms, *dewa* (or *ja*) *arimasén* or *dewa* (or *ja*) *nai desu*, e.g. *ano sukáafu wa kírei ja arimasen*, *ano sukáafu wa kírei ja nai desu* ‘that scarf is not beautiful’. A small number of adjectives occur as both true adjectives and as descriptive nouns, e.g. *ookíi hóteru* and *óoki na hóteru* both mean ‘a big hotel’, while ‘a small child’ could be either *chiísa na kodomo* or *chiísái kodomo*. Here too, note the difference in the pitch accent of the alternate forms and the fact that the shortened forms never occur before *désu*.

The true adjective *yói* ‘good’ is usually used in its more colloquial pronunciation *íi* ‘good’, but it should be noted that in the adverbial form only the full form, *yóku*, is used, e.g. *sore wa yóku arimasen* ‘that is not good’.

**Exercise 4.1**

Give the negative equivalents of the following sentences. Take care to distinguish true adjectives, descriptive nouns and the copula. Make sure you know the meaning of each sentence as you work through the exercise. Follow the example below.

Cue: *Chichí wa wakái desu.*

My father is young.

A: *Chichí wa wákaku arimasen* or …*wákaku nai desu.*
1. Kono hón wa takái desu.
2. Ano sukáafu wa kírei desu.
3. Kono monó wa ñi desu.
4. Sono hón wa watashi no désu.
5. Háha wa gënki desu.
6. Kono iro wa mezurashíi desu.
7. Górufu wa sukí desu.
8. Ano kámera wa yasúi desu.
9. Ríi san wa Chuugokújin desu.
10. Otooto no shúmi wa karaóke desu.

This and that revisited

In Unit 3 we met the demonstrative pronouns, kore ‘this’, sore ‘that’, are ‘that over there’ and dóre ‘which?’. In Japanese these pronouns can only occur before a particle or directly before the copula, désu. If we want to say ‘this book’ or ‘that building over there’ we have to use one of the demonstrative adjectives, kono, sono, ano or dóno. For example: Kono hón wa ikága desu ka. ‘How about this book?’

The one

The particle no の which we met as a possessive marker or as a particle linking nouns in Unit 1 is used after an adjective in the sense of ‘the… one’, e.g. takái no ‘the expensive one’. Consider the following sentences:

Moo sukóshi yasúi no wa arimasén ka.
Ookíi no wa yasúi desu.
Chiisái no wa takái desu.

Don’t you have a slightly cheaper one?
The large one is cheap. The small one is expensive. (Perhaps the discussion here is about mobile phones keitai-dénwa.)

Note, with descriptive nouns, na must be used before no is added. For example:

Sukí na no wa kono hón desu.

The one (I) like is this book,
This book is the one (I) like.
This construction is particularly useful for shopping, as we will see in Dialogue 2.

**Dialogue 2**

*Peter decides to test out his Japanese buying a pair of jeans in one of the department stores over Shinjuku station.*

ピーター: ちょっとすみません。
てんいん: はい、なにか...
ピーター: ジーンズを かいたいんですが。
てんいん: おおいのと しいのがあります。
ピーター: おおいのを みてて下さい。
てんいん: どうぞ。これはアメリカせいで、とてもいいものですよ。
ピーター: 日本せいのもありますか。
てんいん: はい、ございます。こちらです。
ピター: ありが、それ合なかなかいいです。
          日本せいの おおいのを下さい。

PIITAA: Chotto sumimasén.
TEN’IN: Hái nánika.
PIITAA: Jiínzú o kaitain’ désu ga …
TEN’IN: Aói no to shirói no ga arimásu.
PIITAA: Aói no o mísete kudasai.
TEN’IN: Dóozo. Kore wa Amerikaisei désu.
        Totemo íí monó desu yo.
PIITAA: Nihonsei no mo arimásu ka.
TEN’IN: Hái, gozaimá. Kochira désu.
PIITAA: Áa, sore wa nakanaka íí desu.
          Nihonsei no aói no o kudasai.

**PETER:** Ah, excuse me?
**SHOP ASSISTANT:** Yes, Is there something (I can help you with)?
**PETER:** I’d like to buy some jeans…
**SHOP ASSISTANT:** We have blue (ones) and white (ones).
**PETER:** Please show me the blue ones.
**SHOP ASSISTANT:** Here you are. These are made in America. They are very good ones.
**PETER:** Do you also have Japanese ones?
SHOP ASSISTANT: Yes, we have. They’re over here.
PETER: Ah, those are really good. Give me the blue Japanese ones, please.

Vocabulary

なにか nánika something
かいたいですか kaitai désu ga… I would like to buy, but…
あおい aói blue
しろい shirói white
みせて下さい míssete kudasai please show me
せい –sei made in…, –made
totemo very
なかなか nakanaka very, really, extremely
ジーンズ jiínzu jeans

Exercise 4.2

Imagine you are in an elegant department store, depáato, in Tokyo’s upmarket Ginza district. Using the words you have learnt and the additional vocabulary given below ask the shop assistant to show you the items given in the cues. For example:

Cue: Those black boots over there.
A: Ano kurói búutsu o mísete kudasái.

You will find extra vocabulary listed underneath this exercise.

1. that yellow tie over there
2. the navy suit
3. that red skirt over there
4. the green hat
5. those brown trousers
6. that blue shirt over there
7. the grey suit
8. the white jeans
9. that beautiful scarf
10. a slightly cheaper one.
Vocabulary

Colours

These are true adjectives:

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>くろい</td>
<td>kurói</td>
<td>black</td>
</tr>
<tr>
<td>あかい</td>
<td>akai</td>
<td>red</td>
</tr>
<tr>
<td>きいろい</td>
<td>kiiroi</td>
<td>yellow</td>
</tr>
</tbody>
</table>

These are nouns. They must be linked to the noun they describe with the particle, no.

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ちゃいろ</td>
<td>chairo</td>
<td>brown (literally, ‘tea colour’)</td>
</tr>
<tr>
<td>はいいろ</td>
<td>haiiro</td>
<td>grey (literally, ‘ash colour’)</td>
</tr>
<tr>
<td>みどり</td>
<td>midori</td>
<td>green</td>
</tr>
<tr>
<td>こん</td>
<td>kón</td>
<td>navy blue</td>
</tr>
</tbody>
</table>

Items of clothing

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>せびろ</td>
<td>sebiro</td>
<td>(man’s) suit</td>
</tr>
<tr>
<td>スーツ</td>
<td>süutsu</td>
<td>suit (man’s or woman’s)</td>
</tr>
<tr>
<td>ズボン</td>
<td>zubón</td>
<td>trousers, pants</td>
</tr>
<tr>
<td>半ズボン</td>
<td>hanzúbon</td>
<td>shorts</td>
</tr>
<tr>
<td>スカート</td>
<td>sukáato</td>
<td>skirt</td>
</tr>
<tr>
<td>マフラー</td>
<td>máfuraa</td>
<td>muffler, woollen scarf</td>
</tr>
<tr>
<td>ブーツ</td>
<td>būutsu</td>
<td>boots</td>
</tr>
<tr>
<td>ネクタイ</td>
<td>nékutai</td>
<td>tie</td>
</tr>
<tr>
<td>わインツ</td>
<td>waishatsu</td>
<td>shirt</td>
</tr>
<tr>
<td>ぼうし</td>
<td>booshi</td>
<td>hat</td>
</tr>
</tbody>
</table>

To be or not to be

In English we use the same verb, the verb ‘to be’, to express equivalence, e.g. ‘John is a student’ and location, ‘John is in the kitchen’. Japanese, however, makes a distinction between these two categories. We have already met désu, which is assigned its own category, the copula, because it behaves rather differently from other Japanese verbs. Désu, like the equals sign in an equation, shows that the two noun phrases in the
sentence are equivalent, e.g. *kore wa hón desu* ‘this is a book’. *Taroo san wa gakusei desu* ‘Taro is a student’. If we want to say where something is we generally use either *arimásu* or *imásu*. For the most part, *arimásu* is used to indicate the location of inanimate objects and *imásu* is used of people and animals. Note that the particle *ni* is used to indicate location as we would use the preposition ‘in’ in English. You have already seen the negative form of *arimásu*, *arimasén*, as it also occurs in the negative form of *désu*, *dewa* (or *ja*) *arimasén*. The negative form of *imásu* is *imasén*. The examples below show *arimásu* and *imásu* in context.

*Keitai-dénwa wa rokkai no denkaseihin-úriba ni arimásu.*  
Mobile phones are in the electronic products counter on the sixth floor.

*Tanaka san wa kaigíshitsu ni imásu.*  
Mr Tanaka is in the conference room.

We have seen that *désu* can also be used in certain expressions to indicate location, e.g. *Chuuoo-yuubínkyoku wa dóko desu ka* ‘Where is the central post office?’ This common usage does not contradict the assertion that *désu* behaves as a copula showing the equivalence of two noun phrases in a sentence. A more literal translation of this sentence might be, ‘As for the central post office, what place is it?’ The function of *désu* after adjectives and descriptive nouns, however, is more to indicate politeness than to indicate equivalence.

*Yamanaka san wa górufu ga dáisuki desu.*  
Mr Yamanaka loves golf.

*Kono iró wa mezurashíi desu.*  
This colour is unusual.

When *arimásu* is used, as it frequently is, in the sense of ‘to have’, it can also be used when the object is a person. In this case the object is marked with the particle, *ga*. More will be said about subjects and objects in Japanese in a later unit.

*Tanaka san wa Kankokujín no tomodachi ga arimásu.*  
Mr Tanaka has Korean friends.

*Sannin no kodomo ga arimásu* or *kodomo ga sannin arimásu.*  
*I have three children.*

If you compare the two versions in the last example you will notice that a numeral and the appropriate classifier can come before the
noun to which it refers, in which case it is linked to the noun by the particle, **no**. Or the number expression can follow both the noun and its particle. The latter of these two constructions seems to be the more common.

**Dialogue 3**

*At the department store*

マリア: ちょっと おうかがいします。
てんいん: はい、何でしょうか。
マリア: くつうりばは 何がいに ありますか。
てんいん: ふじんの くつは 二がいに あります。
マリア: しんしの くつは?
てんいん: 三がいです。
マリア: ありがとう ございました。
てんいん: どうぞ ごゆっくり。

MÁRIA: Chotto oukagai shimásu.
TEN’IN: Hái, nán deshoo ka.
MÁRIA: Kutsu-úriba wa nangai ni arimásu ka.
TEN’IN: Fujin no kutsú wa sangai ni arimásu.
MÁRIA: Shinshi no kutsú wa?
TEN’IN: Sangai désu.
MÁRIA: Arigatoo gozaimásu.
TEN’IN: Dóozo goyukkúri.

MÁRIA: *I wonder if you could tell me…*
SHOP ASSISTANT: *Yes. What would you like to know?*
MÁRIA: *What floor is the shoe department?*
SHOP ASSISTANT: *Ladies’ shoes are on the second floor (first floor).*
MÁRIA: *What about gentlemen’s shoes?*
SHOP ASSISTANT: *They’re the third floor (second floor).*
MÁRIA: *Thank you.*
SHOP ASSISTANT: *Please take your time.*

Note that Japanese designates floor numbers in the same way as American English, i.e. ground floor = ‘first floor’, etc.
Vocabulary

おうかがいします | oukagai | I wonder if you can help me
shimásu | (literally, “I’d just like to ask”)

何でしょうか | nán deshoo ka | what is it, I wonder (polite)
うりば | uriba | department, counter
くつうりば | kutsu-úriba | shoe counter
かい | kai | floor, storey (classifier)
nankai, nangai | which floor
kutsú | shoes
shínshi | gentleman
fujin | lady
goyukkúri | at leisure, taking time
(honorific)

Numeral classifier

In this unit we meet the numeral classifier kai, which is used for counting floors or storeys in a building. Note the sound changes which occur when it combines with 1, 3, 6, 8 and 10. Remember, Japanese count floors starting from 1 at ground-floor level. ‘Which floor?’ is either nankai or nangai.

<table>
<thead>
<tr>
<th>1st floor</th>
<th>2nd floor</th>
<th>3rd floor</th>
<th>4th floor</th>
<th>5th floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ikkai</td>
<td>nikai</td>
<td>sangai</td>
<td>yonkai</td>
<td>gokai</td>
</tr>
<tr>
<td>6th floor</td>
<td>7th floor</td>
<td>8th floor</td>
<td>9th floor</td>
<td>10th floor</td>
</tr>
<tr>
<td>rokkai</td>
<td>nanakai</td>
<td>hakkai</td>
<td>kyuukai</td>
<td>jukkai</td>
</tr>
</tbody>
</table>

Exercise 4.3

You ask the well-groomed young woman sitting at the first-floor information desk, annaijo, at Mitsukoshi department store, if she can direct you to various departments in the store. Using the cues (and vocabulary given below the exercise) ask her on which floor each sales counter is located, then repeat the answer to confirm that you have understood correctly. For example:

Cue: men’s clothing, third floor
Q: Shinshiyooofuku-úriba wa nangai ni arimásu ka.
A: Wakarimáshita. Sangai désu ne.
1. electronic goods department, fifth floor
2. camera department, sixth floor
3. watch department, fourth floor
4. furniture department, seventh floor
5. sporting goods department, third floor
6. computer department, fifth floor
7. women’s shoes, second floor
8. food hall, first-floor basement
9. parking, second-floor basement
10. plant nursery, roof

**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>でんかせいひん</td>
<td>electronic goods</td>
</tr>
<tr>
<td>でんかせいひんうりば</td>
<td>electronic goods counter/department</td>
</tr>
<tr>
<td>ちか</td>
<td>underground, basement</td>
</tr>
<tr>
<td>ちかーかい</td>
<td>first-floor basement</td>
</tr>
<tr>
<td>ちゅうしゃじょう</td>
<td>parking (station/ floor etc.)</td>
</tr>
<tr>
<td>しょうりょうひん</td>
<td>food</td>
</tr>
<tr>
<td>しょうりょうひんうりば</td>
<td>food hall</td>
</tr>
<tr>
<td>コンピュータ</td>
<td>computer</td>
</tr>
<tr>
<td>ようふく</td>
<td>clothes</td>
</tr>
<tr>
<td>しんし</td>
<td>gentleman</td>
</tr>
<tr>
<td>ふじん</td>
<td>lady</td>
</tr>
<tr>
<td>かぐ</td>
<td>furniture</td>
</tr>
<tr>
<td>とけい</td>
<td>watch, clock</td>
</tr>
<tr>
<td>くつ</td>
<td>shoes</td>
</tr>
<tr>
<td>おくじょう</td>
<td>roof</td>
</tr>
<tr>
<td>うえきうりば</td>
<td>plant nursery</td>
</tr>
</tbody>
</table>

**Bigger numbers**

In Unit 3 we met the numbers from 1 to 99. Now we introduce the numbers from 100 to 100 million. Because the yen is a very small unit of currency you will soon become accustomed to using large numbers in
Japanese. The Japanese have a separate term for ten thousand which can make counting a little complicated for English speakers. Note the sound changes which occur in combination with other numbers.

<table>
<thead>
<tr>
<th>100</th>
<th>200</th>
<th>300</th>
<th>400</th>
<th>500</th>
<th>600</th>
<th>700</th>
<th>800</th>
<th>900</th>
<th>700</th>
</tr>
</thead>
<tbody>
<tr>
<td>百</td>
<td>二百</td>
<td>三百</td>
<td>四百</td>
<td>五百</td>
<td>六百</td>
<td>七百</td>
<td>八百</td>
<td>九百</td>
<td>何百</td>
</tr>
<tr>
<td>hyakú</td>
<td>nihyakú</td>
<td>sánbyaku</td>
<td>yónhyaku</td>
<td>gohyakú</td>
<td>roppyakú</td>
<td>nanáhyaku</td>
<td>happyakú</td>
<td>kyúuhyaku</td>
<td>nánbyaku</td>
</tr>
<tr>
<td>1,000</td>
<td>2,000</td>
<td>3,000</td>
<td>4,000</td>
<td>5,000</td>
<td>6,000</td>
<td>7,000</td>
<td>8,000</td>
<td>9,000</td>
<td>7000</td>
</tr>
<tr>
<td>千</td>
<td>二千</td>
<td>三千</td>
<td>四千</td>
<td>五千</td>
<td>六千</td>
<td>七千</td>
<td>八千</td>
<td>九千</td>
<td>何千</td>
</tr>
<tr>
<td>sén</td>
<td>ni sén</td>
<td>sánzen</td>
<td>yónsen</td>
<td>gosén</td>
<td>rokusén</td>
<td>nanasén</td>
<td>hachisén</td>
<td>kyuusén</td>
<td>nanmán</td>
</tr>
<tr>
<td>10,000</td>
<td>20,000</td>
<td>30,000</td>
<td>40,000</td>
<td>50,000</td>
<td>60,000</td>
<td>70,000</td>
<td>80,000</td>
<td>90,000</td>
<td>70000</td>
</tr>
<tr>
<td>一万</td>
<td>二万</td>
<td>三万</td>
<td>四万</td>
<td>五万</td>
<td>六万</td>
<td>七万</td>
<td>八万</td>
<td>九万</td>
<td>万</td>
</tr>
<tr>
<td>ichimán</td>
<td>nimán</td>
<td>sanmán</td>
<td>yonmán</td>
<td>gómán</td>
<td>rokumán</td>
<td>nanamán</td>
<td>hachimán</td>
<td>kyuumán</td>
<td>nanmán</td>
</tr>
</tbody>
</table>

Remember when pronouncing these numbers that m at the end of a syllable (i.e. hiragána ん), is pronounced m before p, b or m. ‘One thousand’ is either sén 千, or issén 一, but you do not get the choice with ‘one hundred’ and ‘ten thousand’. The former never has a ‘one’ in front of it and the latter always does.

Numbers over ten thousand require a little extra practice. Notice that Japanese does not have a separate term for a million, preferring to say, ‘a hundred ten thousands’ instead. If you remember that ‘one million’ is hyakumán 百万, you should not have too much difficulty. Consider, for example, the following:

五万 gomán 50,000
五十万 gojumán 500,000
五百万 gohyakumán 5,000,000
五千万 gosenmán 50,000,000

Although you have learnt the kanji for the numbers, remember that the Arabic numerals we use in English are usually used in Japan too. Even when kanji are used, as, for example, for price labels or for numbering the pages in a book, large numbers are frequently written with just the basic kanji from 1 to 9 with the addition of the sign for zero, 0, e.g. instead of 三百五十円 (¥350) written out in full, you might simply see, 三五 0 円.

百 千 万 円
 HYAKU (--BYAKU, --PYAKU) hundred
 SEN (--ZEN) thousand
 MAN ten thousand
 EN yen
 KO O taka (i) high, tall
Exercise 4.4

Here are some words and phrases we have met before, but this time written in kanji. See if you can give the pronunciations and meanings of the following. You will need to refer to this unit’s new kanji given below.

1. 小学校 2. 高校 3. 安い本 4. 英語の先生 5. 大学生

Exercise 4.5

See if you can follow this passage. First try to read it without listening to the cassette tape. Then listen to the tape without looking at the text to see if you can understand the gist of the passage. Finally, follow the text as it is being read on the tape. First just listen, then try reading along with the native speaker, trying to imitate the Japanese intonation and grouping of syllables.

田中さんと 山本さんは ともだち です。二人とも 日本人です。でも いまは パリに すんでいます。
田中さんは パリの日本人学校の先生です。
山本さんのごしゅ人は 日本の ぎんこうの パリにてんちょうです。田中さんも 山本さんも かいものが 大好きです。
パリに きれいな みせが たくさんあります。高いみせも 安いみせも あります。 きょうは 山本さんは ブーツをかいました。とてもかい ブーツです。イタリアの ものです。
Katakána

Now you have learnt all the hiragána syllables, you can concentrate your efforts into building up your store of katakána. We learn ten new katakána symbols in this unit.

Exercise 4.6

See if you can match the new katakána words with the appropriate illustrations on this and the next page. Some of the words might be a little difficult to guess. The Japanese word for ‘bread’, for example, is borrowed from the Portuguese. If in doubt, check with the key on p. 266.
a. ペリカン
b. スーパーマン
c. マフラーセーター
d. フラグ・フープ
e. ツアーライナー
f. コアラ
g. スキー
h. アフリカ
i. ペンギン
j. パンダ
k. モーター
l. マイク
m. パッハ
n. ヘリコプター
o. ブーツ
p. ペン
q. コーヒー
r. パン
s. マンモス
t. コンピュータ
While taking a stroll along the Ginza, doing what the Japanese call a *Ginbura*, Bob Smith bumps into his friend Shuuji Imada whom he met some years ago in New York. After exchanging the usual greetings Bob suggests they both get together with their mutual friend Harry Wong for a meal later in the week.

**In this unit you will learn how to:**

- Make suggestions and issue invitations
- Offer to do something
- Say you are going to do something
- Talk about time – past, present and future
- Arrange the time and place for a meeting
- Say where something happens
- Count hours, days, months and years
- Say the days of the week
- Use the prefixes for this ..., last ..., next ... and every...

**You will also acquire:**

- 10 more *kanji*: 今来毎週年火水木金土
- 10 more *katakána*: ウオサソホチトナニノ

**Dialogue 1  ●●**

*While taking a stroll along the Ginza, doing what the Japanese call a *Ginbura*, Bob Smith bumps into his friend Shuuji Imada whom he met some years ago in New York. After exchanging the usual greetings Bob suggests they both get together with their mutual friend Harry Wong for a meal later in the week.*
SUMISU: Shibáráku desu ne.
Ogénki desu ka.
IMADA: É, okagesama de. Otaku no minásan mo ogénki desu ka.
SUMISU: É. Tokoróde, Imada san, Wón san to sanin de aimásen ka.
IMADA: Íi desu yo. Raishuu wa itsudé mo daijóobu desu.
SUMISU: Sóo desu ka. Watashi wa kayóobi ga damé de, Wón san wa suiyóobi ga damé desu.
IMADA: Ja, getsuyóobi ni shimashóo ka.
SUMISU: A, íi desu née. Jikan wa ítsu ga íi desu ka.
IMADA: Ja, minná de ohíru o tabemashóo ka.
SUMISU: Sushikóo wa dóo desu ka.
IMADA: Íi desu née. Déwa, raishuu no getsuyóobi juuníji ni aimashóo.
IMADA: Ja, mata getsuyóobi ni. Sayonará.

SMITH: It’s been a while, hasn’t it?
Are you keeping well?
IMADA: Yes. Thank you. Is everybody well at your place?
SMITH: Yes. By the way, Mr Imada, what say the two of us get
together with Mr Wong?
IMADA: Fine! Anytime next week is all right with me.
SMITH: Tuesday is no good for me and Mr Wong can’t make
Wednesday.
IMADA: Shall we make it Monday, then?
SMITH: Mm, that’s fine. What would be a good time?
IMADA: Then, what say we all have lunch together?
SMITH: What about Sushikoo?
IMADA: That would be nice. So, let’s meet next Monday at twelve.
SMITH: Sure. Then I’ll ring Mr Wong. Bye.
IMADA: Then, see you on Monday. Bye.

Vocabulary

しばらく shibáraku for a while, for a (long) time
おげんき ですか ogénki desu ka Are you well? How are you? (honorific)
おかげさまで okagesama de Thanks to you (suggesting that my good health is the result of your being kind enough to ask after it)
おたく otaku your place, you (honorific)
みなさま minásama all, all of you (honorific)
ところで tokoróde by the way
三人で sannin de the three of us/them
いつでも itsudémo any time at all
だいじょうぶ daijóobu all right, okay, no need to worry
だめ damé no good
で is… and (form of désu used to link clauses)
にしましょうか … ni shimashóo ka Shall we make it…?, what about…?
おひる ohiru midday, midday meal, lunch
たべましょうか tabemashóo ka shall we eat
でんわ denwa telephone

More verbs

So far we have met the Japanese copula, désu, which is used like the equals sign in an equation to equate one noun with another. In the last unit we were also introduced to the verbs arimásu and imásu which tell us where something, or, in the case of imásu, someone, is situated. We have also met one or two other verbs, which have been introduced as vocabulary
items to add a little zest to your Japanese conversation without your needing to worry exactly how they perform in the sentence. We have met **kimáshita** ‘came’ in expressions like *Kánkoku kara kimáshita* ‘I come (literally ‘came’) from Korea.’ We also met **Wakarimáshita** ‘I understand’ and **Róndon ni súnde imasu** ‘I live in London.’ Apart from the obvious fact that the Japanese verb comes at the end of the sentence, you will have noticed that many sentences end in **–másu** or **–máshita**. Actually, this is the ending you use to show politeness to the person you are addressing. It is the form used in all conversation, except between close friends and among children, so it is the most appropriate form for foreign learners of the language to start with. Later we will also learn the plain verb forms used in the written language and in subordinate clauses.

Japanese marks the past tense with the ending **–máshita**. This indicates that the action of the verb is complete and contrasts with **–másu**, which is used for actions and states where the action is not yet completed. For this reason **–máshita** doubles up to cover both present and future time and is hence often called the ‘non-past form’. Of course, each of these forms has a negative equivalent, as shown below.

<table>
<thead>
<tr>
<th>Suffix:</th>
<th>Non-past affirmative</th>
<th>Non-past negative</th>
<th>Past affirmative</th>
<th>Past negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>–máshita</strong></td>
<td></td>
<td><strong>–masén</strong></td>
<td><strong>–máshita</strong></td>
<td><strong>–masén</strong></td>
</tr>
<tr>
<td><strong>Example:</strong></td>
<td><strong>ikimásu</strong></td>
<td><strong>ikimasén</strong></td>
<td><strong>ikimáshita</strong></td>
<td><strong>ikimasén deshita</strong></td>
</tr>
<tr>
<td>(I) go</td>
<td>(I) don’t go</td>
<td>(I) went</td>
<td>(I) didn’t go</td>
<td></td>
</tr>
</tbody>
</table>

Some verbs in Japanese which describe states rather than actions are generally used with some form of the auxiliary verb, **imásu**. The verb ‘to live’, for example, appears as **súnde imasu** ‘I live’, **súnde imáshita** ‘I lived’, etc. More will be said of this construction in a later unit. In the meantime, remember these verbs in the contexts in which you have seen them so far. You will have noticed also that sometimes a Japanese adjective or descriptive noun is used where we would use a verb in English. Take, for example, the expressions in Japanese for liking or disliking something: **hambáagaa ga sukí desu** ‘I like hamburgers’.

### Verbs with shimásu

Apart from its function as the freestanding verb ‘to do’, **shimásu** combines with a number of nouns to form quasi compound verbs. Here are...
some common verbs with shimásu, and each one is followed by a sentence showing how it can be used.

<table>
<thead>
<tr>
<th>Verb with shimásu</th>
<th>Japanese Sentence</th>
<th>English Translation</th>
</tr>
</thead>
</table>
| benkyoo shimásu    | Mainichi nánjikan benkyoo shimásu ka. | to study
|                    | How many hours do you study every day? |
| ryóori (o) shimásu | Píitaa san no ouchi de dáre ga ryóori o shimásu ka. | to cook
|                    | Who cooks at your place, Peter? |
| shokuji (o) shimásu | Kyóo wa issho ni shokuji shimasén ka. | to have a meal, eat
|                    | Won’t you join me for a meal today? |
| kekkon shimásu     | Onéesan wa ítsu kekkon shimashita ka. | to marry
|                    | When did your elder sister get married? |
| ryokoo shimásu     | Rainen Amerika o ryokoo shimásu. | to travel
|                    | Next year I’m going to travel through America. |

(Note: In this construction the course travelled is marked with the particle o.)

**Dialogue 2 Ỗısı**

*Yamada and Tanaka are hiring a car.*

山田: あした re ンタカーで ドライブに
いきませんか。
田中: それは いいですねえ。どこへ いきましょうか。
山田: うみと 山と どちらが いいですか。
田中: わたしは どちらでも かまいません。
山田: それでは、山へ いきましょう。
田中: だれが うんでん しますか。
山田: ピーターさんに おねがい しましょう。
田中: そう しましょう。ピーターさんは うんでんが
じょうず ですから。

YAMADA: Ashita rentakáa de doráibu ni ikimasén ka.
TANAKA: Sore wa íi desu née.
Dóko e ikimashóo ka.
YAMADA: Úmi to yamá to dochira ga íi desu ka.
TANAKA: Watashi wa dochira démo kamaimasén.
YAMADA: Sore déwa yamá e ikimashóo.
TANAKA: Dáre ga unten shimásu ka.
YAMADA: Piitaa san ni onegai shimashóo.
TANAKA: Soo shimashóo. Piitaa san wa unten ga joozú desu kara.

YAMADA: Let’s hire a car and go for a drive tomorrow.
TANAKA: That would be great!
Where shall we go?

YAMADA: Which do you prefer, sea or mountains?
TANAKA: I don’t mind which. (‘I’d be happy with either.’)

YAMADA: In that case, let’s go to the mountains.
TANAKA: Who’ll drive?
YAMADA: Let’s ask Peter.
TANAKA: Let’s do that. Peter’s a good driver.

Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>unten shimásu</td>
<td>to drive</td>
</tr>
<tr>
<td>rentakáa</td>
<td>car for hire, car rental</td>
</tr>
<tr>
<td>de</td>
<td>with, by, by means of (instrumental particle)</td>
</tr>
<tr>
<td>e</td>
<td>to, towards (directional particle written with hiragána ‘he’).</td>
</tr>
<tr>
<td>úmi</td>
<td>sea</td>
</tr>
<tr>
<td>dochira démo</td>
<td>either one</td>
</tr>
<tr>
<td>kamaimasén</td>
<td>it doesn’t matter</td>
</tr>
<tr>
<td>onegai shimásu</td>
<td>to request (agent indicated by ni)</td>
</tr>
<tr>
<td>désu kara</td>
<td>because…is. (Often used, as in the example here, in an incomplete sentence to indicate a reason.)</td>
</tr>
</tbody>
</table>

Exercise 5.1

How would the following statements be altered by the addition of the time expressions provided in the brackets (you can check their meaning in the table on p. 86)? Perhaps there are some sentences where no change is necessary. See the example below.

Cue: Ikimasén (kinóo)
A:  Kinóó ikimasén deshita.
1. Tanaka san ni aimáshita. (ashita)
2. Nihón ni ikimáshita. (rainen)
3. Góhan o tabemáshita. (mainichi)
4. Atarashíi kuruma o kaimásu. (séngetsu)
5. Kyóó wa mokuyóobi desu. (kinóó)

Vocabulary

ごはん   gohan (cooked) rice; meal  
あたりしい   atarashíi  new
くるま   kuruma  car, cart

Exercise 5.2

Here are some more time expressions to help you practise your tense endings. You can look up the days of the week on p. 85.

otótoi   the day before yesterday
asátte    the day after tomorrow
otótoshi   the year before last
sarainen   the year after next

Now tell your Japanese friend:

1. You came from London the year before last.
2. You are going to China the year after next.
3. The day after tomorrow is Saturday.
4. The day before yesterday was Tuesday.
5. What’s today? That’s right. It’s Thursday.

‘How about …?’

In this unit we also meet the ending –mashóo, which is sometimes called the ‘tentative’, ‘propositive’ or ‘hortative’ suffix because it is used when you want to make a suggestion or put a proposition. In English we would normally say ‘let’s do’ something or other where Japanese would use the –mashóo construction. If the suggestion is more tentative, or if you want to give the listener the opportunity to suggest something else, the –mashóo sentence can be framed as a question, –mashóo ka ‘Shall we…?’ ‘What say we…?’, etc. Here are
some examples and an exercise to help you get the hang of this useful expression.

**Háyaku kaerimashóo.** *Let’s go home quickly. Let’s go back early.*

**Yasúi no o kaimashóo.** *Let’s buy the cheap(er) one.*

**Nánji ni ikimashóo ka.** *What time shall we go?*

Funnily enough, this last example can also mean ‘*What time shall I come?*’ in a context where the speaker is going to visit the listener. In Japanese *kimásu* is only used for movement towards the speaker or to a place associated with the speaker. In all other cases *ikimásu* is used. If we hear a knock at the door we might say, ‘Just a minute, I’m coming’ whereas a Japanese would say ‘Just a minute I’m going.’

The –mashóo ending also provides a very convenient way to offer to do something for someone. For example:

**Suutsukéesu o mochimashóo ka.** *Shall I carry your suitcase for you?* (mochimásu to hold, carry)

**Eigo de kakimashóo ka.** *Shall I write it in English?*

### Exercise 5.3

Soften the following statements and questions by rephrasing the ideas as propositions or suggestions, retaining the *ka* ending when it occurs. If called upon to do so, could you also translate your new sentences into English and also write them in Japanese script? Some of the *kanji* you will need for this exercise are introduced later in this unit. Just in case you feel the urge to do so, the answers are included in the key at the end of the book.

Follow the example below:

**Cue:** Sánji ni ikimásu.

**A:** Sánji ni ikimashóo.

1. Íma kaerimásu ka.
2. Aói no o kaimásu.
4. Hachíji ni tabemásu.
5. Súgu ikimásu ka.
Knowing the object

Japanese shows the relationship between the various elements in a sentence by the use of particles. We have already met some such as **wa** (topic), **ga** (subject), **ni** (location) and so on. In this unit we meet **o**, written with the **hiragána** symbol お (once pronounced お, but now indistinguishable in pronunciation from お). This is another example of historical spelling, just as the topic particle **wa** is written with the **hiragána** character for は. The object is the noun, i.e. the thing, person or concept affected by the action of the verb. Not all verbs have objects, but those that do so are called ‘TRANSITIVE VERBS’. Conversely, verbs which do not normally take an object are ‘INTRANSITIVE VERBS’. As we shall see later, the distinction between transitive and intransitive verbs is an important one in Japanese grammar.

Here are some more examples illustrating the use of the particle **o**.

**Nihonjín wa mainichi góhan o tabemásu.** The Japanese eat rice every day.

**Dóno shinbun o yomímásu ka.** Which newspaper do you read?

**Atarashíi kuruma o kaimáshita.** I bought a new car.

With verbs which indicate movement over a distance, or what we call ‘verbs of linear motion’, like ‘to go’, ‘to walk’, ‘to fly’ and ‘to run’, the object particle **o** is used to indicate the course of the movement and corresponds to English prepositions like ‘along’, ‘through’ and ‘over’. We meet this construction again in the next unit.

**Michi o arukimásu** to walk along a road

**Sóra o tobimásu** to fly through the sky

**Nihón o ryokoo shimásu** to travel through Japan

Note that some verbs, which are transitive in English and take a direct object, are intransitive in Japanese. One such verb is **aimásu**, ‘to meet’, which takes an indirect object, marked by **ni**, in Japanese.

**Kinóo Tanaka san ni aimáshita.** Yesterday I met Mr Tanaka.

Note that where the noun object forms a kind of compound verb with **shimáshita**, as introduced on p. 78, the noun, which constitutes the first element, is not usually followed by the object particle **o**. For example:

**Jón san wa Tookyoo de Nihongo o benkyoo shimáshita.** John studied Japanese in Tokyo.
Where the action is

We have seen how location, ‘in’, ‘at’ etc., with the verbs imásu and arimásu is indicated using the particle ni. For example:

Shachoo wa kaigíshitsu ni imásu  The director is in the conference room

With more active verbs, however, the place of action is indicated with de. For example:

Mainichi kaisha de shinbun o yomimásu.  I read the newspaper every day at the company.
Éki no kiósuku de zasshi o kaimáshita.  I bought the magazine at the kiosk at the station.

Kanji

In this unit we introduce the kanji for writing the days of the week and a few other time expressions. All of these are used very frequently and some are basic elements that occur in a large number of other kanji. It is important, therefore, that you cannot only recognise them in context, but that you can write them confidently. Practise writing them following the stroke order shown below:
The days of the week

The days of the week are named after the five traditional Chinese elements of fire, water, wood, metal and earth with the addition of the sun (Sunday) and the moon (Monday) to make up the seven days of the week according to the western calendar. This solar calendar was introduced into Japan in 1872. The first kanji in the suffix –yóobi, used for naming days of the week, is rather complicated so it is given here with the reading indicated in small hiragána characters above the kanji. These hiragána symbols used to indicate the readings of difficult or unusual kanji are known as furigana. As we progress in this course we will be introducing more kanji with furigana to help you develop your reading skills in Japanese. Remember most kanji have both Chinese-style on-readings, used in compounds and other words borrowed from Chinese, and the native kun-readings, used when the character stands alone or forms part of a Japanese proper noun. There are exceptions to these rules of combination of kanji readings. Take, for example, the names of the days of the week where the first two kanji are read in the on-reading and the third –bi, is a variant kun-reading. Actually, the final –bi is optional. You will also hear getsuyóò ‘Monday’, etc. for the names of the days of the week.

 prefixes in time expressions

Although Japanese relies heavily on suffixes (i.e. endings) and particles, which follow the forms to which they refer, there are also a number of useful prefixes used with time expressions. The following chart shows how these are used. Note that there are some irregular forms.
<table>
<thead>
<tr>
<th>Time duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>The numeral classifier for counting hours is <strong>jíkan 時間</strong>. The <strong>kan</strong> of the suffix expresses duration and is also found in the classifiers for counting weeks, <strong>shúukan 随間</strong> and years, <strong>nénkan 年間</strong>. Although the <strong>kan</strong> is required when counting hours or weeks, for counting years either <strong>nénkan</strong>, or simply <strong>nén</strong> may be used. For example:</td>
</tr>
<tr>
<td>Nínen Nihón ni imáshita or Ninénkan Nihón ni imáshita. I was in Japan for two years.</td>
</tr>
</tbody>
</table>

We have already met the suffix **gatsu 月**, used for naming the months (**ichigatsu 一月 ‘January’** etc.), but for counting months, the numeral classifier **kágetsu か月** is used. For example: |
| Sankágetsu Tookyoo de Nihongo o benkyoo shimáshita. I studied Japanese for three months in Tokyo. |

Incidentally, the permitted word order in Japanese sentences is very flexible. As long as the verb is at the end of the sentence, the order of the
subject, object and expressions of time and place can be changed about freely. To illustrate, the example above would mean the same thing if it were *Tookyoo de sankágetsu Nihongo o benkyoo shimáshita* or *Nihongo o Tookyoo de sankágetsu benkyoo shimáshita*. Generally, the words towards the front of the sentence seem to carry a stronger emphasis.

**Exercise 5.4**

Here are some sentences to help you learn the Japanese script. First, read the sentences aloud, then check your results by comparing your voice with that on the tape. Then practise your comprehension skills by listening to the tape with your book closed. Finally, translate the sentences into English.

1. 今田先生は日本大学の英語の先生です。
2. 来週の土曜日八時半に来て下さい。
3. 山中さんの下の女の子は高校三年生です。
4. 毎週月・火・水に日本語のクラスがあります。
5. 水を下さい。
6. 今日はお金があります。
7. 安いウイスキーはあまり好きじゃありません。
8. 先週の木曜日に金田さんは四国から来ました。

**Exercise 5.5**

Can you read this note Tom has left pinned to the door of his flat in Tokyo? He has been giving English lessons privately for about a year, while teaching himself Japanese with the aid of this book.
1. Which class has Tom cancelled?
2. Why?
3. What day did he say Yasuko should return?
4. What time will the class be held?
5. How do you think Yasuko feels about the note?

**Katakána**

The *katakána* symbols introduced in this unit will bring the total you have learnt to around thirty, leaving the final fifteen for the next two units. While it takes a bit of practice to remember *katakána*, you will find it a lot easier if you learn it in context rather than as isolated characters. You can usually guess the meaning of words written in *katakána* as the vast majority of them are borrowed from English.

![Katakána symbols](image.png)

**Exercise 5.6**

Here is the menu of a little coffee shop or *kissáten* in the back blocks of Shinjuku. Or was it Shibuya? Or perhaps even Ikebukuro? Somewhere in Tokyo anyway.
For the price of a cup of coffee you can sit there for an hour chatting with friends, writing letters or just listening to the music. Look at the menu and answer the questions below.

1. How much would you pay for an iced coffee?
2. What kinds of dessert are there?
3. What is the most expensive beverage?
4. How much would you pay for an orange juice and a hot dog?
5. How much would an American coffee (not as strong as a regular Japanese coffee), toasted cheese on toast and a salad cost?
6 鈴木さんの会社へどうやって行きますか。
Suzuki san no kaisha e dóo yatte ikimásu ka.
How do I get to your office, Mr Suzuki?

In this unit you will learn how to:

- Give and follow directions
- Make requests
- Ask and give permission
- Discuss existing states and actions in progress
- Make longer sentences
- Say what you want to do
- Say why you go somewhere.

You will also acquire:

- 10 more kanji: 行 会 買 売 読 銀 社 書 開 新
- 10 more katakána: ケセテネヌヤヨルレロ

Dialogue 1  ●

Not long after you arrive in Tokyo you decide to look up Mr Suzuki. You got his phone number and a letter of introduction from Mr Honda, whom you met in Unit 1. Mr Suzuki works in the Nihonbashi office of Mr Honda’s trading company. You meet in a kissáten (coffee shop) in Shinjuku to discuss your proposed visit to Mr Suzuki’s office. You may need to refer to the new kanji introduced later in this chapter.
あなた：すずきさんの会社へはどうやって行きますか。
すずき：日本ばしのちかつのえきのちかくにあります。そのへんをよくごぞんじですか。
あなた：いいえ、あまりよくしりません。ちずを書いてくださいませんか。
すずき：ああ、いいですよ。ちかつのAの2のでぐちをでてください。
あなた：Aの2のでぐちですね。はい、わかりました。
すずき：ええ。そして、そこをひだりへまがってください。
あなた：はい、わかりました。
すずき：すると山田銀行があります。
あなた：ああ、そうですか。
すずき：ええっと、そのよこのせまいみちにはいて、まっすぐ百メートルぐらい行きます。
あなた：百メートルまっすぐですね。
すずき：すると毎日新聞か読売新聞のだいりてんがあります。
あなた：はい、わかりました。
すずき：そのこのかどをみぎにまがって
二・三十メートルのところに日英貿易という、小さな会社があります。
あなた：ああ、そうですか。
すずき：わたしのじむしょはそのビルの二かいにあります。

(Looking at the map Mr Suzuki has drawn for you.)

あなた：ありがとうございます。このちずでよくわかります。あした十二時ごろ行ってもいいですか。
すずき：ええ、もちろん。いいですよ。何時でもかまいませ
ん。いっしょにおひるごはんをたべましょうか。
あなた：はい、そうしましょう。

ANÁTA：Suzuki san no kaisha e dōo yatte ikimásu ka.
SUZUKI：Nihonbashi no chikatesu no éki no chikaku ni arimásu. Sono hen o yóku gozonji desu ka.
ANÁTA：Iie, amari yóku shirimasén. Chízu o káite kudasaimasén ka.
SUZUKI：Áa, íi desu yo. Chikatetsu no éi no ní no déguchi o déte
kudasai.
ANÁTA：Éi no ní no déguchi desu ne. Hái, wakarimáshita.
SUZUKI：Ée. Soshite, soko o hidari e magatte kudasái.
ANÁTA: Hái. Wakarimáshita.
SUZUKI: Suru to Yamada Gínkoo ga arimásu.
ANÁTA: Áa, sóo desu ka.
SUZUKI: Éetto, sono yoko no semáí michi ni háitte, massúgu hyaku metoru gúrai ikimásu.
ANÁTA: Hyaku metoru massúgu desu ne.
SUZUKI: Suru to migigawa ni Mainichi-Shínbun ka Yomiuri-Shínbun no dairiten ga arimásu.
ANÁTA: Hái. Wakarimáshita.
SUZUKI: Soko no kádo o migi ni magatte, ni-sanjuu metoru no tokoro ni Nichiei-Bóoeki to yuu, chiisa na kaisha ga arimásu.
ANÁTA: Áa, sóo desu ka.
SUZUKI: Watashi no jimúsho wa sono bíru no nikai ni arimásu.

(Looking at the map Mr Suzuki has drawn for you.)

SUZUKI: Ée, mochíron. Íi desu yo. Nánji demo kamaimasén. Issho ni ohiru-góhan o tabemashóo ka.
ANÁTA: Hái, sóo shimashóo.

YOU: How do I get to your office, Mr Suzuki?
SUZUKI: It’s near the Nihonbashi underground station. Do you know that area well?
YOU: No, I don’t know it at all well. Would you draw me a map?
SUZUKI: Yes, certainly. Come out of the underground at the A2 exit.
YOU: The A2 exit, is it? Yes, I see.
SUZUKI: Yes. And turn to the left there.
YOU: Yes, I see.
SUZUKI: Then you’ll find the Yamada Bank.
YOU: Oh, is that right?
SUZUKI: Uh, ’um, go into the narrow road alongside and go straight ahead for about a hundred metres.
YOU: Straight ahead for one hundred metres…
SUZUKI: Then, on your right-hand side you’ll see an agent for the Mainichi or the Yomiuri newspaper.
YOU: Yes, I see.
SUZUKI: Turn right at that corner and about twenty or thirty yards along there is a little company called Nichiei Trading.
YOU: Oh, I see…
SUZUKI: My office is on the first floor of that building.
YOU: Thank you very much. It will be clear with this map. May I come at 12 o’clock tomorrow?
SUZUKI: Yes, of course. That’s fine. Any time will do. Let’s have lunch together!
YOU: Yes, let’s do that.

**Vocabulary**

あなた anáta you
dóo yatte how (literally, ‘doing what way?’)
Nihonbashi district in central Tokyo
chikatetsu underground railway, subway
éki station
chikáku vicinity, area around ...
gozónji desu ka Do you know? (honorific)
amari (not) much, (not) very
yóku well, often
shirimasén (I) don’t know
chízu map
káíte writing, drawing
kudasaimasén ka Won’t you?/Would you mind?
déguchi exit
déte going out, exiting
kudasái please (give me)
hidari left
magatte kudasái please turn
soshite and, after that
suru to then, next
ginkoo bank
áa, sóo desu ka Oh, is that so? Really? I see
éetto uh, um (hesitation form)
yoko side, alongside
semái narrow
michi road, street
Chiming in

In English, conversational etiquette demands that we do not butt in when others are speaking. In Japanese, however, the listener is expected to indicate that he or she is listening attentively to what is being said by chiming-in with comments, such as ‘I see’, ‘really’, ‘you don’t say?’ etc. This feature of Japanese conversation is known as aizuchi (literally, ‘pounding in unison’, a reference to the cooperation required when two people are pounding rice in a mortar with large wooden mallets). Common examples of aizuchi are, áa sóo desu ka, hái, wakarimáshita and sóo desu née. There are several examples in Dialogue 1. Another feature of Japanese conversation is the frequent use of hesitation forms, like the éetto ‘er’, ‘um’, ‘let me think’, etc., introduced in the dialogue. Other common hesitation forms are anoo ‘er’ and sóo desu nee (pronounced in a drawn-out, level intonation) ‘let me see’. In addition to giving the
speaker time to frame his or her thoughts, as do similar forms in English, Japanese hesitation forms, paradoxically, contribute to the flow of conversation. This is because they give the listener more time to become involved in the conversation and allow the speaker not to sound too abrupt or self-assertive, both of which are considered poor form in Japanese society.

### Formation of the ‘–te form’

Another important form of the Japanese verb is the –te form, sometimes called the ‘GERUND’. This is used in a number of constructions, either in conjunction with another auxiliary verb or as a linking form between clauses. We have already seen an example of the –te form (which sometimes appears as –de, as we shall see below) in the phrase, Róndon ni súnde imasu ‘I live in London.’ The –te ending undergoes a number of sound changes depending on the type of verb concerned and the final consonant of the verb stem (what you have left when you cut off the –masu ending). The list that follows gives the –te forms of some verbs introduced in this or in previous units. Verbs in Japanese fall into three groups or conjugations, the ‘CONSONANT-ROOT VERBS’ (or ‘–u verbs’), the ‘VOWEL-ROOT VERBS’ (or ‘–ru verbs’) and a small group of irregular verbs. More will be said about verb roots and the verb conjugations in the next unit (see p. 117 if you want to read ahead for more detail now). It is not generally possible to tell the conjugation of a verb when you see it with the –masu ending. If there is an –e before the –masu, however, you can be sure you are dealing with a vowel-root verb. The verb, tabemásu ‘eats’, is a case in point. Vowel-root verbs simply add –te to the same verb stem to which –masu is attached. For example, tabemásu ‘eats’, tábete ‘eating’ (the English gloss here is more a convenient label than an indication of the literal meaning of the verb). Another vowel-root verb we have met is mimásu ‘sees’, ‘watches’, which has the –te form míte. Similarly, the irregular verbs kimásu ‘comes’ and shimásu ‘does’, have the predictable –te forms, kíte ‘coming’ and shíte ‘doing’ respectively. Of the consonant-root verbs, only those which have –shi before the –masu ending add –te directly without undergoing any sound change. For example, hanashimásu ‘speaks’ becomes hanáshíte ‘speaking’. In all other consonant-root verbs, however, the –te ending is assimilated to the final consonant of the stem, resulting in the endings –ite, –ide, –tte or –nde.

**english gloss**
kakimásu writes káíte writing (–ki plus –te becomes –ite)
<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>isogimásu</td>
<td>hurries</td>
<td>hurrying (–gi plus –te becomes –ide)</td>
</tr>
<tr>
<td>kaimásu</td>
<td>buys</td>
<td>buying (–ai plus –te becomes –atte)</td>
</tr>
<tr>
<td>machimásu</td>
<td>waits</td>
<td>waiting (–chi plus –te becomes –tte)</td>
</tr>
<tr>
<td>torimásu</td>
<td>takes</td>
<td>taking (–ri plus –te becomes –tte)</td>
</tr>
<tr>
<td>yomimásu</td>
<td>reads</td>
<td>reading (–mi plus –te becomes –nde)</td>
</tr>
<tr>
<td>asobimásu</td>
<td>plays</td>
<td>playing (–bi plus –te becomes –nde)</td>
</tr>
</tbody>
</table>

### Uses of the ‘–te form’

Perhaps the most common use of the –te form is with the auxiliary verb imásu to express either an action in progress or a completed state. Generally, with transitive verbs, i.e. those verbs which take a direct object, the –te form followed by imásu is used to convey the idea that an action is in progress, like the present continuous tense in English. For example:

**Shachoo wa íma shinbun o yónde imasu.**

The managing director is now reading the newspaper.

With intransitive verbs the –te imásu construction describes a completed state. For example:

**Oootó wa íma Nyuu Yóoku ni itte imásu.**

My younger brother is now in New York (i.e. he is in a state of having gone to New York).

Japanese verbs generally designate actions. In order to describe a state most Japanese verbs use the –te imásu construction, as shown below.

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kekkon shimásu to marry</td>
<td>kekkon shite imásu to be married</td>
</tr>
<tr>
<td>futorimásu to get fat</td>
<td>futótte imásu to be fat</td>
</tr>
<tr>
<td>yasemásu to get thin</td>
<td>yasete imásu to be thin</td>
</tr>
<tr>
<td>tsukaremásu to become tired</td>
<td>tsukárete imásu to be tired</td>
</tr>
<tr>
<td>okorimásu to get angry</td>
<td>okótte imásu to be angry</td>
</tr>
<tr>
<td>yorokobimásu to rejoice</td>
<td>yorokónde imásu to be happy</td>
</tr>
<tr>
<td>onaka ga sukimásu to get hungry</td>
<td>onaka ga suite imásu to be hungry</td>
</tr>
<tr>
<td>nódo ga kawakimásu to get thirsty</td>
<td>nódo ga kawaite imásu to be thirsty</td>
</tr>
</tbody>
</table>
The literal meaning of onaka ga sukimásu is ‘the stomach becomes empty’ and nódo ga kawakimásu means ‘the throat becomes dry’. In either case a plain past tense verb can be used to convey much the same idea as the –te imásu form. For example:

Onaka ga sukimáshita or I’m hungry
Nódo ga kawakimáshita I’m thirsty

Some verbs seem to occur only in the –te imásu construction, for example:

Ásako san wa Jiroo san o ái shite imásu. Asako loves Jiro.

The verb shirimásu to get to know, occurs in the –te imasu form in the affirmative, but not in the negative.

Yamamoto san o shitte imásu ka. Do you know Mr Yamamoto?
Iie, shirimasén. No, I don’t.

The honorific expression gozónji desu ka ‘do you know?’, introduced in this unit, is a safer alternative if you are addressing an older person or a social superior of little acquaintance. If you are addressed this way yourself you must not reply using the honorific prefix go–. You can say either shitte imásu or zonjimáshu if you are replying in the affirmative and shirimasén or zonjimasén if your answer is negative.

Exercise 6.1

Imagine you are having a telephone conversation with a Japanese friend. Your friend asks you what you are doing now. Just as in English we would not expect the reply ‘I’m talking to you over the phone’ so too in Japanese – the –te imásu form refers more generally to what we have been doing recently or how we have been spending our time these days. The point about the activity described in the –te imásu form is that it is not finished. Using the cues given below tell your friend what you are doing. Follow the example below:

Cue: reading a magazine (zasshi)
Q: Íma náni o shitte imásu ka.
A: Íma zasshi o yónde imasu.
1. washing the car (kuruma, aрайmásu, arratte)
2. writing a letter (tegami)
3. studying Japanese
4. cleaning the room
5. watching television (térebi)

The following are not recorded on the cassette tape.

6. waiting for a friend (machimásu, mátte)
7. listening to the radio (kikimásu, kitte)
8. reading a novel (shoosetsu)
9. drinking coffee (nomimásu, nónde)
10. making a cake (kéeki, tsukurimásu, tsukútte)

**Exercise 6.2**

Match the following pictures with the appropriate captions.

1. futótte imasu
2. okótte imasu
3. tsukárete imasu
4. yasete imásu
5. yorokónde imasu

**Requests using the ‘–te form’**

The –te form followed by kudasái is a very useful way to request someone to do something for you. Actually, this auxiliary is a form of the verb, ‘to give’, which will be treated in greater detail in the discussion of verbs of giving and receiving in Unit 12 (see p. 195). For the time being, you can think of kudasái as being close to the idea of ‘please’ in
English. Here are some requests that any language learner would find indispensable. Listen to the examples from the list below recorded on the cassette tape.

**Moo ichido itte kudasáí.**  
**Mótto yuukúri hanáshite kudasai.**

*Please say it again.*  
*Please speak more slowly.*

And if all that fails you could try:

**Eigo de itte kudasái.**  
**Please say it in English.**

Another very useful phrase is…  
**o oshiete kudasái** ‘please teach me’ or ‘please tell me’:

**Nihongo o oshiete kudasái.**  
**Yuu bín koko e no michi o oshiete kudasái.**

*Please teach me Japanese.*  
*Please tell me the way to the post office.*

While these –**te kudasái** forms make perfectly acceptable requests for most situations, there are times when you might need a more polite expression. Generally, you can make a request more polite by framing it as a question. A negative question is politer still. It is interesting to see how a similar pattern can be seen in both the Japanese sentences below and their English translations.

**Chízu o káite kudasai.**  
**Chízu o káite kudasaimasu ka.**  
**Chízu o káite kudasaimasen ka.**

*Please draw me a map.*  
*Would you draw me a map?*  
*Wouldn’t you draw me a map?*

A very polite request form, which you are likely to hear and perhaps even use yourself, is –**te itadakemásu ka**, which we shall gloss for the time being as ‘**would you be so kind as to…**’ or ‘**would you mind…**’, but which we shall see later is also bound up with the idea of giving and receiving.

**Shitsúrei desu ga, onamae o oshiete itadakemásu ka.**

*Excuse me, but would you mind telling me your name?*
The particle お with verbs of motion

You will recall that intransitive verbs which describe movement from one place to another often mark the location through which the motion occurs with the particle お. The English gloss for this お might be a preposition like ‘along’, ‘through’, ‘over’, etc.

Sono semái toorí o massúgu itte kudasái.  
Please go straight along that narrow road.

Tsugí no kádo o migi e magatte kudasái.  
Turn right at the next corner.

Densha ga nagái tonneru o toorimashita.  
The train went through a long tunnel.

Exercise 6.3

Using the request form introduced above, ask your friend to do the following for you.

1. Write it in romanised Japanese (roomáji).
2. Wait a minute (use chotto).
3. Say it again.
4. Ring you at three o’clock.
5. Draw (write) you a map.

Dialogue 2  📜

A stranger is asking directions to the central post office. In the written text of this dialogue we have introduced some additional kanji compounds for recognition only. From this point on we will indicate with furigana the pronunciation of any words written with kanji not previously introduced.

男の人: すみません。
女の人: はい。

男の人: ちょっとおうかがいしますが、中央ゆうびんきょく
郵便局はどちらでしょうか。
OTOKÔNOHITO: Sumimasén.
ONNÁNOHITO: Hái.
OTOKÔNOHITO: Chotto oukagai shimásu ga, chuuoo-yuubínkyoku wa dóchira deshoo ka.
ONNÁNOHITO: Tsugi no kádo o hidari e magatte, hirói michi o zutto massúgu itte kudasái.
OTOKÔNOHITO: Soko no kádo o hidari desu ne.
ONNÁNOHITO: Hái, sóo desu. Soshite mittsume no shingoo o migi e magatte kudasái. Suruto, súgu arimásu. Tookyoo éki, Marunóuchi no minamiguchi no máe ni arimásu.
OTOKÔNOHITO: Arúite nánpun gurai kakarimásu ka.
ONNÁNOHITO: Soo desu nee. Shigofun kakarimásu.
OTOKÔNOHITO: Dóomo arigatoo gozaimashita.
ONNÁNOHITO: Áme desu kara tochuu kara chikáadoo o tótte itte kudasái.
OTOKÔNOHITO: Hái. Dóomo, goshínsetsu ni.
ONNÁNOHITO: Dóo itashimashite.

MAN: Excuse me.
WOMAN: Yes?
MAN: I wonder if you could tell me where the central post office is?
WOMAN: Turn left at the next corner, and keep going straight along the wide road.
MAN: Left at the corner there, is it?
WOMAN: Yes, that’s right. And turn right at the third set of traffic lights. Then it’s right there. It is in front of the Marunouchi southern entrance to Tokyo Station.
MAN: About how many minutes will it take on foot?
WOMAN: Let me think. It’ll take four or five minutes.
MAN: Thank you very much.
WOMAN: As it is raining, take the underground walkway part of the way. (literally, ‘from along the way’)
MAN: Yes. It’s very kind of you (to suggest that).
WOMAN: Not at all.

Vocabulary

ちょっと | chótto | a little; just
おうかがいします | oukagai shimásu | excuse me, may I ask…?
つぎ | tsugí | next
ひろい | hirōi | wide, broad, spacious (room)
あめ | áme | rain
あめですから | áme desu kara | because it is raining (literally, ‘because it is rain’)
あるいは | aruite | walking, on foot
とちゅう | tochuu | along the way, part of the way
ちかどう | chikáadoo | underground walkway

Exercise 6.4

A new flatmate has moved into your flat. You decide to show him around the town. Can you explain how to get from where you are standing to the following places? You’ll need to familiarise yourself with some new vocabulary items first. Try to come up with your own directions first then check your answers in the Key to the Exercises (p. 268).
Vocabulary

えき  station
basutei  bus stop
takushii-nóriba  taxi rank
chuushajoo  car park
gasorin-sutándo  petrol station
eigákan  cinema, movie theatre
kooen  park
súupaa  supermarket
kobíni  convenience store
byooin  hospital
hanáya  florist
yaoya  greengrocer
kusuriya  chemist, pharmacy
Use the map and the vocabulary list supplied above and give her the directions she needs. For those of you without the tape we have given cues in English and sample answers in the key at the back of the book.

Q: Dóo yatte gasorin-sutándo e ikimásu ka.
A: Kono michi o massúgu itte, futatsume no shingoo o hidari e magatte kudasái. Gasorin-sutándo wa migigawa de, súupaa no tonari désu.

1. the post-office
2. the school
3. the taxi rank
4. the park
5. the hospital
6. the chemist
7. the florist
8. the restaurant
9. the station
10. the convenience store

Make sure you can explain how to get to all of the destinations marked on the map.
Ordinal numbers

In addition to the quasi-Chinese set of numbers, ichi, ni, san, etc., Japanese has a set of native numerals which are used with the suffix –tsu to count miscellaneous objects with no obvious numeral classifier and also for counting age. The native numerals have been largely replaced by the Chinese numerals and are now generally found only up to ten. Here are the native Japanese numerals up to ten, paired with the numeral classifier, –tsu. Notice the word for ‘ten’ does not take the classifier.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>hitotsu</td>
<td>futatsu</td>
<td>mittsu</td>
<td>yottsuu</td>
<td>itsutsu</td>
<td>muttsu</td>
<td>nanatsu</td>
<td>yattsu</td>
<td>kokonotsu</td>
<td>tóo</td>
</tr>
<tr>
<td>いつ</td>
<td>二つ</td>
<td>三つ</td>
<td>四つ</td>
<td>五つ</td>
<td>六つ</td>
<td>七つ</td>
<td>八つ</td>
<td>九つ</td>
<td>十</td>
</tr>
</tbody>
</table>

It is this set of numbers, up to ten at any rate, which take the ordinal number suffix –me め. In the previous exercise we met hitotsume ‘the first’, futatsume ‘the second’, etc. It is also possible to use the Chinese set of numerals with the ordinal suffix, –bánme, as in ichibánme ‘the first’, nibánme ‘the second’, etc. After 10, of course, the –bánme alternative must be used, e.g. sanjuuichibanme ‘the thirty-first’.

Exercise 6.5

1. Listen to this dialogue we overheard in a department store. A middle-aged female customer is looking for the toilet. She asks a young shop assistant for help. You can find the romanised version of this passage and the translation in the key at the back of the book.

おきゃくさん: おてあらいは どこですか。

てんいん: はい、女性の おてあらいは このさきにあります。
まず、ここを まっすぐ 行って ください。
そしてつぎあたりを ひだりに まがってください。

じょうせい
女性の おてあらいは みぎがわにあります。

おきゃくさん: 男性のは?
2. Now imagine you are working in a large resort hotel. A Japanese guest approaches and asks you the way to the gentlemen’s toilet. Using the cues and vocabulary items given below, direct the guest to where he has to go. He is greatly relieved to find someone here who can speak Japanese. Tell him to go straight ahead down here until he reaches the end of the corridor. Then he should turn right and he will find the gents’ on his left.

### Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>josei</td>
<td>woman, female</td>
</tr>
<tr>
<td>dansei</td>
<td>man, male</td>
</tr>
<tr>
<td>tsukiatari</td>
<td>end of the road/corridor, etc.</td>
</tr>
<tr>
<td>kono saki ni</td>
<td>ahead, along in front</td>
</tr>
<tr>
<td>mázu</td>
<td>first, to start with</td>
</tr>
<tr>
<td>oteárai</td>
<td>toilet</td>
</tr>
</tbody>
</table>

This last is a rather genteel word. You will also hear töire トイレ borrowed from English, obénjo or simply benjo (the form with the o- prefix is softer, more feminine) and keshóoshitsu, a euphemism equivalent to ‘powder room’.

### Expressing your wishes with –tai

One good way to say what you want to do is simply to use the suffix –tai on the verb stem. Another way of putting this might be to say that you replace the –másu ending with –tai, as the verb stem is what is left after –másu has been removed. The –tai ending is conjugated like an adjective, giving the negative forms, either –taku arimasén or –taku nái desu. As the –tai ending behaves like an adjective, you would expect the object of a verb with –tai to be marked by ga, but although purists still insist on ga, it is not at all uncommon to hear o used in this position instead.

**Kyóo wa Chuuka-ryóoori o tabetái desu.**  
**Ashita wa ikitaku arimasén (or ikitaku nái desu).**  

*Today I want to eat Chinese food.  
I don’t want to go tomorrow.*
As –tai implies a degree of subjective judgement it is not usually used to refer to third persons and only refers to the second person in questions.

Nihongo de hanashitáku arimasen ka.  
Don’t you want to speak Japanese?

**Coming or going to do something**

The verb stem followed by the particle ni and a verb of coming or going is used to express a reason for going somewhere.

Pán o kai ni ikimáshita.  
I went to buy bread.

Éiga o mí ni ikitai désu.  
I want to go to see a film.

Shuumatsu ni asobi ni kite kudasái.  
Please come to visit (literally ‘to play’) at the weekend.

In this construction the idea of going seems to have precedence over the other action, with the result that the place phrase, if mentioned, is followed by the directional particle e or ni.

Yokohama e Chuuka-ryóori o tabe ni ikimashóo ka.  
Shall we go to eat Chinese food in Yokohama?

**Exercise 6.6**

Using the English cues given below, create a role-play dialogue in which Asako says she would like to do something and you respond suggesting that you both do it together. For example:

Cue:  buy new clothes

Asako:  Atarashii yoofuku ga kaitai désu.

You:  Já, issho ni kai ni ikimashóo.

1. eat Chinese food  
2. see a film  
3. buy a mobile phone  
4. study English in London  
5. listen to rock music

**Kanji**

In this unit we introduce the kanji for some common Japanese verbs and adjectives, some of which we have met before. The letters in parenthesis are to be written in hiragána.
Katakána

We have almost come to the end of the katakána syllabary. The five remaining symbols will be introduced in Unit 7. You should now be able to read and write almost all of the katakána words you come across and most of you should be able to write your names in katakána.
Exercise 6.7

What do the items in each of the following lists of katakána words have in common? The answers plus the meaning and romanisation of the words appear in the Key to the Exercises (p. 271).

1. クラリネット、カスタネット、トロンボーン、フルート、クリスマス・キャロル
2. カクテル、ヌーガー、セロリー、ヨーグルト、チョコレート
3. カヌー、カヤック、ヨット、オール、ボート
4. ケニヤ、セネガル、ヨーロッパ、ブラジル、ローマ
5. バレンタイン・デー、セール、ケーキ、ルーレット、プレゼント

Exercise 6.8 ⏯️

First, read through the following passage silently to yourself. Then, following the written text with your eyes listen carefully to the voice on the cassette tape. Finally, read the passage aloud. Can you answer the questions below the passage? New vocabulary items are given below the passage.

先週の金曜日のばんに、会社のカクテル・パーティーで高山さんと安田さんに会いました。高山さんは新聞きしゃで、読売新聞につとめています。安田さんは銀行マンで、わたしのうちのちかくにすんでいます。二人ともむかしヨーロッパでしごとをしていました。高山さんは四年間ロンドンにいました。英語がとても上手です。安田さんはながくイタリアのいなかにすんでいました。イタリアりょうりが大好きで、じぶんでよくつくります。今イタリアのパスタとデザートについて本を書いています。

1. Where did I meet Mr Yasuda?
2. When did I meet Mr Takayama?
3. Why do you think Mr Takayama speaks such good English?
4. Where does Mr Takayama work?
5. What do Mr Yasuda and Mr Takayama have in common?
6. What project is Mr Yasuda engaged in at the moment?
## Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>新聞きしゃ</td>
<td>journalist, newspaper reporter</td>
</tr>
<tr>
<td>つとめています</td>
<td>works for, serves (takes ni)</td>
</tr>
<tr>
<td>しごと</td>
<td>work</td>
</tr>
<tr>
<td>むかし</td>
<td>formerly, in the past</td>
</tr>
<tr>
<td>いなか</td>
<td>country(side)</td>
</tr>
<tr>
<td>について</td>
<td>about</td>
</tr>
<tr>
<td>じょうすな</td>
<td>be skilled in, be good at</td>
</tr>
</tbody>
</table>
Dialogue 1

Graham Short is due to arrive at Narita Airport tomorrow morning. Mr Abe, a division head with Nichiei Trading asks his young Australian assistant, Bruce, to go to the airport to meet him. Bruce wonders how he will recognise Mr Short.

In this unit you will learn how to:

• Describe how things look or seem
• Ask, give and refuse permission
• Report what people say or think
• Explain when things happen
• Make compound sentences
• Give reasons
• Use plain-form verbs in subordinate clauses
• Form the plain past-tense form of verbs
• Describe sequences of events
• Say what happened before something else.

You will also acquire:

• 10 more kanji: 食 事 類 管 分 早 白 青 手 私
• 5 more katakána: ワ フ エ ベ ベュ

What does he look like?
ブルース: そうですか。ところで、ショートさんは どんないろのふくをきているでしょうか。

阿部: ファックスによると、こんな せびろをきて、青いネクタイをしめてくるそうです。

ブルース: そうですか。それでは どななかじの人かおしえてください。

阿部: そうですねえ。かおは ほそくて、かみのけは ちやいろだ そうです。

ブルース: めがねをかけていますか。

阿部: いいえ、かけていません。

ブルース: せの高さは どうですか。

阿部: せは高くて、やせている そうです。

ブルース: では、なまえとはんたいですね。

阿部: ほとんどですねえ。それから、年寄りですが、四十ぐらいらしいです。

ブルース: はい。だいたい どななかじの人か分かりました。

阿部: それでは明日おねがいします。
ホテルにチェックインしてから会社につれて来てください。

ブルース: はい、わかりました。

ABE: Ashita, Igirisu kara Shóoto san ga kimásu kara, kuukoo e mukae ni itte kudasai. Ása kúji sanjúppun no hikóoki de tsukú yotei désu.

BURUUSU: Sóó desu ka. Tokoróde, Shóoto san wa dónna iro no fukú o kite iru deshóo ka.

ABE: Fákkusu ni yoru to kón no sebiro o kite, aói nékutai o shímete kuru soo desu.

BURUUSU: Sóó desu ka. Sore de wa dónna kanji no hito ka oshiete kudasái.

ABE: Sóó desu née, kao wa hósokute, kaminóke wa chairo da sóó desu.

BURUUSU: Mégane o kákete imasu ka.
ABE: Iie, kákete imasen.
BURUUSU: Sé no takasa wa dóo desu ka.
ABE: Sé wa takákute, yasete iru sóo desu.
BURUUSU: Déwa, name to hantai désu ne.
ABE: Hontoo desu nee. Sore kara, nenrei désu ga, yónjuu gurai rashii desu.
BURUUSU: Hái. Daitai dónna kanji no hito ka wakarimáshita.
ABE: Sore déwa, ashita onegai shimásu. Hóteru ni chekkuín shite kara, kaisha ni tsurete kité kudasái.

ABE: Tomorrow Mr Short is coming from England, so please go to the airport to meet him. He is scheduled to arrive in the morning on the 9:30 plane.
BRUCE: I see. By the way, what colour clothes will he be wearing?
ABE: According to the fax he’ll be wearing a navy suit and a blue tie.
BRUCE: Oh really? Then could you tell me what he looks like?
ABE: Let me think, they say he has a narrow face and brown hair.
BRUCE: Does he wear glasses?
ABE: No, he doesn’t.
BRUCE: What about his height?
ABE: Apparently he is tall and thin.
BRUCE: Then, he is the opposite of his name, isn’t he?
ABE: That’s right, isn’t it! Then there’s his age. Apparently he is around forty.
BRUCE: I see. Well then, I have a pretty good idea what he looks like.
ABE: Well then, I’m counting on you for tomorrow. Bring him to the office after he has checked in at the hotel.
BRUCE: Yes, certainly sir.

Vocabulary

から kara because..., ...and so (conjunction)
くうこう kuukoo airport
むかえ ni itte going to meet
ふく fukú clothes
ファックス fákkusu fax, facsimile
... によると ...ni yoru to according to
 Compound sentences

The easiest way to expand on the simple sentence is to combine two contrasting sentences with ga or keredomo (kedo in informal colloquial speech), both of which carry the idea of ‘but’ in English. Generally, in these constructions the verb before ga or keredomo carries the same –másu ending as the verb at the end of the sentence. You should take care to pronounce these clause-final particles as if they were attached to the preceding verb and not as the first word of the second clause as we do in English.

Jikan wa arimasu ga, okane wa arimasen. I have the time, but I don’t have the money.

Note that in sentences of this kind, where a strong contrast is implied, the contrasting nouns are usually followed by the particle wa.

Abe san wa kimášu ga, Mr Abe is coming, but Mr Yamamoto is not.
Yamamoto san wa kimasén.

Nihongo wa mushikashíi desu keredomo, omoshirói desu. Japanese is difficult, but it is interesting.
Giving reasons

Another common compound sentence is formed by two clauses linked by kara, ‘because’. The clause preceding kara gives the reason for the action described by the main verb at the end of the sentence.

Íma jikan ga arimasén kara, ashita shimásu. I haven’t time now, so I’ll do it tomorrow.

Sometimes, a sentence ending in kara is tacked on as if it were an afterthought.

Ashita ni shimashóo. Kyoo wa isogashíi kara. Let’s make it tomorrow. I’m busy today.

As in this example, Japanese tends to be more explicit, indicating the reason with kara, whereas in English the reason is implied by simply juxtaposing the two sentences.

Exercise 7.1

Match the consequences in the left-hand column with the most appropriate reasons on the right, joining them into a single sentence with kara. Several new vocabulary items are introduced in this exercise. Follow the example below:

Cue: ashita shimásu kyoo wa isogashíi desu
A: Kyoo wa isogashíi desu kara ashita shimásu.

Consequences Reasons
1. háyaku yasumimásu a. onaka ga itái desu
   (I have a stomach ache)
2. tabemásu b. onaka ga sukimashita (I’m hungry)
3. bíiru demo nomimashóo c. okane ga arimasén
4. sen’en kashite kudasái d. tsukarete imásu
5. kusuri o nomimásu e. nódo ga kawakimáshita (I’m thirsty)

Vocabulary

onaka  stomach, belly
nódo   throat
kawakimášu  to become dry
kasu   to lend
Verbs in the plain form

We have seen Japanese verbs with the polite –másu ending and in the gerund or –te form. Another form of the verb is the plain form, often also called the ‘dictionary form’ for the obvious reason that this is how verbs are usually listed in dictionaries. Here again it is necessary to revisit the four conjugations of Japanese verbs, the copula, consonant-root verbs, vowel-root verbs and irregular verbs. Here, using some verbs we have already met, are examples of the –másu form, –te form and the plain form of each of these verb conjugations:

<table>
<thead>
<tr>
<th>Form</th>
<th>–másu form</th>
<th>–te form</th>
<th>–plain form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjugation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>copula</td>
<td>désu</td>
<td>de</td>
<td>da (de aru)</td>
</tr>
<tr>
<td>consonant-root</td>
<td>kakimásu</td>
<td>káite</td>
<td>káku</td>
</tr>
<tr>
<td>vowel-root</td>
<td>tabemásu</td>
<td>tábete</td>
<td>tabéru</td>
</tr>
<tr>
<td>irregular</td>
<td>shimásu</td>
<td>shite</td>
<td>suru</td>
</tr>
</tbody>
</table>

All vowel-root verbs have dictionary forms ending in –ru, but not all verbs ending in –ru are vowel-root verbs. That is to say, it is not always possible to tell the dictionary form from the –másu form. Verbs ending in –émásu are all vowel-root verbs with plain forms ending in –eru, but with other verbs you can never be really sure. If you know the dictionary form you can accurately predict the –másu form, except in the case of verbs ending in –ru, where you need the additional information of the verb’s conjugation before you can correctly assign its –másu form. Take, for example, the Japanese equivalents of the verbs ‘to wear’ and ‘to cut’, the vowel-root verb kiru and the consonant-root verb kiru (note the difference in pitch accent), which respectively have the –másu forms kimásu ‘wears’ and kirimásu ‘cuts’. To form the –másu form from the plain form, then, vowel-root verbs simply drop the –ru ending and add –másu, whereas consonant-root verbs drop the final –u and add –imásu. In the process of adding the –imásu ending, verbs ending in –tsu and –su undergo slight sound changes becoming –chimásu and –shimásu.
respectively. For example, mátsu ‘to wait’ becomes machimásu and hanásu ‘to speak’ becomes hanashimásu.

Note that the plain-form equivalent of the copula, désu, is da.

**The plain-form past tense**

We have already met the past-tense marker, –ta, in the polite, final-verb endings –máshita and déshita. This ending attaches to the verb stem in the same way as the –te form does and undergoes all the same sound changes depending on the immediately preceding sounds. For practical purposes, then, all you need do to form the plain past tense is to substitute an ‘a’ for the final ‘e’ of the –te form.

káite writing káita wrote (plain past tense form)
yónde reading yónda read (plain past tense form)
itta going itta went (plain past tense form)

**Uses of the plain form**

The plain form is used as a final verb in casual conversations between family members or close friends and when talking to children. As you become more fluent in Japanese you will learn when it is appropriate to switch to the plain form for final verbs. In the meantime, however, you should continue using the polite style, ending every sentence in –másu or désu. You cannot avoid learning the plain forms, however, as they occur frequently in non-final verbs (i.e. in subordinate clauses).

The various uses of the plain form will be introduced gradually over the next few units. In this unit we introduce the plain form as it is used in a number of time constructions and for quoting what one says or thinks.

**Probability**

The conjectural form of the copula, deshóo, is used after a plain-form verb to express probability, supposition or speculation.

Tanaka san wa ashita kúru déshoō. Mr Tanaka will probably come tomorrow.

This same sentence with the final deshóo pronounced with a rising then falling question intonation means something like, ‘Mr Tanaka will be coming tomorrow, won’t he?’ or ‘I’m right in thinking Mr Tanaka will be coming tomorrow, aren’t I?’
After a verb in the plain past tense, deshóo, usually expresses a supposition.

**Abe san no hikóoki wa moo**  
**Tookyoo ni tsuíta deshóo.**  
* Mr Abe’s plane must have already arrived in Tokyo.

### Before

The plain form of the verb followed by the noun, máe ‘front’, is used to convey the idea of ‘before’. The use of the time particle ni after máe seems to be optional. Where it is used it emphasises the point of time more precisely.

**Irassháru máe ni denwa o kudasái.**  
**Tookyoo ni kuru máe Róndon ni súnde imashita.**  
* Please give me a ring before you come.  
* Before I came to Tokyo I lived in London.

### After … –ing … ‘–te kara’

We have seen the particle, kara, used after a noun in the sense of ‘from’, e.g. **Tookyoo kara Shizuoka made Shinkánsen de ichijíkan kakarimásu.** ‘It takes an hour on the Shinkansen (‘bullet train’) from Tokyo to Shizuoka.’ After the –te form of a verb, kara means ‘after’. In this construction the event in the main clause (i.e. the verb at the end of the sentence) generally follows on immediately after the verb in the subordinate clause and the sequence of events has been planned in advance by the subject of the main clause.

**Shokuji shite kara térebi o mimáshita.**  
**Suzuki san ga kite kara soodan shimashóo.**  
**Nihón ni tsuíte kara súgu Nihongo no benkyoo o hajimemáasu.**  
* I watched television after having my meal.  
* Let’s discuss it after Mr Suzuki comes.  
* I’ll start studying Japanese immediately after I arrive in Japan.

A sentence such as **Senséi ga káette kara Fújiko san ga kimáshita** ‘Fujiko came after the teacher had gone home’, would indicate that Fujiko had timed her arrival to occur after the teacher’s departure. Where this sense of planning is absent, ‘after’ is expressed with the conjunction, áto ‘after’. More of this construction later.
Exercise 7.2

Listen to the pairs of sentences given on the cassette tape and join them with **máe ni** or **–te kara** as the sense demands. You should have time to give your answer before the correct answer comes on the tape. You should keep the sentences in the same order when you combine them.

Cue: **dekakémásu**  **térebi o keshite kudasái**

A: **Dekakeru máe ni térebi o keshite kudasái.**

1. kaisha e dekakémásu  chooshoku o tabemásu
2. okane o iremásu  bótan o oshimásu
3. bótan o oshimásu  nomímono ga déte kimásu
4. denwa o shimashtita  denwa-bángoo o shirabemáshita
5. jogingu o shimasu  sháwaa o abimásu
6. nemásu  sutóobu o keshite kudasái

**Vocabulary**

<table>
<thead>
<tr>
<th>dekakérur</th>
<th>osu</th>
<th>to set out, leave</th>
<th>to push</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>nomímono</td>
<td>(for = e)</td>
<td>drink</td>
</tr>
<tr>
<td>kesu</td>
<td>déte kuru</td>
<td>to put out, turn off</td>
<td>to come out</td>
</tr>
<tr>
<td>chooshoku</td>
<td>sháwaa o abiru</td>
<td>breakfast</td>
<td>to have a shower, take a shower</td>
</tr>
<tr>
<td>asa-góhan</td>
<td>neru</td>
<td>lunch</td>
<td>to sleep, go to bed</td>
</tr>
<tr>
<td>chuushoku</td>
<td>sutóobu</td>
<td>hiru-góhan</td>
<td>stove, heater</td>
</tr>
<tr>
<td>dinner</td>
<td>bótan</td>
<td>yuushoku</td>
<td>button</td>
</tr>
<tr>
<td>ban-góhan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indirect or reported speech or thought**

To report what you or others have said or what you think, the Quotative Particle, **to**, ‘that’ or ‘thus’, is used after the verb in the subordinate clause (i.e. clauses containing a non-final verb) and the principal clause contains a verb of saying or thinking. In casual conversation, you will often
hear this particle pronounced te or tte, but for the time being you should stick to the standard pronunciation, to.

Suzuki san wa ashita kúru to iiimáshita yo.  Mr Suzuki said he is coming tomorrow, you know.
Onamae wa nán to osshaimásu ka.  What is your name? (honorific)
Jón to mooshimásu.  My name is John. (formal)
Nihon-ryóóri wa oishii to oomímásu ka.  Do you think Japanese cooking tastes good?

Another way to indicate that you are passing on what someone else has told you is to simply add sóó desu (the accent is lost after an accented verb) ‘I hear’, ‘they say’, ‘the story goes’, etc., after the plain form of the verb.

Ashita kúru soo desu.  Apparently he is coming tomorrow.
Ano résutoran wa takái soo desu yo.  They say that restaurant is expensive, you know.

The expression yóó desu ‘it seems’, ‘it looks as if’ is similar to sóó desu, but tends to be used to indicate a judgement based on visible evidence rather than hearsay.

Kono térebi wa kowárete iru yoo desu.  This television appears to be broken.

Another expression used after a plain verb form, rashíi desu, ‘it seems’, ‘it appears’, can be used for either hearsay or appearance, thus combining the functions of sóó desu and yóó desu.

Anóhito wa máinichi gókiro hashíru rashíi desu yo.  Apparently he runs five kilometres every day.

### Indirect questions

The quotative particle, to, is not generally used in reported or indirect questions. In this case the question particle, ka, follows the plain verb
form in the subordinate clause in conjunction with a main verb of asking, telling, understanding, knowing or believing.

**Kyoo nánji ni káeru ka wakarimasén.**  
I don’t know what time I’ll (or ‘he’ll’) be home today.

**Anóhito ga náni o itte iru ka sappári wakarimasén.**  
I can’t understand a word he is saying.

It is usual to leave out the plain copula, **da**, before the question marker **ka**, as in the following examples taken from the opening dialogue, but you will sometimes hear the sequence **da ka**... in indirect questions.

**Sore dewa, dónna hito ka oshiete kudasái.**  
Then, tell me what sort of person he is?

**Taitei dónna kanji no hito ka wakarimáshita.**  
I have a general idea of what kind of person he is.

**Nán da ka wakarimasén** or  
**Náni ka wakarimasén.**  
I don’t know what it is.

**When or whenever**

We have met the particle **to** used to link nouns in the sense of ‘and’ or ‘with’ and we have seen in this unit how **to** can be used to mark the end of a quotation. Another clause-final particle, **to**, which follows the plain present tense (dictionary form) of the verb, expresses the idea of ‘when’, ‘whenever’ or ‘if’. When the final verb is in the present tense the main clause is a natural or habitual consequence of the clause ending in **to**. In this construction the main verb cannot be an imperative, request or verb expressing the speaker’s determination.

**Suzuki san ga kúru to tanoshíi desu.**  
It’s fun when Mr Suzuki comes.

**Íma súgu iku to básu ni ma ni aimásu yo.**  
If you go straight away you’ll be in time for the bus.

When the final verb is in the past tense there is not necessarily an antecedent and consequent relationship between the clauses, but there is often a sense of surprise at the outcome expressed in the main verb.
Mádo kara sóto o míru to áme ga fútte imashita. When I looked out of the window (I was surprised to notice that) it was raining.

Uchi ni káeru to kodomo ga byooki de nete imáshita. When I got home my child was sick in bed.

The time when, toki

Another very common way of expressing time is simply to use a verb in the plain form followed by the noun toki 時 ‘time’. This last construction, however, is used only for ‘when’ and does not carry the sense of hypothetical or uncertain events conveyed by English ‘if’ or Japanese to.

Kaisha ni tsúita toki ni wa súgu watashi ni denwa shite kudasái. When you get to the office please ring me at once.

Sequences of events

While nouns can be joined with to, verbs, adjectives and clauses are linked by putting all but the final element in the –te form. The –te form carries no tense in itself, the tense being conveyed by the final verb.

Kaisha e itte shinbun o yomimáshita. I went to the office and read the newspaper.
Tookyoo e itte Nihongo o benkyoo shitai désu. I’d like to go to Tokyo and study Japanese.
Kono résutoran no shokuji wa oishikute yasúi desu. The food at this restaurant is tasty and cheap.

Permission and prohibition

A verb in the –te form followed by the particle mo means, ‘even if one does…’. Perhaps the most common use of this construction is in combination with íi desu, ‘it is good’, ‘it will be all right’, etc., to indicate permission.

Koko de tabako o sutte mo íi desu. You may smoke here.
Kono hón o karite mo íi desu ka. May I borrow this book?
Instead of いい desu, kamaimasén (‘it doesn’t matter’) can be used to make the expression a little softer.

Kyoo wa háyaku káette mo kamaimasén.  
Today you may go home early  
(literally, ‘I don’t mind even if you go home early’).

The idea of prohibition is suggested with the use of –て wa damé desu, literally, ‘as for doing..., it is no good’, or –て wa ikemasén ‘as for doing..., it will not do’, etc.

Résutoran de tabako o sutte wa ikemasén.  
You must not smoke in the restaurant.

Sono hón o karite wa ikemasén.  
You must not borrow that book.

**Exercise 7.3**

A young Japanese on a working holiday is spending a week at your place to improve his English. You explain to him the rules of your house. Follow the example and use the lists below to tell your visitor what he can and cannot do.

Cue: tabako o suimasu (to smoke cigarettes)

A: Sóto de tabako o sutté mo íi desu.  
Náka de tabako o sutté wa damé desu.

1. keitai-dénwa o tsukaimásu (to use a mobile phone)  
2. kakimásu  
3. hanashimásu  
4. haraimásu (to pay)  
5. sháwaa o abimásu (abite) to take a shower

<table>
<thead>
<tr>
<th>Permitted</th>
<th>Prohibited</th>
</tr>
</thead>
<tbody>
<tr>
<td>sóto de (outside)</td>
<td>náka de</td>
</tr>
<tr>
<td>básu de (on the bus)</td>
<td>eigákan de (in the cinema)</td>
</tr>
<tr>
<td>pén de (with a pen)</td>
<td>enpitsu de (in pencil)</td>
</tr>
<tr>
<td>Eigo de (in English)</td>
<td>Nihongo de (in Japanese)</td>
</tr>
<tr>
<td>dóru de (in dollars)</td>
<td>en de (in yen)</td>
</tr>
<tr>
<td>ása</td>
<td>yóru (at night)</td>
</tr>
</tbody>
</table>

When you have finished making your pairs of dos and don’ts, try joining them into a single sentence with ga (‘but’). For example:

Sóto de tabako o sutté mo íi desu ga, náka de sutté wa damé desu.
Now practise asking permission, approving or rejecting your own requests according to the instructions in the permitted and prohibited columns. Follow the two examples:

Q: Keitai-dénwa o básu de tsukatté mo íi desu ka.
A: Hai, tsukatté mo íi desu.
Q: Keitai-dénwa o eigákan de tsukatté mo íi desu ka.
A: Iie, tsukatté wa damé desu.

**Exercise 7.4**

You have just arrived at a traditional Japanese inn, or *ryokan*, in a hot spring (*onsen*) resort in the Japanese Alps. After changing into your summer kimono or *yukata* you come down to the front desk to sort out a few problems. Fill in the blanks in the following dialogue that you have with the manager.

**MANAGER:** Ohéya wa ikága desu ka. *How is your room, Sir/Madam?*
**YOU:** Íi héya de, nagamé mo subarashíi desu. *It is a nice room with a wonderful view.*
**MANAGER:** Oki ni itte itadate ureshíi desu. *I’m glad you like it.*
**YOU:** Keredomo, 1. ______________________ (the TV is broken)
**MANAGER:** Dóomo sumimasén. Súgu naoshimásu. *I’m very sorry. We’ll fix it at once.*
**YOU:** 2. _______________________________ (Are the shops [mise] in the hotel lobby [róbii] open now?)
**MANAGER:** Iie, íma wa 3. ______________________ (No, they are closed now.)
**YOU:** Shokuji wa moo 4. __________________________ (Is the meal ready yet?)
**MANAGER:** Iie, máda 5. ___________________________ (No, it’s not ready yet.)
**YOU:** Ja, 6. __________________________________ (Is there an automatic vending machine, then?)
**MANAGER:** Hái, dansei no ofúro no máe 7. ________________ (Yes, there is one in front of the men’s bath.)

You will need some vocabulary items to complete this exercise.
Exercise 7.5

Listen to the passage on the tape then answer the following questions in English. You will need to learn a few more vocabulary items, listed below, before you can follow the passage. You will find the answers in the Key to the Exercises (p. 272). For those of you without the cassette tape, a romanised version of the passage appears in the Key to the Exercises.

1. Where was Mr Tanaka born?
2. How old is he now?
3. What does Mr Tanaka look like?
4. What sport did he play at university?
5. Which university did he attend?
6. When did he graduate?
7. How often does he play tennis these days?
8. Which company does he work for?
9. Where is Mr Tanaka working now?
10. What is happening next year?
**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>umareru</td>
<td>to be born</td>
</tr>
<tr>
<td>hikúi</td>
<td>short, low</td>
</tr>
<tr>
<td>sumóóbu</td>
<td>the sumo club</td>
</tr>
<tr>
<td>tsutoméru</td>
<td>to work for (takes ni)</td>
</tr>
<tr>
<td>kawaru</td>
<td>to change, move, transfer</td>
</tr>
<tr>
<td>sotsugyoo suru</td>
<td>to graduate</td>
</tr>
<tr>
<td>sei</td>
<td>stature, height, build</td>
</tr>
<tr>
<td>hairu</td>
<td>rejoin, enter, fit</td>
</tr>
</tbody>
</table>

**Possession**

Japanese makes a distinction between owning things which may be taken away by others (alienable possession) and things which are intrinsically part of the individual. So to express the idea of ‘to have’ with material objects, Japanese generally uses the verb áru ‘to be’, ‘to exist’, e.g. Takayama san wa atarashíi kuruma ga arimásu. ‘Mr Takayama has a new car.’. On the other hand ‘to have’ with parts of the body, etc., is conveyed with the verb suru ‘to do’.

Sééraa san wa aói me o shite imasu.  
Sarah has blue eyes.

Yásuko san wa kírei na te o shite imasu.  
Yasuko has beautiful hands.

**Wearing clothes**

In Japanese a number of different verbs are used where we would use ‘to wear’ in English. As we have seen the general verb ‘to wear’ is the vowel-root verb kiru ‘to wear’ or ‘to put on’. There are, however, more specific verbs for headwear, kabúru; footwear, trousers, skirts, etc., haku; glasses, necklace, pendant, etc., kakéru; tie or belt, shiméru; gloves or rings, hameru; jewellery, tsukéru. To have or wear a beard (hige) or moustache (kuchihige) is expressed with the verb hayásu ‘to grow’.

**Exercise 7.6**

Read the description and match each sentence with the appropriate illustration.

1. Tanaka san wa kurói booshi o kabútte ite, mégane o kákete imasu.
2. Ueda san wa shirói booshi o kabútte ite, mégane o kákete imasen.
3. Tákushii no unténshu san wa shirói tebúkuro o hamete imásu.
4. Aóyama san wa kuchihige o hayáshite ite, kurói óbi o shímete imasu.
5. Yamamoto san wa kírei na buróochi o tsukéte imasu.
6. Aoki san wa gurée no sebiro o kite ite, shirói kutsú o haite imásu.

When you have identified all the people from the clues on the tape, try describing the characters in the pictures in Japanese. Finally see if you can write all their names in Japanese.

You will need a few more vocabulary items to complete this exercise.

**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>booshi</td>
<td>hat</td>
</tr>
<tr>
<td>óbi</td>
<td>sash, belt</td>
</tr>
<tr>
<td>buróochi</td>
<td>brooch</td>
</tr>
<tr>
<td>unténshu</td>
<td>driver</td>
</tr>
<tr>
<td>tebúkuro</td>
<td>gloves</td>
</tr>
<tr>
<td>gurée</td>
<td>grey</td>
</tr>
</tbody>
</table>
Katakána and kanji

With these five katakána symbols we have come to the end of both native Japanese syllabaries. You will rarely see two of these new syllables. ラ is used exclusively for the grammatical function of indicating the object and is hence not used in writing words borrowed from other languages. The only time you might see it is in a text written entirely in katakána, as in a telegram or a computer game. ワ has been manufactured artificially by combining the symbol for u and the nigori marks to convey the ‘v’ sound of European languages, but, apart from its use in some names, it has been virtually abandoned in favour of katakána syllables beginning with ブ. For example, ヴァイオリン is now usually written パイオリン, ‘violin’. This unit’s new kanji appear directly below the katakána.
Exercise 7.7

Read the following sentences aloud. To make sure you have understood what you have read check with the English equivalents in the Key to the Exercises.

1. 山本さんと本田さんは毎日十二時十五分に会社のとなりのレストランで会って、いっしょに食事します。
2. あの白いスポーツ・カーはエドワード・ヴィンセントさんの新しい車です。
3. 今日は車で来ましたから、アルコールを飲んではだめです。
4. 青山さんは大きな銀行につとめています。
5. 安子さんはきれいな手をしています。
6. 私はこのごろ毎日日本食を食べています。
7. 今日はどんな食事にしたいですか。
8. ここでたばこを飲んではだめです。
8  市内観光に行きましょう。
Shinai-kánkoo ni ikimashóo.
Let’s take the city tour!

In this unit you will learn how to:

- Use the past tense of adjectives
- Give advice and suggest alternatives
- Use adjectival clauses
- Express ability to do something using kotó ga dekíru
- Express experience using kotó ga áru
- Make comparisons using the particle yori.

You will also acquire:

- 10 more kanji: 東京都間花目見午前後

Dialogue 1

Miss Yamada is about to set off on a city tour. We overhear her discussing the day’s schedule in the lobby with the tour guide. She seems to be more interested in shopping for souvenirs than seeing the city sights, however.

山田: 今日は何時に しゅっぱつしますか。
ガイド: 八時です。ちょう食を食べてからすぐロビーに あつまってください。
山田: はい、分かりました。これから行くところは おもに しない ですか。
ガイド: ええ、午前は しないかんこうです。午後は はくぶつかんと びじゅつかんを 見に行くよっています。
山田: そうですか。買いものをしたいんですが、いつできますか。
ガイド: 買いものはゆう食の前にできます。
山田: みせがしる時間はだいたい何時ごろですか。
ガイド: そうですねえ。だいたい六時ごろです。
山田: たのまれたおみやげがたくさんあるんですが。
ガイド: 大じょうぶですよ。めんぜいてんはおそらくまであっていますから。いつでも買うことができます。
山田: ああ、よかった。

YAMADA: Kyōo wa nánji ni shuppatsu shimasu ka.
GUIDE: Hachijī desu. Chooshoku o tábete kara súgu róbii ni atsumátte kudasai.
YAMADA: Háí, wakarimáshita. Kore kara iku tokoro wa ómo ni shínai desu ka.
GUIDE: Ée, gózen wa shinai-kánkoo desu. Gógo wa hakubutsúkan to bijutsúkan o mí ni iku yotei désu.
YAMADA: Sóo desu ka. Kaimono o shitái n’ desu ga, itsu dekimášu ka.
GUIDE: Kaimono wa yuushoku no máe ni dekimášu.
YAMADA: Mise ga shimařu jikan wa daitai nánji góro desu ka.
GUIDE: Sóo desu née. Daitai rokúji góro desu.
YAMADA: Tanomáreta o-miyage ga takusan áru n’ desu ga.
YAMADA: Áa yókatta.

YAMADA: What time do we leave today?
GUIDE: At 8 o’clock. Please assemble in the lobby straight after breakfast.
YAMADA: Right. Will the places we go to now be mainly in the city?
GUIDE: Yes, in the morning we’ll do a city tour. In the afternoon we plan to go to see the museum and the art gallery.
YAMADA: I see. I’d like to do some shopping. When will I get the chance to do it?
GUIDE: You will be able to do some shopping before dinner.
YAMADA: About what time do the shops close?
GUIDE: Let me see. Mostly around six o’clock.
YAMADA: I’ve got lots of presents I’ve been asked to buy.
GUIDE: It’ll be all right. The duty-free shops are open until late. You can buy them any time.
YAMADA: Ah. That’s good.
### Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>shuppatsu suru</td>
<td>to leave, depart</td>
</tr>
<tr>
<td>róbii</td>
<td>lobby</td>
</tr>
<tr>
<td>atsumáru</td>
<td>to gather, assemble</td>
</tr>
<tr>
<td>ómo ni</td>
<td>mostly, mainly</td>
</tr>
<tr>
<td>gózen</td>
<td>morning, a.m.</td>
</tr>
<tr>
<td>gógo</td>
<td>afternoon</td>
</tr>
<tr>
<td>shinai-kánkoo</td>
<td>city tour, city sight-seeing</td>
</tr>
<tr>
<td>hakubutsúkan</td>
<td>museum</td>
</tr>
<tr>
<td>bijutsúkan</td>
<td>art gallery</td>
</tr>
<tr>
<td>mí ni iku</td>
<td>to go and see, go to see</td>
</tr>
<tr>
<td>shitái n’ desu ga</td>
<td>I would like to, but…</td>
</tr>
<tr>
<td>dekimásu (from dekíru)</td>
<td>to be able to do; can</td>
</tr>
<tr>
<td>mise</td>
<td>shop</td>
</tr>
<tr>
<td>shimáru</td>
<td>to close</td>
</tr>
<tr>
<td>góro</td>
<td>about</td>
</tr>
<tr>
<td>tanomáreta</td>
<td>have been asked, have been requested</td>
</tr>
<tr>
<td>omiyage</td>
<td>souvenirs, presents</td>
</tr>
<tr>
<td>n’ desu ga</td>
<td>you see, the fact is…(used to give an explanation)</td>
</tr>
<tr>
<td>menzéiten</td>
<td>duty-free shop</td>
</tr>
<tr>
<td>osoku</td>
<td>late (adverb)</td>
</tr>
<tr>
<td>aite iru</td>
<td>to be open</td>
</tr>
<tr>
<td>yókatta</td>
<td>Good! I’m glad (past tense of adjective)</td>
</tr>
</tbody>
</table>

### Past tense of adjectives

True adjectives in Japanese behave in much the same way as verbs. They can constitute predicates in their own right and they also occur in the past tense. In the Dialogue above we met the exclamation, yókatta ‘Good! I’m glad’, etc. Actually, this is the past tense form of yi ‘good’, the more formal form of íi, which we have seen several times before. It should be noted that íi, in fact, is rather restricted in its use. It does not occur in the adverbial form or in the past tense, being replaced by yóku
and **yókatta** respectively. The past tense of true adjectives is formed by adding the suffix **–katta** to the adjective root, or, if you prefer, by replacing the –i of the present tense by –**katta**. In the polite speech style a past tense adjective in the principal clause is followed by a form of the copula, **désu**.

**Kinóo no chuushoku wa oishikatta desu.**  
Yesterday’s lunch was delicious.

**Senshuu wa zútto isogáshikatta desu.**  
I was busy all last week.

The negative past tense of true adjectives is formed by adding **–nakatta** (the past tense of the suffix **nai**, ‘not to exist’, ‘to be not…’, which is actually an adjective in form to the adverbial form (–**ku** form) of the adjective.

**Ano éiga wa amari omoshíroku nakatta desu.**  
That film was not very interesting.

Remember that the **–tai**, ‘(I) want to…’, ending introduced in Unit 6, also behaves like an adjective. Consequently, it forms its past tense with **–katta**:

**Kono máe no nichiyóobi ni hanamí ni ikitákatta desu ga, áme ga furimáshita kara ikimasén deshita.**  
Last Sunday I wanted to go and see the cherry blossom, but I didn’t go because it was raining.

**Exercise 8.1**

Read the sentences below then change the time expression as indicated, making any other changes the sense demands. For example:

Cue: **Kyóo wa isogashíi desu.** (kinóo)
A:  
**Kinóo wa isogáshikatta desu.**

1. **Kyóo no shokuji wa totemo oishíi desu.** (kinóo)
2. **Kyóo no éiga wa amari omoshiróku nai desu.** (senshuu)
3. **Nihongo no shikén wa ítsumo muzukashíi desu.** (sengetsu)
4. **Kónban no páatii wa tanosíi deshoo née.** (yuube)
5. **Kyóo no okyakusan wa amari óoku nai desu.** (kinóo)
Giving advice and suggesting alternatives

The noun hoo, ‘direction’, ‘side’ is used in comparisons and, after the plain past tense of a verb, to give advice.

Chooshoku o tábete kara súgu dekáketa hoo ga íi desu.  You had better set out straight after breakfast. It would be better to leave straight after breakfast.

Tanaka senséi ni kiita hoo ga íi desu.  You’d better ask Dr Tanaka.

Ashita háyaku ókita hoo ga íi desu.  You’d better get up early tomorrow.

Notice that a past-tense verb is used even where the reference is to an action in the future.

Exercise 8.2

Answer your Japanese friend’s questions with a recommendation to do what is suggested in the question. Follow the example below:

Q: Íma súgu kaerimashóo ka.
A: Ée, íma súgu káetta hoo ga íi desu.

1. Koko de mátte mo íi desu ka.
3. Háyaku okimashóo ka.
4. Takai no o kaimashóo ka.
5. Nihongo de hanashimashóo ka.

Vocabulary

móo   already
hajiméru  to start, begin
okíru   to get up
Adjectival clauses

In Japanese descriptive words and phrases always precede the nouns they describe. We have seen how the descriptive phrase can be a noun followed by the particle no, as in Tookyoo no hóteru, ‘hotels in Tokyo’. It can be a na adjective, as in kírei na haná ‘beautiful flowers’, or an adjective, takái yamá ‘a high mountain’. Actually, takái yamá means ‘a mountain which is high’. Sometimes a noun might be described by an adjective in the past tense, e.g. isogáshikatta toki ‘when I was busy’. In the same way, a verb can also be used to describe a following noun, e.g. máiasa yómu shinbun ‘the newspaper I read every morning’ or kinóo átta hito ‘the person I met yesterday’, raishuu iku tokoro ‘the place I am going to next week’. These clauses are generally equivalent to a relative clause in English, but because they precede rather than follow the noun they describe we prefer to call them ‘adjectival clauses’. The time clauses (when something happens/happened, etc.) we met in the last unit with a plain tense verb followed by toki, ‘time’ are actually adjectival clauses, literally, ‘the time, when…’. Kinóo kaisha ni tsúita toki ni hoka ni dáremo imasén deshita ‘When I arrived at the company yesterday there was nobody else there’. In adjectival clauses the subject particle, ga, is often replaced by no.

Kore wa Suzuki senséi ga káita hón desu or
Kore wa Suzuki senséi no káita hón desu.  

This is the book Dr Suzuki wrote.

Vocabulary

hoka ni    besides, apart from
dáremo    nobody, anybody

Exercise 8.3

Combine two simple sentences into a compound sentence using an adjectival clause as in the example below.

Cue: Kore wa hón desu. (kinóo kaimáshita)
A: Kore wa kinóo katta hón desu.
1. Anóhito wa Suzuki san desu. (senshuu Méari san no páatii de aimáshita)
2. Kore wa booshi désu. (ototoi depáato de kaimáshita)
3. Íma shinbun o yónde imasu. (kore wa Asahi-shínbun desu)
4. Kore wa tegami désu. (watashi ga Nihongo de kakimáshita)

**Exercise 8.4**

Using the English prompts combine the phrases given below into sentences containing adjectival clauses, following the example below.

Cue: 会う、今日の午後、山川先生、人、です、は
(The person I am going to meet this afternoon is Dr Yamakawa.)
A: 今日の午後会う人は山川先生です。

1. は、買った、だそうです、本、きのう、ベストセラー
   (I hear the book I bought yesterday is a bestseller.)
2. きものの、だれ、人、ですか、きている、を、は
   (Who is the person wearing a kimono?)
3. あります、こと、そうだんしたい、が
   (There are things I wish to discuss.)
4. 見た、ですよ、えいが、おもしろかった、きのう、は
   (The film I saw yesterday was funny.)
5. もって行く、どれ、に、ですか、もの、中国、は
   (Which are the things you are taking to China?)

‘Can do’

We have already met the verb **dekiru** in the sense of to be able to speak a foreign language, e.g. **Chuugokugo ga dekimásu ka ‘Can you speak Chinese?’** It is also used in a number of idiomatic expressions in which it has the basic meaning of ‘to be done’, ‘to be ready’, ‘to be produced’.

**Shashin wa ítsu dekimásu ka.**  When will the photos be ready?

**Okinawa déwa paináppuru ga dekimásu.**  In Okinawa they can grow pineapples.
**Dekiru** replaces *soru* in those verbs made up of a noun plus the verb ‘to do’, such as *benkyoo suru* ‘to study’, *unten suru* ‘to drive’, *kaimono suru*, ‘to shop’, etc., to express ability or potential.

Kuruma no unten ga dekimasu ka.  
**Can you drive a car?**

Koko de okane no ryoogae ga dekimasu ka.  
**Can I change money here?**  
* (ryoogae suru ‘to change money’)

To make a potential form of a verb with *dekiru* it is necessary first to transform the verb into a noun phrase with the addition of *koto* ‘thing’, ‘fact’. That is to say, the plain present-tense form (or dictionary form) of the verb plus *koto ga dekiru* expresses the idea, ‘can do ...’.

Nihongo o kaku koto ga dekimasu ka.  
**Can you write Japanese?**

Sashimi o taberu koto ga dekimasu ka.  
**Can you eat sashimi** *(raw fish)?*

**Experience**

This same *koto*, is also used with the verb *aru* ‘to exist’, ‘to have’, to express the idea of experience. When *koto ga aru* is used after the plain past tense of a verb it means ‘to have done...’. After the plain present tense it means, ‘to sometimes do...’.

Nihon ni itta koto ga arimasu ka.  
**Have you (ever) been to Japan?**

Nihon no eiga o miru koto ga arimasu ka.  
**Do you ever see Japanese films?**

**Exercise 8.5**

The Japanese Embassy in London is seeking to employ a local member of staff who can drive, cook, use a computer and speak Japanese. The following is the text of the interview between the applicant and the Senior Consul, Mr Tanaka. Imagine you are the applicant responding to Mr Tanaka’s questions. When you have finished filling in the blanks, listen to the complete interview on the cassette tape.

**TANAKA:** Kono shigoto ni wa kuruma no ménkyo ga hitsuyoo désu ga, unten dekimasu ka.

**APPLICANT:** *(Tell him you can. You have licences for both car and motorbike.)*
TANAKA:  Tama niwa resépushon ga áru toki ryóori no tetsudái mo shimásu ga, ryóori ga dekimásu ka.
APPLICANT:  (Tell him you can. Explain that you used to work in a hotel in Paris.)
TANAKA:  Dónna ryóori ga dekimásu ka.
APPLICANT:  (Tell him you can cook Italian food. Say you can also cook Chinese and Thai food.)
TANAKA:  Parii no hóteru de Chuuka-ryóori o naraimáshita ka.
APPLICANT:  (Say no. You learnt from your mother.)
TANAKA:  Okáasan wa Chúugoku no katá desu ka.
APPLICANT:  (Tell him your mother isn’t Chinese. She is Japanese.)
TANAKA:  Nihongo o joozu ni hanásu kotó ga dekimásu ga, káku kotó mo dekimášu ka.
APPLICANT:  (Tell him you can write only hiragána and katakána.)
TANAKA:  Konpyúuta wa dóo desu ka.
APPLICANT:  (Tell him you can use a computer.)

You will need some more vocabulary items to do this exercise.

**Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
<th>Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ménkyo</td>
<td>licence</td>
<td>katá</td>
<td>person (honórfic, not used to refer to oneself or one’s family)</td>
</tr>
<tr>
<td>jidóosha</td>
<td>automobile, car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ootóbai</td>
<td>motorbike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tama niwa</td>
<td>occasionally, sometimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>resépushon</td>
<td>reception</td>
<td>desu ka</td>
<td>only (takes a negative verb, e.g. Nihongo shika dekimášén ‘I can only speak Japanese.’)</td>
</tr>
<tr>
<td>dake</td>
<td>only (e.g. hiragána) desu ka ‘(I know) only hiragána.’)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tsukúru</td>
<td>to make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hataraku</td>
<td>to work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tetsudáí</td>
<td>help, assistance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comparisons**

There is no change in the form of adjectives to express the comparative or superlative degree. Instead, Japanese uses the particle yóri ‘than’, the
noun **hoo** ‘side’, ‘direction’ and a set of demonstrative pronouns **dótchi**, kótchi, etc.

**Tokyoo wa Róndon yori ookíi desu.** *Tokyo is bigger than London.*

**Sukiyaki yóri sushi ga sukí desu.** *I like sushi more than sukiyaki.*

A question of the type, ‘Which is…er, A or B?’ is expressed as **A to B to (déwa), dótchi ga…desu ka.**

**Nihongo to Chuugokugo to déwa dótchi ga muzukashíi desu ka.** *Which is more difficult, Japanese or Chinese?*

Corresponding to the question word **dótchi** or its more formal equivalent **dóchira** ‘which one of two?’ are the demonstrative pronouns kótchi/kochira ‘this (one of two)’, sótchi/sochira ‘that (one of two)’ and átchi/achira ‘that (one of two over there)’.

**Sótchi o kudasái.** *Please give me that one (of two).*

These demonstrative pronouns are also used to indicate direction, ‘this way’, ‘that way’, etc. The forms ending in –ra, in particular, are more polite and are often used in invitations or instructions.

**Kochira e dóozo.** *This way please.*

For emphasis the **hoo** we met earlier in the unit can be used.

**Róndon yori Tookyoo no hoo ga zutto hirói desu.** *Tokyo is far larger than London.*

Where only one of the items in the comparison is mentioned, it is usual to use **hoo**.

**Tookyoo no hoo ga hirói desu.** *Tokyo is the larger.*

Comparison can also be suggested by using the adverb **móotto**, ‘more’.

**Móotto yasúi no ga arimasén ka.** *Don’t you have a cheaper one?*
Superlatives are generally expressed with the aid of **ichiban**, ‘number one, most’.

**Ichiban ookíi kutsú o mísete kudasai.**

*Please show me your biggest pair of shoes.*

**Exercise 8.6**

Using the data supplied below, fill in the blanks in the following sentences.

1. (山田 178 cm, 中川 174 cm)
2. (田中 170 cm 68 kg, 山本 160 cm 92 kg)
3. (本田 1930年生まれ, 前田 1935年生まれ)
4. (かかとつ 三十分, タクシー 一時間)
5. (ビール 三八五円, コーラ 二九〇円)
6. (ラーメン 五百六十円, てんぷら 八百円)
7. (今日 26°C, きのう 22°C)
8. (今週 いそがしい, 来週 ひま)

1. __________wa ___________ yori se ga takái desu.
2. __________wa ___________ yori futótte imasu.
3. __________wa ___________ yori toshiue désu.
4. __________yori __________no hoo ga hayái desu.
5. __________wa ___________ yori yasuí desu.
6. __________wa ___________ yori takái desu.
7. __________wa ___________ yori atatakái desu.
8. __________no hoo ga tsugoo ga íi desu.

**Vocabulary**

**se ga takai** せが高い  
*to be tall* (literally, ‘stature is tall’)

**… nen-umare** … 年生まれ  
*born in… (year)*

**toshiue** 年上  
*older, more senior* (person’s age)

**hima** ひま  
*free time*

**tsugoo ga íi** つごうがいい  
*to be convenient, to be suitable*

**Dialogue 2 ını**

*Frank Anderson is talking to his business associate Mr Baba about his coming trip to Japan.*
ANDÁASON: 来週日本に行くつもりですが、日本にいる間は
さくらの花が見たいです。

 Baba: ちょうど今、花見のきせつですよ。

 ANDÁASON: 花見にどこがいいですか。

 Baba: 京都のあらし山が有名ですが、東京でも
見ることができますよ。

 ANDÁASON: 東京ではどこがいいですか。

 Baba: こうきょうのまわりやめいじじんぐうやいのかしらこうえんなどもにんきのある
ところですよ。

 ANDÁASON: 私が行く会社は こきょうの ちかくですか
から。ちょうどよかったですよ。

 Baba: てんきがいいと いいですね。あめが
ふるとさくらはすぐちりますから。

 ANDÉSON: I'm going to Japan next week and while I'm there I'd like
to see the cherry blossom.

 Baba: It's just the right season for viewing the cherry blossom.

 ANDÉSON: Where is a good place for seeing the cherry blossom?

 Baba: Arashiyama in Kyoto is famous (for its cherry blossom),
but you can also go blossom viewing in Tokyo.

 ANDÉSON: I wonder where in Tokyo would be good?

 Baba: The area around the Imperial Palace, the Meiji shrine and
Inokashira Park and so on are all popular spots.
ANDERSON: That’s just fine for me. The company I’m going to is near the Imperial Palace.

BABA: I hope the weather is good. Cherry blossom scatters as soon as it rains.

Vocabulary

…yotei désu to plan to…

ga and (when first clause is a general statement and second is explanation of detail)

iru aida while (I am) in

sakura cherry (tree)

hana flower

chóodo just, precisely, exactly

hanamí cherry-blossom viewing

kísetsu season

Arashiyama place name

yuumei (na) famous

kóokyo Imperial Palace

mawari surrounds, area around

Meiji-jínguu the Meiji Shrine

Inokashira-kóoen the Inokashira park

…ya…ya and, such things as … and… (used to join similar items)

nádo et cetera, and so on

ninki ga áru to be popular

chikáku vicinity, nearby

tenki weather

…to ii désu (I) hope…, it will be good if…

chiru to scatter, fall (of blossom)

Exercise 8.7

Listen to the dialogue on the cassette tape and answer the questions which follow. You will find a romanised transcription of this passage in the Key to the Exercises (p. 275).

ジェーン・ロバーツさんは一九八〇年にニュージーランドで生まれました。大学で四年間日本語をべんきょうしました。大学をそつぎょうしてすぐ日本に来ました。今は東京にある小さな新聞会社につとめています。りょこうしゃのための英じ新聞です。おも
1. Where was Jane born?
2. In what year was she born?
3. What did she do when she graduated from university?
4. Where is she working now?
5. What does the company produce?
6. Who are the main users of the product?
7. What does Jane say she wants to do next year?
8. What does she intend to do in September?

Vocabulary

…ni tsutómete to be working in / for… bakkupákkaa back-packer
iru ryokóosha traveller, tourist hitotachi people (–tachi = plural suffix)
…no tame no for…, for the sake of… kaigai overseas
Eiji English script, English language

Kanji

In this unit we introduce ten more kanji. As many of them are used in Dialogue 2, we suggest that you read through the list of new characters, then go back to the Japanese script version of the dialogue.

東京京都間花

TOO higashi east
KYOO capital
TO metropolis
KAN aida interval; between
KA haná flower
Exercise 8.8

Rewrite the following romanised sentences in Japanese script, using kanji, hiragána and katakána as appropriate. Check with the answers in the key at the back of the book to see if you have understood them correctly.

1. Senshuu Kyóoto e itte kimáshita.
2. Raigetsu Tanaka senséi to hanamí ni ikimásu.
3. Me no máe ni takusan no kírei na haná ga arimáshita.
4. Gógo gojihán ni Tookyoo-éki no máe de mátte ite kudasai.
5. Tookyoo wa Kyóoto yori ooki desu.
Come along with me as I check in with my family at a hotel in Kyoto. Just my luck! There has been a mix-up over my booking. This is the conversation I had with the young woman at the hotel front desk or furónto.

フロント: いらっしゃいませ。
クラーク: クラークですが、チェックインをしたいんです...
フロント: はい、かしこまりました。しょうしょうおまち下さい。ただ今おしほべ いたします。
クラーク: ツインとダブルの へやを よやくしましたが...
フロント: はい、今日から あさってまで 三ばく で、四人さまですね。
クラーク: そうです。
フロント: おへやはシャワーつきのへやですね。
クラーク: いいえ、よくした時は、ふろつきのへやを
おねがいしたんですが…
フロント: もうしわけございません。今日はちょっと
ございませんが、あしたでしたらあるとおもいます。
クラーク: では、あしたふろつきのへやがあったら
かえてください。
フロント: かしこまりました。それでは、こちらに
ごじゅうしょとおなまえをおねがいします。
それから、サインをこちらにおねがいします。
クラーク: はい、わかりました。

FURÓNTO: Irasshaimáse.
KURÁAKU: Kuráaku desu ga, chekkuín o shitai n’ desu.
FURÓNTO: Hái, kashikomarimáshita. Shóoshoo omachi kudasái.
Tadáima oshirabe itashimáshu.
KURÁAKU: Tsúin to dáburu no heyá o yoyaku
shimáshita ga.
FURÓNTO: Hai, Kyóo kara asátte made sanpaku de, yonin
sama désu ne.
KURÁAKU: Sóo desu.
FURÓNTO: Ohéya wa sháwaa-tsuki no heyá desu ne.
KURÁAKU: Iie, yoyaku shita tokí wa, furó-tsuki no heyá o onegai
shitá n’ desu ga…
FURÓNTO: Mooshiwake gozaimasén. Kyóo wa chótto gozaimasén
ga, ashita deshitara, áru to omoimáshu.
KURÁAKU: Déwa, ashita furó-tsuki no heyá áttara kaette
kudasái.
FURÓNTO: Kashikomarimáshita. Sore déwa, kochira ni gojuuusho to
onamae o onegai shimáshu. Sore kara, sain o kochira ni
onegai shimáshu.
KURÁAKU: Hái, wakarimáshita.

FRONT DESK: May I help you?
CLARK: My name is Clark. I’d like to check in, please.
FRONT DESK: Yes, certainly Sir. Just one moment please. I’ll check
your booking now.
CLARK: I booked one twin and one double room.
FRONT DESK: Three nights from tonight till the day after tomorrow for
four people, isn’t it?
CLARK: That’s right.
FRONT DESK: Your room was a room with a shower, wasn’t it?
CLARK: No. When I made the booking, I asked for a room with a bath.
FRONT DESK: I’m terribly sorry, Sir. We don’t have anything today, but I think we could find you one tomorrow.
CLARK: Well then, if you have a room with a bath tomorrow please change the room for me.
FRONT DESK: Certainly, Sir. Well then, could you write your name and address here, please? Then sign here, please.
CLARK: Yes, I see.

**Vocabulary**

<table>
<thead>
<tr>
<th>Furónto</th>
<th>chekkün</th>
<th>shóoshoo</th>
<th>omáchi kudasai</th>
</tr>
</thead>
<tbody>
<tr>
<td>front desk, reception</td>
<td>to check in</td>
<td>a little (formal)</td>
<td>please wait (honorific)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tadaima</th>
</tr>
</thead>
<tbody>
<tr>
<td>just now; now (formal)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oshirábe</th>
<th>itashimasu</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll check / investigate (respectful)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yoyaku suru</th>
<th>tsúin</th>
<th>dáburu</th>
<th>sanpaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>to reserve, book</td>
<td>twin (-bed room)</td>
<td>double (-bed room)</td>
<td>three nights’ stay (haku = counter for nights’ stay)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yonmeisama</th>
</tr>
</thead>
<tbody>
<tr>
<td>four people (very formal)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oheya</th>
<th>sháwaa-tsuki</th>
<th>furo-tsuki</th>
<th>onegai shita n’ desu ga</th>
</tr>
</thead>
<tbody>
<tr>
<td>your room (honorific)</td>
<td>with a shower</td>
<td>with a bath</td>
<td>I requested you know, but…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mooshiwake</th>
<th>gozaimasen</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’re terribly sorry (very formal)</td>
<td>There aren’t any, I’m afraid.</td>
</tr>
</tbody>
</table>
More ways to say ‘if’ and ‘when’: –tára

In Unit 7 we met the clause-final particle to, which expresses the idea of ‘if, when or whenever’. It describes natural or habitual consequences beyond the control of the subject of the main verb and therefore cannot be used in sentences which contain a request or command. This restriction does not apply to the suffix –tára which is perhaps the most common ways of saying ‘if’ or ‘when’ in Japanese. It attaches to the stem of verbs, undergoing the same sound changes as with the –te form and the plain past tense. The accent of the first syllable of –tára is lost if the vowel stem already carries an accent. In essence you can form the –tára conditional by attaching ra to the plain past tense, e.g. tábetara ‘if one eats’, ittára ‘if one goes’. This also applies to adjectives, which form their plain past tense by adding –katta to the adjective root, e.g., isogáshikatta ‘was busy’ and the conditional by adding a further –ra, isogáshikattara ‘if you are busy’. The basic meaning of the –tára conditional is ‘if or when the action of the subordinate verb is completed the action of the main verb follows’.

Yókattara chotto ocha demo nomimasén ka.
If you like, what about having a cup of tea or something?

Okane ga áttara ryokoo shitai desu.
If I had the money, I’d like to travel.

Okyakusan ga kitara watashi ni oshiete kudasai.
Please let me know when the visitors come.

When the main verb is in the past tense, the –tára construction, like to, usually carries a connotation of surprise.

Uchi ni káettara tomodachi ga kite imashita.
When I got home (I was surprised to discover) my friend had come.

The difference between the uses of to and –tára can be illustrated by comparing the following two sentences.
Fuyú ni náru to sukíi ni ikimasu. When winter comes I go skiing. (i.e. every year, habitual consequence.)
Fuyú ni náttara sukíi ni ikimásu. When winter comes I’m going skiing. (i.e. this year, single event.)

–(r)éba

Another conditional suffix, –(r)éba is attached to the verb root (the dictionary form of the verb minus the final u or, with vowel-root verbs and irregular verbs, –ru). The –(r) of this suffix drops when it is preceded by a consonant and the accent is lost with accented vowel roots, e.g. káku becomes kákeba ‘if one writes’, asobu becomes asobéba ‘if one plays’, tabéru gives tabéreba ‘if one eats’, akeru akeréba ‘if one opens’, kúru kúreba ‘if one comes’, suru suréba ‘if one does’, and so on. With true adjectives –kereba is added to the adjective root, yókereba ‘if it is good’, átsukereba ‘if you are hot’. Remember nái, the plain form of arimasén, behaves like an adjective, so its –(r)éba conditional is nákereba ‘if there is not’. The meaning of –(r)éba overlaps a great deal with -tára and in most cases the two are interchangeable. There are, however, a number of idiomatic expressions in which the –(r)éba conditional is preferred. As these are associated with the plain negative form of the verb they will be introduced in the next unit. In the meantime familiarise yourself with the formation of the –(r)éba conditional and learn to recognise it in contexts such as those introduced in the next exercise.

Exercise 9.1

Complete sentences 1–8 by choosing an appropriate clause from the list below. You will probably need to refer to the vocabulary list at the end of the exercise.

1. spukaikenoshibesudasai.
2. sutoieobaitaiidesu.
3. kutsounarimasu.
4. omawarisuninarenitekudasai.
5. tomoirentemashita.
6. ieinokukucaeryorioohinarimashita.
7. yonsuchimashouka.
8. choushisokudasai.
Exercise 9.2

Listen to these examples on the tape and repeat, paying particular attention to the intonation patterns and the positions of pauses. Make sure you understand what the sentences mean by checking your translations against the Key to the Exercises (p. 275). You will need a few more vocabulary items, which you can find listed here below the exercise. Some of the kanji included here are those introduced later in this lesson.

1. 今、すぐ行けば 間にあいますよ。
2. 車がなければ あるいは行きます。
3. 日本人の ともだちが ほしければ しょうかいします。
4. 十時すぎれば でんしゃが すいています。
5. さむければ もうふを 一枚 たしてください。
6. 毎日 うんどうすれば はやすく やせますよ。

Vocabulary

間にあう ma ni áu to be in time (‘for’ = ni)
ほしい hoshí to want
すぎる sugíru to pass, exceed, be more than
densha train (electric)
すく suku to become empty
もうふ móofu blanket
tasu to add
うんどう undoo exercise
While – ‘nagara’

The idea of someone doing two or more things at the same time is expressed by –nagara attached to the verb stem: tabenágara ‘while eating’, kakinágara ‘while writing’, utainagara ‘while singing’. With accented verbs the accent moves to the first syllable of –nagara, while unaccented verbs have unaccented –nagara forms. In Japanese, the major, or longer, activity tends to go into the main clause, and the subordinate, or shorter activity, into the clause with –nagara, which seems, to me at least, to be the reverse of what happens with the use of ‘while’ in English.

Shinbun o yominágara asagóhan o tabemáshita.  
I read the newspaper while I was having breakfast.

Koohíi o nominágara soodan o shimáshita.  
We discussed it over a cup of coffee.

If the subjects of the clauses are different, ‘while’ is expressed with aida ‘interval of time’, or aida ni after the plain present tense of the verb.

Kánai ga kaimono o shite iru aida, kuruma de zasshi o yomimáshita.  
While my wife was shopping I read a magazine in the car.

Exercise 9.3

How would you describe these situations in Japanese using –nagara?

1. Asako is eating potato chips as she reads a newspaper.
2. Last night my mother fell asleep while watching television.
3. The truck driver always listens to the radio while driving his truck.
4. Tsutomu is singing a song while having a bath.
5. My son often listens to music while he is studying.

Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ポテトチップス</td>
<td>potato chips, crisps</td>
</tr>
<tr>
<td>いねむりをする</td>
<td>to fall asleep, doze off</td>
</tr>
<tr>
<td>うた</td>
<td>radio</td>
</tr>
<tr>
<td>うた</td>
<td>song</td>
</tr>
</tbody>
</table>
More numeral classifiers

When counting objects in Japanese you must be careful to use the right numeral classifier. We have met some already, but in most cases, as for example when we were counting hours or minutes or the floors of the department store, the Japanese categories had clear English equivalents. This is not the case when we are counting dogs or pencils or cars, all of which come with a numeral classifier in Japanese and no particular word in English. The kanji for some of these numeral classifiers are introduced in this unit. With some common exceptions, most of the classifiers combine with numerals from the pseudo-Chinese set, ichi, ni, san, etc., often undergoing sound changes in the process. You will find an extensive chart of these classifiers and the sound changes in the Grammar Summary at the end of the book (p. 299). For counting miscellaneous objects with no clear numeral classifier, you should use the native Japanese set of numbers, hitotsu, futatsu, mittsu, etc., or the Chinese numerals followed by –ko, e.g. ikko, niko, sango, etc. The numeral and its classifier usually appear in the adverbial position before the verb, but it is also possible to place the number followed by no in front of the noun to which it refers. When the number and its classifier follow the noun, the subject, topic or object particles are often omitted. The usage should be clear from the following example sentences and phrases. Note that sound changes occur most frequently in combinations with 1, 3, 6 and 8.

Honda san wa ie ga niken to kuruma o sandai mottie imasu.
Mr Honda has two houses and three cars.

Buráun san wa mainichi koohii o róppai nomimásu.
Mr Brown drinks six cups of coffee every day.

Inú ippikí to kanariya ichíwa kätte imasu.
We have one dog and one canary. (káu to keep, have (a pet))

‘Shichínin no samurai’ wa Kurosawa Ákira no ichiban yuumei na éiga desu.
‘The Seven Samurai’ is Akira Kurosawa’s most famous film.
Here is a list of some of the more common numeral classifiers. We have met some of them before; others are being introduced for the first time. The various sound changes are somewhat irregular but you will pick them up gradually with practice. If in doubt about a particular combination of number and classifier check it in the Grammar Summary. When asking how many things are being counted, use nán plus the numeral classifiers (nánbon, nánmai, nánbiki, etc.) with the pseudo-Chinese numerals, and íkutsu with the Japanese numerals.

- nin people (but hitóri ‘one person’, futarí ‘two people’)
- dai vehicles, machines, telephones, etc.
- ken houses, shops, etc. (1. íkken, 6. rókken, 8. hákken)
- mai flat objects, sheets of paper, plates, etc.
- hai ‘glassful’, ‘cupful’ (1. íppai, 3. sánbai, 6. ráppai, 8. háppai)
- hon cylindrical objects, bottles, pens, etc. (1. íppon, 3. sánbon, 6. ráppon, 8. háppon)
- satsu books, volumes (1. issatsú, 8. hassatsú)
- hiki small to medium animals (fish, dogs, cats, etc.) (1. íppikí, 3. sánbikí, 6. róppikí, 8. háppikí)
- wa birds (1. ichíwa, 3. sánba, 6. ráppa, 8. hachiwa)
- too large animals (horses, cows, etc.) (1. íttō, 8. háttō)
- tsuu letters (1. ítsuu, 8. hattsuu)

**Exercise 9.4**

Change the English prompts into Japanese to make a complete sentence with an appropriate numeral classifier. Note that we have introduced some more classifiers in the list of kanji for this unit. Refer to the Key to the Exercises (p. 276) to check whether you have understood the meaning of the sentences.

**Cue:** あそこにいます。 (one dog)
**A:** あそこに いぬが 一匹います。

1. えんぴつが いります。 (twelve)
2. ください。 (three tissues)
3. 毎日飲みます。 (three glasses of milk)
4. かっています。 (two dogs)
5. どうぶつで 生まれた。 (two giraffes)
6. さかなやで 買いました。 (three small fish)
7. ワインが のこっていますか。 (how many bottles?)
8. ゆうべ 手紙を書きました。 (three)
9. きのうれましたか。 (how many cars?)
10. ほしいですか。 (how many sheets of paper?)

Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>いる</td>
<td>iru</td>
<td>to need</td>
</tr>
<tr>
<td>ティシュ・ペーパー</td>
<td>tishupéepaa</td>
<td>tissue paper</td>
</tr>
<tr>
<td>ぎゅうにゅう</td>
<td>gyuunyyu</td>
<td>milk</td>
</tr>
<tr>
<td>いぬ</td>
<td>inú</td>
<td>dog</td>
</tr>
<tr>
<td>かう</td>
<td>káu</td>
<td>to have, keep (an animal)</td>
</tr>
<tr>
<td>どうぶつえん</td>
<td>doobutsúen</td>
<td>zoo</td>
</tr>
<tr>
<td>キリん</td>
<td>kirin</td>
<td>giraffe</td>
</tr>
<tr>
<td>生まれる</td>
<td>umareru</td>
<td>to be born</td>
</tr>
<tr>
<td>さかなや</td>
<td>sakanaya</td>
<td>fish shop</td>
</tr>
<tr>
<td>さかな</td>
<td>sakana</td>
<td>fish</td>
</tr>
<tr>
<td>ワイン</td>
<td>wáin</td>
<td>wine</td>
</tr>
<tr>
<td>のころ</td>
<td>nokóru</td>
<td>to remain, be left</td>
</tr>
</tbody>
</table>
| うれる         | ureru            | to be sold, sell (intrans.)  
|               |                  | often used instead of uru    |
|               |                  | to sell (trans.)             |
| 手紙           | tegami           | letter                       |

Counting the days

To count the days of the month Japanese uses two different numeral classifiers, –ka for the days up to ten and for the 14th and 24th, and –nichi with almost all of the other numbers. The 20th, hatsuaka, also uses the same classifier, but combined with an old native Japanese numeral, which now survives only in this word and in hátachi which means, ‘20 years old’. –ka combines with the Japanese set of numerals and –nichi with the pseudo-Chinese numerals. The first day of the month is either tuitachí or ichijitsu. With the exception of these last two forms which mean ‘the first day of the month’, these numeral classifiers for the days of the month can be used either to name the days of the month or count days’ duration, i.e. mikka means either ‘3rd of the month’ or ‘three days’. ‘One day’ is ichinichi. As the combinations of number and classifier are a little irregular they are introduced here in some detail.

一日 ichinichi one day
二日 futsuka 2nd, two days
The 14th of the month or fourteen days is juuyokka and the 24th or 24 days is nijuuyokka. The other days are quite regular, e.g. juurokunichi ‘16th’, sanjuuichinichi ‘31st’. ‘How many days?’ or ‘What day of the month?’ is nánnichi. Japanese dates (and addresses on envelopes too) proceed from the general to the particular, year followed by month then finally the day.

Nánnen, nángatsu, nánnichi ni umaremáshita ka.  What year, month and day were you born?
Shóowa juukyúunen sangatsú kokonoka ni umaremáshita.  I was born on the 9th March, 1944.

Japanese dates

Although the western calendar is well understood and often used in Japan, the usual way to express dates is in relation to the periods of the emperor’s reign. In the modern period there have been four emperors and four reign periods. They are the Méiji period which started in 1868, the Taishoo period from 1912, the Shóowa period from 1926 and the Heisei period from 1989. As these starting dates mark year one of each reign period, when converting Japanese dates to the western calendar remember to calculate from the year before, for example, Shóowa 19 is 1944 (1925 plus 19) and 1960 is Shóowa 35.

Exercise 9.5

Read the dates below and see if you can convert them to dates in the western calendar. You might find it easier to write the Japanese year period first and leave the calculations till later. When you have finished converting the dates to English try the exercise in reverse. Check your efforts against the romanised answers in the Key to the Exercises (p. 276).
1. へいせい三年十月三日。
2. しょうわ二十年八月六日。
3. しょうわ十六年十二月八日。
4. めいじ三十八年九月四日日ようび。
5. こどもの日は五月五日です。

**Verb stem plus –tāri**

This suffix, which indicates that two or more actions are performed alternately or frequently, attaches to the verb stem in the same way as the –te form and plain past tense –ta ending do, undergoing the same sound changes. It brings together two or more actions which are taken as examples of a potentially longer list in much the same way as nádo ‘... and so on, and the like’, does for nouns. When two or more verbs are linked with the –tāri form, the last, that is the principal verb of the sentence, is usually followed by a form of the verb suru ‘to do’.

Yoaké made osake o nóndari sushí o tábetari shimashita.  
We drank sake and ate sushi (and did various other things) until dawn.

Kono heyá de hón o yóndari tegami o káitari shimasu.  
In this room we read books, write letters and so on.

Often this expression is heard with just a single verb.

Uchi de térebi o mítari shimasu.  
I stay home and watch TV or something.

Sometimes the copula, désu, da, etc., replaces suru.

Sóbo wa konogoro chooshi ga wárukute netári ókitari desu.  
Lately my grandmother is out of sorts and is in and out of bed all the time.

**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Pinyin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>よあけ</td>
<td>yoaké</td>
<td>dawn, daybreak</td>
</tr>
<tr>
<td>このごろ</td>
<td>konogoro</td>
<td>lately, these days</td>
</tr>
<tr>
<td>ちょうし</td>
<td>chooshi</td>
<td>tune, tuning, condition</td>
</tr>
<tr>
<td>わるい</td>
<td>warúi</td>
<td>bad</td>
</tr>
</tbody>
</table>
Exercise 9.6

You are showing a visitor over the dormitory where you are staying as an exchange student in Japan. Explain the facilities available and give examples of the various ways you use them. Use the example below as a guide.

Cue: my room, sleep, study
A: Watashi no heyá desu. Koko de netári benkyoo shitári shimasu.

1. bathroom, shower, take baths
2. lounge, chat, entertain visitors
3. kitchen, cook, eat
4. reading room, read newspapers, study
5. laundry, wash clothes, iron

Vocabulary

ふろば、おふろシャワーをあびるおうせつ間おしゃべリするせたいするだいどころせんたくばせんたくをするアイロンをかけるとしょしせ

furobá, ofúro sháwaa o abiru oosetsuma osháberi suru süttaí suru daidokoro sentakuba sentaku (o) suru áiron o kakérü toshóshitsu

bathroom to shower lounge, drawing room to chat to entertain kitchen laundry to wash clothes, do the laundry to iron reading room

Indefinite pronouns

Japanese has a series of indefinite pronouns formed by adding the suffix –ka to the various question words.

náni what nánika something, anything
dáre who dáreka someone
doko where dóboka somewhere
dóre which one of many dáreka any one (of many)
dótchira which one of two dótchiraka either one (of two)
ítsu when ítsuka sometime
ikura how much íkuraka somewhat
The same question words can take the suffix –mo to give a negative connotation. These indefinite pronouns are often used in conjunction with negative verbs. For added emphasis the suffix –demo is used instead of –mo.

nánimo nothing  nándemo anything at all, nothing at all
dókomo nowhere, everywhere  dókodemo anywhere at all
ítsumo any time, always  ítsudemo anytime at all

Where the verb requires a directional particle like e or ni these are inserted between the question word and mo.

Dárenimo iimasén deshita.  I didn’t tell anyone.
Dókoemo ikimasen.  I’m not going anywhere.

Exercise 9.7  ☀

This exercise will give you practice in the use of the indefinite pronouns. Rearrange the components into complete Japanese sentences, then translate them into English. You can hear the finished sentences on the tape and check your English translations against those in the Key to the Exercises (p. 277).

1. しました あたりなくて たからくじに だれも がっかり
2. ありませんか うちに ものが 食べるも レストランで食事しましょう 何も
3. ドアを ノック から してます 行って 見に ください だれか
4. しずかな おしゃ 飲みましょう ところ どこか でもで
5. ひまな いつか うちに 時に あそびに 来てください
6. の いつも みせは こんでいます
7. こまった事が 何か いってください あったら いつも
8. どこへも こんどの 行きません 週まって

Vocabulary

たからくじ  takarákuji  lottery
あたりなくて  ataranakute  not winning and… (literally ‘not hitting’)
がっかりする  gakkári suru  to be disappointed
しずかな  shízúka na  quiet
dóa  dóa  door
do  nókku suru  to knock
Kanji

In this Unit we introduce ten more kanji.

Exercise 9.8

Read the following sentences aloud then translate them into English. Check your answers in the Key to the Exercises (p. 277).

1. 今朝朝中さんは東京に着いたそうですね。
2. 白い紙を三枚下さい。
3. 明日のりょうこうにバスを二台おやくしました。
4. 英語の先生は大学の門の前で学生と話していました。
5. 明日の午後海へドライブに行きましょう。
6. リーさん、時間があったらいつか中国の話をしてください。
7. 日本では一年に十五日の休日があります。(kyuuujitsu ‘holiday’)
8. ショートさんはこのせびろを着て来るそうです。
9. 明日会社を休みたいです。(Note: yasúmu can be used as a transitive verb meaning ‘to take time off from.’)
10. むこうに着いたら でん話を 下さい。(mukoo ‘over there’, ‘the other side’)

ひまな時 こむ こまる こまった事
hima na toki kómu komáru komáta kotó

spare time (hima no toki also used) to become crowded to get into trouble, to get into a fix problem, getting into difficulty

Kai úmi sea

WA haná (su) to speak, talk

MEI, MYOO aka (rui) bright

Choo ása morning

Chaku ki (ru) to wear

Tsu (ku) to arrive

Wa haná (su) to speak, talk

Mei, myoo aka (rui) bright

Choo ása morning

Kai úmi sea

Mon gate

Kyuu yasú (mu) to rest

Shi kami paper

Mai sheet (of paper etc.)

Dai stand, platform; counter for machines

Chaku ki (ru) to wear

Tsu (ku) to arrive

Wa haná (su) to speak, talk

Mei, myoo aka (rui) bright

Choo ása morning

Kai úmi sea

Mon gate

Kyuu yasú (mu) to rest

Shi kami paper

Mai sheet (of paper etc.)

Dai stand, platform; counter for machines
In this unit you will learn how to:

- Talk about your intentions
- Talk about your plans for the future
- Give explanations
- List reasons
- Use the demonstrative adjectives donna, konna, etc.
- Use the demonstrative adverbs dóo, koo, etc.
- Give advice
- Ask people what kinds of things they like to do
- Suggest what might happen
- Use the potential verbs to say what you can or cannot do.

You will also acquire:

- 10 more kanji: 口 耳 字 父 母 入 出 住 知 開

Dialogue 1

On the train one evening you overhear a conversation between two Japanese businessmen. You turn around to recognise Mr Yamaguchi and Mr Maeda, whom you met the other day at an export forum. You can’t make out all they are saying, but you pick out enough words to know they are discussing plans for the weekend.

10 競馬を見に行きませんか。Keiba o mí ni ikimasén ka.
Would you like to come to the races?
前田： このごろはどうですか。あいかわらず おいそがしいんでし
ようね。
山口： そうなんですよ。新しいけいやくがつぎからつぎへと入
るし、出ちょうど おおいし、外国からの おきゃくさん
が毎週のように来るから、ぜんぜん じぶんの 時間が
ないですよ。
前田： ところで、こんどの土曜日はおひまですか。
山口： ええっと、こんどの土曜日はちょっと…。
前田： じゃあ、日曜日は？
山口： 日曜日はべつによっていがありませんが…
前田： それでは、日曜日はおひまなら、けいばを見に行き
ませんか。
山口： けいば！ まさか前田さんみたいなえらい方はけいばへ行
かないでしょう。
前田： ああ、山口さんは かんがえかたがふるいですねえ。
このごろの けいばは けっこう しゃれていいますよ。
とくに わかい OL の間でやきゅうより人気があるそうだ
です。私はよく行くんですよ。お金をあまりかけなければ
たのしいですよ。
山口： そうですか。行ったことがありませんから、知りません
でした。ぜひ行って見たいですね。私はおおもうけをする
つもりです。
前田： そうかたんに かてませんよ。
山口： やって見ないと分かりませんね。
前田： まったく そのとおりです。

MAEDA:  Kono goro wa dōo desu ka. Aikawarazu oisogashii
deshoo ne.
YAMÁGUCHI: Sóo na n’ desu yo. Atarashíi keiyaku ga tsugí kara
tsugi e to háiru shi, shutchoo ga ooi shi, gaikoku kara no
okyakusan ga maishuu no yóo ni kúru kara, zenzen
jibun no jikan ga nái n’ desu yo.
MAEDA: Tokoróde kóndo no doyóobi wa ohima désu ka.
YAMÁGUCHI: Ee tto, kóndo no doyóobi wa chótto…
MAEDA: Jáa, nichiyóobi wa?
YAMÁGUCHI: Nichiyóobi wa betsu ni yotei ga arimasén ga…
MAEDA: Sore de wa, nichiyóobi wa ohima nara, keiba o mi ni
ikimasén ka.
YAMÁGUCHI: Keiba! Másaka Maeda san mítai na erái katá wa keiba
e ikanai deshóo.
MAEDA: Áa, Yamáguchi san wa kangaekáta ga furúi desu née. Konogoro no keiba wa kékkoo sharete imásu yo. Tóku ni wakái óoéru no aida de yakyuu yori ninki ga áru sóo desu. Watashi wa yóku ikú n’ desu yo. Okane o amari kakénakereba tanoshíi desu yo.


MAEDA: Sóo kantan ni katemasén yo.

YAMÁGUCHI: Yatte mínai to wakarimasén ne.

MAEDA: Mattaku sono tóori desu.

MAEDA: How are things these days? I suppose you’re busy as usual, aren’t you?

YAMAGUCHI: Yes, you’re right there. New contracts are coming in one after another, I’ve had lots of business trips and what’s more we’ve had customers from abroad virtually every week, so the fact is I’ve had no time to myself at all.

MAEDA: By the way, are you free this Saturday?

YAMAGUCHI: Hmm (let me see). Saturday is a bit (inconvenient).

MAEDA: Well, what about Sunday?

YAMAGUCHI: I don’t have any particular plans for Sunday.

MAEDA: Well, if you’re free on Sunday, would you like to come to the races?

YAMAGUCHI: Horse races! Surely important people like you don’t go to the races, Maeda san.

MAEDA: Ah, Yamaguchi san, you’re old fashioned in your thinking. These days horse racing is pretty stylish you know. In particular, they say it is more popular than baseball among young ‘office ladies’. I often go. If you don’t bet too much money it is enjoyable.

YAMAGUCHI: That would be nice. I’ve never been so I had no idea. I’d love to come. I’m intending to make a big profit.

MAEDA: It’s not all that easy to win, you know.

YAMAGUCHI: You never know till you try, do you?

MAEDA: You’re certainly right there.

Vocabulary

あいかわらず aikawarazu as usual
けいやく keiyaku contract
つまりからつぎへと入る
tsugí kara tsugi e to háiru
one after the other to go in, come in, enter

毎週のように
maishuu no yóo ni virtually every week (literally, ‘as if every week’)

こんどの
kóndo no this time, next time, this, next

おひませいぜんええっと
ohima zenzen ee tto free time (honorable), (not) at all, entirely hmm, let me see (hesitation form)

…はちょっと
…wa chótto is a bit (difficult, inconvenient, etc.)

べつに
betsu ni in particular, separately, apart

よいえないならけいば
yotei nára keiba plan, arrangement if (as you say …) horse racing, the races

えらい
érái great, eminent, important, responsible

けっこう
kékkoo splendid (na adjective); pretty, fairly (adverb)

まさか行かないでしょう
másaka ikanai deshóo surely (not) probably (surely) don’t go

しゃれているとくに
sharete iru tóku ni to be stylish particularly, especially among

の間で見に行きませんか
no aida de mí ni ikimasén ka literally, won’t (you) go and see, would you like to go/come and see?

ぜひ
zéhi definitely, without fail

あまりかける
amari (not) too much to bet

kakéru

たのしい
おおもうけ...
そうかんたんに
やってみる
まったく
そのとおり
tanoshii
oomooke
sou kantan ni
katetu
yatte miru
mattaku
sono toori
enjoyable,
pleasurable
a large profit
as easily as (all) that
to be able to win
to try doing
entirely, completely
that way, like that

Note: toori is one of a small number of native Japanese roots where the last element of the long oo is written with hiragana o rather than u. Most long oo vowels occur in words borrowed from Chinese or in verbal suffixes. In these cases they are written with a final u.

Intention

A common way to express what you intend to do is to use the noun tsumori ‘intention’ after the dictionary form of the verb.

Kyoo wa hayaku kakeru tsumori desu. I intend to go home early today.

As this is a rather subjective expression it is usually used to refer to one’s own intentions. If you want to say someone else intends to do this or that it is usual to add a further qualification such as soo desu ‘it seems’, ‘apparently’, etc.

Suzuki san wa rainen kara Ronon ni iku tsumori da soo desu. I understand Mr Suzuki intends to go to London next year.

The meaning is a little different when the main clause does not refer to the future.

Sonna tsumori dewa nakatta desu. That’s not what I meant. That’s not what I intended.
Kore demo ganbatte iru tsumori desu. Even at this rate I feel I am giving it my utmost.
Hito no kototo o kangaiete iru tsumori desu. I am trying to consider others.
We have already met another noun, **yotei** ‘plan’, ‘arrangement’, which is also often used in much the same way as **tsumori**. In the dialogue we met the expression **betsu ni yotei ga arimasén** ‘I have no particular plans’, in which **yotei** is used as a noun in a main clause, but, like **tsumori désu**, **yotei désu** can also follow the dictionary form of a verb.

**Nichiyóobi ni keiba o mí ni iku**  
**yotei désu.**  
*On Sunday I’m going to (look at) the races.*

**Exercise 10.1**

After a high school graduation ceremony you overhear a group of young people discussing what they intend to do in the future. Using the cues, the vocabulary list below and **tsumori désu**, say what each of the graduates intends to become in the future. Follow the example.

Cue: Yasuo kun is going to study acting.  
A:  
**Yasuo kun wa haiyuu ni náru tsumori désu.**

1. Haruo kun is going to study journalism.
2. Rie san is going to study English and education in America.
3. Jun kun is going to study medicine.
4. Sachie san is taking up an apprenticeship in a restaurant.
5. Tomoko san is going to study music.

**Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>náru</td>
<td><strong>to become</strong></td>
</tr>
<tr>
<td>haiyuu</td>
<td><strong>actor</strong></td>
</tr>
<tr>
<td>jaanarísuto</td>
<td><strong>journalist</strong></td>
</tr>
<tr>
<td>shéfu</td>
<td><strong>chef</strong></td>
</tr>
<tr>
<td>kyóoshi</td>
<td><strong>teacher</strong></td>
</tr>
<tr>
<td>isha</td>
<td><strong>doctor</strong></td>
</tr>
<tr>
<td>pianísuto</td>
<td><strong>pianist</strong></td>
</tr>
<tr>
<td>kun</td>
<td><strong>term of address for boys</strong></td>
</tr>
<tr>
<td></td>
<td><strong>and young men. Used</strong></td>
</tr>
<tr>
<td></td>
<td><strong>mainly by men.</strong></td>
</tr>
<tr>
<td>ongakka</td>
<td><strong>musician</strong></td>
</tr>
</tbody>
</table>

**Talking about your plans**

Another common way to say what you are thinking of doing is to use the expression of  **–(y)óo to omou** ‘I’m thinking of doing…’. We have actually met this  **–(y)óo** suffix, sometimes called the propositive or hortative suffix on the ending  **–mashóo** ‘let’s’, ‘let me do something’. The ending also attaches to the verb root, with the initial  **–(y)** dropping after a consonant.
For example, *tabeyóo* ‘let’s eat’, *ikóo* ‘let’s go’. The fall from high to low pitch always occurs after the first vowel of the suffix regardless of the accent of the verb root. In the polite style this ending often occurs with a verb of thinking to convey the idea of ‘I’m thinking of doing…’.

Rainen Nihón ni ikóo to omótte imasu.  
*I’m thinking of going to Japan next year.*

Kónban éiga o miyóo to omótte imasu.  
*Tonight I’m thinking of seeing a film.*

If you are finding it a little difficult at this stage to get your mind (and tongue) around this new construction, you can achieve the same effect with –*tai to omótte imasu*.

Shóorai náni ni naritái to omótte imasu ka.  
*What would you like to do in the future?*

This same suffix is used with the verb *suru* ‘to do’, to express the idea of ‘trying to do something’ or, according to the context, being ‘about to do something’.

Kinóo ryóoshin ni renraku o shiyóo to shimáshita ga dekimasén deshita.  
*Yesterday I tried to contact my parents, but was unable to do so.*

Kyoojuu ni owaróo to shite imásu.  
*We are trying to finish today (literally, ‘within today’).*

Choodo dekakeyóo to shite ita toki ni denwa ga narimáshita.  
*The phone rang just as I was about to leave.*

The idea of being ‘about to do something’ is more often expressed with the noun *tokoro* ‘place’, ‘point’.

Íma dekakéru tokoro desu.  
*I’m about to leave (set out).*

**Giving advice**

We have already met the expression, *ikága desu ka* used when offering food to a guest, as in *Áisu koohíi wa ikága desu ka?* ‘May I offer you an iced coffee?’ The expression, centred around *ikága*, a polite word for ‘how,’ is also used in conjunction with the conditional form of a verb to make suggestions, ‘*how about…?*’ ‘*why not…?*’. The neutral equivalent
of the honorific **ikága** is simply the demonstrative adverb **dóo**, introduced in this unit. In less formal situations **dóo** is used instead of **ikága**. But it is always possible, in any language, that suggestions and offers of advice may be misinterpreted, so it is wise to err on the side of politeness in these constructions.

**Ashita irassháttara ikága desu ka.**  
*What say you come tomorrow?*  
**Shinkánsen ga takakéreba básu de ittára dóo desu ka.**  
*If the Shinkánsen (bullet train) is (too) expensive (for you) why don’t you go by bus?*

In less formal contexts a suggestion can be made simply with the –**(r)éba** ending alone.

**Hitóri de ikéba.**  
*Why don’t you go by yourself?*  
**Osóba ni suréba.**  
*Why don’t you have the soba (buckwheat noodles)?*

Of course, the most obvious way to give advice is with the –**ta hoo ga íi** construction introduced in Unit 8. As **hoo**, meaning ‘side’ or ‘direction’, is also used in comparisons, its use for making suggestions closely parallels the use of ‘better’ in English.

**Háyaku itta hóo ga íi desu.**  
*You’d better go early.*

**Exercise 10.2**

Suggest an appropriate solution to the situation on the left by turning the clause into a conditional and combining it with one of the pieces of advice on the right. Follow the example. (You’ll need to learn the new vocabulary items given below the exercise before you start.)

Cue: **atamá ga itái, kusuri o nómeba dóo desu ka.**  
A:  
**Atamá ga takakereba kusuri o nómeba dóo desu ka.**

- Shéfu ni naritái.  
  a. Betsu no misé ni mo itta hóo ga íi deshoo.
- Okane ga takusán hoshíi.  
  b. Hito ni tanóndara ikága desu ka.
- Jikan ga nákereba.  
  c. Minarai ni itta hóo ga íi desu.
- Jibun de dekinákereba.  
  d. Úmaku tooshi o shita hóo ga íi desu.
- Nedan ga tákakereba.  
  e. Áto ni shitára dóo desu ka.
Vocabulary

betsu no  
a different, a separate, another
jibun de  
by oneself
úmaku  
skilfully
nedan  
price
tooshi suru  
to invest
hito  
person; someone else
áto ni suru  
to make it later, put off till
minómu  
to ask
later, postpone
tanómu  
apprentice,
minarai  
apprenticeship

Potential verbs

We have already seen how we can express the idea of ‘can do…’ by using kotó ga dekimásu after the ‘dictionary’ form of the verb.

Piano o hiku kotó ga dekimásu ka.  
Can you play the piano?

There is, however, a more common way of expressing potential by using yet another form of the Japanese verb. Japanese consonant-root verbs have corresponding vowel-root verbs which convey the idea of being able to do this or that. To form the potential form from any consonant-root verb simply replace the final u with –eru. For example:

káku ‘to write’ becomes kakéru ‘to be able to write’ and
utau ‘to sing’ (verbs like this have roots ending in –w which is pronounced only before a, as we shall see in the next unit) becomes utáeru ‘to be able to sing’.

As these potential verbs are stative verbs rather than action verbs they generally mark their objects with the particle, ga.

Piano ga hikemásu ka.  
Can you play the piano?
Kanji ga kakemásu ka.  
Can you write kanji?

With vowel-root verbs the potential ending is –rareru, which, as we will see directly, is also the passive ending. The potential form of the irregular verb kúru ‘to come’ is koraréru ‘to be able to come’. The other irregular verb suru ‘to do’ does not have a potential form, dekíru being used instead.
Sashimi ga taberaremásu ka. Can you eat sashimi?
Ítsu koraremásu ka. When can you come?
Mínibasu o unten dekimasu ka. Can you drive a minibus?

Often the idea of potential in Japanese is expressed not with a potential verb, but with an intransitive verb. These verbs are best learnt simply as vocabulary items. Here are three particularly useful ones.

**miéru** to be able to see, to be visible
Fuyu no háreta hi ni wa Tookyoo kara Fújisan ga miemásu. On a fine winter’s day you can see Mt. Fuji from Tokyo.

**kikoeru** to be able to hear, to be audible
Tonari no heya no kóe ga kikoemásu. You can hear the voices from the room next door.

**mitsukaru** to be able to find, to be found
Kuruma no kagí ga mitsukarimáshita. I found (was able to find) the car keys.

**Exercise 10.3**

You have as your house guest this weekend an Italian visitor Franco, who has spent many years in the Far East. You ask him if he can do various things, using your newly acquired potential verbs, of course.

1. Ask Franco if he can speak Chinese.
2. Ask him if he can make (tsukuru) pasta tonight.
3. Ask Franco if he can come with you to the zoo on Thursday to see the panda.
4. Ask if he can eat Japanese shiokára (salted squid guts) and umeboshi (salted plums).
5. Ask Franco if he can read Japanese.

**Possibility**

We know how to say that this or that probably happened or will probably happen, using deshóo after the plain forms of the verb.

Ashita kúru deshoo. (He’ll) probably come tomorrow.
Moo Igirisu ni káetta deshoo. (He) has probably already returned to England.
If we are less sure about what might happen we move from the realms of probability to possibility and to Japanese uses of the expression **kámo shiremasen** (literally, ‘whether or not we cannot know’) to convey the idea of ‘might…’ or ‘may…’.

**Ashita yuki ga fúru kámo shiremasen.**

It might snow tomorrow.

**Denwa-bángoo o wasureta kámo shiremasen.**

She may have forgotten the phone number.

Because Japanese carries so much information in the verb at the end of the sentence, it often employs adverbs at or near the beginning of the sentence to give the hearer an inkling of what lies ahead. With conditional clauses it is common to start with **móshi ‘if’**. **Tabun ‘probably’** is often used with **deshóo** and with **kámo shiremasen** there is **moshikashitára ‘possibly’, ‘perhaps’**.

**Móshi jikan ga áttara kyóo no gógo kíte kudasai.**

If you have time please come this afternoon.

**Tabun kyóo wa osoku káeru deshoo.**

He’ll probably be back late today.

**Moshikashitára wasureta kámo shiremasen.**

Perhaps he’s forgotten.

**Giving explanations**

To give an added connotation of explanation or elaboration to a sentence Japanese often ends a sentence in **n’ desu** or the more formal **no desu** after the plain form of a verb. This means something like ‘the fact is’ or ‘let me explain that’, or just ‘you see’ or ‘you know’, and functions to link the sentence to the wider conversational context. Compare **ashí ga itái desu** and **ashí ga itái n’ desu**. Although both have the basic meaning ‘my foot hurts’, the former is a simple statement of fact, probably a piece of information with no particular connection to the present topic of conversation. The latter, however, is an explanation, perhaps in reply to the question ‘Why are you walking so slowly?’

**Ashita shuppatsu surú n’ desu.**

I’m leaving tomorrow, you see (and that’s why I’m busy packing).

**Kaze o hiitá n’ desu.**

I’ve got a cold, you see (and that’s why my voice is husky).
The use of n’ desu is particularly common in questions beginning with dóoshite or náze (or the more colloquial nánde), all meaning ‘why’, and in answer to these questions. Note in the example below that da, the plain present form (dictionary form) of désu, becomes na before n’ desu.

Dóoshite Nihóngo o benkyoo shite iru n’ desu ka. Why are you studying Japanese?
Kánai wa Nihonjín na n’ desu. My wife’s Japanese, you see.

More demonstratives

We have met the demonstrative pronouns kore ‘this’, sore ‘that (by you)’, are ‘that’ (over there) and dôre ‘which one?’ and their corresponding demonstrative adjectives kono, sono, ano and dôno. We have also met the adverb sóo ‘like that’ in the expression Sóo desu ka ‘Is that so?’ As you may have suspected, sóo belongs to a series of demonstrative adverbs, kóo ‘like this’, sóo ‘like that’, áa ‘like that’ (over there) and dóo ‘how’.

Kóo suréba dóo desu ka. What say we do it like this?

In colloquial speech these adverbs are often replaced by the longer forms koo yuu fúu ni (literally, ‘in this kind of manner’), etc.

Soo yuu fúu ni hanáshite wa damé desu. You mustn’t talk like that.

There is another set of demonstrative adjectives meaning ‘this kind of’, ‘that kind of’ and ‘what kind of?’. They are konna, sonna, anna and dónna. These, too, in informal colloquial language are often replaced by koo yuu, soo yuu, aa yuu and dóo yuu. Yuu is the verb ‘to say’ and is written iu いう. These demonstrative adjectives can in turn be converted into adverbs by adding the particle ni, as in konna ni ‘this much’, dónna ni ‘how much’, etc.

Konna ryóori wa hajímete desu. This is the first time I’ve had this kind of food.
Dónna hito to kekkon shitai desu ka. What sort of person do you want to marry?
Shikén wa sonna ni muzukáshikatta désu ka. Was the exam (really) that difficult?
Exercise 10.4

You are a university student working part-time at the reception desk of a large hotel in London. A Japanese tourist comes in and reports that she has lost her handbag. Ask her the details of her handbag and its contents using dónna. Some model questions and answers are provided for you on the cassette.

1. What colour is it?
2. What shape is it?
3. What sorts of things were inside it?

Now take the part of the tourist and answer your own questions. You will need the new vocabulary introduced below.

Vocabulary

dónna iro  what colour (náníiro is also used)
choohóokei  rectangular
béiju  beige
daenkei  oval
pínku  pink
nakámi  contents
katachi  shape
saifu  purse, wallet
marui  round
kuréjitto káado  credit card
shikakú  square
teikiken  season ticket
sánkaku  triangular
ie no kagi  house key

Listing reasons – ‘and what is more ...’

We have learnt that verbs or adjectives in Japanese can be joined by putting the first in the –te form. So we have met expressions like itte kimásu ‘goodbye’ (literally, ‘I’m going and coming’) and yásukute oishíi desu ‘it’s inexpensive and tasty’. Another way of joining clauses is with the emphatic particle shi, which is a more emphatic way of saying ‘and’ than the –te form. It means something like, ‘and what is more’ and ‘moreover’.

Ashita ane mo kúru shi otootó mo kimásu.

Tomorrow my sister is coming and my brother is coming too.

Often shi is used for giving a number of reasons why something is, or should be, so.
Yúkiko san wa kírei da shi, atamá mo ií shi, kanemóchi desu kara, kánojo to kekkon shitai hito ga óoi sóo desu. Yukiko is beautiful, intelligent and rich so apparently there are lots of people who would like to marry her.

Exercise 10.5

Listen carefully to the tape, press the pause button then practise repeating these sentences which drill some of the structures introduced in this unit. If you find the sentences too long to remember all at once, practise by breaking them into smaller segments. Gradually you will find you can build up to longer sentences. New vocabulary is listed after the exercise and a translation is provided in the key on p. 278.

1. *Tanaka Jiro is not feeling too well at work. He asks his boss if he can go home.*

   A: のどもいたいし せきもでるから、早くかえりたいんです ですが、よろしいですか。

   B: ええ。もしかしたら、かぜかも知れませんね。お大事にどうぞ。

   A: どうも おいしそうございます。

2. *A conversation between doctor and patient.*

   A: すべてこんなんですが、こんなにしてきました。

   B: こっせつかも知れません。レントゲンをとって見ましょう。

3. *Trying to get something for a headache on a public holiday.*

   A: きゅうにずつうの くすりが いるんですけれど、どこで 売っているでしょう。

   B: ああ、きょうは休みですね。でも、コンビニで売っている かも知れません。

   A: じゃ、ちょっと 行って見ます。

Vocabulary

nódo  throat
sekí  cough
yoroshíi  good (formal, suggests approval by a social superior)
kaze  a cold
subéru  to slip
korobu  to fall over
hareru  to swell
kossetsu  broken bone

**Dialogue 2  📺**

Listen to the dialogue and see how much you can understand before learning the vocabulary. Then check the new vocabulary and listen again.

阿部: このごろる とてもつかれろんですよ。
馬場: そうですか。会社でおいそがしいんでしよう。
阿部: いそがしいというより 課長としての 責任が重いか、ストレスが たまるんです。
馬場: それはいけませんねえ。ストレス 解 消に何をしていますか。
阿部: いや、別に何もしていません。
馬場: 必ず時間を作って、何か好きな事をした方が いいですよ。
阿部: そうですね。本当にこのごろは運動不足と いう感じですよ。
馬場: それなら、今度の日曜日にゴルフでも一緒に しませんか。
阿部: いいですねえ。ぜひお供したいですね。

ABE: Kongoro totemotsukaréru n’ desu yo.
BABA: Sóo desu ka. Kaisha de oisogashí n’ deshoo.
ABE: Isogashíi to yuu yori kachoo to shite no sekinin ga omói kara, sutorésu ga tamarú n’ desu.
BABA: Sore wa ikemasén née. Sutoresu káishoo ni nání o shite imásu ka.
ABE: Íya, betsu ni nánimo shite imasén.
BABA: Kanarazu jikan o tsukútte, nánika sukí na kotó shita hóo ga í desu yo.
ABE:  Sóo desu ne. Hontoo ni konogoro wa undoobúsoku to yuu kanji désu yo.
BABA:  Sore nara, kóndo no nichiyóbii ni górufu demo issho ni shimasén ka.
BABA:  Íi desu nee. Zéhi otómo shitai désu ne.

**Vocabulary**

<table>
<thead>
<tr>
<th>yóri</th>
<th>than, rather than</th>
</tr>
</thead>
<tbody>
<tr>
<td>kachoo</td>
<td>section head</td>
</tr>
<tr>
<td>sekinin</td>
<td>responsibility</td>
</tr>
<tr>
<td>omoi</td>
<td>heavy</td>
</tr>
<tr>
<td>sutorésu</td>
<td>stress</td>
</tr>
<tr>
<td>tamaru</td>
<td>to build up, accumulate</td>
</tr>
<tr>
<td>sutoresu-káishoo</td>
<td>stress relief</td>
</tr>
<tr>
<td>betsu ni</td>
<td>in particular</td>
</tr>
<tr>
<td>kanarazu</td>
<td>without fail</td>
</tr>
<tr>
<td>tsukúru</td>
<td>to make</td>
</tr>
<tr>
<td>undoo-búsoku</td>
<td>lack of exercise, getting insufficient exercise</td>
</tr>
<tr>
<td>...to yuu</td>
<td>that, of the kind that (often used in adjectival clauses to link noun to its qualifier)</td>
</tr>
</tbody>
</table>

| sore nára       | in that case      |
| kóndo no        | this, next        |
| otómo suru      | to join, accompany, go along with |

**Kanji**

The kanji charts introduced from Units 1 to 10 have been included primarily to help you learn to write and recognise the Chinese characters. Only one or two readings have been given for each character and you have not always had examples demonstrating both the on and kun readings of the kanji. We feel that now you have learnt how to read and write over 100 kanji you should have a good idea of the principles underlying the stroke order and a feel for the correct proportions of written kanji. From Unit 11 the information about how to write the character will be dropped in favour of including more readings and English meanings for each kanji. As there are several kanji in this list with a variety of readings not included in the chart we have set out some additional information below. You will need to have read through this section carefully before starting the remaining exercises.
Additional readings of this unit’s kanji

入 i(reru) ‘to put in’. Note: 入れる could be either ireru ‘to put in’ or haireru ‘to be able to enter’. Context will usually determine which is the correct reading. Remember the important distinction in Japanese between transitive (trans.) and intransitive (intrans.) verbs. Hái(ру) is intransitive, i(керу) is transitive.


知 no extra readings to learn for this one, but remember that shi(ru) means ‘to get to know’, ‘to become acquainted with’. The equivalent of ‘I know’ in Japanese is shitte imāsu (literally, ‘I am in a state of having got to know’). Just to make you thoroughly confused, however, ‘I don’t know’ is simply shirimasēn.

開 In the chart we have just a(keru) (trans.) ‘to open’. There is also its intransitive partner, a(ku) ‘to open, to come open’, etc., as in ‘the door opens’. There is also another verb hirā(ku), written in exactly the same way as a(ku), which means ‘to open’, ‘to uncover’, ‘spread open’. This is a transitive verb like a(keru) and its partner hirakéru ‘to become modern’, ‘become civilised’ is an intransitive verb like aku. Obviously the Japanese did not design their language with the needs of foreign learners uppermost in their minds!
Exercise 10.6

Read the following sentences aloud then translate them into English.

1. 山口くんのお父さんとお母さんを知っていますか。
2. 知りません。どこに住んでいますか。
3. よこから入れますか。いいえ、あそこは出口です。
4. 前の入口は開いていませんか。
5. それなら、前の門が開く時間までまつほかはありません。
   (hoka wa arimasén ‘there is nothing for it but to…’)
6. 新聞の「聞」という字は「門」と「耳」をいっしょに書いたがん字です。
7. 安子さんの小さく、白い耳が花のように見えました。
8. 口を大きく開いて、した(tongue)を出してください。
11 日本に行くならどの季節がいいでしょうか。
Nihón ni ikú nara, dóno kísetsu ga íi deshoo ka.
If you’re going to Japan, which is the best season?

In this unit you will learn how to:
- Use the plain negative forms of verbs and adjectives
- Discuss obligation
- Say what will happen if something is not done
- Make decisions
- Talk about what you have done in the past
- Request people not to do certain things
- Use conditionals with nara
- Give reasons using no de.

You will also acquire:
- 20 more kanji: 北 南 西 春 夏 秋 冬 夕 方 多 少 歩 旅 天 気 雨 雪 風 暑 寒

Dialogue 1 ☞

Barbara who has been learning Japanese in London is talking to her friend about her plans to visit Japan next year. Can you follow the dialogue with the aid of the Japanese–English glossary (p. 312)? Making your own vocabulary list will help implant the words into your memory.
バーバラ: いろいろ考えたんですが、来年の旅行は日本に行くことにしました。
ともだち: いいですねえ。初めてですか。
バーバラ: いいえ、十年ぐらい前にちょっと行ったことがあります。
ともだち: それで、いつ頃行く予定にしているんですか。
バーバラ: まだ決めていませんが行くなら、ど季節がいいでしょうか。
ともだち: そうですねえ。春や秋ですねえ。
バーバラ: その外の季節はどうですか？
ともだち: 夏も冬も旅行には向まませんよ。夏は蒸し暑いし、冬はかなり寒くなりますから ...
バーバラ: 日本の春と秋はどんな感じですか。
ともだち: 春は桜がとてもきれいですよ。特に夜桜はロマンチックで、若い人達に人気があります。春にいつったらどうですか。いいですよ。
バーバラ: とてもよさそうですねえ。じゃ、春にしましょう。

BÁABARA: Iroiro kangáeta n’ desu ga, rainen no ryokoo wa Nihón ni iku kotó ni shimáshita.
TOMODACHI: Íi desu née. Hajimete desu ka.
BÁABARA: Iie, júunen gurai máe ni chotto itta kotó ga arimásu.
TOMODACHI: Sore de, itsu goro iku yotei ni shite irú n’ desu ka.
BÁABARA: Máda kimete imasén ga, ikú nara, dóno kísetsu ga íi deshóo ka.
TOMODACHI: Sóo desu née. Háru ka áki desu née.
BÁABARA: Sono hoka no kísetsu wa doo desuka?
TOMODACHI: Natsú mo fuyú mo ryokoo ni wa mukimasén yo. Natsú wa mushiatsúi shi, fuyú wa kánari sámuku narimásu kara …
BÁABARA: Nihón no háru to áki wa dónna kanji désu ka.
TOMODACHI: Háru wa sakura ga totemo kírei desu yó. Toku ni yozákura wa romanchíkku de, wakái hitotachi ni ninki ga arimasu haru ni ittara doo desuka. íi desu yo.
The plain negative

We have been trying to put a positive spin on learning Japanese, but we cannot delay any longer the introduction of the plain negative forms. Actually we have already met a negative form in the shape of nái in nái desu, an alternative to arimasén, and, in the negative of adjectives, tákaku nai ‘not expensive’, etc. What we already know about negatives is summarised in the following table.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective</th>
<th>Copula</th>
<th>Descriptive noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>kakimasén</td>
<td>tákaku nai desu</td>
<td>déwa arimasén</td>
<td>sukí ja nái desu</td>
</tr>
<tr>
<td>(I) don’t write</td>
<td>(it) isn’t expensive</td>
<td>(it) is not</td>
<td>(I) don’t like</td>
</tr>
</tbody>
</table>

The plain non-past negative ending -(a)nai is added to the verb root, the initial -(a) dropping with vowel-root verbs, e.g. tabénai ‘to not eat’. The irregular verbs kúru and suru become kónai and shinai respectively. Unaccented verbs have unaccented negative forms, e.g. ikú ‘to go’, ikanai ‘to not go’. With accented verbs the accent mark moves to the vowel before the -n of the suffix, káku ‘to write’, kakánai ‘not write’, míru ‘to see’ mínai ‘not see’. Verbs with dictionary forms (plain non-past forms) ending in -au or -ou are really consonant-root verbs ending in -w. This final -w of the root now appears only before -(a), that is, in the various negative forms of the verb, omowánai ‘not to think’, warawanai ‘not to laugh’, etc.

To recap, let us use the larger table to compare the non-past and past tense forms of the plain and polite-style negative in verbs, adjectives, descriptive nouns and the copula.

<table>
<thead>
<tr>
<th>Non-past affirmative</th>
<th>Non-past negative</th>
<th>Past affirmative</th>
<th>Past negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-root verb</td>
<td>kakú</td>
<td>kakánai</td>
<td>káita</td>
</tr>
<tr>
<td>V-root verb</td>
<td>míru</td>
<td>mínai</td>
<td>míta</td>
</tr>
<tr>
<td>Irreg. (k)</td>
<td>kúru</td>
<td>kónai</td>
<td>kita</td>
</tr>
<tr>
<td>Irreg. (s)</td>
<td>suru</td>
<td>shínaí</td>
<td>shíta</td>
</tr>
<tr>
<td>Adjective</td>
<td>takái</td>
<td>tákaku nai</td>
<td>tákakatta</td>
</tr>
<tr>
<td>Copula</td>
<td>da</td>
<td>ja nái</td>
<td>dátta</td>
</tr>
<tr>
<td>Des. noun</td>
<td>sukí da</td>
<td>sukí ja nái</td>
<td>sukí dátta</td>
</tr>
</tbody>
</table>
Exercise 11.1

This exercise drills the negative forms of verbs and adjectives. How would you tell your friend,

1. that she had better go in a season which is not too hot?
2. that she had better take the train at a time when it is not too crowded?
3. that you like desserts that are not too sweet?
4. that Saturdays and Sundays are the days when you do not go to the gym?
5. that there are a few people who won’t be coming tonight?

Double negatives and obligation

Although you will hear a lot of Japanese using plain forms like these as final verbs in casual conversation, for the time being most of us will use the plain forms as non-final verbs in polite-style speech. The uses of the negative verbs are obviously the same as those of their affirmative counterparts, but there are a number of negative endings that deserve special treatment. These are the negative –te form endings and the negative conditionals.

The negative forms of the conditional endings –tára and –(r)éba are –(a)nákattara and –(a)nákereba.

Kyóo dekínakattara, zéhi ashita madé ni yatte kudásai.  If you can’t do it today please be sure to do it by (the end of) tomorrow.

Anáta ga ikanákereba watashi mo ikimasén.  If you’re not going, I’m not going either.

A similar construction uses the clause final particle to meaning ‘if’, ‘when’ or ‘whenever’ after a negative verb to mean ‘if not’.

Súgu dénai to básu ni ma ni aimasén.  If we don’t leave immediately we’ll be late for the bus.

One very useful construction using the negative conditional form is –(a)nákereba narimasen, a double negative form which literally means ‘if one does not do something, it will not do’, which is the Japanese way of expressing obligation.
Kyóo wa háyaku kaeránakereba

narimasen.

Today I have to go back early.

Nihongo wa máinichi sukoší

zútsu benkyoo shinákereba

narimasen.

With Japanese you have to study

a little every day (zútsu

‘each’, e.g., Hitótsu zútsu

‘one each’ or ‘one of each’).

Instead of narimasén in this construction you will sometimes hear

ikemasén, literally, ‘it cannot go’. This also suggests obligation, but

with perhaps a slightly stronger connotation of moral responsibility.

Ikemasén alone means something like ‘Don’t!’ or ‘Stop it!’ and is often

used as a rebuke to mischievous children.

Ashita wa shikén desu kara

kónban wa isshookénmei

benkyoo shinákereba ikemasen.

Tomorrow’s the exam, so I’ll

have to study for all I’m

worth.

You may also hear expressions of compulsion with the descriptive noun

damé ‘no good’ instead of a negative verb. The construction with

damé is more emphatic and carries an even heavier connotation of moral

obligation.

Mata ashita konákereba


damé desu.

In addition to the conditional –(a)nákereba narimasen form, you will

also hear –(a)nákute wa narimasen or the very colloquial –(a)nákucha

naranaí, which is sometimes contracted even further by dropping the

final verb. This last is usually used in very informal casual conversation

in plain-style speech.

Minshuku no yoyaku o

shinákute wa narimasen.

I have to make the minshuku booking.

(Note: Minshuku is a private house

which offers homestay or similar

budget accommodation.)

O! Juuníji da. Móo

kaeranákucha!

Oh! It’s twelve o’clock. I’ll have to be

going home.

Exercise 11.2 ☞

You are having a party. From the list of sentences on the cassette tape

say which are directly related to your preparations for the party.
1. 薬を飲まなくてはなりません。
2. 色々な食べ物を用意しなければなりません。
3. 使ったコップやお皿を洗ってしまわなければなりません。
4. 飲み物を冷蔵庫に入れなければなりません。
5. 部屋をかたずけてはなりません。
6. 買物をしなければなりません。
7. お手洗いに行かなければなりません。
8. 音楽を選ばなければなりません。

Vocabulary

iroiro na  various  (Note: the kanji 々 sign indicating the previous kanji is to be repeated. A backward tick ㆁ or a backward tick with the voicing marks ㆂ performs the same function with hiragána, but its use is usually confined to writing in vertical script.)
sara  plate  (Note: osára is a more genteel alternative used mainly by women.)

Prohibition

If, as we have seen, two negatives make a strong positive statement, ‘must’, then it follows that a single negative should convey a strong negative message. You will recall from Unit 7 that this is just what happens in Japanese. The idea of prohibition, ‘you must not…’ is expressed by a verb stem followed by –te wa ikemasén.

Hikóoki no náka de keitai-dénwa o tsukátte wa ikemasén.  You must not use a mobile phone inside the aircraft.

Remember the opposite construction, that is, to express permission, use –te mo íi desu.

Sóto de tabako o sutté mo íi desu.  You may smoke outside.

Exercise 11.3

Match the conditions in the left-hand column with the consequences set out in random order on the right. Then read the full sentences over two or
three times each, making sure you understand what they mean. Finally, check your answers against those in the Key to the Exercises (p. 279).

1. 今すぐ行かないと
2. お金がないと
3. 日本で日本語ができないと
4. ちゃんと食べないと
5. せんたくをしないと
6. じっと見ないと

a. 分かりません。
b. すざおなかがすきます。
c. 着るものがなくなります。
d. 何も買えません。
e. ふべんです。
f. バスにおくれるかもしれません。

Making decisions

In English the verb ‘to make’ can be used to convey the idea of making a decision. For example, we might say, ‘I’m busy today. Let’s make it tomorrow’. In Japanese this idea is achieved with the verb, suru ‘to do’: Kyóo wa isogashíi kara ashita ni shimashóo. This construction, noun + ni + part of the verb suru, means to ‘decide on’ something. If you want to say you have decided to do this or that, in other words if you want to use this construction with a verb or adjective, you must use the noun kotó ‘thing’ after the plain form of the verb before you add ni suru. This kotó has the function of turning the verb into a noun so it can take the nominal particles, in this case ni, or be made the subject or object of another verb. In this respect its function is very similar to the –ing ending of the English gerund in expressions like, ‘I like reading books’, Hón o yómu kotó ga sukí desu.

For practical purposes you can think of …–koto ni suru as being, ‘to decide to…’ and …–(a)nái kotó ni suru as being ‘to decide not to…’.

Koosoku básu de iku kotó ni shimáshita. We decided to go on the expressway bus.
Shinkánsen de ikanai kotó ni shimáshita. We decided not to go on the Shinkansen.

Exercise 11.4

Haruo had not been feeling very well, so he decided to visit his doctor. The doctor diagnosed the trouble as gendáibyoo ‘sickness of the modern lifestyle’ brought on by overwork, lack of exercise and poor diet. Haruo has decided to turn over a new leaf to get fit and healthy. How would you go about this task if you were Haruo? On the tape and written below is the doctor’s advice. Use this, the vocabulary items beneath and the
numbered cues to make a list of the things you would do. There is also one example to help you.

Cue: nikú herasu
A: Nikú o herasu kotó ni shimásu.
1. tabako, suwanai
2. amai monó, kawari ni, kudámono, tabéru
3. osake, ryóo, herasu
4. máinichi, undoo suru
5. mótto, sakana, yasai, tabéru

Vocabulary

kawari ni instead of hóo ga ii it is better to… yóo ni suru to make it so that…, arrange to…, make sure that…

‘Please don’t …’

The negative request is formed with the ending –(a)naide kudasai.

Shibafu ni hairánaide kudasái. Please don’t walk on the grass (shibafu ‘lawn’).
Ki ni shináide kudasai. Please don’t think anything of it.
Don’t worry. It’s nothing, etc.
Shinpai shináide kudasai. Please don’t worry (more serious than the above).

Often the negative request is dropped in favour of a more indirect approach. You might hear a tour guide, for example, say, Kochira de no shashin wa goénryo kudasái ‘Please refrain from taking photographs here.’ Or something along the lines of ‘please try not to’ shinaï yóo ni shite kudasái or ‘be careful not to…’ shinaï yóo ki o tsukéte kudasái.'
Kása o wasurenai yóo ni ki o tsukéte kudasai.  

Please be careful not to forget your umbrella.

Exercise 11.5  ☢

Each of the following role-play dialogues contains a negative request. First read through the dialogue making sure you understand the meaning of the sentences. Then find an appropriate answer to put into the blank space. Finally, listen to the tape and try repeating the whole dialogue yourself until you can memorise it. Repeat this procedure with each dialogue.

1. You notice the caretaker of your building mopping the floor in the corridor outside your office.
   あなた: あのう、ここを通ってもいいですか。
   管理人: まだ床がぬれているので、_______ないように気をつけてください。

2. The tour guide is giving instructions about tomorrow’s departure.
   ツアーコンドクター: あしたの朝六時半出発です。
   山本さん: 随分、早いですね。
   ツアーコンドクター: ええ、申し訳ありませんが、六時までにリビングに集まってください。_______ようにお願いします。

3. Tomoko and Yoko are sisters living together in an apartment in Tokyo. Tomoko is just about to go out to do some shopping.
   ともこ: スーパーの買い物に行くね。
   よおこ: お砂糖と塩を_______ないように買ってきてね。
   ともこ: はい。

Vocabulary

osátoo  sugar (Note: women’s word, men use satóo without the elegant o– prefix.)
More clause-final particles

**Giving reasons with no de**

Another useful way to show a cause and effect relationship between two clauses is to use the particles no de, ‘because’ after a plain form of the verb. This is similar in use and meaning to kara, but is more formal and is used more often in writing. No de is more restricted in its use than kara. It tends not to occur in sentences in which the main verb is imperative, interrogative or implies obligation or prohibition. In speech the no is often contracted to just n’.

_**Yuki ga yandá no de yamá e sukíi ni dekakemáshita.**_  
As the snow had stopped we set out for the mountains to do some skiing.

_**Kono hen ni kitá n’ de, tsúide ni yotte mimáshita.**_  
I was in the area so I just dropped in while I was at it.

### Nára – ‘if’

Nára after the plain form of the verb provides yet another conditional expression in Japanese. It is usually found in contexts where it means something like, ‘if as you say’ or ‘if it is so that…’. It picks up and expands an assertion made, or presumed to have been made, by the person you are addressing. In this respect it deals with factual rather than hypothetical situations.

_**Róndon ni iku nara watashi no tomodachi no tokoro ni yottára dóo desu ka.**_  
If you are going to London (as you say you are) why don’t you drop in at my friend’s place? (yoru ‘to drop in’ [at = ni].)

### Exercise 11.6

Choose the most appropriate ending for each of the following nára clauses from the list of options on the right. When you have finished the exercise practise repeating the completed sentences.

1. 日本に行くなら  
   a. ついでに奈良にも行くと  
     いいですよ。近いですから。

2. 京都に行くなら  
   b. 夜、六時以降にしてください。
3. 無理なら
4. 手みやげを持っていくなら
5. 電話をするなら
c. 春か秋の方がいいです。
d. 仕方がありますません。
e. 何がいいでしょうかねえ。

Vocabulary

ikoo                      after, from … onwards
tsuide ni               incidentally, at the same time, while …
Nára                      the ancient capital
temíyage              a gift (usually of food) taken when visiting someone
shikata ga nái            it can’t be helped, never mind

‘Without doing …’

Perhaps a more common use of the –(a)náide construction is to join clauses.

Kyóo wa kaisha e ikanaide ichinichijuu kaze de nete imáshita.

Today I didn’t go to the office and spent all day in bed with a cold.

This –(a)náide is often equivalent to ‘without’ in sentences like:

Asagóhan o tabénaide kaisha e ikimáshita.

I went to the office without having breakfast.

There is another negative –te form, –(a)nakute which is used (without the initial –a) as the –te form of the verb nái ‘to have not’.

Íma wa okane ga nákute komátte imasu.

At the moment I’m in a fix because I’ve got no money.

This is also the only form used with adjectives and descriptive nouns.

Shokuji ga óishiku nákute gakkári shimashita.

We were disappointed the food was not good.

It is used for joining clauses, particularly when the subjects are different or there is a cause-and-effect relationship between the clauses.
Koko de kurejittokáado ga tsukaenákute fúben desu.  
It’s inconvenient not being able to use a credit card here.

This is also the form used in the pattern –(a)nakute mo íi ‘need not…’  
(literally, ‘even if not, it is good’).

Nihongo ga ryúuchoo ja nákute mo kamaimasén.  
It does not matter if you are not fluent in Japanese.

Móo kusuri o nománakute mo íi desu.  
You needn’t take the medicine any longer.

Dialogue 2

Miss Abe, who is holidaying in Sydney, asks the concierge at her hotel if he can suggest an interesting optional tour.

阿部: すみません。ちょっとオプションルツアーのことを伺いたいんですが。
コンシェルジュ: はい。どんなツアーがよろしいですか。
阿部: まだよく考えていないんですが、何かちょっと変わったツアーがありますか。
コンシェルジュ: そうですねえ。今日は天気もいいし、ヘリコプターはいかがですか?
阿部: ヘリコプターですか。乗ったことはないんですが、大丈夫かしら。それにちょっと高そうですねえ。
コンシェルジュ: ヘリコプターは楽しいし、安全ですよ。それに、ヘリコプターから見る景色は最高です。せっかくここまでいられなかったんですよね。
阿部: 実は、前から一度は乗ってみたかったんです。でも日本では高くて、今までなかなか機会がなかったんですよ。
コンシェルジュ: 日本の半額以下ですから、この機会に乗ってみたらいかがですか。
阿部: 半額? 本当ですか。では、乗ってみましょう。
Vocabulary

konsheruje  
... no kotó  
ukagaetái n’ desu ga  
kawatta  
sóo desu née  
káshira  
takasóo na  
–sóo na  
anzen na  
sekkaku  
ichidó wa  
ïka  
... te míru  

I would just like to enquire, but… (a common polite opening gambit when requesting information)
unusual, different, strange (from kawaru ‘to change’)
let me think, hmm, I wonder, etc.
I wonder (sentence-final particle used by women)
looks/seems expensive
looking…, seeming… (suffix attached to adjectives, forms a descriptive noun)
safe (anzen dáiichi 安全第一 safety first)
since you have gone to all the trouble of…, with difficulty
once (at least)
less than (cf. íjoo 以上 ‘more than’)
to try doing…, do…and see

Exercise 11.7

Answer the following comprehension questions based on Dialogue 2.

1. What kind of optional tour is Miss Abe looking for?
2. Why does she have reservations about a helicopter flight?
3. Give three reasons the concierge put forward to convince Miss Abe to take the flight.
4. Why hadn’t Miss Abe flown in a helicopter in Japan? Give two reasons.
5. Why did she finally decide to take the flight?

Kanji

From this unit we introduce the new kanji in a slightly different format.
As you now know the principles of stroke order and stroke formation we no longer provide the stroke order for each character, though we do give the number of strokes in each character. It is important to practise writing the kanji as this process helps etch the correct balance and stroke count
into your memory. The readings and meanings given for each kanji are far from complete. Where possible, both Chinese-style on-readings (in small capital letters) and native Japanese kun-readings (lower case) are given, but often it has not been possible to find appropriate examples of each reading.

**Exercise 11.8**

After you have tried reading these sentences aloud, repeat them after your tutor on the tape.

1. 雪の中を歩いてかえりましょう。
2. 南日本は北日本より暑いです。
3. 天気がわるかったら行かないことにしましょう。
4. 春休みに西日本を旅行しようと思っています。
5. 夕方から風がつよくなって雨がふりました。
6. 寒いからもう少しあったかいセーターを着た方がいいです。
7. 夏にはこのへんの海に来る人がひじょうに多いそうです。
8. むこうの高い山が秋の夕日をあびてとてもきれいに見えます。
9. 今年の冬は雪が少なかったのでスキーに行きませんでした。
10. 東京駅の南口から北口へ歩いて行って何分ぐらいかかりますか。

**Useful expressions**

- Omachidoosama déshita. *Sorry to have kept you waiting.*
- Osewasamá deshita. *Thank you for your help.*
- Otsukaresama déshita. *Thank you for your efforts (literally, ‘you must be tired’).*
- Gokúroosama deshita. *Thank you for your efforts. (Not used towards people of higher social status)*
- Zannén deshita. *What a pity!*
- Ganbátte kudasai. *Stick to it! Work hard!*
| 北 | 西 | 南 | 春 | 秋 | 夏 | 冬 | 方 | 少 | 步 | 天 | 气 | 雪 | 寒 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HOKU kita | 4 strokes | north kitakaze north wind 東北 toohoku the north-east | NAN minami | 9 strokes | south nangoku southern olimes 南アフリカ minami Áfurika South Africa |
| SEI, SAI nishi | 6 strokes | west nishi-Nihon western Japan 西南 seinan south-west | SHUN haru | 9 strokes | spring rainen no hårú next spring 春の花 hårú no haná spring flowers |
| KA natsù | 10 strokes | summer natsuyásumi summer holiday 夏の海 natsu no úmi the sea in summer | SHUU áki | 9 strokes | autumn áki no yamá the mountains in autumn |
| TOO fuyú | 5 strokes | winter fuyu no supótsu winter sports 今年の冬 kotoshi no fuyú this winter | SEKI yuu | 3 strokes | evening ゆうがた evening 夕日 ゆうひ the setting sun |
| HOO katá, -gatá | 4 strokes | direction, side, person (honorific) あの方 anokatá he, she (honorific) 先生方 senseigata teachers (honorific) | TA óó(i) | 6 strokes | numerous, many hito ga ool there are many people 多くの人 óoku no hito many / most people |
| SHOO suki(náí), sukó(shi) | 4 strokes | few, a little 少々 shóosho a little, a moment 少年 shoonen a boy | RYO tabi | 10 strokes | journey ryokoó trip, journey 旅行会社 ryokoogāisha travel company |
| HO arú(ku) | 8 strokes | a step, to walk 歩いて arúite on foot 一歩 ippo one step | TEN | 4 strokes | heaven, sky 天国 tenguoku heaven 天気 ténki weather |
| KI | 6 strokes | air, vapour, spirit 人気 ninki popularity 気分 kibun mood, feeling | U áme | 8 strokes | rain ūten rainy weather 大雨 ooáme heavy rain |
| SETSU yuki | 11 strokes | snow yukiguní the snow country 大雪 ooyuki heavy snow fall | FUU kaze | 9 strokes | wind; fashion, way, style 中国風 Chuuugokufuu Chinese style 海風 umikaze sea breeze |
| KAN samú(l) | 12 strokes | cold kánki a cold snap 寒い天気ですねえ。The weather is cold, isn't it? | SHO atsú(l) | 12 strokes | hot shōchuu-mimai wishes for good health in the hot season |
12 どうも風邪を引いたようです。
Dóomo kaze o hiita yóo desu.
Somehow I seem to have caught a cold.

In this unit you will learn how to:
• Talk about giving and receiving goods and favours
• Use more expressions with the –te form
• Discuss expectations using hazu
• Discuss obligation using the verbal auxiliary –beki
• Use concessive clauses with no ni.

You will also acquire:
20 more kanji: 外 急 急 問 異 酒 順 順 伴 部 順 長 順 名 順 林 順 云

Dialogue 1  ❝

Akita san is concerned about his workmate Baba san, who has been unusually quiet during their regular Friday night round of drinks after work.

秋田: 馬場さん、顔色が良くないてですね。
馬場: どうも風邪を引いたようです。頭もども痛いし、咳も出るんです。
秋田: お医者さんに診てもらったらどうですか。
馬場: ええ、明日ちょっと医者に行って来ようと思っています。
They continue the conversation after lunch at work on Monday.

秋田: 薬 何かもらいましたか。
馬場: ええ、一応。でも効くかどうか分かりません。食後に
一 錠 飲まなくてはならないそうです。
秋田: じゃ、水を持って来てあげましょうか。
馬場: あ、どうもすみません。（心中で：秋田さんは
親切だなぁ。病気も悪くないなぁ。時々病気になろう
かな。ゴホン、ゴホン。）
秋田: 馬場さん。もううちに帰った方がいいんじゃないか。
咳もひどいし、だるそうだから。
馬場: じゃ、外の人にうつつと いけないから、
帰って休むことにします。（心中で：大した風邪じゃない
のに、何だか、悪いような気がするなぁ。）
秋田: じゃ、お大事に。
馬場: ありがとうございます。じゃ、お先に失礼します。

AKITA: Baba san, kaoiro ga yóku nái desu ne.
BABA: Dóomo kaze o hiita yóo desu. Atamá mo nódo mo itái shi, sekí
mo déru n’ desu.
AKITA: Oisha san ni míte morattara dóo desu ka.
BABA: Ée, ashita chótto isha ni itte koyóo to omótte imasu.

They continue the conversation after lunch at work on Monday.

AKITA: Kusuri ka nánika moraimáshita ka.
BABA: Ée, ichioo. Démo kiku ka dóo ka wakarimasén. Shokugo ni
ichijoo nománákute wa naránai soo desu.
AKITA: Já, mizu o motte kite agemashóo ka.
BABA: Á, dóomo sumimasén. (Kokóro no náka de: Ákita san wa
shínsetsu da náa. Byooki mo wáruku nai náa. Tokídoki byooki
ni naróo ka ná. Gohón, gohón.)
AKITA: Baba san. Móo uchi ni káetta hoo ga íi n’ ja nái desu ka. Sekí
mo hidóí shi, darusóo da kara.
BABA: Já, hoka no hito ni utsusu to ikenai kara, káette yasumu kóto ni
shimásu. (Kokóro no náka de, táishita kaze ja nái no ni, nán da
ka, warúi yoo na ki ga surunaa.)
AKITA: Já, odaiji ni.

Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaze o hiku</td>
<td>to catch a cold</td>
</tr>
<tr>
<td>míte morau</td>
<td>get… to examine, have examined</td>
</tr>
<tr>
<td>ichioo</td>
<td>once, for the time being, tentatively, for what it’s worth</td>
</tr>
<tr>
<td>… ka dóo ka</td>
<td>whether or not…</td>
</tr>
<tr>
<td>kiku ka dóo ka wakarimasén</td>
<td>I don’t know whether it will work or not</td>
</tr>
<tr>
<td>shokugo</td>
<td>after meals (cf. shokuzen 食前 ‘before meals’)</td>
</tr>
<tr>
<td>ichijoo</td>
<td>one tablet (–joo is the numeral classifier for tablets)</td>
</tr>
<tr>
<td>motte kúru</td>
<td>to bring</td>
</tr>
<tr>
<td>–te agemashóo ka</td>
<td>shall I… for you?</td>
</tr>
<tr>
<td>wáruku nái náa</td>
<td>it’s not so bad, it’s not bad at all (e.g. being sick)</td>
</tr>
<tr>
<td>–(y)óo ka náa</td>
<td>I think I’ll … (literally, ‘shall I just …?’)</td>
</tr>
<tr>
<td>gohón gohón</td>
<td>Cough! Cough! (the sound of coughing, cf. hákushon ‘Atishoo!’ for a sneeze)</td>
</tr>
<tr>
<td>darusóo</td>
<td>seem drowsy, look tired, seem to lack vitality, seem lethargic</td>
</tr>
<tr>
<td>yóo na</td>
<td>as if</td>
</tr>
<tr>
<td>ki ga suru</td>
<td>to feel, have the impression (that … = yóo na …)</td>
</tr>
<tr>
<td>warúi yóo na ki ga suru</td>
<td>to feel bad, to feel one has done something wrong, to feel guilty</td>
</tr>
<tr>
<td>odaiji ni</td>
<td>look after yourself (said to a sick person)</td>
</tr>
<tr>
<td>osaki ni shitsúrei shimásu</td>
<td>Sorry to leave early, good bye</td>
</tr>
</tbody>
</table>

Giving and receiving verbs

Japanese has a number of verbs for giving and receiving. Which is used depends on the relative status of the giver and receiver and whether the action is away from or towards the speaker. For in-giving, that is, for someone giving something to the speaker or a third person, the verb used is kudasáru where the giver is of higher social status than the speaker and kureru when the giver is of lower or equal social status.

When you are talking to someone you do not know well, it is usually safer to use kudasáru. In practice kudasáru often indicates a second-person subject and kureru a third-person subject.
This is the ring you gave me, Mr Suzuki.

I called the dog my friend gave me ‘Pochi’.

For out-giving, ‘I give’, ‘he gives’, etc., *ageru* is generally used regardless of the status of the recipient, though *sashiageru* can be used in situations calling for particular respect and decorum.

The nurse gave medicine to the patient.

I gave a souvenir gift to Professor Watanabe.

There is a verb, *yaru* ‘to give to an inferior’, but this seems to be used mainly for actions directed towards junior members of one’s own family, particularly one’s own children. It is also used with non-human indirect objects.

I gave my son a kite for his birthday.

I fed the goldfish.

Paralleling the use of the giving verbs *kudasáru* and *kureru*, there are the receiving verbs: *itadaku* ‘to receive from a superior’ and *morau* ‘to receive from someone other than a social superior’. *Itadaku* is often used when the receiver is the first person (‘I’ or ‘we’) and the giver is the second person (‘you’). Notice that the person from whom something is received is usually indicated with the particle *ni*, though you will also occasionally hear *kara* used instead.

The book I got from you (professor) is very useful.

The cakes we got from Taro are a bit too sweet.

Often there is little difference in meaning between giving and receiving sentences, such as the following:

I put the dictionary the professor gave me on the bookshelf.
Senséi ni itadaita jibikí o hóndana ni okimáshita. I put the dictionary I got from the professor on the bookshelf.

In purely neutral contexts where we are not concerned with the relative status of giver and receiver, ataeru is used for ‘to give’ and ukér̄u for ‘to receive’.

Kono garasu wa sootoo no atsúryoku o ataete mo waremasén. This glass will not break even when subjected to considerable pressure.

Atatakái kangei o ukemáshita. We received a warm welcome.

For receiving letters, parcels, etc., ukétóru is often used.

Sokutatsu o táshika ni uketorimáshita. I am in receipt of your express delivery letter (formal cliché).

Giving and receiving verbs as auxiliaries

The giving and receiving verbs can also be used after the –te form to show the relationship between the instigator and recipient of an action.

Saitoo san wa furúi kataná o mísete kudasaimáshita. Mr Saito showed me an old sword.

The –te kudasáru ending usually indicates that a social superior does something for me or someone closely connected with me. –te kureru also suggests that I have been the recipient of some favour, but this time from a person who is clearly not of higher social standing.

Kodomo ga michi o annái shite kuremáshita. The child showed me the way.

To indicate that I, or we, have done or will do something for someone else, a verb in the –te form followed by agér̄u is used.

Tokei o shúuri ni dáshite agemashóo ka. Shall I put your watch in for repair for you?

As with the simple verb yaru, –te yaru is generally used when the speaker is doing something for his own children. –te yaru is not normally used by women or by junior members of the family.
Musuko o turi ni turete itte yarimashita.  
*I took my son fishing.*

–te yatte kudasai is used when one is asking for a favour to be done for a member of one’s family, a subordinate or a pupil.

Kodomo no machigai o naoshi yatte kudasai.  
*Please correct the child’s mistakes for him.*

When the receiving verbs are used as auxiliaries after the –te form they often, but not necessarily, suggest that the subject of the sentence, ‘I’ or ‘we’, instigated the action. Note that the agent is followed by the particle ni.

Daiiku ni yané o naoshi moraimashita.  
*I got the carpenter to fix the roof.*

Abe senséi ni subarashii é o káite itadakimasai.  
*I was lucky enough to have Dr Abe paint a wonderful picture for me.*

In the last example there is no suggestion that I caused Dr Abe to paint the picture. It is very similar in meaning to:

Abe senséi ga subarashii é o káite kudasaimashita.

A very polite request form can be made with –te itadakemá su ka, or the even politer –te itadakemasén ka after the appropriate verb. In this case the potential form of the verb, i.e. ‘can receive’ is used in an affirmative or negative question.

Shió to koshóo o tótte itadakemasu ka.  
*Would you mind passing the salt and pepper?*

–te itadakitái, –te moraitái  
‘I’d like you (him) to …’, ‘I wish you (he) would …’

The receiving verbs with the desiderative –tái ending can be used to express the idea that you would like someone to do something for you. –te itadakitái is usually used when referring to a second or third person present in the conversational situation and –te moraitái to an absent third person.

Kinóo katta yasai wa kusátte imasu kara torikáette itadakitái n’ desu ga.  
*The vegetables I bought yesterday are rotten so I’d like you to change them for me.*

Háyaku chichí ni káette kite moraitái desu.  
*I wish father would come back home quickly.*
In neutral situations, where the relationship between individuals is not involved, –te hoshī is often used instead of –te moraitái.

Moo sukóshi suzushiku nátte  I wish it would get a bit cooler. Don’t you?
  hoshī desu née.

Exercise 12.1

Fill in the gaps with the appropriate form of the verbs, morau, kudasáru, ageru or yaru as the sense demands.

1. Chichi ni nékutai o katte _____.
   (I bought my father a tie.)
2. Suzuki senséi ga eigo o oshiete ______.
   (Mr Suzuki taught me English.)
3. Sumimasén ga, michi o oshiete ____ táí n’ desu ga.
   (Excuse me. Would you mind showing me the way?)
4. Isha ni mite ______.
   (I had myself examined by the doctor.)
5. Imootó o éki made kuruma de okutte _____.
   (I gave my sister a lift to the station in my car.)

Exercise 12.2  

Listen to the following letter from Kaya to her friend Yohko. Play the casette tape several times until you feel you can understand the gist of what the letter contains. Take notes as you go so you can answer the questions that follow. When you have finished the exercise read the text of the letter (N.B. The recording employs a slightly longer version of the letter). Finally, turn to the Key to the Exercises and see if you can reproduce the Japanese from the English translation. Don’t worry at this stage about reproducing the kanji with furigana readings. They are included here to get you used to reading longer texts in Japanese script. Notice in letter writing the polite –másu style is used even between close friends or family members.

1. かやは 洋から________________________________________。
2. 秋男はかやに________________________________________。
3. 両親は私に________________________________________。
4. ボーイフレンドから________________________________________。
5. 母はバースデーケーキを________________________________________。
haruméite
kimashita
there is a feeling of spring in the air
(conventional reference to the
season at the beginning of a letter)

–meku
–sóo
it looks as if it
(seemingly, it looks as if...
(a suffix which attaches to the verb stem)

narisóo desu
it looks as if it
(I) will become...

consonant-root verb)
minásama  everyone (polite form of minásan often used in letters or speeches)

More auxiliaries after the ‘–te form’

In Japanese it is very common to have more than one verb at the end of the sentence. We have seen how the giving and receiving verbs can be used as auxiliary verbs after the –te form to show who is doing what for whom, and we are now familiar with the use of the various forms of iru after the –te form to indicate an action in progress or a completed state. In this unit we meet several more verbs used as auxiliaries after the –te form.

Try doing, do…and see, ‘–te míru’

The verb míru ‘to see’ is used after the –te form to convey the idea that the action was performed tentatively or casually in order to see what the outcome might be. The original meaning of míru is retained in this construction, which might be literally translated as ‘to do something and see…’. The same idea is often conveyed in English with the verb, ‘to try’.

Kazuko san ni denwa o kákete mimáshita. I tried giving Kazuko a call.

Afurika ni itte mitái desu nee. I’d like to go and have a look at Africa.

Because the –te míru form is indirect and tentative it is often used to make suggestions.

Okuchi ni áu ka dóo ka wakarimasén ga tábete mite kudasai. I don’t know whether you’ll like it, but just try some.

The construction with –te míru should not be confused with the –(y)óo to suru form introduced in Unit 10, although both may often be translated by ‘to try’ in English. The former conveys the idea that you do something to see what happens, in other words you succeed in doing what you set out to do. The latter construction is used when you attempt to do something, but for one reason or another your ambitions are frustrated and you fail to complete your task. Some speakers of English make a distinction between ‘I tried doing… (to see what would happen).’ and ‘I tried to do… (but failed)’. Perhaps the point can be illustrated by comparing the following sentences.

Michi o watatte mimáshita ga mukoogawa ni mo éetíiému ga arimasén deshita. I tried crossing the road but there was no ATM (cash dispenser) on the other side either.
Michi o wataróō to shimáshita ga kootsuu ga hagéshikute wataremásen deshita.  
I tried to cross the road but the traffic was so heavy I couldn’t get across.

**To do beforehand – ‘–te oku’**

This construction with oku, the verb ‘to put’ carried out conveys the idea that an action has been carried out or has been done in preparation for something else.

**Sono mama ni shite oite kudasái.**  
Please leave it as it is (like that).

**Bírú o reizóoko ni irete okimáshita.**  
I put some beer in the fridge (in preparation for tonight’s party).

**Nihón ni iku máe ni Nihongo o sukóshi benkyoo shite oita hoo ga ii desu yo.**  
You should (take the precaution of) studying a little Japanese before you go to Japan.

**Kinoo denwa de setsumei shite okimáshita kara wakáru hazu desu.**  
I explained it to him over the phone yesterday so he should know about it. (Note: hazu, ‘should’ is introduced later in this unit)

**To end up doing – ‘–te shimau’**

**Zénbu ippen ni tábete shimaimashita.**  
He ate it all up at once.

**Tabesugi de onaka o kowáshite shimaimashita.**  
I ended up with an upset stomach from eating too much.

In colloquial Japanese this –te shimau construction is sometimes abbreviated to –chau, particularly in Tokyo where some speakers seem to use it indiscriminately even when there is no particular connotation of finality or completion.

**Sonna kotó o yuu to káetchau yo.**  
I’ll go home if you talk like that.

**To have been …–‘–te áru’**

This construction is used with transitive verbs to convey the idea that the present state is the result of a completed action. It often strongly suggests
a deliberate action by a human agent. The same kind of idea is often expressed with a passive verb in English. In Japanese too, this construction generally requires that the object of the transitive verb become the subject (or topic) of the –te áru construction.

Món ga akete áru kara náka de chuusha shimashóo. The gate has been opened (for us) so let’s park inside.

The negative of the –te áru construction is, naturally enough, –te nái or, in the polite style, –te arimasén.

Komugiko wa máda katte nái kara kónban okonomiyaki ga dekimasén. The flour hasn’t been bought yet so we can’t make okonomiyaki tonight. (Okonomiyaki is a kind of savoury pancake.)

In the above example there is a strong suggestion that someone has deliberately opened the gate, which would not be conveyed by the neutral, món ga aite iru ‘the gate is open’, i.e. by –te iru after the intransitive verb, aku.

In practice this construction is used in much the same way as the –te oku construction explained above.

**Keeps on getting more …–‘–te kúru’**

The verb, kúru ‘to come’ after the –te form indicates that the action of the verb started at some point in the distance or at some time in the past and continued until the present location or time.

Mainichi kaisha kara káeru to inú ga mukae ni háshitte kimasu. Every day when I get home from work the dog comes running to greet me.

Nihón demo isshoo kekkon shinai josei ga fúete kimashita. In Japan too there has been a continual increase in the number of women who never marry.

**Will go on getting more …–‘–te iku’**

This construction is similar to –te kúru above, but the starting point of the action is the speaker or narrator’s present location or time.

Tsugí kara tsugí e to furúi tatémono ga kiete ikimásu. The old buildings go on disappearing one after another.
Kore kara wa moo sukóshi rakú ni nátte iku deshoo.  
I expect it will get a little easier for me from now on.

Exercise 12.3 ☝

Listen to these questions on the tape and give your own answer to each question. You may need to pause the tape to give yourself time to respond.

1. 京都に呼ばれてみたいですか。
2. さしみを食べてみたことがありますか。
3. 将来、どんな仕事をしてみたいですか。
4. 日本酒を飲んでみたいですか。
5. 日本で何のものを見てみたいですか。

Here are some new words which might help you answer these questions.

Vocabulary

<table>
<thead>
<tr>
<th>shoorai</th>
<th>the future, in the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nára no daibutsu</td>
<td>the Great Buddha in Nara</td>
</tr>
<tr>
<td>eiga-kántoku</td>
<td>film director</td>
</tr>
<tr>
<td>shiro</td>
<td>castles</td>
</tr>
<tr>
<td>ongakka</td>
<td>musician</td>
</tr>
<tr>
<td>matsuri</td>
<td>festival</td>
</tr>
<tr>
<td>uchuu-hikóoshi</td>
<td>astronaut</td>
</tr>
<tr>
<td>okuresóo</td>
<td>it looks as if we’ll be late (see grammar notes on –sóó in Unit 13)</td>
</tr>
</tbody>
</table>

Exercise 12.4

Complete the following sentences by choosing the most appropriate clause from the list on the right.

1. Pán ga nái kara  
   a. heyá o kírei ni shite okitái desu
2. Hóteru no heyá o  
   b. denwa o shite oita hoo ga i to omoimasu
3. Okuresóo da kara  
   c. sukóshi katte oite kudasái
4. Tomodachi ga uchi ni asobi ni kúru no de  
   d. shirábete okimasu
5. Chízu de íku basho o  
   e. yoyaku shite okimáshita
Exercise 12.5

Paul has decided to invite a few friends around for a barbecue this weekend. Before he goes off to buy the food he makes a list of the things he has and does not have at home. As he is learning Japanese like you, for practice he writes his list in Japanese script. Paul’s Japanese neighbour, Taro, has come around early to help with the shopping. With the list to guide you, imagine you are Paul answering Taro’s questions, using móo, ‘already’ or máda, ‘not yet’ in your answers as appropriate. Press the pause button to give you time to supply the answer. You will find Paul’s responses in the Key to Exercises. Here are Paul’s list and Taro’s questions.

1. Potetochíppusu o kaimashóo ka.
2. Tomatosóosu ga irimásu ka.
3. Kyúuri wa takusán áru deshóo?
4. Uchi no niwa no rémon o motte kimashóo ka.
5. Sutéekí wa móo katte áru deshóo?

The plain style of speech

The plain style of speech is used among close friends and family members and when talking to children. It is in this form of speech where the differences between men’s and women’s speech become most pronounced. Women, in particular, use a number of sentence-final particles,
like no (a question marker when pronounced with rising intonation, otherwise used for giving explanations, ‘the fact is…’, etc.), káshira ‘I wonder’ and wa, an assertive feminine particle. Sóo yo and sóo na no yo ‘that’s right’ are also typically feminine exclamations.

In the plain form men tend to use the colloquial first-person pronoun boku or even the somewhat vulgar ore, the corresponding second-person pronouns, kimi and omae, and the sentence-final emphatic particles, ná(a), zó and zé, none of which are normally used by women. Of the final particles, zé differs from zó in that it can follow verbs in the plain hortative or propositive form, –(y)óo ‘let’s…’, e.g. Ikóo ze ‘Let’s go!’, whereas zó cannot.

Exercise 12.6  

Listen to the following exchange between Akiko and Haruo Yamaguchi, a young married couple. Like many such conversations the content is of no great import, but they provide us with examples of the plain style, some useful vocabulary and a number of new constructions using the –te form. How many –te forms can you find and what do they mean?

秋子: 何を探しているの?
春男: 車の鍵はどこかあ。

秋子: さっきテーブルの上に置いておいたけど。
春男: あっ、あった、あった。じゃ、ちょっと行ってくるよ。

秋子: どこへ行くの?
春男: ビールがないから買ってこようと思って...

秋子: 冷蔵庫にカン・ビールが三本入ってあったけど...
春男: もう、ゆうべ田中さんと二人で全部飲んでしまったよ。

秋子: 遅いから、酒屋はもう閉まっているんじゃないの?
春男: いや、駅前のコンビニで酒類も売っているからそこ行ってみるよ。

秋子: じゃ、ついでに明日の朝食のパンと牛乳も買ってきて。
春男: うん、わかった。じゃ、行ってくるよ。

秋子: いってらっしゃい。

ÁKIKO: Náni o sagashite iru nó?
HARUO: Kuruma no kagí wa dóko ka náa.
ÁKIKO: Sákki téeburu no ue ni oite oita kedo.
ÁKIKO: Dóko e iku nó?
HARUO: Bíiru ga nái kara katte koyóo to omotte.
ÁKIKO: Reizóoko ni kanbiíru ga sánbon irete átta kedo…
HARUO: Móo, yuube Tanaka san to futari de zénbu nónde shimatta yo…
ÁKIKO: Osoi kara, sakaya wa móo shimatte iru n’ ja nái no.
HARUO: Íya, ekimáe no konbíni de sakérui mo utte iru kara soko ni itte míru yo.
ÁKIKO: Já, tsuide ni ashita no chooshoku no pán to gyuunyuu mo katté kite.
HARUO: Ún, wakátta. Já itte kúru yo.
ÁKIKO: Itterasshái.

Vocabulary

ka náa I wonder (masculine) íya no (when contradicting)
kedo but (casual speech abbreviation of wakátta okay, right, I’ve got it.
keredomo)
átta I’ve found it!

Expectation and obligation

Hazu désu is used after the plain form of a verb or adjective to indicate expectation. It often corresponds to the English, ‘ought to…’ or ‘should …’, etc., but without any suggestion of moral obligation.

Ashita kúru hazu desu. He should come tomorrow. / I expect he’ll come tomorrow.
Sono gurai no kotó o shitte iru hazu désu. He should at least know that.

Where a sense of moral obligation is implied beki désu is used instead.

Ashita kúru beki desu. He should come tomorrow. (He owes it to us to come tomorrow.)
Mae mótte denwa suru beki déshita ga… I should have rung beforehand but…

Where the obligation is not to do this or that, it is the final verb which takes the negation, becoming beki ja arimasén, etc.
Shachoo ni sonna kotó o yuu bekij ja arimasen deshita.

I should not have said that to the director.

**Exercise 12.7**

In the following sentences fill in the blanks with either hazu or béki as the sense demands.

1. Densha wa taitei juugófun-okí ni kúru ____ desu.
2. Wakái hito wa toshiyóri ni séki o yuzuru ____ desu.
3. Kyóo ginkoo wa aite iru ____ desu.
4. Supido seigén o mamóru ____ desu.
5. Kinóo tegami o dashimáshita kara kanarazu nisánnichi de tsuku ____ desu.
6. Háyaku isha ni míté morau ____ desu.

**Vocabulary**

–okí every..., at... intervals (suffix used with numbers and numeral classifiers)

nisánnichi two or three days

**Although**

We have already learnt how to express concession using the coordinate particles ga and keredomo. These differ from most clause-final particles and resemble the particle kara ‘because’ in that they follow the same form as the main verb at the end of the sentence, that is to say, for most of us, the polite –másu form. There is, however, a compound particle, no ni ‘although’, which follows the plain form of the verb or adjective.

Nankai mo oshieta no ni, máda obóete imasén.

Though I taught him time and time again he still doesn’t remember it.

Takái no ni shitsu ga ii kara kaimáshita.

Although it’s expensive, it’s good quality so I bought it.

As we saw with the compound particle no de ‘because’, the plain present form of the copula used before no ni is na.

Ano hóteru wa yuumei na no ni sáabisu ga wárukute gakkári shimashita.

Although that hotel is famous I was disappointed to find the service is terrible.
In formal written Japanese you may also come across the clause-final compound particle mono no, which has much the same meaning as no ni.

Sooridáijin wa atarashíi náikaku o kessei shita mono no, tsugi no sénkyo de katéru ka doo ka wa utagawashíi.  

Although the Prime Minister formed a new cabinet it is doubtful whether he can win the next election.

Exercise 12.8

Read these sentences aloud then listen to them on the tape. Finally translate them into English and check your answers with the Key to the Exercises (p. 282).

1. 今日は雲一つない青空のすばらしい空気です。
2. 山下電気の海外部長は今青森と秋田の方を旅行しています。
3. 急に空が曇ってきて雨が降りそうになったので、急いでうちにかえりました。
4. 森田社長の後ろに立っている人の名前は小林洋子だと思いません。
5. 空が曇っているのに雨の心配はないそうです。
6. 大林先生はお元気そうですね。
7. このお酒は秋田の名酒だそうですね。
8. 国立大学の外国人学生が毎年ふえてきています。

Vocabulary

furisóo  to look like rain, look as if it will rain
genkisóo  to look well (more on the suffix –sóo in Unit 13)
Osóre irimasu ga.  I am very sorry/grateful, etc.
Goméiwaku desu ga.  I’m sorry to bother you, but…
Otesúu desu ga.  I’m sorry to bother you, but…
Dóozo okake kudasái.  Please sit down.
… o oshiete itadakemásu ka.  Would you mind telling me…?
Osumai wa dóchira desu ka.  Where do you live? (honorific)
This Unit’s new kanji are given in detail below.

<table>
<thead>
<tr>
<th>GAI</th>
<th>sōto</th>
<th>outside; other, another</th>
<th>SHIN</th>
<th>kokōro</th>
<th>heart; mind, spirit</th>
</tr>
</thead>
<tbody>
<tr>
<td>sōto</td>
<td>hoka</td>
<td>外国人</td>
<td>kokōro</td>
<td>no yasashii</td>
<td>a kind-hearted person</td>
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<td></td>
<td></td>
<td>外に出て</td>
<td>に</td>
<td>好</td>
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<td>人</td>
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<thead>
<tr>
<th>SHI</th>
<th>omō(u)</th>
<th>thought; to think</th>
<th>KYU</th>
<th>isō(gu)</th>
<th>sudden; steep; to hurry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>そう</td>
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<td>omō(u)</td>
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<td>ず</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SHU</th>
<th>sake</th>
<th>sake, rice wine, alcoholic drink</th>
<th>HAI</th>
<th>kubá(ru)</th>
<th>distribution, to distribute</th>
</tr>
</thead>
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<tr>
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<td>酒が好きな人</td>
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<tr>
<th>YOO</th>
<th>ocean; Western</th>
<th>YOO</th>
<th>sama</th>
<th>way; means; polite address</th>
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<th>BU</th>
<th>part; section; department</th>
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<tr>
<th>DON</th>
<th>kumō(ru)</th>
<th>to cloud over</th>
<th>CHOO</th>
<th>nagá(i)</th>
<th>chief; long</th>
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<th>origin</th>
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<thead>
<tr>
<th>HIK</th>
<th>hayashi</th>
<th>forest</th>
<th>KOO</th>
<th>fū(ru)</th>
<th>to fall (rain, etc.); get off</th>
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<tr>
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<td>畑</td>
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<td>小林</td>
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<thead>
<tr>
<th>SHIN</th>
<th>mori</th>
<th>wood, grove</th>
<th>KUU</th>
<th>sóra</th>
<th>void; sky; empty</th>
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<tr>
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<tr>
<th>RITSU</th>
<th>tā(tsu)</th>
<th>to stand, establish</th>
<th>UN</th>
<th>kūmo</th>
<th>cloud</th>
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<thead>
<tr>
<th>GAI</th>
<th>gokurutsudai gaku</th>
<th>a national university</th>
<th>KUU</th>
<th>sóra</th>
<th>karate</th>
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<tr>
<td></td>
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<tr>
<th>RITSU</th>
<th>tā(tsu)</th>
<th>to stand, establish</th>
<th>UN</th>
<th>kūmo</th>
<th>cloud</th>
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</table>

- **Denki**: electricity
- **Denwa**: telephone
- **Kumó(ru)**: cloudy
- **Gai**: outside; another
- **Sóto**: foreigner
- **Kokóro**: heart; mind; spirit
13 車にぶつけられた。
Kuruma ni butsukerareta.
Another car ran into me!

In this unit you will learn how to:

- Use the causative form of verbs
- Recognise and use the passive voice
- Recognise the causative-passive
- Use the suffix -sőo, 'it looks as if…'
- Use the suffix -gáru to describe the behaviour of others.

You will also acquire:

- 20 more kanji: 色 物 牛 肉 映 画 館 店 待 力 刀 切 親 友 右 左 有 言 近 家

Dialogue 1  ❃

Kitabayashi Yooko and Morita Yasuko, acquaintances from the same neighbourhood, meet on the street. We pick up their conversation after the usual bows, thanks and salutations have been exchanged.

きたばやし: 森田さん。髪が痛そうですねえ。どうしたんですか。
森田: この間運転していた時、横から急に車が出て来てぶつけられたんです。
きたばやし: じゃ、一種のむち打ち 症 ですか。
森田：ええ、首と脛をやられて、今治療に通っています。

きたばやし：たいへん

北林：大変ですねえ。それで車の方は?

森田：今、修理に出してありますか、かなりやられています。

きたばやし：そうです場合、保険はどうなるんですか。

北林：早速、うちの保険会社に連絡して、やってもらっています。相手の不注意によるので、費用は全部出してもらえるんじゃないいかと思いますが…

きたばやし：めんどう

北林：面倒ですねえ。

森田：ええ。それと車がないと買物の時とっても不便です。

きたばやし：じゃ、次に行く時連れて行ってさしあげますよ。

北林：遠慮なくおっしゃってください。

森田：どうもご親切に。


MORITA: Konoaida unten shite ita toki, yoko kara kyuu ni kuruma ga déte kite butsukeretá n’ desu.

KITABAYASHI: Já, ísshu no muchiuchishoo desu ka.

MORITA: Ée, kubi to koshi o yararete, íma chiryoo ni kayotte imásu.

KITABAYASHI: Taihen désu née. Sore de kuruma no hóo wa?

MORITA: Íma, shúuri ni dáshite arimásu ga, kánari yararete imásu.

KITABAYASHI: Soo yuu ba’ai, hoken wa dóo náru n’ desu ka.

MORITA: Sassoku, uchi no hokengáisha ni renraku shite, yatte moratte imásu. Aite no fuchúui ni yorú no de, háyoo wa zénbu dáshite moraerú n’ ja nái ka to omoimásu ga…

KITABAYASHI: Mendóo desu née.

MORITA: Ée. Sore to kuruma ga nái to kaimono no toki tottemo fúben desu.

KITABAYASHI: Já, tsugí ni iku toki tsurete itte sashiagemáso yo.

MORITA: Enryonáku osshátte kudasai.

MORITA: Dóomo goshinsetsu ni.
Vocabulary

<table>
<thead>
<tr>
<th>JAPANESE</th>
<th>MEANING</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>itasóo</td>
<td>looks sore</td>
<td>to be the result of, to stem from</td>
</tr>
<tr>
<td>butsukerareru</td>
<td>be hit</td>
<td></td>
</tr>
<tr>
<td>yarareru</td>
<td>be done in, take a blow</td>
<td></td>
</tr>
<tr>
<td>sóo yuu ba’ai</td>
<td>in that case, in circumstances like that</td>
<td></td>
</tr>
<tr>
<td>…ni yoru</td>
<td>I think we can probably get them to pay the lot</td>
<td></td>
</tr>
<tr>
<td>zénbu dáshi</td>
<td>ja néi ka to omoimásu</td>
<td></td>
</tr>
<tr>
<td>moraeru n’</td>
<td>enryo náku ossháru</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 13.1

Answer the following comprehension questions on Dialogue 1. The questions are in English, but you should be able to answer them in both English and Japanese. The Key to the Exercises has model answers in both English and Japanese (p. 283). Your answers may well be correct even if they don’t correspond exactly to those in the back of the book.

1. What injury did Mrs Morita sustain in the accident?
2. What is she doing about it?
3. Is she still driving her car?
4. What is the situation regarding insurance?
5. What does Mrs Morita find inconvenient?
6. How does Mrs Kitamura offer to help?

Passive sentences

Dialogue 1 introduces a number of passive sentences. To form a passive verb from its active voice equivalent, the subject of the active sentence becomes the agent of the passive sentence and is indicated with the particle ni, in much the same as ‘by’ marks the agent of an English passive sentence. The passive ending –(r)areru (which you met as a potential verb ending in Unit 10) is added to the verb root, the initial –(r) dropping after a consonant. For example, the active sentence, Senséi wa Tároo o homemáshita ‘The teacher praised Taro’ is transformed into the passive sentence, Tároo wa senséi ni homera nemáshita ‘Tároo was praised by the teacher’. Some more examples of passive verbs are
taberaréru ‘to be eaten’, miraréru ‘to be seen’, kakaréru ‘to be written’ and omowaréru ‘to be thought’ or ‘to spring to mind’. The passive forms of the irregular verbs suru ‘to do’ and kúru ‘to come’ are sareru (sometimes serareru) and koráreru respectively. You may find it puzzling to learn that kúru has a passive equivalent, because we do not make passives from intransitive verbs in English and we cannot imagine a context in which we might use a verb form meaning, ‘to be come’. In Japanese, however, even intransitive verbs can occur in the passive. When they do, they often carry a connotation of inconvenience or discomfort experienced by the subject of the sentence, usually ‘I’ or ‘we’. This construction is known as the ‘INDIRECT PASSIVE’ or the ‘ADVERSATIVE PASSIVE’. A few examples should make the concept easier to understand.

Kinóo áme ni furaremáshita. I was caught in the rain yesterday.
Kyuu ni tomodachi ni korárete komarimáshita. I was put out when my friend
turned up suddenly.
Kare wa háyaku ryóoshin ni shinarete shinseki ni sodateráreta. He suffered the early death of his
parents and was raised by relatives.

This indirect passive construction can also be used with transitive verbs, in which case it strongly suggests that someone has been affected by the action. This contrasts with the direct passive which is simply a neutral description of what happened. For example, the direct passive saifu ga
nusumaremáshita ‘the wallet was stolen’ merely tells us what happened to the wallet. On the other hand, the indirect passive, saifu o nusu-
maremáshita ‘I had my wallet stolen’, strongly suggest the distress and inconvenience I suffered as a result of the theft. Notice that in the indirect passive the object of the active sentence remains the object in the passive sentence, the subject being the person who suffers the inconvenience.

Exercise 13.2

Complete the following sentences by choosing an appropriate ending from the list below (use the English cues as a guide). Then translate the completed sentences into English.

1. Shigoto ni iku tochuu (I was caught in the rain.)
   a. tsukurárete imásu.
2. Isha ni móto (I was told to exercise.)
   b. homeraremáshita.
3. Sake wa kome kara (is made)
   c. saifu o
   nusumaremáshita.
4. Nihongo ga joozu da to (I was praised.)
   d. undo suru yóo ni iwaremáshita.
5. Gaikoku de (I had my wallet stolen.)
   e. áme ni furaremáshita.

Causative sentences

In Japanese the causative is formed with the suffix, –(s)aséru after the verb root, the initial –(s) dropping after a consonant. For example:

<table>
<thead>
<tr>
<th>causative</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tabesáru</td>
<td>to make eat</td>
</tr>
<tr>
<td>matasáru</td>
<td>to make wait</td>
</tr>
<tr>
<td>warawaseru</td>
<td>to make laugh</td>
</tr>
</tbody>
</table>

The irregular verbs suru and kúru have the causative forms saseru and kosaséru. In addition to the causative meaning, the –(s)aseru suffix is also often used to convey the idea of letting someone do something and is therefore sometimes called the ‘PERMISSIVE’. We will retain the causative tag, but remember the form carries both connotations. Sometimes the distinction between causative and permissive can be shown by the use of ni after the object of the permissive clause. For example:

Watashi ni yarasete kudasái please let me do it as opposed
to shachoo wa Suzuki san o yamesasemáshita the boss gave
Mr Suzuki the sack (literally, ‘made him stop work’).

This distinction cannot be made if there is another object in the sentence. In this case the person made or permitted to perform the action is always followed by ni.

Tanaka kun ni gaikoku kara no okyakusan o mukae ni ikasemáshita.

I had (or let) young Tanaka go to meet the customer from overseas.

Here are some more examples of the causative.

Warawasenáide kudasái. Please don’t make me laugh.
Abe san ni iwaseru to, If you let Mr Abe have his say, (he’ll
edomae no sushí wa) tell you) local Edo (i.e. Tokyo) sushi is the
ichiban oishii désu. best.
In casual colloquial speech a shortened causative form, -(s)asu, often replaces the longer suffix. This shorter form is particularly common in the plain past-tense and conditional endings.

**Sonna îi nikú o inú ni tabesáshitara komáru yo.** We can’t have you letting the dog eat such good meat.

The causative form should be used with caution as it usually implies a person in authority issuing orders or distributing privileges. For this reason it is often used in conjunction with another verb, such as *ageru* or the suffix –*tai*, to soften the blow.

**Oishii jizake o nomásete agemasu.** 
**Koko no oishii unagi o sóbo ni tabesasetái desu.**

I’ll let you try some delicious local sake. 
I’d like to have my grandmother try some of the delicious eel they have here.

**–sasete itadakimásu**

This very polite verb ending is used in formal situations and is particularly favoured by certain types of middle-class ladies. It is formed with the causative form of a verb followed by the object honorific verb, *itadaku* ‘to receive’ (from a social superior). Literally the expression means something like ‘I receive the favour of being permitted to...’. You will hear it mainly in set formal routines found in speech-making or in the context of elaborate greeting or leave-taking.

**Minásan, kore kara Ákita no min’yoo o utawasete itadakimásu.**

Ladies and gentlemen, now I would like to take the liberty of singing a folk song from Akita.

**The causative-passive**

When the causative suffix attaches to a verb root it forms a new vowel-stem verb which can take the various verb endings, including the passive suffix. However, as mentioned above, the short causative form is often preferred to the full form when other endings are to be added, and this is usually the case with the causative-passive. For example, the verb *mátsu* ‘to wait’ forms the causative verb *mataséru*, ‘to make wait’, ‘to keep waiting’, and we would expect the causative-passive, ‘to be kept waiting’
to be **matasáreru**, but, while this form is possible, **matasáreru** is far more common. The causative-passive of **suru** ‘to do’, however, is **saserareu**.

Here are some examples of the causative-passive form.

**Byooín de zúibun nágaku** matasaremáshita.  
**Kekkónshiki de supíichi o saseraremáshita.**

*I was kept waiting an awfully long time at the hospital.*  
*I was made to give a speech at the wedding ceremony.*

It is interesting to note that this causative-passive construction does not carry the connotation of permission commonly found in the –**(sa)seru** construction.

**Exercise 13.3**

Using the English cues given, change the verb in brackets to the appropriate causative form, then translate the whole sentence into English.

1. Jón san wa joodan o itte hito o (**warau** – makes laugh).
2. Yuushoku no shitaku wa watashi ni (**suru** – let do) kudasái.
4. Tsugi wa boku ni (**haráu** – let pay) kudasái.
5. Kono konpyúuta o chótto (**tsukau** – let use) kudasái.
6. Háisha de ichijikan ijoo (**mátsu** – was kept waiting).
7. Kodomo no toki ni múri ni (**tabérú** – was made to eat) no de, yasai ga kirai ná n’ desu.
8. Konogoro osoku made shigoto o (**suru** – made to).

‘**It looks as if it will …**’

We have already covered the use of **sóo desu** after the plain form of a verb or adjective to indicate hearsay or reported speech, when it is more or less equivalent to ‘*I hear that*, ‘*they say that*, ‘*apparently*’, etc. Attached to the stem of the verb or adjective (remember the stem is what is left when you cut off the –**masu** ending of a verb or the final –**i** of a true adjective), –**sóo** (which loses its accent when attached to unaccented stems) means ‘*it looks …*’ or ‘*it looks as if it will …*’. Here are some examples.

**Ano konpyúuta wa takasóo desu né.**

*That computer looks expensive.*
Kyóo wa gakkoo ni okuresoo désu.  
It looks as if he’ll be late for school today.

The adjective íi (or yói) ‘good’ and the negative, nái, have irregular –sóo forms, becoming yosasóo ‘seems good’ and nasasóo ‘seemingly not’, respectively.

 Háyaku itta hoo ga yosasóo desu.  
It looks as if it would be better to go early.

Koko ní wa íi no ga nasasóo desu.  
It doesn’t look as if there are any good ones here.

Exercise 13.4　○○

Listen to these casual plain-form dialogues between Yumi and her friend Yoshie. Notice the use of the –sóo suffix and the feminine final particles káshira and nó. After each dialogue practise the question and response taking the parts of each of the characters in turn. Pay particular attention to the intonation of questions without the question particle, ka. Finally, to make sure you have understood, use the vocabulary list to produce a translation of the dialogues. You’ll find a model answer in the Key to the Exercises (p. 283).

1. ユミさんとよしうさんは友だちです。デパートの服売場で一緒に洋服を見ています。
ユミ: このコーチ似合うかしら?
よしう: うん、似合いそうよ。ちょっと着てみたら?

2. ユミさんとよしうさんはお腹が空いてきました。デパートのレストランのショーケースのメニューを観いて、何を食べようか相談しています。
ユミ: そうねえ、あれおいそうだ。私、てんぷらにする。
よしう: じゃ、私はうなぎにする。

3. ユミさんはアパートを探しています。よしうさんに昨日見たアパートのことを話しています。
よしう: 昨日見たアパートどうだった?
Describing how others feel or behave

In Japanese a distinction is made between subjective information based on our own opinions and feelings, and judgements and opinions about others which are formed on the basis of observed evidence. In Japanese samúi means, ‘I am cold’ or ‘I feel cold’, based on my own subjective experience. If I want to say someone else is cold, however, I cannot use the same subjective expression, but must make an objective judgement based on what I have seen or heard. We can say, ‘he looks cold’ samusóo desu or ‘he says he’s cold’ samuí soo desu or ‘he seems to be cold’ samuí yoo desu. We can also use the suffix –gáru, which is used to make an objective verb out of a subjective adjective, so samugáru means ‘to behave as if one feels cold’, hazukashígáru ‘to be shy, behave in an embarrassed manner’. The same ending can be added to the suffix –táí ‘(I) want to…’ to give –tagáru ‘(he) wants to…’. Compare watashi wa onsen ni hairitái desu ‘I want to take a hotspring bath’ with kare mo hairitagátte imasu ‘he wants to take one (i.e. a hotspring bath) too’. The suffix can also be used with a small number of descriptive nouns, like iya na in the list below. Here are some common pairs consisting of a subjective adjective and an objective verb formed with –gáru.
According to and in accordance with

Two expressions often confused by learners of Japanese are ni yoru to and ni yotte. The confusion arises because the English translation ‘according to’ is from time to time applied to each construction. For example, we can say in English ‘according to Bill, it is going to rain tomorrow’ and ‘cultures differ according to the country’, using ‘according to’ both times for what are actually two quite different concepts. In Japanese, the former, indicating reported speech or quoted opinion, is expressed with ni yoru to and the latter, which can be paraphrased as ‘in accordance with’ or ‘depending on’ is ni yotte. The Japanese equivalents of the two English sentences given above, therefore, are, Bíru san ni yoru to ashita wa áme da sóo desu and kuni ni yotte búnka ga chigaimásu. Ni yoru to usually occurs in a sentence which ends with sóo desu ‘it seems’, ‘it appears’, ‘they say’. We can also express the idea of ‘according to’ with…no hanashi dé wa, ‘in the words of…’ or …ni iwaseru to ‘if we let…have his/her say’.

Degrees of probability

When we make a statement based on the evidence available to us, we indicate the degree to which we believe what we say to be true with adverbs like ‘definitely’, ‘probably’, ‘perhaps’, ‘possibly’ etc. The Japanese seem less inclined than we are to make dogmatic assertions. They qualify many of their statements with a final deshóo ‘probably’ or to omoimásu ‘I think…’. When necessary, however, they can indicate certainty with kanarazu ‘without fail’, ‘certainly’ at the beginning of a sentence, though paradoxically even these strong assertions tend to finish in a final deshóo or to omoimásu.
Kanarazu nyuugaku-shiken ni gookaku suru deshō.

He is sure to pass the entrance exam.

At the other end of the certainty scale we have met the construction of a plain verb + ka mo shiremasen ‘perhaps’ (literally, ‘whether or not we cannot know’). Another common expression which falls somewhere between these two, is formed with n’ ja nái ka to omoimásu ‘probably’ (literally, ‘I think, is it not that…?’). In written Japanese and in more formal situations this contracted form is usually replaced by the full form no dewa nái ka to omoimásu:

Ashita kúru n’ ja nái ka to omoimásu. He’ll probably come tomorrow.

Knowing how to do things

Japanese has a very convenient way of saying ‘how to do something’ or ‘the way to do something’. The suffix –kata is simply added to the verb stem, so tabekáta means ‘how to eat’ or ‘way of eating’, tsukaikata ‘how to use’, ‘way of using’, ikikata ‘how to go’, ‘way of going’, and so on. We have met this construction in the expression shikata ga arimasén ‘it can’t be helped’, which we can see now actually means, ‘there is no way of doing it’.

Anóko no iikata wa otóosan to sokkúri desu.

His way of speaking is just like his father.

Kuni ni yotte kangaekáta ga chigaimásu.

Ways of thinking differ from country to country.

Kono ji no yomikáta o oshiete itadakemásu ka.

Could you tell me how to read this character please?

Difficult or easy to do

We have met the adjectives muzukashíi ‘difficult’ and yasashíi ‘easy’. Japanese also has two suffixes –nikúi ‘difficult to…’ and –yasúi ‘easy to…’ which attach to the verb stem.

Mifune san no Nihongo wa nakanaka wakarinikúi desu.

Mr Mifune’s Japanese is difficult to understand.

Kono hón wa yomiyasúi desu.

This book is easy to read.
Exercise 13.5

In this exercise we drill some of the new constructions introduced above. First listen to this short dialogue then answer the questions that follow it. Takeo and Haruo are waiting for Akiko in a kissáten (coffee shop).

たけお: 秋子さん、遅いですねえ。
春男: もしかしたら約束忘れたんじゃないかと思います。
たけお: ちょっと電話してみます。

Takeo returns a few minutes later.

たけお: 家に電話してみましたが、誰も電話にでませんでした。
春男: もう少し待ってみましょうか。
たけお: もう一時間近くも待っているのに、来ませんねえ。
春男: もう来ないんじゃないかでしょうか。
たけお: じゃ、あきらめて行きましょう。

1. What did Haruo think was the reason why Akiko had not shown up?
2. Who rang her home?
3. Who answered the phone?
4. How long did they wait?

Now following the example below, use the cues to make similar dialogues of your own. Model answers are given in the Key to the Exercises (p. 284).

Cue: tsukaikata, kantan
A: Chóttō sumimasén. Kore no tsukaikata o oshiete kudasái.
B: Ée, íi desu yo. Kantan désu.

5. yarikata, sukóshi fukuzatsu.
6. Éki e no ikikata, sukóshi yayakoshíi.
7. makizúshi no tsukurikata, kotsu o oshiete agemásu.
8. kippu no kaikata, koko ni okane o irete, kono botan o osu daké.

Dialogue 2

Mary has just arrived in Japan to spend a year as an exchange student at a university in Tokyo. She is discussing her accommodation problems with staff in the international office of her host university.
Listen to the dialogue and then move on to the comprehension questions in Exercise 13.6. This is primarily an aural comprehension exercise, but you should return to test your reading comprehension after you have learnt the new kanji introduced in this unit.

受付け： はい、次の方、どうぞ。

メアリー： 宿泊についてどんなかと相談したいです。

受付け： はい、わかりました。宿泊担当は木村です。あそこの窓から二番目の机にすわっています。

メアリー： 適当な宿泊を紹介していただけませんか。

木村： そうですねえ。予算によりますが、大体三種類の宿泊があります。大学の学生寮と下宿と自炊のアパートです。

メアリー： 家賃はどのぐらいになりますか。

木村： 学生寮は一番安く、光熱費も含めて月一万五千円です。下宿は二食付きで六万円ぐらいです。アパートは八万円から二十万円ぐらいまであります。

メアリー： 下宿というのはどんなものですが。

木村： まあ、三人の外の大学生と一緒に暮らします。自分の部屋がありますが、お風呂、トイレなどの施設は共通で使います。日曜日を除いて毎日朝食と夕食がついています。

日曜日は食事が出ないので、コンビニから何か買ってくるか、外食をするか、どちらかにします。アパートは自由ですが、学生にとっては高すぎるでしょう。家賃と別に敷金と礼金も払わなければなりません。水道と光熱費ももちろん別です。

メアリー： そうですか。日本政府から奨学金をもらっているので、月に七万円位まで出せると思います。下宿にしようかしら。
UKETSUKE: Hái, tsugí no katá dóozo.
MÉARII: Shukuhaku ni tsúite dônataka to soodan shitai désu.
UKETSUKE: Hái, wakarimáshita. Shukuhaku tántoo wa Kimura désu.
Asoko no mádo kara nibanme no tsukue ni suwatte imásu.
MÉARII: Tekitoo na shukuhaku o shookai shite itadakemasén ka.
KIMURA: Sóo desu née. Yósan ni yorimásu ga, daitaí sánshurui
no shukuhaku ga arimásu. Daigaku no gakuséiryoo to
geshuku tojisui no apáato desu.
MÉARII: Yáchin wa dó no gurai ni narimásu ka.
KIMURA: Gakuséiryoo wa ichiban yásuku, Koonetsúhi mo fukúmete
tsúki ichiman gosen’en désu. Geshuku wa nishoku-tsuki de
rokuman’en gurai désu. Apáato wa hachiman’en kara
niujuuman’en gurai máde arimásu.
MÉARII: Geshuku to yuu no wa dóno monó desu ka.
KIMURA: Máá, nisannín no hoka no dai to issho ni kurashimásu. Jibun
no heyá ga arimásu ga, ofúro, tóire nado no shísetsu wa
kyoodoo de tsukaimásu. Nichiyóobi o nozoite, mainichi
chooshoku to yuushoku ga tsúite imasu. Nichiyoo bi wa
shokuji ga denai no de, konbini kara nanika o katte kuruka
gaisoku o suruka dochiraka ni shimasu. Apáato wa jiyúu
desu ga, gakusei ni tótte wa takasugíru deshoo. Yáchin to
betsu ni shikkin to réikin mo harawanakereba narimašen.
Suídoo to koonetsúhi mo mochíron betsu désu.
MÉARII: Sóo desu ka. Nihon séifu kara shoogakukin o moratte
irú no de, tsukí ni nanaman’en gurai máde daséro to
omoimásu. Geshuku ni shiyóo kashira.
KIMURA: Geshuku nára daigaku no sugú chikáku ni íi tokoró ga
arimásu yo. Arúite júppun gurai shika kakarimasén.
MÉARII: Jáa, soko ni tSURETE ITE kudasái. Náka o mitái desu.
KIMURA: Hái, íi desu yo. Íma kara itte mimashóo.

Vocabulary

Kimura (Note there is no san. It is not usual to use honorifics
to refer to members of one’s own organisation when
speaking to outsiders.)
Exercise 13.6

Test your comprehension of Dialogue 2 by answering these questions.

1. Where is Mr Kimura’s desk?
2. Why did Mary come to the International Centre?
3. Which is the most expensive accommodation?
4. What is ‘geshuku’ like?
5. What did Mary ask Mr Kimura to do for her?
6. Why did she do so?

Exercise 13.7

First, listen to the dialogue. You may want to read the notes before you play it a second time.

Mary has decided to take a room in a student boarding house. We join her as the landlord is showing her around on her first day in her new lodgings.

大家さん: これはあなたの部屋になります。
メアリー: 明るくて大きい部屋ですねね。
大家さん: ええ、南向きの八畳の部屋です。日当りもいいし、道路からの音も聞こえません。ちょっとご覧下さい。眺めがいいでしょう?
メアリー: ええ、庭もきれいですね。ところで、食堂はどこですか。
大家さん: 一階にあります。玄関を入って、すぐ左の広い洋間です。
メアリー: お風呂は?
大家さん：共同の大浴場は別館にあります。このビルの後ろにあって通路でつながっています。

メアリー：門限はありますか。

大家さん：門限はありませんが、夜は静かにしてもらわないと近所に迷惑をかけますから十一時すぎにはできろだけテレビの音を小さくして、音楽を流さないように気をつけてください。

メアリー：はい、わかりました。これから一年間どうぞよろしくお願いします。

Vocabulary

–joo
numeral classifier for tatami mats (approx. 0.8 m x 1.9 m)

hiatari ga ii
sunny, good sunny aspect

ofuro
bath, bathroom (elegant form of furó)

daiyókujoo
large bath, communal bath

méiwaku o kakérú
to be a nuisance, to cause trouble to others

dekiru dake
as far as possible, as... as possible (followed by an adjective in –ku form)

nagásu
to play (music on the radio, CD player etc.), let flow, pour

Now use the information you have gained from the previous dialogue between Mary and her landlord to answer true or false to the following statements.

1. 部屋が小さかったので、メアリーはがっかりしました。
2. メアリーの部屋は広くて眺めもいいです。
3. 道路の音が気になりました。
4. 窓からきれいな庭と公園が見えます。
5. 食堂はメアリーの部屋の直ぐ上にあります。
6. メアリーの部屋にバス・トイレが付いています。
7. お風呂は別館にあります。
8. 門限がないので、ほっとしたでしょう。

Exercise 13.8

Read these sentences aloud then translate them into English. If you are having trouble following the Japanese script refer to the Key to Exercises (p. 285).

1. 牛肉と豚肉どちらがお好きですか。
2. 映画館の前で友だちと待ち合わせました。
3. 親切な人がおとしたさいふを持ってきてくれました。
4. 友人の家の近くに日本刀を売る店が有ります。
5. 左右の出口をご利用下さい。
6. 秋に外国に旅行した時色々な物を買ってかえりました。
7. 小さいのに力があります。
8. 言語学者に言わせると日本語にはたくさんの方言が有ります。

Useful expressions

Watakushi wa koo yuu monó de gozaimásu
Here is my business card (literally, ‘I’m this kind of person’)
Sakihodo wa shitsúrei itashimáshita
Sorry to trouble you just now.
Goshoochi no yóo ni
As you know
Ossháru toorí desu
That’s right, It’s as you say
Otómo shite mo yoroshii désu ka
Would you mind if I join you?
–te sashitsukae arimasén ka.
Would it be all right if …?
(literally, ‘Is there any objection to…?’)
<table>
<thead>
<tr>
<th>Kanji</th>
<th>SHOKU</th>
<th>colour</th>
<th>BUTSU, MOTSU</th>
<th>thing</th>
<th>2 strokes</th>
<th>#13.143</th>
<th>8 strokes</th>
<th>#13.144</th>
</tr>
</thead>
<tbody>
<tr>
<td>colour</td>
<td>どんな色</td>
<td>dónna iró</td>
<td>what colour</td>
<td>colour</td>
<td>6 strokes</td>
<td>#13.143</td>
<td>8 strokes</td>
<td>#13.144</td>
</tr>
<tr>
<td>色</td>
<td>chairo</td>
<td>brown</td>
<td>色々な</td>
<td>iroiro</td>
<td>na</td>
<td>various</td>
<td></td>
<td></td>
</tr>
<tr>
<td>物</td>
<td>BUTSU, MOTSU</td>
<td>monó</td>
<td>thing</td>
<td>tabemonó</td>
<td>food</td>
<td>飲み物</td>
<td>nomimó</td>
<td>drink</td>
</tr>
<tr>
<td>肉</td>
<td>NIKU</td>
<td>meat</td>
<td>牛肉</td>
<td>gyuuniku</td>
<td>beef</td>
<td>肉じゃが</td>
<td>nikujā</td>
<td>beef and potato stew</td>
</tr>
<tr>
<td>画</td>
<td>GA, KAKU</td>
<td>picture; stroke (in kanji)</td>
<td>映画</td>
<td>éiga</td>
<td>film, movie</td>
<td>画の数え方</td>
<td>kaku no kazoekáta</td>
<td>how to count the strokes</td>
</tr>
<tr>
<td>館</td>
<td>KAN</td>
<td>building</td>
<td>映画館</td>
<td>eigákan</td>
<td>cinema</td>
<td>洋館</td>
<td>yoo kan</td>
<td>western building</td>
</tr>
<tr>
<td>等</td>
<td>TEN</td>
<td>shop</td>
<td>高い店</td>
<td>takái míse</td>
<td>an expensive shop</td>
<td>店</td>
<td>bai ten</td>
<td>shop, store, kiosk</td>
</tr>
<tr>
<td>待</td>
<td>TAI</td>
<td>wait</td>
<td>お待ちさせました</td>
<td>omatases</td>
<td>Sorry I kept you waiting.</td>
<td>少々お待ち下さい</td>
<td>shóoshoo</td>
<td>wait a moment.</td>
</tr>
<tr>
<td>刀</td>
<td>TOO</td>
<td>sword</td>
<td>長い刀</td>
<td>nagái kataná</td>
<td>a long sword</td>
<td>日本刀</td>
<td>Nihontoo a Japanese sword</td>
<td></td>
</tr>
<tr>
<td>親</td>
<td>SHIN</td>
<td>parent</td>
<td>父親</td>
<td>chichiyo</td>
<td>father</td>
<td>親切</td>
<td>shínsetsu</td>
<td>na</td>
</tr>
<tr>
<td>右</td>
<td>U, YUU</td>
<td>right</td>
<td>お手</td>
<td>migite</td>
<td>the right hand;</td>
<td>おの</td>
<td>migi</td>
<td>the right-hand side</td>
</tr>
<tr>
<td>有</td>
<td>YUU</td>
<td>have, exist, be located</td>
<td>有名な</td>
<td>yuumei</td>
<td>na</td>
<td>famous</td>
<td>有田</td>
<td>Árīta</td>
</tr>
<tr>
<td>近</td>
<td>KIN</td>
<td>near</td>
<td>近親</td>
<td>kínshin</td>
<td>a close relative</td>
<td>近友だち</td>
<td>chikái</td>
<td>tomodachi</td>
</tr>
</tbody>
</table>
14 もしもし秋元先生いらっしゃいますでしょうか。
Móshimoshi, Akimoto sensei irasshaimásu deshóo ka.
Hello, may I speak to Professor Akimoto?

In this unit you will learn how to:

- Use verb forms to show respect to the subject of a sentence
- Use verb forms to show respect to the object of a sentence
- Use formal language to indicate politeness
- Use compound verbs
- Use particles indicating extent and degree
- Form abstract nouns from adjectives
- Use the plain imperative form.

You will also acquire:

- 20 more kânji: 音楽 暗持 病強 町県 太平
  両晩 勉所 場工 広馬 駅

Dialogue 1 DOUBLE

Mr Nakamura of the Kaigai Shinbun newspaper makes a telephone call to Professor Akimoto, a researcher in Chinese studies.
中村: もしもし。秋元先生のお宅ですか。
秋元宅: はい、そうです。
中村: 中村と申しますが、先生、いらっしゃいますでしょうか。
秋元宅: はい、少々お待ち下さい。

After a short pause

秋元: もしもし。秋元ですが...
中村: 私は海外新聞の中村と申します。現在、日中関係についての記事を書いています。それで是非先生に一度お目にかかれたいのですが、ご都合はいつがよろしいでしょうか。
秋元: 今度の金曜日からベトナムの方に行くので、その後になりますが...
中村: 結構です。ベトナムからいつお帰りになりますか。
秋元: 三月九日に戻ります。
中村: そうですか。では十四日の月曜日はいかがでしょうか。
秋元: ちょっと手帳を調べてみます。えーと、午後の三時なら空いています。
中村: 申し訳ございません、三時はちょっと... 午前中で空いているお時間がございませんか。
秋元: 朝の九時なら何とかなりますか...
中村: 結構です。では十四日の九時にそちらに伺います。
秋元: はい、分かりました。
中村: では、宜しくお願い致します。

NAKAMURA:  Móshimoshi. Akimoto senséi no otaku désu ka.
AKIMOTO TAKU: Hái, sóo desu.
NAKAMURA: Nakamura to mooshimásu ga, senséi, irasshaimásu deshóo ka.
AKIMOTO TAKU: Hái, shóoshoo omachi kudasái.
AKIMOTO: Móshimoshi. Akimoto désu ga…

NAKAMURA: Watakushi wa kaigaishinbun no Nakamura to mooshimásu. Génzai, Nitchuu-kánkei ni tsuite no kíji o káite imasu. Sore de zéhi senséi ni ichido ome ni kakaritái no desu ga, gotsugoo wa ítsu ga yoroshii deshóo ka.

AKIMOTO: Kóndo no kin’yóobi kara Bétonamu no hóo ni ikú no de, sono áto ni narimásu ga…

NAKAMURA: Kékoo desu. Bétonamu kara ítsu o kaeri ni narimásu ka.

AKIMOTO: Sángatsu kokonoka ni modorimásu.

NAKAMURA: Sóo desu ka. Déwa, juuyokyka no getsuyóobi wa ikága deshóo ka.

AKIMOTO: Chóotto techoo o shirábete mimasu. Éeto, gógo no sánji nára aite imásu.

NAKAMURA: Mooshiwake gozaimasén, sánji wa chóotto…

AKIMOTO: Ása no kúji nara nántoka narimásu ga…

NAKAMURA: Kékkoo desu. Déwa, juuyokka no kúji ni sochira ni ukagaimásu.

AKIMOTO: Hái, wakarimáshita.

NAKAMURA: Déwa, yoroshiku onegai itashimásu.

Vocabulary

móshimoshi  hello (over the telephone)  taku  house, residence

Respect language

Although respect language, or keigo, has its origins in the hierarchical feudal society of pre-Meiji Japan, it continues to play an important role in the modern, egalitarian, middle-class society of contemporary Japan, as ‘the lubricating oil’ of harmonious social interaction.

For the foreign learner the acquisition of keigo comes gradually after long periods of exposure to its use within Japanese society. Usually, you will find that if you stick to the polite désu–másu style and use the honorific expressions you have learnt in the formal set routines for greetings, apologies and thanks, you will have no difficulty communicating and you will not cause offence. You cannot neglect keigo, however, as you
are likely to hear a lot of it from all sorts of people who want to make you feel welcome in their country and ensure that you leave with a good impression of Japan.

Japanese respect language falls into two main categories, ‘referent honorifics’ which show respect to the person you are referring to, and ‘addressee honorifics’ which show politeness to the person you are talking to. The addressee honorifics, characterised by the use of désu or –másu at the end of the sentence, are the forms you have been learning in this book and should present few problems at this stage. You have also already met some honorific verbs, such as irassháru, meaning ‘a respected person comes, goes’ or ‘is’. Within the referent honorifics, the verb irassháru belongs to a category known as ‘subject honorifics’ in which the ‘socially superior referent’ (i.e. the person to whom you wish to show respect) is the subject of the verb. Irassháru joins a small group of subject-honorific verbs ending in –áru which lose the final –r of the root before adding –másu. For example:

Ítsu Nihón ni irasshaimáshita ka. When did you arrive in Japan?

The other verbs in the group are kudasáru ‘to give’, ossháru ‘to say’ and nasáru ‘to do’.

The –r of the root also drops in the imperative form of these verbs, as we have seen in the request form –te kudasái. Be careful, however, when using the imperative forms as, even though they derive from honorific verbs, they have only a mildly honorific connotation. Irasshái. ‘Come!’ or ‘Go!’, for example, is most often used for addressing children, junior workmates or close friends.

Although meshiagaru, the honorific verb ‘to eat’, ends in –aru it has the regular –másu and imperative forms, meshagarimásu and meshiagare. (See p. 241 for the formation of the plain imperative forms.)

The regular subject honorific form for verbs is formed by using the honorific nominal prefix o– followed by the verb stem and ni náru. The verb kákú ‘to write’, for example, produces okákí ni náru ‘an honoured person writes’. There is an alternative form of the regular subject-honorific construction in which ni náru is replaced by a form of the copula, da. This latter construction seems to be used to describe present states or actions in progress and is therefore more equivalent to the –te iru ending.

Móo okaeri desu ka. Are you leaving (going back) already (so soon)?
Odekake désu ka.  Are you going out somewhere (a common greeting)?

A polite imperative form can be made with the honorific prefix o– plus the verb stem and kudasái.

Gojúusho to onamae o koko ni okaki kudasái.  Please write your name and address here.

There is also a category of elegant or euphemistic verbs which usually replace the expected regular form.

Náma no káki mo meshiagaremasu ka.  Can you also eat raw oysters?
Dóchira ni osumai désu ka.  Where do you live?
Kono óoba o omeshi ni narimásu ka.  Will you try on this overcoat?

The subject-honorific equivalent of shitte iru ‘to know’ is gozónji da, and the subject-honorific form of the copula, da, is de irassháru.

Matsuzaki senséi o gozónji desu ka.  Do you know Mr Yamazaki?
Matsui senséi wa Nihon-búngaku no kyooju de irasshaimásu.  Dr Matsui is a professor of Japanese literature.

If the respected person is not the subject of the verb but the direct or indirect object, the object-honorific verb form is used. The subject of the object-honorific construction, though rarely explicitly expressed, is usually, ‘I’ or ‘we’. The regular object-honorific verb is formed with the honorific prefix o– plus the verb stem and part of the verb suru ‘to do’, or its formal equivalent itásu. There is an example in Dialogue 1 of this unit.

Dóozo yoróshiku onegai itashimásu.  I am very grateful for your help.

Here are some more common uses of the object honorific form:

Okaban o omochi shimashóo ka.  Shall I carry your bag for you?
Kinóo katta konpyúuta o omise shitái desu.  I’d like to show you the computer I bought yesterday.
There are several object-honorific verbs which either replace, or occur alongside, their regular counterparts. An example here should suffice to give you an idea how these verbs behave.

Séngetsu haishaku shita hón o ashita okaeshi shimásu.   Tomorrow I’ll return the book I borrowed last month.

Note that in this last example, the regular form okari shita could be used instead of haishaku shita with little change in the meaning.

Exercise 14.1

Can you answer these comprehension questions on Dialogue 1?

1. Why does Mr Nakamura ring Professor Akimoto?
2. Why isn’t this Friday convenient for the professor?
3. What date does Mr Nakamura suggest for their meeting?
4. Why doesn’t Professor Akimoto reply immediately?
5. When do they finally agree to meet?

Honorifics with nouns and adjectives

We have had many examples of nouns with the prefix o– or go– attached to them. In some cases this prefix has lost its original honorific force and simply forms an elegant alternative to a common word. This usage occurs frequently with a number of very common nouns, many of them the names of foods and beverages, and is employed particularly often by women. Examples include, oyu ‘hot water’, osake ‘rice wine’, ocha ‘tea’, okome ‘rice’ (uncooked), góhan ‘rice’ (cooked), okane ‘money’, oháshi ‘chopsticks’, otsuri ‘change’ (money), oteárai ‘lavatory’, etc. Elsewhere these prefixes are attached to nouns to indicate that they are owned by, or in some way connected to, a respected person. So otaku or ouchi means ‘an honorable house’, often ‘your house’, gohón means ‘your book’, and so on. Originally the prefix o– was used with nouns of native Japanese origin and go– with compounds borrowed from Chinese, but the situation has become very confused with some original Japanese words taking go–, as in goyukkúri ‘please take your time, please relax’ and Chinese loans taking o– as in odénwa ‘your telephone call’ (or ‘my telephone call to you’). Some words like, henjí ‘answer’, seem to occur with either prefix, so that you might hear ohenji ‘your answer’ one day then gohenji with the same meaning the next.
Sometimes the honorific prefix indicates not that the noun is owned by a respected person but that it is a verbal noun or the like directed towards someone to whom respect is shown.

Tookyoo o goannai shimásu. I’ll show you around Tokyo.
Odénwa o sashiagemásu. I shall telephone you.

True adjectives and descriptive nouns make their honorific forms with the addition of the honorific prefix o– or go– in the same way as that described above for nouns.

Sensei no ókusan wa taihen outsukushíi katá desu né. Your wife is a very beautiful lady, Sir.
Oisogashíi tokoro o dóomo sumimasén deshita. I’m sorry to have troubled you when you were so busy.

There is one adjective íi (or yói) ‘good’ which has a separate honorific form, yoroshíi. It is generally used to indicate that someone in a respected position approves or endorses a particular situation. In practice it is frequently used in questions seeking the approval of a respected superior.

Móo káette mo yoroshíi desu ka. May I go home now?
Kore de yoroshíi desu ka. Is this all right?

Polite and formal styles

In Japanese there are three speech styles, plain, polite and formal, which show increasing degrees of politeness to the person being addressed. All final verbs in Japanese carry an indication of the degree of politeness to the addressee and the degree of respect shown to the subject or object of the main verb. So far in this book you have become very familiar with the polite desu/–másu style. You also know the plain style as it occurs in non-final verbs and you have heard a few dialogues between close friends with final plain-form verbs. The formal style too, is not
altogether new to you as it occurs in a number of greetings and formal routines with the verb *gozaimásu*. This verb along with a small number of verbs listed below are characteristic of the formal style which is used mainly in greetings, speech making and over the telephone. Other verbs used in the formal style are *móosu* ‘to say, to be called’, *itásu* ‘to do’, *máiru* ‘to come’ or ‘to go’, *órú* ‘to be’ and *itadaku* in the sense of ‘to eat’. These verbs usually have the speaker, or someone close to the speaker, as subject.

Watakushi wa Nakamura to mooshimásu.  My name is Nakamura.

Itte mairimásu.  Goodbye.

Súgu itashimásu.  I’ll do it straight away.

Róndon ni rokúnen súnde orimáshita.  I lived six years in London.

Móo juubún itadakimáshita.  I’ve already had sufficient.

Perhaps you have noticed that adjectives in the formal style have a long vowel before the final *gozaimásu*. We have already met *arigatóo gozaimásu* from the adjective *arigatái* ‘grateful’ and *ohayoo gozaimásu* from *hayái* (or rather its honorific form *ohayai*). Adjectives with roots ending in –*a* or –*o* have formal forms ending in –*oo*, those with roots in –*u* become –*uu* and those with roots ending in –*ki* or –*shi* become –*kyuu* or –*shuu* respectively. The adjective *íi* ‘good’ becomes *yóo* (from *yóku*) and the honorific *yoroshíi* becomes *yoroshúu*.

Kyóo wa oatsúu gozaimásu né.  It’s hot today isn’t it (both honorific and formal).

Yuube no éiga wa taihen omoshiróo gozaimáshita.  Last night’s film was very interesting.

Kono séki de yoroshúu gozaimásu ka.  Is this seat all right?

The formal style also uses certain vocabulary items, usually of Chinese origin, in place of the more common native Japanese words. *Ashita* ‘tomorrow’, for example, is likely to be replaced by *myóonichi* and *kinóo* ‘yesterday’ by *sakújitsu*. The noun *monó* ‘person’ is also frequently used in this style to refer to oneself. For example as you hand over your business card you might say.

Watakushi wa koo yuu monó de gozaimásu.  ‘Here is my card.’ (literally, ‘I am this kind of person.’)
Exercise 14.2

Complete the sentences on the left by choosing the most appropriate ending from the list on the right.

1. 黒いペンで
   a. 御利用下さい。
   b. ごゆっくりお休み下さい。
   c. ご遠慮下さい。
   d. どうぞおかけ下さい。
   e. お書き下さい。

2. おたばこを

3. エレベーターを

4. お疲れのようですから

5. この席が空いていますから

Exercise 14.3

The honorific verb *irasháru* replaces a number of different verbs. Identify the meaning of *irasháru* in each of these sentences and give the neutral (i.e. non-honorific) polite-style equivalent. Look through the kanji introduced in this unit before you tackle this exercise.

1. いつここにおいらっしゃいましたか。
2. 来月の音楽会へいっしらっしゃいますか。
3. 先生は今研究室にいらっしゃいます。
4. 皆さんお元気でいらっしゃいますか。
5. もしもし、ブラウンですが、小林先生いらっしゃいますか。
6. 何かお仕事をしていらっしゃいますか。

The passive as an honorific

Generally, not every verb in an honorific sentence need carry an honorific suffix. As long as one verb near the end of the sentence is marked as honorific, the sentence is interpreted as an honorific sentence. Often only the auxiliary verb carries an honorific suffix. For example, it is possible to say, *Sensei, íma nání o nasáte irasshaimasu ka* ‘*What are you doing now, Sir?*’, but in practice it is usual to use just one honorific verb, *Sensei, íma nání o nasáte imasu ka* or the more common, *Sensei, íma nání o shite irasshaimásu ka*.

The passive voice ending can also be used as a regular subject-honorific construction. This is perhaps a little less respectful than the full
o– verb stem –ni náru form. It seems to be used more by men and is used as a matter of personal preference more by some individuals than others. It can be distinguished from a true passive by the lack of an agent marked by the particle ni.

Matsuzaki senséi wa kinóo Yooróppa kara kaeraremáshita. Mr Matsuzaki returned home from Europe yesterday.
Ototói Tanaka san no okáasan ga nakunararemáshita. Mrs Tanaka’s mother passed away the day before yesterday.

Exercise 14.4

Imagine you are a student talking to an eminent university professor, Dr Yamamoto. Using the respect language you have learnt and the cues in parentheses supply the questions which drew these responses from the Professor.

1. かんきょうもんだい さん けんきゅう にいています。(your question ends in désu ka)
2. 環境問題に関する研究をしています。(your question begins with dóonna)
3. 渋谷に住んでいます。(your question ends in désu ka)
4. では、お願いします。(you offered to carry his bag)
5. 今月の末アメリカから帰ってきます。(your question ends in –másu ka)

Abstract nouns from adjectives

There is a very convenient suffix, –sa, which attaches to the adjective root (the bit left when you chop off the final –i) to form an abstract noun. Here are some examples of abstract nouns formed with –sa. The adjective from which each is derived is given in parentheses; takása ‘height’ (takái), nagása ‘length’ (nagái), őokisa ‘size’ (ookíi), yósa ‘value’ (yói ‘good’), nása ‘absence’ of (nái), subaráshisa ‘splendour’ (subarashíi), kíreisa ‘cleanliness’ (kírei ‘clean’), shizukása ‘tranquillity’ (shízuka). There is another similar suffix –mi, which is also used to form abstract nouns. It is far less frequent than –sa and seems to be used to convey a more figurative or metaphorical meaning. From the adjective omoi ‘heavy’, for example, we get both omosa ‘weight’ and omomi ‘gravity’,
Another common abstract noun in –mi is umami ‘deliciousness’, ‘wonderful taste’ from umái ‘delicious’.

**Particles of extent and degree**

We have learnt that Japanese has no equivalents to the comparative degree of adjectives in English. You will recall that to compare the attributes of two things, Japanese uses the noun hōo ‘side, direction’ and the particle yori ‘than, from’, but the form of the adjective concerned remains unchanged.

Taihéiyoo to Taiséiyoo to de wa
dóchira no hōo ga hirói desu ka.
Taihéiyoo wa Taiséiyoo yori hirói desu.
Taihéiyoo no hōo ga hirói desu.

Which is larger the Pacific or
the Atlantic?
The Pacific Ocean is larger
than the Atlantic.
The Pacific is larger.

We did not learn, however, how to say, for example, that A is not bigger than B or that A is about the same size as B. To do this we need to call into service two more particles, hodo and gúrai.

Taihéiyoo wa Taiséiyoo hodo
híroku arimasén.
Otootó wa bóku hodo omoku nái desu.
Áni wa chichi gúrai se ga takái
desu.
Kore wa Pári de tábeta ryóori
gúrai oishii desu.

The Atlantic is not as large as the
Pacific.
My younger brother is not as
heavy as I am.
My elder brother is as tall as my
father.
This is as good as the food we
ate in Paris.

**Exercise 14.5**

Use the data in parentheses to fill in the gaps in these sentences.

1. Chikatetsu wa ____________ tákaku arimasén. (densha ¥360; chikatetsu ¥280)
2. Bíiru wa ____________ tsúyoku arimasén. (bíiru, 5do; osake, 12do)
3. Wáin wa ____________ tsuyói desu. (wáin, 12do; osake, 12do)
4. Oosaka wa ____________ óoku nái desu. (oosaka, jinkoo 500mannin; Tookyoo, jinkoo 1,000mannin)
5. Otootó wa ____________ sé ga takái desu. (otootó 181 sénchi, chichi 178 sénchi)
Vocabulary

–do degrees (measure of alcohol content) sénchi centimetre

Compound verbs

Japanese has a large number of compound verbs, most of which will be acquired as separate vocabulary items. However, it is useful to learn some of the common endings with wide application, so you can form compounds from many of the verbs you have already learnt. Compound verbs are formed by adding a verb to the stem of another verb. Here we have set out some of the most common second elements with example sentences.

–dásu to begin, start suddenly, to break out
furídásu to start raining, e.g. Áme ga furidashimáshita.
nakidásu to burst into tears, e.g. Akanboo ga nakidashimáshita.
waraidásu to burst out laughing, e.g. Okii kóe de waradashimáshita.
iidásu to start saying, to speak out, e.g. Kyuú ni iidashimáshita.

–hajiméru to begin
yomihajiméru to begin to read, e.g. Sensoo to Heiwa (War and Peace) o yomihajimeta bákari desu.
narihajiméru to begin to become, e.g. Kuraku narihajimemáshita.
naraihajiméru to begin to learn, e.g. Obáasan wa saikin Eigo o naraihajimemáshita.

–owaru to finish
kakiowáru to finish writing, e.g. Yatto kono hón o kakiowarimáshita.
tabeowáru to finish eating, e.g. Tabeáwótte kara mata benkyoo shihajimemáshita.

–naosu to redo, to do again
yarinaósu to redo, e.g. Moo ichido saisho kara yarinaoshimashóo.
kangaenaósu to rethink, e.g. Kangaenaóshite kudasai.
–tsuzukéru to continue
arukitsuzukéru to keep walking, e.g. Ashí ga ítaku náru made arukitsuzukemáshita.

hanashitsuzukéru to keep talking, e.g. Nanjíkan mo hanashitsuzukemáshita.

–sugíru to overdo, to be too much (also used with adjective roots)

nomisugíru to drink too much, e.g. Uísukii o nomisugimáshita.

tabetoosugíru to eat much, e.g. Shoogatsú (New Year) ni náru to ítsumo tabesugimásu.

takasugíru to be too high, too expensive, e.g. Keitai-dénwa no ryóokin (fees, charges) wa takasugimásu.

The plain imperative

In your dealings with Japanese, or anyone else for that matter, you will probably get greater cooperation if you avoid ordering people around. The –te kudasái request form will suffice for most everyday purposes. You should know, nevertheless, that Japanese has a plain imperative form, which you will hear used from time to time in conversation between close friends and within the family. The plain imperative of consonant-root verbs is formed by adding –e to the verb root, e.g. ike ‘go!’, nóme ‘drink!’, warae ‘laugh!’ . With vowel-root verbs the suffix –ro is generally added, though –yo is also quite common in western Japan and in written Japanese, e.g. tabéro ‘eat!’, míro ‘look!’ , tsugi no mondai ni kotaeyo ‘answer the following questions’ (written instruction). The plain imperative forms of the irregular verbs, kúru and suru are kói and shiró (or séyo) respectively, e.g. Póchi, kotchí e kói ‘Come here, Pochi!’ (calling a dog), háyaku shiró ‘do it quickly!’, 20 péeji o sanshoo séyo ‘refer to page 20’ (written instruction). The in-giving verb kureru ‘someone gives me’ also has an irregular imperative, becoming kuré ‘give me!’, without the anticipated –ro suffix. This also applies when kureru is used as an auxiliary verb, e.g. tasukete kuré ‘Help me!’

The plain negative imperative is formed by adding the particle na to the plain form of the verb, e.g. ikú na ‘don’t go!’, miru na ‘don’t look!’ . Often in the plain style the request forms are used without kudasái or, put differently, the –te form alone is used as a request. Sometimes choodai ‘accept with thanks’, ‘please’ is added to the –te form to make a casual, friendly request in the plain style.

Kore o yónde. Read this (please).
Sore o mísete choodai. Show me that (please).
In practice these brusque plain imperatives are often softened with the addition of the sentence final particle, yo.

**Ki ni surú na yo.** Don’t worry about it!
**Kyóo wa sore de íi ni shiró yo.** Leave it at that for today!
**Oshiete choodái yo.** Please tell me (pleading tone).
**Joodan yuú na yo.** Stop kidding! Don’t make jokes!

The brusque imperatives are used even in polite-style speech when reporting instructions that have been made to oneself.

**Iké to iwaremáshita.** I was told to go.
**Súgu dáse to iimáshita.** He said to send it straight away.
**Míru na to okoraremáshita.** I was angrily told not to look.

Direct requests with kudasái can be changed to reported speech with the imperative of kureru, kuré.

**Yóji ni kite kuré to tanomaremáshita.** I was told to come at 4 o’clock.

Of course, reported commands can also be expressed with the plain form of the verb followed by yóo ni.

**Iku yóo ni iwaremáshita.** I was told to go.

**Exercise 14.6**

In the following sentences replace the indirect imperative in yóo ni with the plain imperative form, then translate into English. We give you an example to help you get started.

Cue: Osoku naranái yoo ni iwaremáshita.
A: **Osoku náru na to iwaremáshita.** I was told not to be late.

1. Ashita kúru yoo ni iwaremáshita.
2. Róbii de mátsu yoo ni iimáshita.
3. Senséi wa séito ni yóoku benkyoo suru yóo ni iímáshita.
4. Densha no náka de keitai-dénwa o tsukawanai yóo ni to yuu anaúnsu ga arimashita.
5. Asoko de chuusaha shinai yóo ni to káite arimashita.
Dialogue 2  ☀

At the restaurant

ウェーター：いらっしゃいませ。何名様ですか。

客：四人です。

ウェーター：少々お待ち下さい。(the waiter goes to look for a table for four) どうぞこちらへ。(after he has seated the guests) ワイン・リストとメニューでございます。

客：どうも。

ウェーター：お飲み物は何になさいますか。

客：先ず、生ビールの中ジョッキーつとミネラルウォーター二つ下さい。

ウェーター：はい、かしこまりました。(after a while he brings the drinks) お食事の方はお決めでしょうか。

客：はい。この茹でた蟹料理ですが、蟹はどの位の大ささですか。

ウェーター：そうですねえ、この位です。

客：では、それを一つお願いします。メインは蟹と伊勢海老で、みんなで分けて食べます。そして前菜はこの野菜スープを四人前お願いします。

ウェーター：ワインは何になさいますか。

客：(looking at the wine list) この中で一番口の白ワインはどれですか。

ウェーター：こちらのオーストラリアのワインは中々好評です。

客：ではそれにします。

ウェーター：かしこまりました。ご注文は以上でよろしいですか。

客：ええ、取ってあげずで結構ですね。足りなかったら後で追加します。

ウェーター：はい、かしこまりました。しばらくお待ち下さい。

(after they have finished the main course)
ウェーター: お下げします。(he returns a few moments later)
デザートはいかがですか。

客: デザートは結構です。お勘定をお願いします。

WEITAA: Irasshaimase. Nánmeisama desu ka.
KYAKU: Yonin desu.
WEITAA: Shóoshoo omachi kudasai. Dóozo kochira e. Wain rísuto to ményuu de gozaimásu.
KYAKU: Dóomo.
WEITAA: Onomimonono wa náni ni nasaimásu ka.
KYAKU: Mázu, namabírú no chuujókki futatsu to mineraru úóotaa futatsú kudasái.
WEITAA: Hái, kashikomarimáshita. Oshokuji no hoó wa okimari deshóo ka.
KYAKU: Kono yúdeta kani-ryóori desu ga, kani wa dóno gurai no óokisa désu ka.
WEITAA: Sóo desu néé, kono gurai désu.
KYAKU: Kono náka de karakuchi no shíro wa dóre desu ka.
WEITAA: Kochira no Oosutorária no wáín wa nakanaka koohyoo désu.
KYAKU: Déwa, sore ni shimásu.
WEITAA: Kashikomarimáshita. Gochúumon wa íjoo de yoroshii désu ka.
KYAKU: Ée, toriáezu sore de kékkoo desu. Tarinákattara áto de tsuika shimáusu.
KYAKU: Dezáato wa kékoo desu. Okanjoo o onegai shimáusu.

Vocabulary

–mei
nánmeisama desu ka
numeral class (for counting people)
How many of you are there,
Sir/Madam? (honorific)
Exercise 14.7

Answer the following questions on Dialogue 2.

1. What drinks did they order before the meal?
2. What entrées did they have?
3. What was ordered for the main meal?
4. Why were only two main meals ordered?
5. What wine did they settle on and why?

Exercise 14.8

After studying the list of new kanji for this unit translate the following sentences into English. Then read the sentences aloud. Finally, see if you can reproduce the Japanese script from the English translation.

1. 昔、東京の下町の芸術大学で西洋音楽を勉強したことがあります。
2. この紙に書いてある四字の駅名をどう読みますか。ああ、
   これはたかだのばぼです。高田馬場は東京の山手線の駅で、
   有名な早稲田大学のある場所です。
3. あの広い野原を馬に乗ってかけて見たいですね。
4. 御両親の御住所とお名前をここにお書き下さい。
5. 昼も夜も工場で仕事をするのは楽ではありません。
6. 大西洋は太平洋ほど広くありません。
7. 病気なのにちっとも暗い気持ちを人に見せません。
8. 青森県と秋田県は冬が長くて雪が何ヶ月も降ります。

Vocabulary

Yamanotesen
sén
Omedetoo gozaimásu
Dóozo yói otoshi o.
Akemáshite omedetoo gozaimásu.
Kánben shite kudasai.
Okotoba ni amaete.
Zéhi yorasete itadakimásu.

the Yamanote (or Yamate) line (main loop-line for trains in Tokyo)
line
Congratulations
I hope you have a Happy New Year.
Happy New Year.
Please bear with me, please excuse me.
That’s very kind of you (literally, ‘I’m taking advantage of your kind words’).
I’ll certainly be dropping in.

See next page for Kanji table.
<table>
<thead>
<tr>
<th>Kanji</th>
<th>Stroke Count</th>
<th>Meaning</th>
<th>Stroke Count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>音</td>
<td>9 strokes</td>
<td>sound, noise</td>
<td>13 strokes</td>
<td>pleasure, music</td>
</tr>
<tr>
<td>雨の音</td>
<td>3 strokes</td>
<td>sound of the rain</td>
<td>9 strokes</td>
<td>to hold</td>
</tr>
<tr>
<td>音産</td>
<td>4 strokes</td>
<td>pronunciation</td>
<td>5 strokes</td>
<td>気持ち</td>
</tr>
<tr>
<td>病気</td>
<td>7 strokes</td>
<td>sickness, disease</td>
<td>5 strokes</td>
<td>powerful</td>
</tr>
<tr>
<td>町</td>
<td>4 strokes</td>
<td>town, district; block</td>
<td>5 strokes</td>
<td>strong</td>
</tr>
<tr>
<td>太</td>
<td>4 strokes</td>
<td>large, vast, fat</td>
<td>5 strokes</td>
<td>flat, level; fair</td>
</tr>
<tr>
<td>両</td>
<td>6 strokes</td>
<td>both</td>
<td>9 strokes</td>
<td>midday, daytime</td>
</tr>
<tr>
<td>早</td>
<td>12 strokes</td>
<td>early</td>
<td>10 strokes</td>
<td>diligence</td>
</tr>
<tr>
<td>場</td>
<td>8 strokes</td>
<td>place</td>
<td>12 strokes</td>
<td>place, site</td>
</tr>
<tr>
<td>工</td>
<td>3 strokes</td>
<td>work, make</td>
<td>5 strokes</td>
<td>wide, broad, large</td>
</tr>
<tr>
<td>馬</td>
<td>10 strokes</td>
<td>horse</td>
<td>14 strokes</td>
<td>station</td>
</tr>
</tbody>
</table>

**Additional meanings:**
- くたる: 唱
- なま: 唱
- みつ: 唱
- け: 唱
- は: 唱
- た: 唱
- な: 唱
- は: 唱
- た: 唱

**Additional information:**
- 病気: 病気
- 町: 町
- 太: 太
- 両: 両
- 早: 早
- 場: 場
- 工: 工
- 馬: 馬
- 雲: 雲
- 鳥: 鳥
- 駅: 駅
15 上達の秘訣はこれです。
Jootatsu no hiketsu wa kore desu.
The secret road to progress!

In this unit you will learn how to:

- Increase your comprehension skills
- Discuss current events
- Recite the list of 12 zodiac animals
- Increase your vocabulary with kanji compounds
- Recognise some common kanji signs and notices.

You will also acquire:

- 20 more kanji: 内 屋 室 美 術 芸 者 員 市 道
                晴 的 化 無 不 便 利 文 寺 詩

Dialogue 1 мор

After working your way through this course you decide to talk to a Japanese teacher about what you should do to progress further in your study of Japanese. This is primarily an exercise in vocabulary building.

先生： このコースの最後のユニットまで勉強してきましたが、いかがでしょうか。

生徒： そうですねえ、もう大体基礎文法も身につきましたし、簡単な会話もできますが、これから上達するのにはどうすれば一番いいでしょうか。
先生：先ず、語彙を増やすことですね。
生徒：そうですね。知っている単語の数がまだまだ足りないとよく感じます。
先生：初級のレベルでは、挨拶、自分の家族や趣味、数字、時刻、天候、旅行や乗り物等についての会話で使うような単語を導入しました。
生徒：そうですね。ある程度その位の会話に自信がありますが、中級、上級の日本語はどんなものですか。
先生：もう既に中級の会話もいくつかこの本で紹介してあります。例えば、健康の話とか、ホテルでのチェックインとか、競馬の話等がそうです。もっと長い文章やかなり複雑な文型が分かったり、自分で利用できたりすると、中級のレベルに達したと言えます。
生徒：上級まで進むのは難しいでしょうねえ。
先生：いいえ、決してそんなことはありません。続けて努力することが大切です。
生徒：ああそうですか。
先生：上級まで進む秘訣は漢字を沢山覚えることです。
そうすると辞書を引きながら新聞や雑誌や小説が読めるようになります。
生徒：早くそうなりたいですね。
先生：読むことによって徐々に進歩しますよ。国際政治や経済、世界の各地の戦争、宗教戦争、飢餓などの現状に関する語彙を知っていれば話題が豊富になります。
生徒：そうですか。考えてみれば、よく世界の事情の会話を交わすね。
先生：それから、よくテレビの番組に出てくるような社会問題の語彙も知っておくと便利ですよ。
生徒：法律、教育、福祉関係等といった問題ですか。

先生：そうですね。また、老人問題、離婚率の上昇、いじめ、自殺、麻薬の乱用という問題と殺人事件、強盗、収賄、汚職その他の犯罪もよく話題にのぼります。

生徒：ああ、そうですねえ。

先生：ええ。それに、地震、台風、洪水、火山の噴火等の天災と、大気汚染、地球の温暖化、密林の伐採等の自然環境を取り巻く諸問題もあります。加えて、IT、つまり情報通信技術とか、株の取引、投資、保険などの金融関係の知識も必要ですね。

生徒：聞いただけで気が遠くなりそうですね。これから漢字を一生懸命勉強しなければなりません。

先生：五百字位覚えれば大分分かるようになりますよ。毎日一、二字ずつ覚えたら早く上達しますよ。頑張ってください。

Vocabulary

sáigo  last
sai–  most – (prefix. cf., saikoo 最高 highest, best; saisho 最初 first)
–tari –tari suru to do such things as…and…. do frequently or alternately
… kotó ni yotte by –ing, through –ing
kákuchi  everywhere, all places throughout…
shuukyoo-árasoi  religious strife
shúukyoo  religion
arasói  fight, struggle, strife
sonótá  and other, etc.
wadai ni noboru become a topic of conversation
aitíi  I.T.
tsúmari  that is, in short
joohoo  information
tsuushin  communications
gíjutsu  technology
ki ga tooku náru  faint away, feel dizzy

Exercise 15.1

Translate the following sentences, based on Dialogue 1, into English.

1. 簡単な会話をできますが、まだ基礎文法が身についていません。
   かなたん じょうたつ いぶんぽう み

2. 上達するために語彙を増やすのが一番いいです。
   さかせ きたつ つか たい どう

3. 初級のレベルでは会話で使うような単語を導入しました。
   きゅうきゅう すず ふる はう ふ

4. 上級まで進むのに、続いて努力することが大切です。
   じょうきゅう つづく どくよく

5. 世界の事情に関する語彙を知っていれば題目が豊富になります。
   せかいい じゅう つ おう ふ はう ふ

Dialogue 2

メアリーさんは何年ですか。  What animal sign were you born under, Mary?

There are people in Japan who believe a person’s personality is determined by the sign of the animal for the year in which he or she was born. Even those who don’t believe like to go along with the game. Don’t be surprised if you are asked what your animal sign is. After this unit you should know. Here is a conversation between Mary and her Japanese friend, Haruo.

春男:  メアリーさんは何年ですか。
メアリー:  何年って。どういう意味ですか。
春男:  十二支のことですよ。十二支を知っているでしょう?
メアリー:  聞いたことがありますが忘れました。十二支の動物だということだけ覚えています。どんな動物なのか、どんな順序なのか分かりません。
春男：教えて上げましょうか。
メアリー：ええ、お願いします。
春男：じゃ、最初は「子」— それは「ねずみ」の「ね」
　ですよ。それから「丑」、「寅」、「卯」、
メアリー：「う」は何ですか。
春男：そうですねえ。これも分かりにくいです。「うさぎ」
　を略して「う」と言います。
メアリー：じゃ、「ね、うし、とら、う」それから何が来ますか。
春男：「辰」、「巳」...
メアリー：ええ？たつみって。竜は古代中国の架空の動物で西洋の
春男：ドラゴンに当たるようなものです。
メアリー：ああ、そうですか。十二支はみんな本当の動物
　だと思っていましたよ。
春男：まあね。でも、古代の人たちは竜が本当
　に存在すると信じていたみたいですよ。
メアリー：そうでしょうねえ、ところで、「み」
　は何ですか。
春男：これは十二支で言う蛇のことです。
メアリー：ああそうですか。その次は？
春男：そうですねえ。ね、うし、とら、う、たつ、み、
　うま... そ、そう「午」です。「午」、「未」、
　「申」、「酉」、「戌」、「亥」。「い」は
　「猪」のことです。
メアリー：よく覚えていいますね。
春男：ええ。子供の時からずっとやっていますから。
　幾つかのグループに分けて覚えると簡単
　ですよ。メアリーさんもきっと直ぐ覚えられると思
　いますよ。私がもう一度言いますから、その後
　メアリーさんが言ってください。いいですか。
メアリー：はい。
春男： じゃ、行きますよ。ね、うし、とら、う、たつ、み うま、ひつじ、さる、とり、いぬ、い
メアリー：よく分かりました。ところで、私は何年
です。
春男： 何年生まれですか。
メアリー： 1982 年です。
春男： じゃ、僕より三つ下ですから、戌年
でしょう。

Vocabulary

nanidoshi  what zodiac animal sign
eto    traditional Chinese calendrical system with 10 stems
      (arranged in five pairs) and 12 branches combining to
      produce a cycle of 60 years
juunishi 12 branches; 12 animals of the Chinese zodiac
… ni ataru to be equivalent to
mítai na like, as; it seems that

The following chart shows the zodiac animals with below the Zodiac
names and the normal conversational terms for these animals.
<table>
<thead>
<tr>
<th>Zodiac name</th>
<th>Zodiac character</th>
<th>Common name (where different)</th>
<th>Common character</th>
<th>English</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ne</td>
<td>子</td>
<td>nezumi</td>
<td>鼠</td>
<td>rat</td>
<td>1924, 1936, 1948</td>
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<td>1996, 2008</td>
</tr>
<tr>
<td>ushi</td>
<td>丑</td>
<td></td>
<td>牛</td>
<td>ox</td>
<td>1925, 1937, 1949</td>
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<td></td>
<td></td>
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<td>1997, 2009</td>
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<td>tora</td>
<td>寅</td>
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<td>虎</td>
<td>tiger</td>
<td>1926, 1938, 1950</td>
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</tr>
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<td>u</td>
<td>卯</td>
<td>usagi</td>
<td>兔</td>
<td>rabbit</td>
<td>1927, 1939, 1951</td>
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<td>1999, 2011</td>
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<td>tatsu</td>
<td>辰</td>
<td></td>
<td>龍</td>
<td>dragon</td>
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<td>2000, 2012</td>
</tr>
<tr>
<td>mi</td>
<td>巳</td>
<td>hébi</td>
<td>蛇</td>
<td>snake</td>
<td>1929, 1941, 1953</td>
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<td>2001, 2013</td>
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<tr>
<td>umá</td>
<td>午</td>
<td></td>
<td>馬</td>
<td>horse</td>
<td>1930, 1942, 1954</td>
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<td>2002, 2014</td>
</tr>
<tr>
<td>hitsuji</td>
<td>未</td>
<td></td>
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<td>sheep</td>
<td>1931, 1943, 1955</td>
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<td>sáru</td>
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<td>猿</td>
<td>monkey</td>
<td>1932, 1944, 1956</td>
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<tr>
<td>inú</td>
<td>戌</td>
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<td>1934, 1946, 1958</td>
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<td>inoshíshi</td>
<td>猪</td>
<td>boar</td>
<td>1935, 1947, 1959</td>
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<td>Kanji</td>
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<td>内室</td>
<td>SHITSU</td>
<td>urchi</td>
<td>4 strokes</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>内外</td>
<td>nai</td>
<td>内外</td>
<td>shitsunai</td>
<td>9 strokes</td>
</tr>
<tr>
<td></td>
<td>なお</td>
<td>naigai</td>
<td>internal &amp; external</td>
<td>内外</td>
<td>shisunai</td>
</tr>
<tr>
<td></td>
<td>その内式</td>
<td>sono uchi</td>
<td>meanwhile</td>
<td>年内</td>
<td>nennai</td>
</tr>
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<td></td>
<td>内外</td>
<td>nai</td>
<td>内外</td>
<td>shitsunai</td>
<td>9 strokes</td>
</tr>
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<td>shitsunai</td>
<td>interior</td>
<td>室内式</td>
<td>shitsunai</td>
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<td>Muromachi Period</td>
<td>Muromachi period</td>
<td>(1336–1573)</td>
<td>無職式</td>
<td>byooshitsu</td>
</tr>
<tr>
<td></td>
<td>11 strokes</td>
<td>15,187</td>
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<td>出身者</td>
<td>jutsu</td>
<td>茅術</td>
<td>JITSU</td>
<td>11 strokes</td>
</tr>
<tr>
<td></td>
<td>本人</td>
<td>monō</td>
<td>本人</td>
<td>sha</td>
<td>8 strokes</td>
</tr>
<tr>
<td></td>
<td>人</td>
<td>geisha</td>
<td>geisha</td>
<td>person</td>
<td>10 strokes</td>
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<td></td>
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<td>gakusha</td>
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<td>学者</td>
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</tr>
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<td>namakemono</td>
<td>lazybones</td>
<td>ならけや</td>
<td>namakemono</td>
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<tr>
<td></td>
<td>有</td>
<td>so</td>
<td>資料</td>
<td>shi</td>
<td>12 strokes</td>
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<tr>
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<td>市町村</td>
<td>shi</td>
<td>市町村</td>
<td>shi</td>
<td>5 strokes</td>
</tr>
<tr>
<td></td>
<td>市内</td>
<td>shi</td>
<td>市内</td>
<td>shi</td>
<td>12 strokes</td>
</tr>
<tr>
<td></td>
<td>青森市</td>
<td>Aomori</td>
<td>A city</td>
<td>青森市</td>
<td>Aomori</td>
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<tr>
<td></td>
<td>市内</td>
<td>shi</td>
<td>市内</td>
<td>shi</td>
<td>12 strokes</td>
</tr>
<tr>
<td></td>
<td>無田</td>
<td>bai</td>
<td>無田</td>
<td>bai</td>
<td>4 strokes</td>
</tr>
<tr>
<td></td>
<td>無変化</td>
<td>kan</td>
<td>無変化</td>
<td>ka</td>
<td>4 strokes</td>
</tr>
<tr>
<td></td>
<td>便</td>
<td>bai</td>
<td>便</td>
<td>bai</td>
<td>9 strokes</td>
</tr>
<tr>
<td></td>
<td>便利</td>
<td>benni</td>
<td>便利</td>
<td>ra</td>
<td>7 strokes</td>
</tr>
<tr>
<td></td>
<td>便利</td>
<td>benni</td>
<td>便利</td>
<td>ra</td>
<td>12 strokes</td>
</tr>
<tr>
<td></td>
<td>便利</td>
<td>benni</td>
<td>便利</td>
<td>ra</td>
<td>15 strokes</td>
</tr>
<tr>
<td></td>
<td>門</td>
<td>he</td>
<td>便</td>
<td>bai</td>
<td>4 strokes</td>
</tr>
<tr>
<td></td>
<td>便利</td>
<td>benni</td>
<td>便利</td>
<td>ra</td>
<td>4 strokes</td>
</tr>
<tr>
<td></td>
<td>言語</td>
<td>shi</td>
<td>言語</td>
<td>shi</td>
<td>6 strokes</td>
</tr>
<tr>
<td></td>
<td>言語</td>
<td>shi</td>
<td>言語</td>
<td>shi</td>
<td>7 strokes</td>
</tr>
</tbody>
</table>
Exercise 15.2

1. Work out your own zodiac animal.
2. Explain in Japanese what the zodiac animal is for this year and next year.
3. Say in Japanese how many of these animals can be found outside zoos in your country?
4. Explain in Japanese why the dragon is included in the list.
5. Ask your Japanese friend (in Japanese, of course) what are the characteristics (tokuchoo) of people born under the sign of the tiger.

More useful kanji

Although the emphasis in this book has been on the spoken language, by the end of this unit you will have learnt the two syllabaries, hiragána and katakána, and about 200 kanji. Most of the kanji introduced in this unit have considerable generative force, combining with other kanji to form a large number of kanji compounds.

In addition to those characters introduced specifically for writing and recognition, you have seen a large number of kanji with their readings given in furigana and you have kanji transcriptions for most of the vocabulary items in the glossaries. By now you have acquired a sound knowledge of how kanji characters are formed and how to write and count the strokes in each character correctly. When you feel you have mastered the 200 basic characters introduced for reading and writing, you can go back and tackle those characters that have been introduced with furigana annotation. Learn each character or character compound as it occurs and write out the furigana reading when you feel you have learnt it. Finally, you will have erased all the furigana in this text and you will be well on the way to reading Japanese. At this point, however, we feel you should learn at least to recognise these few extra characters often seen on signs in public places.

| 平常口 | hijóoguchi | (emergency) exit |
| 改札口 | kaisatsúguchi | ticket gate, turnstile |
| 窓口 | madóguchi | counter, window |
| 危険 | kiken | danger |
| 注意 | chúui | attention, be careful |
| 避難所 | hinanjo | evacuation point |
| 案内所 | annaijo | information counter |
| 禁止 | kinshi | forbidden |
Exercise 15.3

Translate into English the following sentences which contain kanji introduced in Unit 15.

1. 東京芸術大学では美術も勉强できます。

2. この町の文化的水準はかなり高くておどろきました。

3. 夏には東京の屋上のビヤガーデンで生ビールを飲むのが好きです。

4. このごろ日本の国内も外国へもよく旅行します。

5. 今朝北海道からアイヌ文化の学者が無事に着きました。

6. そのお寺は非常 に不便な所にありました。

7. 日本の文学や詩に芸者の話がよく出てきます。

8. 駅前の市場の野菜は新鮮で安いです。

9. あの店の店員はほとんどアルバイトをしている若者です。

10. 明日晴れたらとなりの町まで行ってみましょう。

Vocabulary

Tanoshími ni shite orimásu. I’m looking forward to it.
Taihen kékoo na monó o itadaite… Thank you for the lovely gift.
Tsumaránai monó desu ga, dóozo. It’s nothing much, but please…
Ohisashiburi désu né. It’s been a long time, hasn’t it?
Gobúsata shite orimásu. Sorry I’ve been out of touch.
Mata ome ni kakarimashóo. Let’s meet again.
Key to the Exercises

Unit 1

Exercise 1.1
(from right to left) hamachi, úni, kazunoko, ika, kani

Exercise 1.2

1 a yama no ue
2 j kawá to ta
3 h yama no shita
4 b kawa no náka
5 g yama no hón
6 i hón no yama
7 d yama no shita no kawá
8 e yama no ue no ta
9 c yamá to kawá
10 f kawa no ue no yamá

Exercise 1.3

1 Ueda Sachie
2 Yamamoto Máchiko
3 Shimoda Kánoko
4 Kawada Sátoko
5 Honda Chie
6 田山 ますえ
7 田中 はまこ
8 中山 そのこ

Exercise 1.4

1 (Watashi wa) [your name] desu. Or, Watashi nonamae wa [your name] desu.
2 Hajimemáshite (dóozo yoroshiku).
3 Dóo itashimashite.
4 Sayonara. Mata ashita.
5 Oyasumi nasái.
Exercise 1.5

1 Tanaka san desu ka. Hái, sóo desu. Tanaka désu. Are you Ms (Mr, Mrs, etc.) Tanaka? Yes, that’s right. I’m Tanaka.
2 Kawamoto san désu ka. Iie, chigaimásu. Yamamoto désu. Are you Mr Kawamoto? No, I’m not. (literally, ‘that’s not right’) I’m Yamamoto.
3 Yamá to kawá to tá. Mountains and rivers and rice fields.
4 Yama no náka no tá. The rice fields in the mountains.
5 Honda san to Táyama san. Mr Honda and Mr Tayama.

Exercise 1.6

1 c 2 a 3 d 4 e 5 b

Exercise 1.7

Part A Comprehension
Mr Ueda is a teacher, Ms Tanaka is a student, Honda is a doctor and Yamada is a civil servant.

Part B Practice
1 Oshígoto wa nán desu ka. oshi ごとは な ん ですか。 2 Kaishain desu ka. かい sha いん ですか。 3 Shúfu desu ka. Shúfu ですか。 4 Súmisu san wa shachoo desu ne. スミスさんは shacho うです ne。 5 Yamada san wa gakusei desu ka. 山田さんは が kuse いですか。

Exercise 1.8

1 Ohayoo gozaimásu. おは よう ございます。 2 Konnichi wa. こにちは。 3 Konban wa. こんばんは。 4 Oyasumi nasái. お や すみ なさい。 5 Sayoonara さ よう な ら 6 katagaki (credentials, details of company and rank on business card); nigori (voicing mark, which turns t– into d– etc.); izakaya (pub); myóoji (family name); ojígi (bow); itamae (sushi chef)
Unit 2

Exercise 2.1

1 川田さんは日本人です。 2 ラリー・ミラーさんは中国にすんでいます。 3 日本語も中国語でもできます。 4 リーさんはいま英語をならています。 5 山本さんはアメリカにすんでいます。

Exercise 2.2

Mr Park and Mr Lee are Koreans. They came from Seoul in South Korea. Now they are living in America. Both of them speak English well. They also know a little Japanese. Mr Park likes rock music and sport. Mr Lee does not like rock music much. He likes classical music and reading.

Mr Park and Mr Lee are now living in Larry Mears’s house. Mr Mears is an American. He lives in Alaska. Now he is learning Japanese. Mr Mears’s hobbies are American football and ice hockey. He also likes tennis.

Exercise 2.3

1 Yamagawa san wa dóchira kara kimáshita ka. Watashi wa Nihon kara kimáshita. 2 Ari san wa dóchira kara kimáshita ka. Indo kara kimáshita. (Note: watashi can be omitted.) 3 Han san wa dóchira kara kimáshita ka. Kánkoku kara desu. 4 Míraa san wa dóchira kara děsu ka. Watashi wa Eikoku kara kimáshita. 5 Méarii san wa dóchira kara kimáshita ka. Arasuka kara kimáshita. 6 Ríi san wa dóchira kara děsu ka. Watashi wa Chúugoku kara desu.
Exercise 2.4


Exercise 2.5

1 Yamamoto san wa dóko (or ‘dóchira’ which is more polite) ni súnde imasu ka. Nágoya ni súnde imasu.  2 Kunimoto san wa dóchira ni súnde imasu ka. Sapporo ni súnde imasu.  3 Súmisu san wa dóko ni súnde imasu ka. Róndon ni súnde imasu.  4 Ríi san wa dóchira ni súnde imasu ka. Pékin ni súnde imasu.  5 Rukuréeru san wa dóko ni súnde imasu ka. Pár ni súnde imasu.  6 Káa san wa dóko ni súnde imasu ka. Shídonii ni súnde imasu.  7 Mekari san wa dóko ni súnde imasu ka. Róma ni súnde imasu.  8 Kímu san wa dóko ni súnde imasu ka. Sóuru ni súnde imasu.

Exercise 2.6

Helena – Sweden, Eric – Germany, Peter – New Zealand, Mr Kim – Korea, Mary – America, Edwina – UK, Bob – Australia.

Exercise 2.7

1 Máikeru san no shúmi wa sáafin to basukétto desu.  2 Robáato san no shúmi wa jooba to sákkaa desu.  3 An san no shúmi wa óngaku to háikingu desu.  4 Káaru san no shúmi wa dókusho to ryokoo désu.  5 Góodon san no shúmi wa suiei to yakyuu désu.  6 Anáta no shúmi wa kaimono (shóppingu) to ténisu desu.

Exercise 2.8

1 China  2 No (In Thailand)  3 Chinese  4 No  5 Sport, especially golf
Unit 3

Exercise 3.1

1 taxi  2 Italy  3 ice  4 pasta  5 bar  6 colour TV  7 maker (manufacturer)  8 camera  9 lighter  10 ‘cooler’ (air-conditioner)  11 イタリアの paスタ  12 カメラのメーカー  13 日本の カラー・てれび 14 アメリカのライター  15 タクシーのクーラー

Exercise 3.2

1 六 (rokú) (6)  2 五 (gō) (5)  3 十八 (juuhachi) (18)  4 二十七 (nijuuunana) (27)  5 六十二 (rokujunin) (62)  6 yón (4)  7 yónjuugo (45)  8 júuku (19)  9 nanájuuroku (76)  10 júusan (13)

Exercise 3.3

1 九九四九 の 二〇〇七 (kyuu kyuu yon kyuu no nii zéro zéro nana)  2 四時半 (yóji hán)  3 三百六十八 (sánbyaku rokujuhachí)  4 三二九一 の 五六〇二 (sán nii kyuu ichi no góo rokú zéro nii)  5 ごぜん 七時 (gózen shichiji)  6 3461-2708 (sán yon rokú ichi no nii nana zéro hachi)  7 3594-7702 (sán góo kyuu yon no nana nana zéro nii)  8 3208 (sán nii zéro hachi)  9 二六の三四五の八七九一 (nii rokú no sán yon rokú góo no hachi nana kyuu ichi)  10 〇三の九七八六の 三四四二 (zéro sán no kyuu nana hachi rokú rokú sán yon nii)

Exercise 3.4

1 Chichí wa rokujugósai desu.  2 Ane wa nijuukyūusai desu.  3 Háha wa yonjuuhássai desu.  4 Áni wa sanjuunísai desu.  5 Otootó wa nijuusánsai desu.  6 Sófu wa kyúujuunísai desu.  7 Sóbo wa hachijuunána desu. (Note that the suffix –sai is not essential in conversion when the context is clear.)  8 Imootó wa juunána (sai) desu.

Dialogue 2 (transliteration)

SÚMISU:  Tanaka san, okosan wa nánnin irasshaimásu ka.
TANAKA:  Uchi wa sannin desu. Otokónoko futari to onnánoko hitóri imásu. Otaku wa?
SÚMISU: Uchi mo sannin désu. Onnánoko ga futari to otokónoko ga hitòri imásu. Ue no ko wa otokónoko de, shita to mannaka wa onnánoko desu. Tanaka san no ue no okosan wa dóchira desu ka.


SÚMISU: Uchi no kodomo wa máda chiisái desu. Ue no otokónoko wa shoogákusei desu. Futari no onnánoko wa máda yoochíen desu.

TANAKA: Sore jáa, ókusan wa máinichi oisogashii deshóo né.
SÚMISU: Soo desu. Watashi mo taihen désu.

**Exercise 3.5**


HÁRII KURÁAKU: Takusán desu né.
HONDA KAZUO: Ée. Kuráaku san wa kyóodai ga imásu ka.
HÁRII KURÁAKU: Iie, imasén. Hitoríkkko desu.

1 9 2 1 (Harry Clark is an only child)  3 sport  4 civil servant  5 in a travel company  6 shopping  7 home duties (she is a housewife)  8 primary school

**Exercise 3.6**

1 Sóbo no shúmi wa ryokoo désu.  2 Chichi no shúmi wa kéndoo desu.  3 Háha no shúmi wa ténisu desu.  4 Áni no shúmi wa sákkaa desu.  5 Otootó no shúmi wa sáafin desu.  6 Ane no shúmi wa kaimono désu.  7 Sófu no shúmi wa dókusho desu.  8 Imooto no shúmi wa basukettobóoru desu.
Exercise 3.7

1 Ginkoo wa nánji kara nánji made desu ka. (Ginkoo wa) gózen júuji kara gógo yóji hán made desu.  2 Mise wa nánji kara nánji made desu ka. (Mise wa) gózen júuji hán kara gógo shichíji made desu.  3 Süup-paa wa nánji kara nánji made desu ka. (Süupaa wa) gózen shichíji kara gógo hachíji made desu.  4 Depáato wa nánji kara nánji made desu ka. (Depáato wa) gózen júuji hán kara gógo kúji made desu.  5 Konbini wa nánji kara nánji made desu ka. (Konbini wa) gózen rokúji kara gógo juuichíji hán made desu.

Exercise 3.8

1 おとうさんの たんじょうびは 何月ですか。ちの たんじょうびは 四月です。  2 山川せんせいの たんじょうびは 何月ですか。山川せんせいの たんじょうびは 八月です。  3 クラークさんの おくさんの たんじょうびは 何月ですか。  かいないの たんじょうびは 十月です。  4 お子さんの たんじょうびは 何月ですか。こどもの たんじょうびは 六月です。  5 おばあさんの たんじょうびは 何月ですか。  そぼの たんじょうびは 九月です。

Unit 4

Exercise 4.1

1 Kono hón wa tákaku nai desu.  2 Ano sukáafu wa kírei ja arimasen.  3 Kono monó wa yóku nai desu.  4 Sono hón wa watashi no dewa arimasén.  5 Háha wa génki ja arimasen.  6 Kono iro wa mezuráshiku nai desu.  7 Górfu wa sukí ja arimasén.  8 Ano kámera wa yásuku arimasén.  9 Ríi san wa Chuugokújin dewa arimasén.  10 Otooto no shúmi wa karaóke ja arimasen.

Exercise 4.2

1 Ano kiiroi nékutai o mísete kudasai.  2 Kón no sebíro o mísete kudasai.  3 Ano akai sukáato o mísete kudasai.  4 Midori no booshi o mísete kudasai.  5 Sono chairo no zubón o mísete kudasai.  6 Ano aói waishatsu o mísete kudasai.  7 Hairo no sebíro o mísete kudasai.
8 Shirói jíinzu o mísete kudasai. 9 Sono kírei na sukáafu o mísete kudasai. 10 Moo sukóshi yasúi no o mísete kudasai.

Exercise 4.3

1 でんかせいひんうりばは 何がいに ありますか。 わかりました。 五かいですね。 2 カメラうりばは 何がいにありますか。 わかりました。 六かいですね。 3 とけいうりばは 何がいですか。 わかりました。 四かいですね。 4 かぐうりばは 何がいにありますか。 わかりました。 七かいですね。 5 スポーツようひんうりばは 何がいですか。 わかりました。 三かいですね。 6 コンピュータうりば何がいにありますか。 わかりました。 五かいですね。 7 ふじんのくつうりばは 何がいですか。 わかりました。 二かいですね。 8 しょくりょうひんうりばは 何がいですか。 わかりました。 ちかーかいですね。 9 ちゅうしゃじょうは 何がいにありますか。 わかりました。 ちか二かいですね。 10 うえきうりばは 何がいにありますか。 わかりました。 おくじょうですね。

Exercise 4.4

1 shoogákkoo: primary school 2 kookoo: high school 3 yasúi hón: an inexpensive book 4 Eigo no senséi: an English teacher 5 daigákusei: a university student

Exercise 4.5


Miss Tanaka and Mrs Yamamoto are friends. Both of them are Japanese. But they live in Paris. Mrs Tanaka is a teacher at the Japanese School in Paris. Mrs Yamamoto’s husband is the manager of the Paris branch of a Japanese bank. Both Miss Tanaka and Mrs Yamamoto love shopping. In Paris there are many beautiful shops. There are both expensive and inexpensive shops. Today Mrs Yamamoto bought some boots. They are very fine boots. They are Italian ones.
Exercise 4.6

1. g 2. d 3. n 4. l 5. a (tsuaa, tour) 6. b 7. o 8. e 9. k 10. m 11. s 12. c 13. p (bahha, Bach) 14. i 15. q 16. j 17. r 18. t (pan, bread) 19. f 20. h

Unit 5

Exercise 5.1

1. Ashita Tanaka san ni aimásu. 2. Rainen Nihón ni ikimásu. 3. Mainichi góhan o tabemásu. 4. Sengetsu atarashii kuruma o kaimáshita. 5. Kinóo wa mokuyóobi deshita or Kinóo wa suiyóobi deshita (depending on how you interpret the question).

Exercise 5.2


Exercise 5.3


Exercise 5.4

1. Imada senséi wa Nihon Dáigaku no Eigo no senséi desu. Professor Imada is an English teacher at Nihon University. 2. Raishuu no doyóobi hán ni kite kudasái. Please come next Saturday at half past eight. 3. Yamanaka san no shita no onnánoko wa kookoo sannénsei desu. Mr Yamanaka’s youngest girl is a third-year high
school student.  4 Maishuu gétsu, ká, súi ni Nihongo no kúrasu ga arimasu. Every week on Mondays, Tuesdays and Wednesdays I have a Japanese class.  5 Mizu o kudasái. Please give me some water.  6 Kyóo wa okane ga arimasén. Today I don’t have any money.  7 Yasuí úisukii wa amari sukí ja arimasén. I don’t like cheap whisky very much.  8 Senshuu no mokuyóobi ni Kaneda san wa Shikóoku kara kimáshitá. Last Thursday Mr Kaneda came from Shikoku.

Exercise 5.5

1 Today’s English class.  2 He is going skiing with his friends.  3 On Wednesday of next week.  4 At 7:30 p.m.  5 Pretty cheesed off, I should imagine.

Exercise 5.6

1 ¥380  2 apple pie and vanilla ice cream  3 whisky  4 ¥360  5 ¥830

Unit 6

Exercise 6.1

1 Íma náni o shite imásu ka (question omitted below). Kuruma o aratte imásu. 今何をしていますか。くるまを あらっています。
2 Tegami o káite imasu. てがみを 書いています。
3 Nihongo o benkyoo shite imásu. 日本語を べんきょうしています。
4 Heyá o sooji shite imásu. へやを そうじしています。
5 Térebi o míte imasu. テレビを みています。
6 Tomodachi o mátte imasu. ともだちを まっています。
7 Rájio o kiite imásu. ラジオを 聞いています。
8 Shoosetsu o yónde imásu. しょうせつを 読んでいます。
9 Koohií o nónde imásu. コーヒーを のんでいます。
10 Kéeki o tsukútte imasu. ケーキを つくっています。

Exercise 6.2

1 b  2 d  3 e  4 a  5 c
Exercise 6.3

1 Roomáji de káite kudasai. ローマじで 書いてください。
2 Chotto mátte kudasai. ちょっと まってください。
3 Moo ichidó itte kudasáí. もう一ど いってください。
4 Sánji ni denwa shite kudasáí. 三時に でんわしてください。
5 Chízu o káite kudasai. ちず を書いてください

Exercise 6.4

1 Q: Dóo yatte yuubínkyoku e ikimásu ka. どうやって ゆうびん きょくへ 行きますか。
A: Kono michi o massúgu itte, hitotsume no shingoo o watatte kudasáí. Yuubínkyoku wa migigawa de, shingoo no kádo kara súgu desu. このみちを まっすぐ行って、一つめの しんごうを わたってください。ゆうびんきょくは みぎがわで、しんごうの かどから すぐです。

2 Q: Dóo yatte gakkoo e ikimásu ka. どうやって学校へ行きますか。
A: Kono michi o massúgu itte, mittsume no shingoo o migi e magatte kudasáí. Mata massúgu itte, tsugi no michi o watatte kudasáí. Suru to, gakkoo wa súgu máe ni arimásu. このみちを まっすぐ行って、三つめの しんごうを みぎへ まがってください。また まっすぐ行って、つぎの みちを わたってください。すると、学校はすぐまえ にあります。

3 Q: Dóo yatte takushii-nóriba e ikimásu ka. どうやってタクシー のりばへ 行きますか。
A: Kono michi o massúgu itte, yottsume no shingoo o migi e magatte súgu desu. Tákushii noriba wa éki no chuushajoo no máe ni arimásu. このみちを まっすぐ行って、四つめの しんごうを みぎへ まがってすぐです。タクシーのりばは えきの ちゅうしゃじょうの まえにあります。

4 Q: Dóo yatte kooen e ikimásu ka. どうやって こうえんへ 行きますか。
A: Kono michi o massúgu itte, futatsume no shingoo o hidari e magatte kudasáí. Kooen wa tsukiatari desu. このみちを まっすぐ行って、二つめの しんごうを ひだりへ まがってください。またそのみちを まっすぐ行ってください。こうえんは つきあたりです。

5 Q: Dóo yatte byooin e ikimásu ka. どうやって びょういんへ 行きますか。
A: Kono michi o massúgu itte, hitotsume no shingoo o migi e magatte kudasái. Tsugi no kádo made arúite, oodanhóódo o watatte kudasái. Suru to byooin wa súgu máe ni arimasu. こ のみちを まっすぐ行って、一つめの しんこうを みぎへ まがってください。つぎの かどまで あるいて、お うだんほどを わたってください。すると びょういん は すぐまえにあります。

6 Q: Dóo yatte kusuriya e ikimásu ka. どうやってくすりやへ行きますか。

A: Kono michi no hidarigawa o arúite, hitotsume no toorí o watatte súgu desu. このみちの ひだりがわを もうじて、 一つめのとおりを わたってすぐです。

7 Q: Dóo yatte hanáya e ikimásu ka. どうやって はなやへ行きますか。

A: Kono michi o massúgu itte, futatsume no shingoo o migi e magatte kudasái. Tsugi no shingoo máde arúite, hidari e michi o watatte kudasái. Suru to, hanáya wa manmáe ni arimasu. このみちを まっすぐ行って、二つめの しんご うを みぎへ まがってください。つぎの しんごうまで あるいて、ひだりへ みちを わたってください。 すると、 はなやは まんまえにあります。

8 Q: Dóo yatte résutoran e ikimásu ka. どうやってレストランへ行きますか。

A: Kono michi o massúgu itte, futatsume no shingoo o migi e magatte kudasái. Tsugi no michi máde arúite, oodanhóódo o watatte kudasái. Résutoran wa sono kádo ni arimasu. このみちを まっすぐ行って、二つめの しんごうを みぎへ まがってください。つぎの みちまで あるいて、おうだ んほどを わたってください。 レストランは そのかどに あります。

9 Q: Dóo yatte éki e ikimásu ka. どうやって駅へ行きますか。

A: Kono michi o massúgu itte, tsukiatari máde arúite kudasái. エキ wa hirói toorí no mukoogawa ni arimasu。この道をまっすぐ行って、つきあたりまで歩いてく ださい。えきは ひろいとおりの むこうがわにあります。

10 Q: Dóo yatte konbini e ikimásu ka. どうやってコンビニへ行きますか。

A: Kono michi no hidarigawa o massúgu, mittsume no shingoo máde itte kudasái. Mata sono michi o massúgu itte kudasái. Soko de wataru to konbini ga arimasu。このみちの ひだりがわを まっすぐ、三つめの しんごうまで 行ってくだ
さい。またそのみちをまっすぐ行ってください。そこで　わたると　コンビニがあります。

Exercise 6.5

1 OKYAKUSAN: Oteárai wa dóko desu ka.
TEN’IN: Hái, josei no oteárai wa kono saki ni arimásu. Mázú, koko o massúgu itte kudasái. Soshite tsukiatari o hidari ni magatte kudasái Josei no oteárai wa migigawa ni arimásu.

OKYAKUSAN: Dansei no wa?
TEN’IN: Ha!?
OKYAKUSAN: Dansei no oteárai no máe de tomodachi ga mátte imasu kara.

CUSTOMER: Where is the toilet?
SALES ASSISTANT: Yes. The women’s toilet is up this way. First, go straight along here. And turn left at the end of the aisle. Then you will find the women’s toilet on your right.

OKYAKUSAN: What about the men’s?
TEN’IN: Uh!?
OKYAKUSAN: A friend of mine is waiting in front of the men’s toilet.

2 Koko o massúgu itte, tsukiatari o migi e magatte kudasái. Suru to dansei no oteárai wa hidarigawa ni arimásu.

Exercise 6.6

1 Asako: Chuuka-ryóori ga tabetái desu.
You: Já, issho ni tábe ni ikimashóo.

2 Asako: Éiga ga mitái desu.
You: Já, issho ni mí ni ikimashóo.

3 Asako: Keitai-dénwa ga kaitai désu.
You: Já, issho ni kai ni ikimashóo.

4 Asako: Róndon de Eigo o benkyoo shitai désu.
You: Já, issho ni (Róndon e) benkyoo shi ni ikimashóo.

5 Asako: Rókku o kikitai désu.
You: Já, issho ni kiki ni ikimashóo.
Exercise 6.7

1 all connected with music (clarinet, castanets, trombone, flute, Christmas carol)  
2 food and drink (cocktail, nougat, celery, yoghurt, chocolate)  
3 all connected with boats (canoe, kayak, yacht, oar, boat)  
4 place names (Kenya, Senegal, Europe, Brazil, Rome)  
5 not sure, perhaps because they are all enjoyable (Valentine’s Day, a sale, cake, roulette, present)

Exercise 6.8

1 At the company cocktail party.  
2 On Friday night last week.  
3 Because he spent four years working in London.  
4 He is a journalist working for the Yomiuri Shimbun.  
5 They both used to work in Europe.  
6 He is writing a book about cooking Italian pasta and desserts.

Senshuu no kin’yóobi no ban ni, kaisha no kakuteru páatii de Takayama san to Yasuda san ni aimáshita. Takayama san wa kisha de, Yomiuri Shinbun ni tsutómete imasu. Yasuda san wa ginkoo-man de, watashi no uchi no chikáku ni súnde imasu. Futaritomo mukashi Yooróppa de shigoto o shite imashita. Takayama san wa yonenkan Rondon ni imashita. Eigo ga totemo joozu desu. Yasuda san wa nagaku Itaria no inaka ni súnde imashita. Itari ryóori ga daisuki de, jibun de yóku tsukurimasu. Ima Itaria no pasuta to dezáato ni tsuite hón o káite imasu.

Unit 7

Exercise 7.1

1 d I’m turning in early because I’m tired.  
2 b I’m hungry so I’m going to eat.  
3 e I’m thirsty, so let’s have a beer.  
4 c I’ve got no money so please lend me ¥1,000.  
5 a I’ll take some medicine because I’ve got a stomach ache.

Exercise 7.2

1 Kaisha e dekakéru máe ni chooshoku o tabemásu. (I’ll have breakfast before leaving for the company.)  
2 Okane o irete kara botan o
oshimásu. (You press the button after putting in the money.)  
3 Botan o oshite kara nomímono ga déte kimásu. (The drink comes out after you press the button.)  
4 Denwa o suru máe ni denwa-bángoo o shirabemáshita. (I checked the phone number before ringing.)  
5 Jogingu o shite kara sháwaa o abimásu. (I have a shower after I’ve been jogging.)  
6 Neru máe ni sutóobu o keshite kudasái. (Please turn off the heater before you go to bed.)

**Exercise 7.3**

1 Básu de keitai-dénwa o tsukatte mo íi desu. Eigakan de (keitai-dénwa o) tsukatte wa damé desu. (You may use your mobile phone on the bus. You mustn’t use your mobile phone in the cinema.)  
2 Pén de káite mo íi desu. Enpitsu de káite wa damé desu. (You may write in pen. You mustn’t write in pencil.)  
3 Eigo de hanáshite mo íi desu. Nihongo de hanáshite wa damé desu. (You may speak in English. You mustn’t speak in Japanese.)  
4 Dóru de harátte mo íi desu. Én de harátte wa damé desu. (You may pay in dollars. You must not pay in yen.)  
5 Ása sháwaa o abite mo íi desu. Yóru sháwaa o abite wa damé desu. (You may have a shower in the morning. You mustn’t have a shower at night.)  
6 Each of these pairs of sentences can be combined into a single sentence using ga ‘but’ e.g. Básu de keitai-dénwa o tsukatte mo íi desu ga, eigakan de (keitai-dénwa o) tsukatte wa damé desu. (You can use your mobile phone on the bus, but you can’t in the cinema.)  
7 This exercise is self-explanatory. Make your own dialogues along the lines of the model in the book.

**Exercise 7.4**

1 Térebi ga kowárete imasu. (The TV is broken.)  
2 Róbii no misé ga ima aite imásu ka. (Are the shops in the hotel lobby open now?)  
3 Iie, íma wa shimáatte imasu. (No, they are closed now.)  
4 Shokuji wa moo dékite imasu ka. (Is the meal ready yet?)  
5 Iie, máda dékite imasen. (No, it’s not ready yet.)  
6 Ja, jidoohanbáiki ga arimásu ka. (Is there an automatic vending machine, then?)  
7 Hái, dansei no ofúro no máe ni arimásu. (Yes, there is one in front of the men’s bathroom.)

**Exercise 7.5**

Tanaka san wa Tookyoo-umare de, kotoshi nijuugo ni narimásu. Se wa hikükute futótte imasu. Daígaku de sumóobu ni háitte imashita.
Shúmi wa íma ténisu to górufu de, ténisu wa maishuu shimasu. Sannen máe ni Tookyoo-dáigaku o sotsugyoo shite. Mainichi Shinbun-sha ni hairimáshita. Íma wa Shikóku ni tsutómète ite, rainen kara Oosaka ni kawarimásu.

1 Tokyo 2 24 (he will be 25 this year) 3 He’s short and fat. 4 Sumo 5 Tokyo University 6 3 years ago 7 Every week 8 Mainichi Shinbun Company 9 Shikoku 10 He’s being transferred to Osaka.

Exercise 7.6

1 E  2 F  3 A  4 D  5 C  6 B

Exercise 7.7

1 Yamamoto san to Honda san wa máinichi juuníji júugofun ni kaisha no tonari no résutoran de átte, issho ni shokuji shimásu. Mr Yamamoto and Mr Honda meet in the restaurant next door to the company everyday at 12:15 and have lunch together. 2 Aro shirói supootsukáa wa Edowáado Vinsento no atarashíi kuruma désu. That white sports car is Edward Vincent’s new car. 3 Kyóo wa kuruma de kimáshita kara, arukooru o nónde wa damé desu. Today I came by car so I mustn’t drink any alcohol. 4 Aóyama san wa óoki na ginkoo no tsutómète imasu. Mr Aoyama works in a large bank. 5 Yásuka san wa kírei na té oshite imasu. Yasuko has beautiful hands. 6 Watashi wa konogoro máinichi Nihonshoku o tábete imasu. These days I’ve been eating Japanese food every day. 7 Kyóo wa dónna shokuji ni shitai désu ka. What kind of food do you want to eat today? 8 Koko de tabako o nónde wa damé desu. You must not smoke here.

Unit 8

Exercise 8.1

1 Kinóo no shokuji wa totemo oíshikatta desu. 2 Senshuu no éiga wa amari omoshirooku nakatta desu. 3 Nihongo no shikén wa sengetsu muzukáshikatta desu. 4 Yuube no páatii wa tanóshikatta deshoo née. 5 Kinóo no okyakusan wa amari óoku nakatta desu.
Exercise 8.2

1 Ée, koko de máttä hoo ga íi desu yo.  
2 Ée, móo hajimeta hoo ga íi desu yo.  
3 Ée, háyaku ókita hoo ga íi desu.  
4 Ée, takái no o katta hoo ga íi desu.  
5 Ée, Nihongo de hanáshita hoo ga íi desu.

Exercise 8.3

1 Anóhito wa senshuu Méari san no páatii de átta Suzuki san desu.  
2 Kore wa ototoi depáato de katta booshi désu.  
3 Íma yónde iru shinbun wa Asahi-shínbun desu.  
4 Kore wa watashi ga Nihongo de káita tegami désu.

Exercise 8.4

1 きのう買った本はベストセラーだそうです。  
2 きものを  
3 そうだねえそうであります。  
4 きのう見たかいのは おもしろかったですよ。  
5 中国にもって行くもの  

Exercise 8.5

APPLICANT: Hái, dekimásu. Jidóosha no ménkyo mo ootóbai no ménkyo mo mótte imasu.
APPLICANT: Hái, ryóoori mo dekimásu. Máe ni wa Pári no hóteru de hataraita kotó ga arimásu.
APPLICANT: Itaria-ryóoori ga dekimásu. Chuuaka-ryóoori to Tai-ryóoori mo tsukúru kotó ga dekimásu.
APPLICANT: Iie, háha kara naraimáshta.
APPLICANT: Iie, Chuugokújin de wa arimasén. Nihonjín desu.
APPLICANT: Iie, hiragána to katakána dake desu. (Or)  
Iie, hiragána to katakána shika káku kotó ga dekimásén.
APPLICANT: Hái, konpyúutta mo tsukau kotó ga dekimásu.

Exercise 8.6

1 Yamada san wa Nakagawa san yori se ga takái desu.  
2 Yamamoto san wa Tanaka san yori futótte imasu.  
3 Honda san wa
Maeda san yori toshiue desu. 4 Tákushii yori chikatetsu no hoo ga hayái desu. 5 Kóora wa bíru yori yasúi desu. 6 Tenpura wa ráamen yori takái desu. 7 Kyóó wa kinóo yori atatakái desu. 8 Raishuu no hoo ga tsugoo ga íi desu.

Exercise 8.7

1 New Zealand 2 1980 3 she came to Japan 4 at a small newspaper company in Tokyo 5 an English language newspaper for travellers 6 backpackers visiting Japan from America, Britain and Australia 7 to travel overseas 8 she is going to Beijing


Exercise 8.8

1 先週京都へ行って来ました。 2 来月田中先生と花見に行きます。 3 目の前にたくさんのきれいな花がありました。 4 午後五時半に東京駅の前でまっていてください。 5 東京は京都より大きいです。

Unit 9

Exercise 9.1

1 g 2 h 3 d 4 e 5 b 6 a 7 c 8 f

Exercise 9.2

1 If you leave straight away now you will be in time. 2 If I don’t have the car I’ll walk there. 3 If you want Japanese friends I’ll introduce
you (to some). 4 After ten o’clock the trains are empty (this is a euphemism for ‘not impossibly crowded’). 5 If you are cold put on an extra blanket. 6 If you exercise every day you’ll soon lose weight.

Exercise 9.3

1 朝子さんはポテトチップスを食べながら新聞を読んでいます。
2 ゆうべ母はテレビを見ながらねむりをしました。
3 トラックのうんてんしゅはいつもラジオを聞きながらトラックをうんてんします。
4 とうむさんは うたをうたいながら おふろにはいっています。
5 うちのむすこは よく おんがくを聞きながら べんきょう します。

Exercise 9.4

1 Enpitsu ga juunihon irimásu. I need twelve pencils.
2 Tishupéepaa sánmai kudasai. Please give me three tissues.
3 Máinichi gyuunyyuu o sanbai nomimáasu. Every day I drink three glasses of milk.
4 Inú o nihiki kátte imasu. I have two dogs.
5 Doobutsúen de kirin ga nítoo umareta sóo desu. I hear two giraffes were born at the zoo.
6 Sakanaya de chíisa na sakana sánbiki kaimáshita. I bought three small fish at the fish shop.
7 Wáin ga nánbon nokótte imasu ka. How many bottles of wine are left?
8 Yuube tegami o santsuu kakimáshita. Last night I wrote three letters.
9 Kinóo kuruma nándai uremáshita ka. How many cars did you sell yesterday?
10 Kamí ga nánmai hoshíi desu ka. How many sheets of paper do you want?

Exercise 9.5

1 3rd October, 1991  2 6th August, 1945  3 8th December, 1941
4 Sunday, 4th September, 1905  5 Children’s day is 5th May.

Exercise 9.6

1 Koko wa furobá desu. Koko de ofúro ni háittari, sháwaa o abitari shimásu.
2 Koko wa oosetsuma désu. Koko de osháberi oshitári,
okyakusan o sētta shitāri shimasu. 3 Koko wa daidokoro désu. Koko de tābētari, ryō ori o shitāri shimasu. 4 Koko wa toshōshitsu desu. Koko de shinbun o yōndari, benkyoo shitāri shimasu. 5 Koko wa sentakuba désu. Koko de sentaku shitāri, airon o kāketari shimasu.

**Exercise 9.7**

1 Dāre mo takarakūji ni ataranakute gakkāri shimashita. We were disappointed because nobody won anything in the lottery.  2 Uchi ni nānimo tabēru mono ga arimasēn kara résutoran de shokuji shimashōō. Because there is nothing to eat at home let’s eat out at a restaurant.  3 Dāreka dōa o nókku shite imasu kara mī ni itte kudasāi. Please go and have a look. There’s someone knocking at the door.  4 Dōkoka shizuka na tokoro de ocha démo nomimashōō. Let’s have some tea or something in a quiet spot somewhere.  5 Ítsuka hima na toki ni uchi ni asobi ni kité kudasāi. Some time when you are free please come around to my place.  6 Ano misē wa Ítsumo kōnde imasu. That shop is always crowded.  7 Nānika komāta kotō ga áttara itsudemo itte kudasāi. If you have anything worrying you please tell me any time at all.  8 Kōndo no shuumatsu wa dōkoemo ikimasēn. I’m not going anywhere this weekend.

**Exercise 9.8**

1 Késa Yamanaka san wa Tookyoo ni tsūita sûo desu. I hear Mr Yamanaka arrived in Tokyo this morning.  2 Shirōi kamī o sānmai kudasai. Please give me three sheets of white paper.  3 Ashita no ryokoo ni bāsu o nīdai yoyaku shimashita. I reserved two buses for tomorrow’s trip.  4 Eigo no sensēi wa daigaku no món no māe de gakusei to hanashite imashita. The English teacher was talking with a student in front of the university gate.  5 Ashita no gógo ūmi e dōrai bu ni ikimashōō ka. Shall we go for a drive to the seaside tomorrow afternoon?  6 Rī san, jikan ga áttara Ítsuka Chūugoku no hanashī o shite kudasāi. Mr Lee, when you have time please talk about China.  7 Nihōn de wa ichinē ni juugonichi no kyuuji tsu ga arimasū. In Japan there are fifteen public holidays a year.  8 Shōoto san wa kōn no sebiro o kité kūru soo desu. Apparently Mr Short will come wearing a navy blue suit.  9 Ashita kaisha o yasumitái desu. I’d like to take a day off from the company tomorrow.  10 Mukoo ni tsūitara denwa o kudasāi. When you get over there give me a ring.
Unit 10

Exercise 10.1

1 Haruo kun wa jáanarisuto ni nárutsumori désu. 2 Rie san wa Eigo no kyóoshi ni nárutsumori désu. 3 Jun kun wa isha ni nárutsumori désu. 4 Sachie san wa shéfu ni nárutsumori désu. 5 Tomoko san wa óngaku no sensei ni nárutsumori désu.

Exercise 10.2

1 Shéfu ni naritákereba minarai ni itta hóo ga íi desu. 2 Okane ga takusán hoshíkereba, úmaku tooshi o shita hóo ga íi desu. 3 Jikan ga nákereba áto ni shitára dóo desu ka. 4 Jibun de dekinákereba hito ni tanóndara ikága desu ka. 5 Nedan ga tákakereba betsu no misé ni mo itta hóo ga íi deshoo.

Exercise 10.3

1 フランコさんは中国語が話せますか。 2 フランコさん、こんばんバスタガつくられますか。 3 木よう日にパンダを見るに、どうぶつえんへ行けますか。 4 しおからやうめぼしが食べられますか。 5 日本語が読めますか。

Exercise 10.4

1 Q: Okyakusama no handobággu wa dónna iro desu ka.
   A: Kuró desu.
2 Q: Dónna katachi desu ka.
   A: Shikakú desu.
3 Q: Dónna mono ga háitte imashita ka.
   A: Hyaku póndo ga háitte iru saifu to kurejitto-káado to teikíken ga háitte imasu.

Exercise 10.5

1 A: My throat hurts and I have a cough so I’d like to leave (literally, ‘go home’) early. Would that be all right?  
   B: Yes. Perhaps it’s a cold. Take care.  
   A: Thank you very much.
2 A: I slipped and fell over. See how swollen it is (literally, ‘it has
swollen up this much’).
B: Perhaps it’s a break. Let’s take an X-ray and have a look.
3 A: I need some medication for a headache in a hurry. Where would
they sell it, I wonder?
B: Hm, today’s a holiday, isn’t it. But perhaps they sell it at the
convenience store.
A: Then, I’ll just go and see.

Exercise 10.6

1 Do you know young Yamaguchi’s mother and father? 2 No I don’t
know them. Where do they live? 3 Can you go in from the side? No,
that’s the exit. 4 The front entrance is not open. 5 In that case, there
is nothing for it but to wait until the time when the front gate opens.
6 The ‘bun’ character in shinbun (newspaper) is a character in which
‘mon’ (gate) and ‘mimi’ (ear) are written together. 7 Yasuko’s small,
white ears looked like flowers. 8 Open your mouth wide and stick out
your tongue.

Unit 11

Exercise 11.1

1 Amari átsuku nai kísetsu ni itta hóo ga íi desu. 2 Densha ga amari
kónde inai toki ni notta hóo ga íi desu. 3 Amari amaku nái desáato ga
suki desu. 4 Jímu ni ikanai hi wa doyóobi to nichiyóobi desu.
5 Kónban kónai hito ga nanninka imásu.

Exercise 11.2

2, 4, 5, 8

Exercise 11.3

1 f 2 d 3 e 4 b 5 c 6 a
Exercise 11.4

1 Tabako o suwanai kotó ni shimásu. 2 Amai mono no kawari ni kudámone o tabéru kotó ni shimásu. 3 Osake no ryóo o herasu kotó ni shimásu. 4 Mánichi undoo (o) suru kotó ni shimásu. 5 Mótto sakana ya yasai o tabéru kotó ni shimásu.

Exercise 11.5

1 すべら 2 おくれない 3 わすれ

Exercise 11.6

1 c 2 a 3 d 4 e 5 b

Exercise 11.7

1 Miss Abe is looking for something a bit out of the ordinary. 2 She is worried about safety because she has never flown in a helicopter before. She also thinks a helicopter flight might be too expensive. 3 The concierge said the helicopter flight was (1) great fun, (2) safe and (3) the best way to see the scenery. 4 It was too expensive and she had not had the opportunity to fly in Japan. 5 Because it was half the price of a similar flight in Japan.

Exercise 11.8

1 Let’s walk back (home) through the snow. 2 Southern Japan is hotter than the north. 3 Let’s decide not to go if the weather is bad. 4 I’m thinking of travelling through western Japan in the spring holidays. 5 From the evening the wind became stronger and it started to rain. 6 It’s cold so you had better wear a slightly warmer sweater. 7 (Literally) Apparently in summer the people who come to the sea in this area are extremely numerous. 8 The high mountain opposite looks beautiful bathed in the sunlight of the setting sun in autumn. 9 As there wasn’t much snow this winter I didn’t go skiing. 10 About how many minutes does it take to walk from the southern entrance to Tokyo station to the northern entrance?
Unit 12

Exercise 12.1

1 agemáshita  2 kudasaimáshita  3 itadaki  4 moraimáshita  5 yarimáshita

Exercise 12.2

1 フランスの香水をもらいました。 Kaya got some French perfume from Hiroshi.  2 ネックレスをあげました。 Akio gave Kaya a necklace.  3 お金をくれました／くださいました。 My parents gave me money.  4 きれいな花をもらいました。 She got some beautiful flowers (from her boyfriend).  5 つくってくれました／くださいました。 My mother made me a birthday cake.

Yóoko san,
Ogénki desu ka. Shídóonii wa dandan haruméite kimashita. Niwa niwa iroiro na haná ga saite ite taihen kírei desu.


Watashi no daigaku wa raishuu kara hajimarimássu. Sukóshi isogáshiku narisóo desu.

Sore dé wa, mata tegami o kakimássu. Minásama ni yoroshíku.
Kaya
Exercise 12.3

1 How did you respond when asked if you would like to go to Kyoto?
2 Have you ever eaten sashimi? 3 What work you said you would like to do in the future. 4 Would like to try some sake. 5 What kinds of things do you want to see in Japan?

Exercise 12.4

1 c 2 e 3 b 4 a 5 d

Exercise 12.5

1 Iie, potetochíppusu wa móo katte arimasú. 2 Ée, tomatosóou wa máda katte arimasén kara katte oite kudasái. 3 Iie, kyúuri mo máda katte arimasén. 4 Arígatoo gozaimásu. Rémon wa katte arimasén kara motte kíte kudasái. 5 Ée, sutéeki wa móo katte arimasú.

Exercise 12.6

sagáshite iru (‘you are looking for’); oite oita (‘I left it on the table to use later’); itte kúru (‘I’ll go and get something’, literally ‘I’ll go and come back’); katte koyóo (‘shall I buy?’); to omótte (‘I think I will…’ sentence incomplete to give time for wife to respond); irete átta (‘had been put in’); nónde shimatta (‘we drank it all up’); shimáttte iru (‘are closed’); utte íru (‘they sell’ – habitual state); itte miru (‘I’ll try going there’); katte kíte (‘buy and bring back’); itte kúru (‘I’m going [and coming back]’); itterassháí (short for itte irassháí) ‘goodbye’ – literally, ‘please go and come back’. I make it fourteen –te forms. How many did you find?

Exercise 12.7

1 hazu 2 béki 3 hazu 4 béki 5 hazu 6 béki

Exercise 12.8

1 Today the weather is superb with not a single cloud in the blue sky.
2 The chief of the overseas division of Yamashita Electrical is now
travelling around Aomori and Akita. 3 As the sky suddenly clouded over and it looked as if it was going to rain we hurried home. 4 I think the name of the person standing behind Company President Morita is Kobayashi Yooko. 5 Although the sky is cloudy they say there is no fear of rain. 6 Professor Oobayashi looks well, doesn’t he? 7 Apparently this is a famous sake from Akita. 8 The foreign students in national universities have been increasing every year.

**Unit 13**

**Exercise 13.1**

1 She hurt her neck and lower back. Kubi to koshi ga ítaku narimáshita. 2 She is attending a clinic for regular treatment. Chiryoo ni kayotte imásu. 3 No, she has put it in for repair. Iie, shúuri ni dashimáshita. 4 She thinks the other party will pay everything. Aite ga zenbu haráu to omótte imasu. 5 She says it is inconvenient not having the car for shopping. Kaimono no toki kuruma ga nái to fúben da to itte imásu. 6 She offers to give her a lift next time she goes shopping. Tsugi ni kaimono ni iku toki tsurete itte ageru to itte imásu.

**Exercise 13.2**

1 e I was caught in the rain on my way to work. 2 d I was told by the doctor to take more exercise. 3 a Sake is made from rice. 4 b I was praised for my Japanese. 5 c I had my wallet stolen when I was abroad.

**Exercise 13.3**

1 Jón san wa joodan o itte hito o warawasemásu. John tells jokes and makes people laugh. 2 Yuushoku no shitaku wa watashi ni sasete kudasái. Please let me prepare the evening meal. 3 Shinpai sasete sumimasén. I’m sorry I made you worry. 4 Tsugi wa boku ni harawásete kudasái. Next time please let me pay. 5 Kono konpyúuta o chótto tsukawasete kudasái. Please let me use this computer for a minute. 6 Háisha de ichijikan ijoo matasaremáshita. I was kept waiting for more than an hour at the dentist’s. 7 Kodomo no toki ni múri ni tabesaseráreta no de, yasai ga kirai ná n’ desu. I don’t like vegetables because I was forced to eat them as a child. 8 Konogoro osoku máde shigoto o saseraremáshu. Lately I’ve been made to work until late.
Exercise 13.4

1 Yumi and Yoshie are friends. They are looking at clothes together in the clothing department of a department store.

   YUMI: Would this coat suit me, I wonder?
   YOSHIE: Yes, it looks as if it would suit you. Why not just try it on?

2 Yumi and Yoshie are feeling hungry. They are discussing what to eat as they peruse the display window in the department store restaurant.

   YUMI: Let’s see, that looks good. I’ll have tenpura.
   YOSHIE: I’ll have eel.

3 Yumi is looking for an apartment. She is talking to Yoshie about the apartment she saw yesterday.

   YOSHIE: How was the apartment you saw yesterday?
   YUMI: It has its own bath and toilet and is conveniently located near the station.
   YOSHIE: That sounds good. Are you going to settle on that?
   YUMI: I think I’ll make up my mind after I’ve looked around a little more.

4 Yumi and Yoshie are choosing a present for their teacher.

   YUMI: How would this scarf be, I wonder?
   YOSHIE: Ah, that’s very tasteful. It looks like the sort of thing the professor would like.
   YUMI: A bit conservative, don’t you think?
   YOSHIE: Yes, perhaps a slightly brighter one would be better.
   YUMI: Oh! It looks like rain. Shall we head home in a minute?

Exercise 13.5

1 He thought perhaps she had forgotten about the appointment.

2 Takeo rang Akiko’s home.

3 Nobody was home to answer the phone.

4 They waited for over an hour.

5 A: Chōtto sumimasēn. Kore no yarikata o oshiete kudasai.
   B: Ée, ii desu yo. Sukōshi fukuzatsu désu ga…

6 A: Chōtto sumimasēn. Éki e no ikikata o oshiete kudasai.
   B: Ée, ii desu yo. Sukōshi yayakoshīi desu ga…

7 A: Chōtto sumimasēn. Makizūshi no tsukurikata o oshiete kudasai.
   B: Ée, ii desu yo. Kotsu o oshiete agemāsu.

8 A: Chōtto sumimasēn. Kippu no kaikata o oshiete kudasai.
   B: Ée, ii desu yo. Koko ni okane o irete, kono botan o osu dake désu.
Exercise 13.6

1 Mr Kimura’s desk is the second desk from the window over there.
2 She wants to discuss accommodation with someone at the centre.
3 Self-catering apartments are the most expensive. 4 Geshuku is a boarding house with shared bathroom facilities and two meals a day provided six days per week. 5 She asked him to take her to see the boarding house (geshuku). 6 She wanted to see what the accommodation was like inside.

Exercise 13.7

1 False 2 True 3 False 4 True 5 False 6 False 7 True 8 True

1 Heyá ga chiisakáta no de, Méarii wa gakkári shimashita. 2 Méarii no heyá wa hirókute nagamé mo ií desu. 3 Dóoro no otó ga ki ni naramáshita. 4 Mádo kara kírei na niwa to kooen ga miemásu. 5 Shokudoo wa Méarii no heya no súgu ue ni arimásu. 6 Méarii no heya ni basutóire ga tsúite imasu. 7 Ofúro wa bekkan ni arimásu. 8 Mongén ga nái no de, hotte shita deshóó.

Exercise 13.8

1 Which do you prefer, beef or pork? 2 I met my friend in front of the cinema. 3 A kind person brought (back) the wallet I dropped. 4 Near my friend’s house there is a shop which sells Japanese swords. 5 Please use the exits to your left and right. 6 When I made a trip abroad in the autumn I returned with all sorts of things I had bought. 7 Although she (he) is small she (he) is strong. 8 According to linguists there are many dialects in Japanese.

Unit 14
Exercise 14.1

1 Mr Nakamura rings Professor Akimoto to seek information for a story he is writing on Sino-Japanese relations. 2 Because the professor is leaving for Vietnam on Friday. 3 Monday, 14th March. 4 He needs
to go away to check his appointment diary.  5 The agree to meet at 9:00 a.m. on Monday, 14 March.

**Exercise 14.2**

1 e 2 c 3 a 4 b 5 d

**Exercise 14.3**

1 kimáshita (imáshita is also possible if we assume the sentence could mean, ‘*When were you here?*’)  2 ikimásu (kimásu is also possible if the sentence is taken as an invitation)  3 imásu is most likely (but given the right context ikimásu or kimásu are also possible)  4 désu  5 imásu  6 shite imásu

**Exercise 14.4**

1 Ítsu goryokoo ni odekake désu ka.  2 Dónna (go)kenkyuu o shite irasshaimásu ka.  3 Dóchira ni osumai désu ka.  4 Okaban o omochi shimashóo ka.  5 Ítsu (goro) Amérika káette irasshaimásu ka.

**Exercise 14.5**

1 densha hodo  2 osake hodo  3 osake gúrai  4 Tookyoo hodo jinkoo ga  5 chichi yori

**Exercise 14.6**

1 Ashita kói to iwaremáshita. I was told to come tomorrow.  2 Róbii de máte to iimáshita. He said to wait in the lobby.  3 Senséi wa séito ni yóku benkyoo shiro to iimáshita. The teacher told the pupil to study hard.  4 Densha no náka de keitai-dénwa o tsukau na to yuu anaînsu ga arimáshita. There was an announcement (saying) not to use mobile phones on the train.  5 Asoko de chuusha suru na to káite arimashita. There was a sign (literally, ‘it was written’) that you should not park there.

**Exercise 14.7**

1 Two medium mugs of beer and two glasses of mineral water.  2 They all had vegetable soup.  3 Steamed lobster and boiled crab.  4 They
decided to share the lobster and crab between four. 5 They settled on a dry Australian white to go with the seafood because the waiter said it was highly regarded.

Exercise 14.8

1 It was a long time ago when I studied western music at the University of the Arts in downtown Tokyo. 2 ‘How do you read the four character station name written on this piece of paper?’ ‘Oh, this is Takadanobaba. Takadanobaba is a station on the Tokyo Yamanote line and is the place where the famous Waseda University is.’ 3 How I’d love to be on a horse galloping over that broad field. 4 Write you parents’ names and address here please. (Note: in Japanese it is usual to put address before name.) 5 It is not easy working day and night in the factory. 6 The Atlantic Ocean is not as wide as the Pacific. 7 Although she is ill, in company she never shows the slightest sign of being depressed. (literally, ‘does not show people the slightest dark feeling’.) 8 In Aomori and Akita prefectures the winters are long and it snows for many months.

Unit 15

Exercise 15.1

1 I can hold a simple conversation, but I still have not mastered the basic grammar. 2 To advance, the best thing to do is increase your vocabulary. 3 At the elementary level we introduced the kind of words you use in everyday conversation. 4 To move up to the advanced level it is important to put in sustained effort. 5 If you know the vocabulary pertaining to current world events, your topics of conversation become richer and more varied.

Exercise 15.2

1 Watashi wa sarudoshi désu. (I was born under the sign of the monkey, how about you?) 2 Kotoshi wa umadoshi dé, rainen wa hitsujidoshi désu. 3 Tora to sáru to tatsu no hoka no doobutsu wa minna watashi no kuni ni imásu. 4 Mukashi no hitóbito wa tatsu ga hontóo ni sonzai suru doobutsu da to shínjite ita kara désu. 5 Toradoshi no hito no tokuchoo wa nán desu ka.
Exercise 15.3

1 You can also study fine art at the Tokyo University of the Arts.  
2 I was surprised to find the cultural level of this town is quite high.  
3 In summer I like drinking draft beer in Tokyo’s rooftop beer gardens.  
4 These days I often travel both within Japan and abroad.  
5 This morning the scholar of Ainu culture arrived safely from Hokkaido.  
6 The temple in question (sono) was located in an extremely inconvenient (inaccessible) place.  
7 Stories of geisha often appear in Japanese literature and poetry.  
8 The vegetables from the market in front of the station are cheap and fresh.  
9 The shop assistants in that shop are almost all young people doing part-time work.  
10 If it clears up tomorrow, let’s try going to the next town.
## Grammar summary

### Summary of the verb, adjective and copula

**Verb: suffixes attached to the root**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Accented consonant-root</th>
<th>Unaccented consonant-root</th>
<th>Accented vowel-root</th>
<th>Unaccented vowel-root</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>INDECLINABLE³</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–(r)u present</td>
<td>kák–</td>
<td>káku</td>
<td>tabér–</td>
<td>aker–</td>
<td>kú–</td>
</tr>
<tr>
<td></td>
<td>‘to write’</td>
<td>‘(I) write’</td>
<td>‘(I) eat’</td>
<td>‘(I) open it’</td>
<td>‘(I) come’</td>
</tr>
<tr>
<td>–(r)éba conditional</td>
<td>kákeba</td>
<td>kaéba</td>
<td>tabéreba</td>
<td>akeréba</td>
<td>kúréba</td>
</tr>
<tr>
<td></td>
<td>‘if (I) write’</td>
<td>‘if (I) buy’</td>
<td>‘if (I) eat’</td>
<td>‘if (I) open it’</td>
<td>‘if (I) come’</td>
</tr>
<tr>
<td>–(y)óō propositive/conjectural</td>
<td>kakóó</td>
<td>káóó</td>
<td>tabeyóó</td>
<td>akeyóó</td>
<td>shiyóó</td>
</tr>
<tr>
<td></td>
<td>‘let’s write’</td>
<td>‘let’s buy’</td>
<td>‘let’s eat’</td>
<td>‘let’s open it’</td>
<td>‘let’s do (it)’</td>
</tr>
<tr>
<td>–e brusque imperative</td>
<td>káke</td>
<td>kae</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Write!’</td>
<td>‘Buy!’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–ro/yó imperative</td>
<td></td>
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<tr>
<td></td>
<td>tabéro/</td>
<td>tabéyo</td>
<td>akeró/</td>
<td>shiró/séyo</td>
<td>(kói)</td>
</tr>
<tr>
<td></td>
<td>‘Eat!’</td>
<td>‘Open it!’</td>
<td>‘Do it!’</td>
<td>‘Let’s come’</td>
<td>‘Come!’</td>
</tr>
<tr>
<td>DECLINABLE⁴</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>–e potential</td>
<td>kakéru</td>
<td>kaeru</td>
<td>uses</td>
<td>uses dekíru</td>
<td>uses</td>
</tr>
<tr>
<td></td>
<td>‘(I) can write’</td>
<td>‘(I) can buy’</td>
<td>passive</td>
<td>passive</td>
<td>passive</td>
</tr>
</tbody>
</table>

1. The verb suffixes are attached to the root to form different tenses and modes.
2. The suffixes indicate various grammatical features such as person, number, and aspect.
3. INDECLINABLE forms are not affected by declension.
4. DECLINABLE forms are affected by declension, which changes their meaning and grammatical function.
### Irregular verbs

<table>
<thead>
<tr>
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<tr>
<td>kák–</td>
<td>to write</td>
<td>ka(w)–</td>
<td>tábe–</td>
<td>ake–</td>
<td>su–/shi–</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to buy</td>
<td>to eat</td>
<td>to open</td>
<td>‘to do’</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>‘to come’</td>
</tr>
</tbody>
</table>

| –(r)are– | kakarérú | kawareru | tabarérú | akerareru | sareru | korarérú |
| passive  | (it) is written | (it) is bought | (it) is eaten | (it) is done | ‘(it) is done’ | ‘(I’m) put out when someone comes’ |
| –(s)ase– | kakasérú | kawaseru | tabesasérú | akesaseru | saseru | kosaseru |
| –as–causative | make/let write | make/let buy | make/let eat | make/let open | ‘make/let come’ | ‘(I) am made to come’ |
| –(s)asare– | ‘(I) am made to write’ | ‘(I) am made to buy’ | ‘(I) am made to eat’ | ‘(I) am made to open it’ | ‘(I) am made to do it’ | ‘(I) am made to come’ |
| –(a)na– | kakánaí | kawanai | tabénaí | akenai | shinaí | kónai |
| negative | ‘(I) don’t write’ | ‘(I) don’t buy’ | ‘(I) don’t eat’ | ‘(I) don’t open’ | ‘(I) don’t do it’ | ‘(I) don’t do it’ |

Notes:
1. Suffixes with an initial consonant lose that consonant when the root ends in a consonant. Suffixes with an initial vowel lose that vowel when the root ends in a vowel.
2. The root consonant –w is only written before a.
3. The indeclinable suffixes come at the end of the verb and have no further suffixes attached to them. They may, however, be followed by clause-final or sentence-final particles.
4. The declineable suffixes occur in combination with other suffixes. Here they appear in the examples combined with the present-tense suffix, –(r)u, for suffix verbs and –i for suffix adjectives.

## Verb: suffixes attached to the stem

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<td>kaw–</td>
<td>tábe–</td>
<td>ake–</td>
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<td></td>
<td></td>
<td>to buy</td>
<td>to eat</td>
<td>to open</td>
<td>‘to do’</td>
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<td></td>
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<td></td>
<td></td>
<td>‘to come’</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INDECLINABLE2</th>
<th>kákí</th>
<th>kai</th>
<th>tábe</th>
<th>ake</th>
<th>shi</th>
<th>kúru</th>
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<tbody>
<tr>
<td>(none) connective</td>
<td>‘(I) write and…’</td>
<td>‘(I) buy and…’</td>
<td>‘(I) eat and…’</td>
<td>‘(I) open and…’</td>
<td>‘(I) do and…’</td>
<td>‘(I) come’</td>
</tr>
<tr>
<td>Action</td>
<td>Gerund</td>
<td>Past</td>
<td>Conditional</td>
<td>Frequentative/Alternative</td>
<td>Imperative</td>
<td>Impersonal</td>
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<tr>
<td>nagara</td>
<td>kakinagara</td>
<td>kainagara</td>
<td>tabenagara</td>
<td>akenagara</td>
<td>shinagara</td>
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</tr>
<tr>
<td>-te³</td>
<td>káite</td>
<td>katte</td>
<td>tábete</td>
<td>akete</td>
<td>shite</td>
<td>kíte</td>
</tr>
<tr>
<td>-ta</td>
<td>káita</td>
<td>katáta</td>
<td>tábeta</td>
<td>akéta</td>
<td>shita</td>
<td>kita</td>
</tr>
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<td>-tára³</td>
<td>káitara</td>
<td>katára</td>
<td>tábetara</td>
<td>aketára</td>
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<tr>
<td>-tari³</td>
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<td>tábetari</td>
<td>aketári</td>
<td>shitári</td>
<td>kitári</td>
</tr>
<tr>
<td>nasái</td>
<td>kakinasái</td>
<td>kainasái</td>
<td>tabenasái</td>
<td>akenasái</td>
<td>shinásái</td>
<td>kinasái</td>
</tr>
<tr>
<td>-soo (da)</td>
<td>kakisóo</td>
<td>kaisóo</td>
<td>tabesóo</td>
<td>akesóo</td>
<td>shisóo</td>
<td>kisóo</td>
</tr>
<tr>
<td>-kata</td>
<td>kakikatá</td>
<td>kikata</td>
<td>tabekatá</td>
<td>akékata</td>
<td>shikatá</td>
<td>kikatá</td>
</tr>
</tbody>
</table>

---

**DECLINABLE⁴**

- másu politer address
- o-... ni náru subject honorific
- o-... suru object honorific
- owáru etc. compound verbs
- tai desiderative

<table>
<thead>
<tr>
<th>Action</th>
<th>Gerund</th>
<th>Past</th>
<th>Conditional</th>
<th>Frequentative/Alternative</th>
<th>Imperative</th>
<th>Impersonal</th>
<th>Desiderative</th>
</tr>
</thead>
<tbody>
<tr>
<td>másu</td>
<td>kakimásu</td>
<td>kaimásu</td>
<td>tabemásu</td>
<td>akemásu</td>
<td>shimásu</td>
<td>kimásu</td>
<td>másu</td>
</tr>
<tr>
<td>o-...</td>
<td>okakí ni náru</td>
<td>oka ni náru</td>
<td>otabe ni náru</td>
<td>oake ni náru</td>
<td>nasáru</td>
<td>(oide ni náru)</td>
<td>o-...</td>
</tr>
<tr>
<td>suru</td>
<td>okakí suru</td>
<td>(I) write to</td>
<td>oake suru (?)</td>
<td>(I) open it for a respected person</td>
<td>suru</td>
<td>-suru</td>
<td>suru</td>
</tr>
<tr>
<td>-owáru</td>
<td>kakioíwáru</td>
<td>kaiówáru</td>
<td>tabéowáru</td>
<td>aketái</td>
<td>shitái</td>
<td>kitéi</td>
<td>-owáru</td>
</tr>
<tr>
<td>-tai</td>
<td>kakitái</td>
<td>kaitái</td>
<td>tabetái</td>
<td>aketài</td>
<td>shitái</td>
<td>kitéi</td>
<td>-tai</td>
</tr>
</tbody>
</table>
## Suffix

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Accented consonant-root</th>
<th>Unaccented consonant-root</th>
<th>Accented vowel-root</th>
<th>Unaccented vowel-root</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>–yasúi</td>
<td>kakiyasúi</td>
<td>'easy to write'</td>
<td>kaiyasúi</td>
<td>'easy to buy'</td>
<td>tabeyasúi</td>
</tr>
<tr>
<td>–nikúi</td>
<td>kakinikúi</td>
<td>'difficult to write'</td>
<td>kainikúi</td>
<td>'difficult to buy'</td>
<td>tabenikúi</td>
</tr>
</tbody>
</table>

Notes:
1. The stem is formed by adding –i to the root of consonant-root verbs, but verbs with final –t and –s have stems ending in –chi and –shi respectively, e.g. mat – ‘to wait’ has the stem máchi and hanás – ‘to talk’ becomes hanáshi.
2. The indeclinable suffixes come at the end of the verb and have no further suffixes attached to them. They may, however, be followed by clause-final or sentence-final particles.
3. These suffixes, all beginning with –t, fuse with the final syllable of the verb stem undergoing sound change in the process. These changes can be seen, for example, in the formation of the –te form, or gerund, as follows:-

| káki + –te becomes káite | 'writing' |
| isógi + –te becomes isóide | 'hurrying' |
| kai + –te becomes katte | 'buying' |
| máchi + –te becomes mátte | 'waiting' |
| káeri + –te becomes káette | 'returning home' |
| yómi + –te becomes yónde | 'reading' |
| tobi + –te becomes tonde | 'flying' |
| shini + –te becomes shinde | 'dying' |

The vowel-root verbs, irregular verbs and consonant-root verbs with stems ending in –shi simply add these suffixes without change, e.g. tábete ‘eating’, kite ‘coming’, shite ‘doing’, hanáshite ‘talking’, etc.
4. The declinable suffixes occur in combination with other suffixes. Here they appear in the examples combined with the present-tense suffix –(r)u, for suffix verbs and –i for suffix adjectives.
5. This verb, while possible, is usually replaced by the honorific verb meshiagaru ‘to eat’.

### Adjective

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Accented root</th>
<th>Unaccented root</th>
</tr>
</thead>
<tbody>
<tr>
<td>–i</td>
<td>taká–</td>
<td>takái</td>
</tr>
<tr>
<td>present</td>
<td>aka–</td>
<td>akai</td>
</tr>
<tr>
<td>–ku</td>
<td>takaku</td>
<td>tákaku</td>
</tr>
<tr>
<td>adverbial</td>
<td></td>
<td>akaku</td>
</tr>
<tr>
<td>–ku nai</td>
<td>tákaku nai</td>
<td>akaku nái</td>
</tr>
<tr>
<td>negative</td>
<td>akaku nái</td>
<td></td>
</tr>
</tbody>
</table>
Copula

<table>
<thead>
<tr>
<th>Tense</th>
<th>Plain</th>
<th>Polite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present ‘is/am/are’</td>
<td>dá'</td>
<td>désu</td>
</tr>
<tr>
<td>Past ‘was/were’</td>
<td>dáttá</td>
<td>déshítá</td>
</tr>
<tr>
<td>Conditional ‘if…were’</td>
<td>dáttará</td>
<td>déshítará</td>
</tr>
<tr>
<td>Conjectural ‘probably is’, etc.</td>
<td>daróó</td>
<td>deshóo</td>
</tr>
<tr>
<td>Gerund ‘is/am/are…and’</td>
<td>dé</td>
<td>(déshité)²</td>
</tr>
<tr>
<td>Negative ‘is/am/are not’</td>
<td>de (wa) nái</td>
<td>de (wa) arimasén</td>
</tr>
<tr>
<td></td>
<td>ja nái</td>
<td>ja arimasén</td>
</tr>
</tbody>
</table>

Notes:
1. The formal copula de áru, which follows the pattern of áru, may occur in either the plain or polite styles, but in spoken Japanese its use is largely confined to speech-making.
2. This form is used where extremely polite language is called for. dé is usually sufficient.

Particles

The following phrase-final particles follow nouns.

- wa topic marker – ‘as for…’, ‘speaking of…’, ‘as far as…is concerned’ (written with hiragána ‘ha’)

  **Kore wa hón desu.**  This is a book.

- ga subject marker (object marker with stative verbs and adjectives)

  **Dóre ga Tanaka san no hón desu ka.**  Which is your book, Mr Tanaka?

- o object marker; shows path of action with motion verbs (written with hiragána ‘wo’)

  **Kore ga hón desu.**  This is a book.
Sono hón o mísete kudasái. Please show me that book.
Umibe o arúite imasu. He is walking along the beach.

no possessive marker; noun qualifier – ‘of’

Kore wa watashi no hón desu. This is my book.
ni indirect object; goal, locative with existential verbs – ‘to’, ‘in’

Tanaka san ni hón o agemáshita. I gave Mr Tanaka a book.
de locative with action verbs; instrument – ‘at’, ‘in’; ‘with’, ‘by means of’

Kono hón o Tookyoo de kaimáshita. I bought this book in Tokyo.
mo ‘too’, ‘also’

Sore mo watashi no hón desu. That’s my book too.

démo ‘even’

Hón demo tákaku narimashita ne. Even books have become expensive, haven’t they?
to ‘and’

Hón to bóorupen o kaimáshita. I bought a book and a ball-point pen.

ya ‘and’, ‘such things as…’. – links items in a logical category or series

Hón ya zasshi o kaimáshita. I bought books and magazines.
nádo ‘and so on’, ‘etc.’

Enpitsu ya bóorupen nádo o kaimáshita. I bought pencils, ball-point pens, etc.
e direction marker – ‘to’, ‘towards’ (written with hiragána ‘he’)

Tookyoo e ikimášu. I go to Tokyo.

made destination marker; upper extent – ‘up to’, ‘as far as’, ‘until’; ‘even’

Kádo made issho ni arukimášu. I’ll walk with you up to the corner.
kara departure marker – ‘from’

Básu wa dóko kara demásu ka. Where does the bus leave from?
yóri comparison marker – ‘than’

**Tokyo wa Rondon yori**

*Prices are more expensive in Tokyo than in London.*

**Táda yori takái mono wa arimasén.**

*There is nothing more expensive than what you receive (for) free.*

dake ‘extent’; ‘only’, ‘alone’

**Sore dake de wa tarimasén.**

*That alone is not enough (literally, ‘With that only it does not suffice’).*

gurai ‘about’

**Nikágetsu gurai koko ni iru tsumori désu.**

*I intend to be here for about two months.*

hodo ‘extent’; ‘only’, ‘(not) that much’

**Kyóo wa kinoo hodo átsuku arimasén deshita.**

*Today was not as hot as yesterday.*

bákari ‘to the extent of’, ‘as much as’, ‘as many as’, ‘only’, ‘just’

**Sannen bákari Nyuuyóoku ni súnde imashita.**

*I lived in New York for three years.*

The particle no combines with a number of nouns indicating location to give ‘postpositional phrases’ equivalent to English prepositions.

no ue ni ‘on top of’, ‘on’

**Jísho wa tsukue no ue ni arimasu.**

*The dictionary is on the table.*

no shitá ni ‘under’, ‘below’

**Kagí o ishí no shita ni iremáshita.**

*I put the key under the stone.*

no máe ni ‘in front of’

**Ginkoo no máe ni imásu.**

*He is in front of the bank.*

no ushiro ni ‘behind’

**Shashin no ushiro ni kakimáshita.**

*I wrote it on the back of the photograph.*

no náka ni ‘inside’

**Hikidashi no náká ni iremáshita.**

*I put it into the drawer.*
no sóto ni ‘outside’

Pósuto wa yuubínkyoku no sóto ni arimásu.

The post-box is outside the post office.

no aida ni ‘between’

Kánojo wa futari no otokonohitó no aida ni suwatte imáshita.

She was sitting between two men.

no migigawa ni ‘on the right-hand side of’, ‘to the right of’

Chuuka-ryooríya no migigawa ni arimásu.

It’s on the right-hand side of the Chinese restaurant.

no chikaku ni ‘near’

Daigaku no chikáku ni hón’ya ga takusán arimasu.

There are many bookshops near the university.

Clause particles (conjunctions)

to ‘when’, ‘whenever’, ‘if’

Tegami o kaku to te ga ítaku narimásu.

When (I) write letters my hand gets sore.

toki ‘when’, ‘time when’

(‘when’ clauses ending in toki are actually adjectival clauses with the verb qualifying the noun toki, ‘time’).

Tegami o káku toki kono pen o tsukaimásu.

When I write letters I use this pen.

máe ni ‘before’

Irassháru máe ni denwa o kudasái.

Before you come please give me a ring.

no de ‘because’, ‘since’

Tegami o kaku no de pen o kashite kudasai.

Please lend me a pen because I’m going to write a letter.

mono no ‘although’ (written)

Tegami o káita mono no, shoochi shinákatta.

Although I wrote a letter he did not agree (to what I asked).
no ni ‘although’

Tegami o káita no ni hénji o shite kuremasén deshita.  
Although I wrote a letter he did not give me a reply.

áto de ‘after’ (follows the plain past form of the verb)

Tegami o káita áto de shinbun o yomimáshita.  
After writing the letter I read the newspaper.

nára ‘if’

Tegami o káku nára kyóo káita hoo ga ñi desu.  
If you are writing a letter you’d better write it today.

Verbal suffixes in subordinate clauses

–te ‘and’ (gerund). See the section on verbs below for other uses of the –te form.

Tegami o káite dashimáshita.  
(I) wrote a letter and posted it.

–te wa (ikemasen) ‘must not’

Koko de tabako o sutté wa ikemasen.  
You can’t smoke here.

–te mo ñi desu ‘may’

Koko de tabako o sutté mo ñi desu ka.  
May I smoke here?

–te kara ‘after’

Tegami o káite kara dekakemáshita.  
(I) went out after writing a letter.

–tara ‘when’, ‘if’ (conditional)

Tegami o káitara yorokóbu deshoo.  
If (you) write a letter (he) will be pleased.

–tari ‘doing…over and over’, ‘doing A then doing B’ (frequentative/alternative)

Tegami o káitari hón o yóndari shimáshita.  
(I) wrote letters and read books and so on.

–(r)eba ‘if’ (conditional)

Tegami o kákeba wakátta deshoo.  
If (I) had written a letter (she) would have understood.
– nagara ‘doing A while also doing B’ (simultaneous action)

Tegami o kakinágara rajio o kiite imáshita. While writing the letter I was listening to the radio.

Verb plus noun plus désu

A number of nouns combine with désu (and its related forms) in final predicates to give an added nuance to the main verb.

tsumori desu ‘intend to…’

Háyaku neru tsumori désu. I intend to go to bed early.

yotei désu ‘plan to…’

Sánji ni tátsu yotei désu. I plan to leave at 3 o’clock.

no désu or n’ désu ‘the fact is…,’ (makes a link with the previous sentence)

Dóoshite kuruma o urú n’ desu ka. Why are you selling your car then?

wáke desu ‘that is to say…’ (adds explanation)

Okane ga tarinái wáke desu né. That is to say we don’t have enough money, do we?

házu desu ‘the expectation is that…’

Móo Amerika ni itta házu desu. I expect he’s already gone to America.

sóo desu ‘it is said that’

Ashita kúru sóo desu. I hear he is coming tomorrow.

yóo desu ‘it looks as if’

Ano ie ni dáremo súnde inai yóo desu. It looks as if there is nobody living in that house.

hóo ga íi desu ‘it is/would be better to…’ (usually follows a verb in the past tense)

Ashita háyaku ókita hóo ga íi desu. You had better get up early tomorrow.
Pronouns

Japanese has a rich array of pronouns which vary according to the degree of formality of the occasion, the relative status of speaker and listener, and the sex of the speaker.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>watakushi /I</td>
<td>watakushidómo /we</td>
<td>formal form</td>
</tr>
<tr>
<td>1st</td>
<td>watashi /I</td>
<td>watashitachi /we</td>
<td>polite style</td>
</tr>
<tr>
<td>1st</td>
<td>atashi /I</td>
<td>atashitachi /we</td>
<td>casual (female)</td>
</tr>
<tr>
<td>1st</td>
<td>boku /I</td>
<td>bókutachi /we</td>
<td>casual (male)</td>
</tr>
<tr>
<td>1st</td>
<td>ore /I</td>
<td>orétachi /we</td>
<td>vulgar (male)</td>
</tr>
<tr>
<td>2nd</td>
<td>anáta /you</td>
<td>anatagáta /you</td>
<td>general polite</td>
</tr>
<tr>
<td>2nd</td>
<td>kimi /you</td>
<td>kimítachi /you</td>
<td>casual (male)</td>
</tr>
<tr>
<td>2nd</td>
<td>omáe /you</td>
<td>omáetachi /you</td>
<td>vulgar (male)</td>
</tr>
<tr>
<td>3rd</td>
<td>anóhito /he, she</td>
<td>anóhitotachi /they</td>
<td>= that person</td>
</tr>
<tr>
<td>3rd</td>
<td>káre /he</td>
<td>káretachi /they (m)</td>
<td>casual (used by both sexes)</td>
</tr>
<tr>
<td>3rd</td>
<td>kánojo /she</td>
<td>kánojotachi /they (f)</td>
<td>casual (used by both sexes)</td>
</tr>
</tbody>
</table>

Question words

There is a group of nouns which cannot be followed by the topic particle wa. They are the interrogatives náni ‘what’, dáre ‘who?’, dónata ‘who?’ (honorific), dóko ‘where?’, íkutsu ‘how many?’, íkura ‘how much?’, etc. Náni ga muzukashii desu ka. ‘What is difficult?’ Dáre ga kimásu ka. ‘Who is coming?’ Note that these question words all have high pitch on the first syllable.

Indefinite pronouns

In addition to the personal pronouns listed above, Japanese has a group of indefinite pronouns and negative pronouns formed from the interrogatives by the addition of the particles, ka, mo and demo.
Demonstratives

Japanese distinguishes ‘this’, near the speaker, ‘that’, near the addressee and ‘that’ (over there), away from both the speaker and addressee.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Place</th>
<th>Adjective1</th>
<th>Adjective2</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>kore</td>
<td>koko</td>
<td>kono</td>
<td>konna</td>
<td>koo</td>
</tr>
<tr>
<td>this</td>
<td>here</td>
<td>this</td>
<td>this kind of</td>
<td>like this</td>
</tr>
<tr>
<td>sore</td>
<td>soko</td>
<td>sono</td>
<td>sonna</td>
<td>soo</td>
</tr>
<tr>
<td>that</td>
<td>there</td>
<td>that</td>
<td>that kind of</td>
<td>like that</td>
</tr>
</tbody>
</table>
Respect and politeness

Every final verb in Japanese tells us something about the degree of respect the speaker shows towards the person being referred to (the referent), usually the subject (or indirect object) of the main verb, and the degree of politeness shown to the person spoken to (the addressee). The system as a whole is known as honorific language, or *keigo* in Japanese. There are three speech styles, plain, polite and formal, which indicate the degree of politeness to the addressee and a number of levels of respect languages shown to the referent. For our purposes, however, it is sufficient to distinguish simply neutral and honorific verb forms and to make a further distinction according to whether the respected referent is the subject or indirect object of the verb. Respect and politeness in the Japanese verb can be expressed in terms of two intersecting axes, as can be seen in the verb ‘to write’ in the following table.

<table>
<thead>
<tr>
<th>Respect/politeness</th>
<th>Plain</th>
<th>Polite</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>neutral</td>
<td>káku</td>
<td>kakimásu</td>
<td>kaku n’ de gozaimásu</td>
</tr>
<tr>
<td>subject honorific</td>
<td>okaki ni naru</td>
<td>okaki ni narimásu</td>
<td>–</td>
</tr>
<tr>
<td>subject honorific</td>
<td>okaki desu</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>(alternative present-continuous form)</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>object honorific*</td>
<td>okaki suru</td>
<td>okaki shimasu</td>
<td>–</td>
</tr>
</tbody>
</table>

Note: * The object honorific generally has the meaning of ‘(I) do something for a respected referent.’

The same distinctions can be seen in the copula.

<table>
<thead>
<tr>
<th>Respect/politeness</th>
<th>Plain</th>
<th>Polite</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>neutral</td>
<td>da (spoken)</td>
<td>désu</td>
<td>de gozaimásu</td>
</tr>
<tr>
<td></td>
<td>de áru (written)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subject honorific</td>
<td>de irassháru</td>
<td>de irasshaimásu</td>
<td>–</td>
</tr>
</tbody>
</table>
In addition to the regular forms of verbs there are a number of separate euphemistic verbs used in honorific expressions in Japanese. Some of the more common honorific verbs are given below with their neutral counterparts. In the list below they are given in the plain form, though as main verbs they would most often occur in the polite style.

<table>
<thead>
<tr>
<th>Neutral</th>
<th>Honorific</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>iu</td>
<td>ossháru</td>
<td>to say</td>
</tr>
<tr>
<td>suru</td>
<td>nasáru</td>
<td>to do</td>
</tr>
<tr>
<td>iku</td>
<td>irassháru</td>
<td>to go</td>
</tr>
<tr>
<td>kúru</td>
<td>irassháru</td>
<td>to come</td>
</tr>
<tr>
<td>iru</td>
<td>irassháru</td>
<td></td>
</tr>
<tr>
<td>tabéru</td>
<td>meshiagáru</td>
<td>to eat</td>
</tr>
<tr>
<td>nómu</td>
<td>meshiagáru</td>
<td>to drink</td>
</tr>
<tr>
<td>miru</td>
<td>goran ni náru</td>
<td>to see</td>
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### Numbers and Numeral classifiers

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Notes:
1. In the above table yón– and nána– have been used for 4 and 7 where possible, though in most cases shi– and shichí – can be used instead. With 9 the form which first sprang to mind has been chosen. Kú– and kyúu– are often not interchangeable, so use the form given here, but be prepared to hear the other as well. In the interrogative expressions it is always possible to place an accent on the first syllable instead of using the accent shown here. For 8 it is usually possible to use the full form hachi– instead of the forms with a double consonant.
2. -jikkan, 'hours duration'; -jóo -tatami, 'mats, unit of room size'; -meetoru, 'metres'; -paasénto, 'per cent'; -péeji, 'pages'; -póndo, 'pounds' undergo no sound changes or shift of accent; -kágetsu, 'months duration', retains its accent, but has double consonants in combination with 1, 6, 8, 10 and 100; -sénchi, 'centimetres' and -shúukan, 'weeks duration', retain their original accent, but double the consonant in 1, 8 and 10; -doru, 'dollars', is unaccented and follows the pattern of -dai.
# Appendix
## Hiragána, katakána and kanji

### Hiragána

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## Kanji

The following lists the **kanji** introduced for acquisition throughout this course, arranged in ascending order of the number of strokes. The digits before the decimal point refer to the Unit in which the **kanji** was introduced. The three digit code after the decimal point is the order of introduction of the character. This chart provides a running tally of the number of kanji acquired by any particular point in the course. This is followed by a finder list of Chinese-style on readings (in small caps) and native Japanese kun readings in lower case with the parts usually written in hiragána included in parentheses.
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Kanji on-kun finder list

a(kerja) 開 10.101
á(ru) 有 13.159
á(u) 会 6.053
aida 間 8.075
aka(rui) 明 9.084
áki 秋 11.108
ame 雨 11.118
AN 安 4.037
AN 暗 14.165
ao(i) 青 7.069
arú(ku) 步 11.115
ása 朝 9.085
atarashii 新 6.061
áto 後 8.081
atsú(i) 暗 11.122
ba 場 14.178
ba 馬 14.181
ba(kérú) 化 15.195
BAI 釈 6.055
BAI 買 6.054
BAN 晚 14.175
BEN 便 15.197
BEN 勉 14.176
BI 美 15.186

夏 11.107
旅 11.114
酒 12.127
配 12.128
家 13.162
病 14.167
勉 14.176
馬 14.181
員 15.190

11 strokes
週 5.045
都 8.074
雪 11.119

12 strokes
部 12.132
強 14.168
術 15.187

森 12.139
雲 12.142
晚 14.175
場 14.178
道 15.192
晴 15.193
無 15.196

新 6.061

13 strokes
着 9.082

楽 14.164
楽 14.164

暗 14.165
詩 15.202

14 strokes

語 2.011
読 6.056
銀 6.057
聞 6.060

15 strokes

16 strokes

暈 12.133
館 13.149
親 13.155

GAKU 学 4.038
GAKU 業 14.164

–gata 方 11.111

GATSU 月 3.030
GEI 職 15.188
GEN 元 12.136

GAI 言 13.160
GETSU 月 3.030
GIN 銀 6.057
GO 五 3.017

GO 午 8.079
GO 語 2.011
GYOO 行 6.052
GYUU 牛 13.145

dha(réru) 晴 15.193

HACHI 八 3.019
háha 母 10.096
HAI 配 12.128
hái(ru) 入 10.097

HAKU 白 7.068
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haná 花 8.076
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<td>isó(gu)</td>
<td>急</td>
<td>12.126</td>
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<tr>
<td>itsú(tsu)</td>
<td>五</td>
<td>3.017</td>
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<tr>
<td>Ji</td>
<td>事</td>
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<td>字</td>
<td>10.094</td>
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<td>Ji</td>
<td>寺</td>
<td>15.201</td>
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<td>Ji</td>
<td>持</td>
<td>14.166</td>
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<td>Ji</td>
<td>耳</td>
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<tr>
<td>JIN</td>
<td>人</td>
<td>2.010</td>
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<td>JITSU</td>
<td>日</td>
<td>2.008</td>
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<tr>
<td>JO</td>
<td>女</td>
<td>3.023</td>
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<td>上</td>
<td>1.006</td>
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<td>場</td>
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<tr>
<td>JUTSU</td>
<td>術</td>
<td></td>
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</tr>
</tbody>
</table>
Japanese–English glossary

A

άα ああ
abiru 浴びる
to shower, bathe
abunai 危ない
dangerous, watch out!
achira あちら
over there, that way
Afurika アフリカ
Africa
agaru 上がる
to go up, rise, enter
agemásu
see ageru
geru 上げる
to give, raise up
ágó 顎
chin
ái suru 愛する
to love
aida 間
between, interval, gap
aikawarazu 相変わらず
as usual
aimásu
see áu
áinu アイヌ
Ainu (the aboriginal people of Hokkaido)
áiron アイロン
iron (clothes)
Áirurando アイルランド
Ireland
áisatsu 挨拶
greeting, formal conversational routines
aité 相手
the other party, partner, opponent
aité iru 空いている
to be vacant; to be open
aitii アイティー
áiyoo suru 愛用する
to enjoy using regularly
áizuchi 合槌
chiming in
aji 味
taste
Ájia アジア
Asia
ajisai 紫陽花
hydrangea
ákachan 赤ちゃん
baby
akai 赤い
red
akanboo 赤ん坊
baby
akarui 明るい
light, bright
akemáshite omedetoo gozaimásu
Happy New Year!
akaru 開ける
akaru 開ける
to open (transitive)
aki 秋
autumn
akimásu
see aku
akiraméru 諦める
to give up, abandon, resign
oneself to
akisu 空き巣
sneak thief
Ákita 秋田
place name
aku 開く
to come open, open
aku 空く
to become vacant, be free
amai 甘い
sweet
amari/amari 余り
very, a lot; not very
amasugíru 甘すぎる
too sweet
áme 餓
rain
ame 餓
sweet, candy
Amérika アメリカ
America
Amerikájin アメリカ人
American
Amerikasei アメリカ製
made in America
–(a)nai ない
negative suffix
–(a)naide ないで
without (negative suffix)
–(a)nakerba narimasen なければ
must..., have to…
–(a)nakute なくて
negative suffix
anáta あなた、貴方
you
anaúnsu アナウンス
announcement
ane 姉
elder sister
áni 兄
elder brother
ánki 暗記
learning by heart
anmari
see amari
anna あんな
that kind of
annai suru 案内する
to guide, show around
annaijo 案内所
information counter
ano あの
that over there
anóhito あの入
he
anóhitotachi あの人たち
anokatá あの方
anokatagata あの方々
anóko あの子
anoo あのう
anshin suru 安心する
anzen na 安全な
anzen-kámisori 安全剃刀
aói 青い
Aómiri 青森
aozóra 青空
apáato アパート
arasói 争い
Arashiyama 嵐山
arau 洗う
are あれ
ari 蟻
arigatái 有り難い
arigatoo 有り難う
arimásu
áru teido ある程度
áru 或る
áru 有る
arubáito アルバイト
arúiwa 或いは
arukitsuzukéru 歩き続ける
arukimásu
arúku 歩く
ása 朝
asa-góhan 朝御飯
ásahi 朝日
Asahishínbun 朝日新聞
asanéboo o suru 朝寝坊
asátte 明後日
–(a)seru
ashí 足
ashita 明日
asobu 遊ぶ
asoko あそこ
asu 明日
ataeru 与える
atamá 頭
they
he (honorific)
they (honorific)
he (child)
um, er (hesitation form)
be free from worry
safe, secure
safety razor
blue, green
place name
blue sky
rented flat
fight, struggle, strife
place name
wash
that over there
ant
grateful
thank you
see áru
to a certain extent
a certain
to be located somewhere; to have
part-time work
or
to keep on walking
see arúku
to walk
morning breakast
morning sun
a major daily paper
… sleep in late in the morning
the day after tomorrow
see –(s)aseru
leg, foot
tomorrow
to play, have free time
over there
tomorrow
to give
head
atamá ga ìi 头がいい
atarashí 新しい
ataru…ni に当たる
atashi あたし
atatakai 暖かい
atchí あっち
átó 後
átó de 後で
atsugáru 暑がる
atsuí 厚い
atsuí 暑い
astumáru 集まる
astuméru 集まる
atsuryoku 圧力
attakái 暖かい
áu 会う
awaséru 合わせる
–(a)zu ず

intelligent
new
be equivalent to
I (feminine)
warm
that way, over there
later, afterward; 跡 remains
after
to feel the heat, be hot
thick
hot
to collect, gather (intransitive)
to collect, gather (transitive)
pressure
warm
to meet, come together, fit
to bring together
negative suffix = –(a)nai

B

báa バー
báábekyuu バーベキュー
báai 場合
báka 馬鹿
bakageta kotó 馬鹿げた事
bakarashí 馬鹿らしい
bákari ばかり
bakkupákkaa バックパッカー
ban 晩
ban 番
bánana バナナ
ban-góhan 晩御飯
bangoo 番号
bangumi 番組
bánsen 番線
banzái

bar
barbecue
occasion, time, if, when
fool, bloody idiot (very abusive)
stupid thing, ridiculous thing
foolish, stupid
only, to the extent of
back-packer
night, evening
number
banana
dinner, evening meal
number
radio, TV programme
track number
hooray, long live (literally, ‘ten
thousand years’)
rose
ballet; volley (ball)
place
bassai 伐採
básu バス
basu-nóriba バス乗り場
basuketto bóoru バスケットボール
basútei バス停
basutoire-tsuki バストイレ付き
báta/bátaa バター
batta 蝙
béiju ベージュ
bekkan 別館
bengóshi 弁護士
benjó 便所
benkyoo suru 勉強する
benkyooka 法律
benjó 便所
bentóo 弁当
bérruto ベルト
Bétonamu ベトナム
betsu na no 別
betsu ni 別に
bétto (béddo) ベット
bidánshi 美男子
bíiru ビール
bijin 美人
bijutsu 美術
bijútsukan 美術館
bíka 美化
bín 瓶
bíru ビル
biyagáaden ビヤガーデン
bodii-súutsu ボディースーツ
boku 僕 (or bóku)
booeiki 貿易
booeiki-gáisha 貿易会社
booifuréndo ボーイフレンド
booringu ボーリング
booru ボール
bóorupen ボールペン
booshi 帽子
bótan ボタン
–bu 部

felling, cutting down
bus
bus terminus/depot, bus station
basketball
bus stop
with bath and toilet
butter
grasshopper
beige
annex, separate building
lawyer, solicitor
toilet, lavatory
to study
a hard worker, a studious type
convenient, useful
lunch box
belt
Vietnam
separate, different, another
in particular
bed
handsome man
beer
a beauty, beautiful woman
art, the fine arts
art gallery
beautification
bottle
building
beer garden
body suit
I
trade
trading company
boyfriend
bowling (ten pin)
bowl; bowl
ball-point pen
hat, cap
button
copy of document (numeral classifier)
–bu 部
búbun 部分
buchoo 部長
búdoo 武道
budoo 葡萄
búji na 無事な
bukka 物価
búkkýoo 仏教
bunbóoguya 文房具屋
búngaku 文学
bunka 文化
bunkateki na 文化的な
bunkei 文型
bunpoo 文法
búnshoo 文章
Burajiru ブラジル
buróochi ブローチ
buta 豚
butsurígaku 物理学
bútsu ブーツ
byóo 秒
byooín 病院
byooki no 病気の
byooki 病気
byoonin 病人
byooshitsu 病室
division of company, etc.
part
division head
martial arts
grapes
safe
prices
Buddhism
stationer's
literature
culture
cultural
sentence pattern
grammar
sentence; writing
Brazil
brooch
pig
physics
boots
second (numeral classifier)
hospital, clinic
sick, ill
illness, disease
sick person
sickroom

cha 茶
chairo 茶色
–chaku 着
tea (see ocha)
brown
suit, outfit (numeral classifier);
arrival
properly
see –te shimau
rice bowl, tea-cup
check in
blood
father
father
to differ, to be wrong, no
small
small
cheese
underground
near
vicinity, near
Chikamatsu, Japan’s greatest playwright (1653–1724)
short cut
strength
underground railway
to approach
earth, globe
see –te shimau
geography
dust, dirt
to scatter, fall (blossoms, etc.)
intellectual
in the least (not) at all
medical treatment
knowledge
map
chocolate
head, chief (suffix)
town mayor
please, give me
exactly, just
useful, precious
rectangular
eldest son
(North) Korea
to run well, go smoothly
breakfast
a little
in the course of
junior high-school student
China
Chinese (language)
Chinese (person)
attention, be careful
medium-sized tankard
Chinese (food)
chuukaryóori 中華料理  Chinese cuisine
chuukyuu 中級  intermediate
chuumon 注文  to order
chuunen 中年  middle age
chuuoo 中央  central
chuusha suru 駐車する  to park (a car, etc.)
chuushajoo 駐車場  car park
chuusha-kinshi 駐車禁止  no parking
chuushi suru 中止する  to call off, stop doing
chuushoku 昼食  lunch

dáburu ダブル  double (room)
daenkei 横円形  oval, elliptical
dái 台  stand, dais
daibu 大分  considerably, very many times
daibutsu 大仏  great Buddha (image)
daidokoro 台所  kitchen
Daiei-hakubutsukan 大英博物館  British Museum
daigaku 大学  university
daigákusei 大学生  university student
daíiichi 第一  first, number one
daijóobu 大丈夫  all right, OK
daiku 大工  carpenter
dairiten 代理店  agency, agent
daísuki na 大好きな  to love, be very fond of
daitai 大体  approximately, generally, for the most part
daítóoryoo 大統領  President
daïyokujoo 大浴場  large bath
daðara だから  so, therefore
daðé だけ  only, extent
daðuten 濃点  voicing marks
dâmé 駄目  no good: stop it!
daðdan だんだん  gradually
dansei 男性  male, man
dañshi 男子  man, male (dánshi no men’s …)
dañsu ダンス  dance
dantairyókoo 団体旅行  group travel, tour
dáre 誰
dáredemo 誰でも
dáreka 誰か
dáremo 誰も
darusóo だらそう
dashimášu
dasu 出す
dayígai 以外
de áru である

de gozaimášu でございます
de irassháru でいらっしゃる
de で
déguchi 出口
dekakeru 出かける
dekimášu
dekiru dake … できるだけ

dekiru 出来る

demášu
démo でも
dengon 伝言
dénki 電気
densha 電車
denshi-mééru 電子メール
denwa 電話
denwa-bángoo 電話番号
depáato デパート
déru 出る
deshóo でしょう
désu です
dezáato デザート

–do 度

–do 度
dóa ドア
dóchira どちら
dóchiramo どちらも
dóchirasama どちら様
Dóitsu ドイツ

who?
anyone at all
someone
no one
listless looking, tired looking
see dásu
take out, put out
besides, outside
is, are, etc. (written-style copula)
is (formal)
is (honorific)
‘agent’, by means of, with
in, at
exit
to go out
see dekíru
as much as possible, as … as possible
to be done, be ready, be made; be able to, can
see déru
even
message
electricity, light
train (electric)
electronic mail
telephone
telephone number
department store
to go out, come out, appear
probably is
is, are, am (copula)
dessert
degrees (measure of alcohol content)
times (numeral classifier)
door
which one, where (honorific)
both, either
who (honorific)
Germany
dóko 何処、どこ
dokú (o-ki no____) お気の毒

dokú 毒
dokushin 獨身

dókusho 読書
dónata どなた
dónatasama どなた様
dóndon ドンドン
dónna どんな
dónna kanji desu ka どんな感じですか

dono kurai/gurai どのぐらい
donó どの
dóo どう
dóo itashimashite どういたしまして
dóo shimashita ka どうしましたか
do shiyoo mo nai どうしようもない

dóo yuu どういう
dóo yuu fuu na どういうふうな
dóo yuufuu ni どういうふうに
doooku 狂悪
doobutsu 動物
doobutsuen 動物園
dómo どうも
doomoo 狂猛
doonyuu suru 導入する
dóooro 道路
doooro-hyóoshiki 道路標識
dóose どうせ
dóoshite どうして
dooshitsémo どうしても
dóozo yoroshiku どうぞよろしく

dóozo どうぞ
doráiibu ドアライブ
doráiibu suru
doragon ドラゴン
dóre どれ
doroboo 泥棒
dóryoku suru 努力する

dótchi どっち
doyóobi 土曜日

robe, thief
make an effort, endeavour, take pains
which one?
Saturday

E

–e

e 絵
é絵
–eba
ebi 蝦, 海老
Edomae 江戸前

brusque imperative suffix
to, toward
picture
see –(r)eba
prawn, shrimp
fresh from the sea in front of Edo (Tokyo)
yes
let me see (hesitation form)
English (written)
film, movie
cinema
film director
English
open for business
English language (newspaper)
England, Britain
Englishman, Briton
influence
station
station building
in front of the station
station name
yen
pencil
reserve, holding back
to choose
great, praiseworthy, well done!
lift, elevator
potential suffix
to get, gain
feed, bait
esukaréetaa エスカレーター
eto 千支
esculator
traditional Chinese calendar system

F

fákkusu ファックス
fax, facsimile
fóoku フォーク
fork
fuan na 不安
uneasy, worried
fűben na 不便な
inconvenient
fuchúui 不注意
carelessness
fude 筆
writing brush
fuéru 増える
to increase
–fújin –夫人
Mrs…
fujin 婦人
lady, woman
Fújisan 富士山
Mt Fuji
fújiyuu 不自由
disabled, inconvenienced,
handicapped

fuku 吹く
to blow
fuku 拭く
to wipe
fukú 服
clothes
fukuméru 含める
to include
fukúshi 福祉
welfare
fukuúriba 服売り場
clothing department
fukuzatsu na 複雑な
complicated
–fun 分
minutes
funabin 船便
sea mail
fúne 船
ship, boat
funka 噴火
eruption
Furansu フランス
France
furidasu 降り出す
to start raining
furó 風呂
bath
furobá 風呂場
bathroom
fűru 降る
to fall (rain and snow)
furúi 古い
old
furúsato 故郷
hometown, native place
futarí 二人
two people
futatsú 二つ
two
futói 太い
fat, thick
futorimásu see futóri
futorisugi 太りすぎ
too fat, overweight
<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>futóru 太る</td>
<td>to get fat</td>
</tr>
<tr>
<td>futsuka 二日</td>
<td>two days, 2nd of the month</td>
</tr>
<tr>
<td>futsukayoi 二日酔い</td>
<td>hangover</td>
</tr>
<tr>
<td>futsuu 普通</td>
<td>usual</td>
</tr>
<tr>
<td>futtobóóru フットボール</td>
<td>football</td>
</tr>
<tr>
<td>fúudo フード</td>
<td>hood</td>
</tr>
<tr>
<td>fúukei 風景</td>
<td>scene, scenery</td>
</tr>
<tr>
<td>fuyásu 増やす</td>
<td>increase (transitive)</td>
</tr>
<tr>
<td>fuyu 冬</td>
<td>winter</td>
</tr>
</tbody>
</table>

G

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ga が</td>
<td>but (clause-final particle)</td>
</tr>
<tr>
<td>ga が</td>
<td>subject particle</td>
</tr>
<tr>
<td>ga ご迷惑ですが</td>
<td>sorry to bother you, but…</td>
</tr>
<tr>
<td>gáado ガード</td>
<td>railway arch</td>
</tr>
<tr>
<td>gáido ガイド</td>
<td>guide</td>
</tr>
<tr>
<td>gaijin 外人</td>
<td>foreigner, westerner (colloquial)</td>
</tr>
<tr>
<td>gaikoku 国外</td>
<td>foreign country, abroad</td>
</tr>
<tr>
<td>gaikókusín 外国人</td>
<td>foreigner</td>
</tr>
<tr>
<td>gaishoku 外食</td>
<td>eating out</td>
</tr>
<tr>
<td>gaka 画家</td>
<td>artist</td>
</tr>
<tr>
<td>gakkári suru がっかりする</td>
<td>to be disappointed</td>
</tr>
<tr>
<td>gaku 額</td>
<td>a frame</td>
</tr>
<tr>
<td>gakusei 学生</td>
<td>student</td>
</tr>
<tr>
<td>gakusei'iryoo 学生寮</td>
<td>student dormitory</td>
</tr>
<tr>
<td>gakusha 学者</td>
<td>scholar</td>
</tr>
<tr>
<td>ganbáró 頑張る</td>
<td>to persevere, stick to a task</td>
</tr>
<tr>
<td>ganbátte kudasai 頑張って下さい</td>
<td>keep at it, give it all you’ve got!</td>
</tr>
<tr>
<td>garasu ガラス</td>
<td>glass</td>
</tr>
<tr>
<td>−gáru がる</td>
<td>to act in a…way (suffix forms verb from adjective)</td>
</tr>
</tbody>
</table>

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<tr>
<th>Japanese</th>
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</tr>
</thead>
<tbody>
<tr>
<td>gasorin ガソリン</td>
<td>gasoline</td>
</tr>
<tr>
<td>gasorinsutándo ガソリン・スタンド</td>
<td>petrol station</td>
</tr>
<tr>
<td>gásu ガス</td>
<td>gas; cooker; petrol (colloquial)</td>
</tr>
<tr>
<td>−gata がた</td>
<td>plural suffix (honorific)</td>
</tr>
<tr>
<td>géi an 芸</td>
<td>an art, accomplishment; trick</td>
</tr>
<tr>
<td>geijutsu 芸術</td>
<td>art, artistic performance</td>
</tr>
<tr>
<td>geisha 芸者</td>
<td>geisha, traditional professional entertainer</td>
</tr>
</tbody>
</table>
gekijoo 劇場
gen’in 原因
gén’dai 現代
gendaibyou 現代病
gengo 言語
gengogakusha 言語学者
genjoo 現状
genjúumin 原住民
génkan 玄関
génki na 元気な
geshuku 下宿
génzai 現在
getsuyóobi 月曜日
gijutsu 技術
gín 銀
ginkoo 銀行
Gírisha ギリシャ
gitaa ギター
go 五
–go 語
go…desu ご…です
gobusata shite imásu ご無沙汰しています
gochisoo-sama dèshita ご馳走様でした
goenryo kudasai 御遠慮ください
goenryo naku ご遠慮なく
goenryo nasarānai-kudasai ご遠慮なさらないで下さい
gógatsu 五月
gógo 午後
góhan ご飯
gói 語彙
goissho ご一緒
gokensons ご謙遜
kokúroosama deshita ご苦労様でした
gokyooodai ご兄弟
gomeiwaku desu ご迷惑です
theatre
cause
modern, present times, current
diseases of the modern lifestyle
language
linguist
conditions, state of affairs
aborigine, original inhabitant
entrance porch, vestibule
healthy, fit, well
boarding, lodging
now, at present
Monday
technology, skill
silver
bank
Greece
 guitar
five
language (suffix)
is… (subject honorific construction)
I have not been in touch, I have been neglectful
thank you for the wonderful meal
please refrain from…
please don’t stand on ceremony, don’t just be polite
don’t stand on ceremony, don’t just be polite
May
afternoon
cooked rice, a meal
vocabulary
together, with you (honorific)
modest (honorific)
thanks for your help
brothers and sisters (honorific)
it’s an imposition (on…)

325
gomen kudasái ご免下さい

excuse me, anyone home?; goodbye (on telephone)

gomen nasái ご免なさい

I’m sorry

gomi ごみ

rubbish

gomibáko ごみ箱

rubbish bin, dustbin

gookaku 合格

passing (exam), making the grade

Góoshuu 豪州

Australia

gootoo 強盗

robery

goran kudasái/nasái ご覧下さい

please look (honorific)

goran ni ireru ご覧に入れる

to show to a respected person – object (honorific)

goran ni náru ご覧になる

to look, see (honorific)

goriyoo kudasái ご利用ください

splendid (honorific)

góro 前

please use

about, around

górfu ゴルフ

yorkooshin ご両親

(your) parents (honorific)

goshinpai náku ご心配なく

please don’t worry

goshinsetsu ni ご親切に

thank you for your kindness

gosshoochi no yóo ni ご承知のように

as you know

goshookai Shimásu ご紹介します

let me introduce …

gosshújin ご主人

husband (honorific), your husband

gosshúmi 御趣味

hobby (honorific), your hobby (shúmi)

goyóo ご用

business, something to do (honorific)

goyukkúri ごゆっくり

at leisure, slowly (honorific)

gozaímásu ございます

is, are (formal)

gózen 午前

morning, a.m.

gozenchuu 午前中

all morning, throughout the morning

gozónji desu ka ご存じですか

do you know?

gozónji 御存じ ご存じ

know (honorific)

gurai 位

about, as … as

gúramu グラム

gram weight

gurée グレー

grey

guuzen 偶然

by chance

gyuuniku 牛肉

beef

gyuunyuu 牛乳

milk
H

ha 齒
tooth

haba 幅
width

haba ga hirói 幅が広い
wide

haba ga semái 幅が狭い
narrow

hachi 八
eight

hachi 蜂
bee

hadashi 裸足
bare-footed, bare feet

hadé 派手
bright, loud, showy

háha 母
mother

hái はい
yes

hai 杯
cupfuls, glassful

hairimášu

to enter, go in, fit

dentist

haishaku suru 拝借する
to borrow from a respected
person (honorific)

haitatsu suru 配達する
to deliver

haiyuu 俳優
actor

hajimaru 始まる
to start, begin (intransitive)

hajíme 初め 初め
first, beginning

hajíme…o _______mo
not only but …, from … to …

haikingu ハイキング
hiking

hairo 灰色
grey

hairo 灰色

to look at object (honorific)

haiken shite mo yoroshíi desu ka
may I have a look?

haiken suru 拝見する
to look at object (honorific)

haikingu ハイキング
hiking

háiru 入る
to enter, go in, fit

dentist

haishaku suru 拝借する
to borrow from a respected
person (honorific)

háisha 歯医者
dentist

háisha 歯医者
dentist

hákase 博士
doctor, PhD

hakken 発見
discovery

hakkíri はっきり
clearly

hako 箱
box

hakobu 運ぶ
transport, carry (transitive)

to wear shoes, socks, skirt,
trousers, etc.

haku 履く

to wear shoes, socks, skirt,
trousers, etc.

hakubútsukan 博物館
museum
hamachi はまち  
kingfish, yellowtail
hameru はめる  
to wear/put on (gloves, ring, etc.); insert

hán 半  
half past, – and a half
haná 花  
flower
hana 鼻  
nose
hanamí 花見  
cherry-blossom viewing
hanaréru 離れる  
separate from, move away from
hanashí 話  
story, talking
hanashimásu  
see hanásu
denisu 放す  
to let go
denásu 話す  
to speak
hanátaba 花束  
bunch of flowers
hanáyome 花嫁  
new bride
hanbai-búchoo 販売部長  
sales manager, head of the sales section

hanbáiki 販売機  
vending machine
hanbún 半分  
half
handobággu ハンドバッグ  
handbag
hanga 版画  
woodblock-print
hangaku 半額  
half price
hán samu na ハンサムな  
handsome
hansei suru 反省  
reflect, think over, reconsider
hantai 反対  
opposite, against
hanzai 犯罪  
crime
hanzúbon 半ズボン  
shorts, short pants
happa 葉っぱ  
leaf
hará 腹  
belly
haráu 払う  
to pay
hare 晴れ  
fine weather
haremásu  
see haréru
hareru 腫れる  
to swell
haréru 晴れる  
to fine up
háru 春  
spring
harumékú 春めく  
become like spring
haru-yásumi 春休み  
spring holiday
hashí 筧  
bridge
háshi 箸  
chopsticks
hashirimásu  
see hashíru
hashíru 走る  
to run
hatá 旗  
flag
hátachi 二十歳  
twenty years old
<table>
<thead>
<tr>
<th>Term</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>hatarakimásu</td>
<td>see hataraku</td>
</tr>
<tr>
<td>hataraku 働く</td>
<td>to work</td>
</tr>
<tr>
<td>–hatsu 発</td>
<td>leaving at/from (suffix)</td>
</tr>
<tr>
<td>hatsuka 二十日</td>
<td>twenty days</td>
</tr>
<tr>
<td>hatsuon 発音</td>
<td>pronunciation</td>
</tr>
<tr>
<td>hayá 速い</td>
<td>fast, quick, early 早い</td>
</tr>
<tr>
<td>hayámé ni 早めに</td>
<td>early, on the early side</td>
</tr>
<tr>
<td>hayashi 林</td>
<td>forest</td>
</tr>
<tr>
<td>hayásu 生やす</td>
<td>to grow (beard, etc.)</td>
</tr>
<tr>
<td>hazu はず、筈</td>
<td>should be, is expected to be</td>
</tr>
<tr>
<td>hazukashigáru 恥ずかしがる</td>
<td>to act shyly, be shy</td>
</tr>
<tr>
<td>hazukashíi 恥ずかしい</td>
<td>ashamed, shy, embarrassed</td>
</tr>
<tr>
<td>hébi 蛇</td>
<td>snake</td>
</tr>
<tr>
<td>heisei 平成</td>
<td>year period, 1989–</td>
</tr>
<tr>
<td>heitai 兵隊</td>
<td>soldier</td>
</tr>
<tr>
<td>heiwa 平和</td>
<td>peace</td>
</tr>
<tr>
<td>hén na 変な</td>
<td>strange, peculiar</td>
</tr>
<tr>
<td>hen 辺</td>
<td>place, area</td>
</tr>
<tr>
<td>hénji 変じ</td>
<td>answer, reply</td>
</tr>
<tr>
<td>herasu 減らす</td>
<td>reduce, decrease (transitive)</td>
</tr>
<tr>
<td>herikóputa ヘリコプタ</td>
<td>helicopter</td>
</tr>
<tr>
<td>hetá na 下手な</td>
<td>poor at, weak at</td>
</tr>
<tr>
<td>heyá 部屋</td>
<td>room</td>
</tr>
<tr>
<td>hi 日</td>
<td>day; sun</td>
</tr>
<tr>
<td>hiatari 日当たり</td>
<td>exposure to the sun</td>
</tr>
<tr>
<td>hiatari ga ii 日当たりが好い</td>
<td>to be sunny</td>
</tr>
<tr>
<td>hidari 左</td>
<td>left</td>
</tr>
<tr>
<td>hidarigawa 左側</td>
<td>left-hand side</td>
</tr>
<tr>
<td>hidarikiki 左利き</td>
<td>left-handed</td>
</tr>
<tr>
<td>hidói 酷い</td>
<td>cruel, severe</td>
</tr>
<tr>
<td>hidói me ni áu 酷い目に会う</td>
<td>have a terrible experience</td>
</tr>
<tr>
<td>higashí 東</td>
<td>east</td>
</tr>
<tr>
<td>hige o sóru 鬢を剃る</td>
<td>to shave</td>
</tr>
<tr>
<td>hige 鬢</td>
<td>beard, moustache</td>
</tr>
<tr>
<td>hijoo ni 非常に</td>
<td>extremely, very</td>
</tr>
<tr>
<td>hijóoguchi 非常口</td>
<td>(emergency) exit</td>
</tr>
<tr>
<td>hiketsu 秘訣</td>
<td>secret (method)</td>
</tr>
<tr>
<td>hiki 匠</td>
<td>counter for animals</td>
</tr>
<tr>
<td>hikidashi 引き出し</td>
<td>drawer</td>
</tr>
<tr>
<td>hikóoki 飛行機</td>
<td>aeroplane</td>
</tr>
<tr>
<td>hiku 引く</td>
<td>to catch a cold; to pull; look up in a dictionary</td>
</tr>
</tbody>
</table>
hiku 弾く
hikúi 低い
hima 暇
hinanjo 避難所
hiragána 平仮名
hirói 広い
hirú 昼
hirugóhan 昼御飯
hirumá 昼間
hisashiburi 久しぶり
hisho 秘書
hitó 人
hitobanjuu 一晩中
hitogomi 人混み
hitóri 一人
hitóri de 一人で
hitori mo + negative 一人も
hitorikko 一人っ子
hitótsu 一つ
hitsuji 羊
hitsuji 羊
hitsuyoo na 必要
híyoo 費用
hodo 程
hoka 外
hoken 保険
hokengáisha 保険
Hokkáidoo 北海道
hókkee ホッケー
homéru 誉める
–hón 本

hón 本
hóndana 本棚
hontó/hontó 本当
hón’ya 本屋
hóo ga いい方がいい
hóo 方
hóofu na 豊富な
hoogén 方言
hookokusho 報告書
to play piano, guitar, etc.
low, short
spare time
evacuation point
hiragána syllabary
broad, wide, vast
midday, lunchtime
lunch
daytime
after a long time
secretary
person, someone else
all night
crowd of people
one person
alone, by oneself
no one, nobody
only child
one
sheep
sheep; 未 (calendar sign)
necessary
cost
extent; (not) as … as
other, another
insurance
insurance company
most northerly of Japan’s four main islands
hockey
to praise
(numeral classifier) for cylindrical objects
book
bookshelf
true
book shop
be better to …
direction, side
rich, abundant
dialect
report
hóomu ホーム  
hooritsu 法律  
hoosoo suru 放送する  
hoshi 星  
hoshigáru 欲しがる  
hoshi 欲しい  
hosói 細い  
hóteru ホテル  
hotóndo ほとんど  
hotto suru ほとっとする  
hyakkáten 百貨店  
hyakú 百  
hyakubun 听聞  
yoogen 表現  

railway platform  

law  
to broadcast  

star  
to want, appear to want  
to want  
thin, fine, narrow  
hotel  

almost all, nearly  
to be relieved  
department store  
hundred  

hearing one hundred times  
expression (in speech or writing)  

boar (calendar sign)  

one  

market  

first, no. 1, most  
one part; one copy  
one, sometime  

once, just once, at least once  

January  

strawberry  

all  

tentatively, as a start, somehow  

house, household; family  

unexpectedly, surprisingly  

begin to say; come out with  

England, Britain  

Englishman, Briton  

good  

no  

see yuu  

E-mail  

bullying  

all, above, up to here  
squid, cuttlefish  

less than, from … down
ikága 如何
ikága desu ka 如何ですか
ikébana 生花
ikemasén いけません
ikimásu 行きます
ikken 一見
ikoo 以降
iku 行く
íkutsu 幾つ
íkura 幾ら
íma 今
imada 未だ
imásu
ími 意味
imootó 妹
inaka 田舎
Índo インド
Indonéshia インドネシア
inemúri 居眠り
infure インフレ
inku/inki インク
inoíru 祈る
inoshíshi 猪
inshoo 印象
inshooteki 印象的
inú 戌
inú 犬
ippai いっぱい
ippai 一杯
ippen ni 一遍に
íppo 一歩
íppootsúukoo 一方通行
irasshái いらっしゃい
irasshaimáse いらっしゃいません
irasshaimásu
irassháru いらっしゃる
iremásu
ireru 入る
iriguchi 入り口
irimásu
iró 色

how? (honorific)
how are you?
ikebana, flower arrangement
won’t do; Don’t do that!
see iku
one look
after, since, from … onwards
to go
how many
how much
now
still
see iru
meaning
younger sister
countryside
India
Indonesia
dozing off; falling asleep (at the wheel)
inflation
ink
to pray
wild boar
impression
impressive, striking, moving
dog (calendar sign)
dog
full
one glassful, cupful
at once, at a time
one step
one-way traffic
welcome!
welcome (honorific)
see irassháru
to come, go, be (honorific)
see ireru
to put in
entrance
see ir-u
colour
various

see háiru

to be

need

lobster

doctor

stone

busy

see isógu

to hurry

together

life, throughout one’s life

for all one is worth, desperately

a kind of

to do a circuit of, to go around

chair

to receive (object (honorific)),

to eat (formal)

painful, to hurt

cook, chef (Japanese food)

Italy

to do (object (honorific))

cousin

when

any time at all

sometime, one day

five days; 5th of the month

always

five

(what) on earth!

see yuu

no (when contradicting)

unpleasant, disagreeable

to dislike, find repugnant, be un-

willing to

tavern, pub (Japanese style)

well then, in that case

journalist
jama 邪魔
ji 字
ji 時
jibiki 字引
jibun de 自分で
jidóosha 自動車
jigi
jínzu ジーンズ
jijoo 事情
jikan 時間
jíken 事件
jíko 事故
jíku 自己
jikogénba 事故現場
jíkoku 時刻
jikoshóokai 自己紹介
jimen 地面
jimi 地味
jimu ジム
jimúsho 事務所
–jin 人
jinja 神社
jinkoo 人口
jisatsu 自殺
jishin 自信
jishin 地震
jísho 辞書
jisai ni 実際に
jisui 自炊
jiténsha 自転車
jitsú ni 実に
jitsú wa 実は
jíyūu 自由
jizake 地酒
jógingu ジョギング
jójo ni 徐々に
jókki ジョッキ
–joo 縦
jooba suru 乗馬する
jooodan 元談
jooei 上映 F
jooohoo 情報

hindrance, nuisance (see ojama)
character, letter
o’clock (suffix)
dictionary
by oneself
car
see ojigi
jeans
circumstances, the state of things
time; hour
incident, case, affair
accident
self
scene of an accident
time
self-introduction
ground
subdued, conservative, plain
gym
office
person; suffix of nationality
shrine (Shinto)
population
suicide
confidence
earthquake
dictionary
really, actually, in reality
cooking for oneself
bicycle
really, honestly
actually, in fact
freedom; –na free
local sake
jogging
gradually
jug, mug, tankard
tablet (numeral classifier)
to ride a horse
joke
showing (a film), screening
information
jookyuu  上級  advanced class/level
jooshoo  上昇  increase, rise
jootatsu  上達  progression, advancement
joozú na  上手な  to be skilful; to be good at
josei  女性  woman
jóshi  女子  woman; women’s (sporting event)
joshigákusei  女子学生  female student
jünbi  準備  preparations
jünjo  順序  order
–juu  中  all through (suffix)
júu  十  ten
juubún  十分  sufficient, enough, plenty
júudo  柔道  judo
juugatsú  十月  October
juuichigatsú  十一月  November
juunigatsú  十二月  December
juuníshi  十二支  12 branches; 12 animals of the Chinese zodiac
júusho  住所  address
júusu  ジュース  orange juice
juuyokka  十四日  14th day of the month

K

ka  か  interrogative particle; or
káado  カード  card
kaban  鞄  bag, briefcase
kabe  壁  wall
kabin  花瓶  vase
kabu  株  (stocks and) shares
kabuki  歌舞伎  Kabuki traditional theatre
kabúru  被る  to wear a hat; put on the head
kachimásu  see kátsu
kachoo  課長  head of a section or department
kádo  角  corner
kaeri  帰り  the way home; going home
kaerimásu  see káeru
káeru  帰る  to return home, go back
kaeru  へ  frog
káesu  返す  to return, give back
kágaku 化学
kágaku 科学
kagami 鏡
kage 影
kágetsu ケ月
kagi 鍵
kago 籠
kagu 喫ぐ
kágu 家具
kai ’in 会員
kaidan 階段
kaigai-ryókoo 海外旅行
kaigan 海岸
kaigí 会議
kaigichuu 会議中
kaigíshitsu 会議室
kain 会員
kaijoo 会場
kaimásu
kaimono 買い物
kaisatsúguchi 改札口
kaisha 会社
kaishain 会社員
káiwa 会話
káji 火事
kakarimásu
kakaríchoo 係長
kakáru かかる
kakáru かかる
kakéru かける
kakéru 駆ける
kaki 柿
káki 牡蠣
kakimásu
kakiowáru 終わる
kakkoo 形終る
kakáru かかる
kákuchi 各地
kakuu no 架空の

chemistry
science
mirror
shade, shadow
months (numeral classifier)
key
basket; cage
to smell
furniture
member
stairs, steps
overseas trip
coast, seaside
conference; also káigi
in conference
conference room
member
conference room
see kau
shopping
ticket gate
company
company employee
conversation
fire
see kakáru
chief clerk, project manager
to cost
to take time, cost; be hanging;
denwa ga kakáru to be rung up

to hang, attach
to run, gallop
persimmon
oyster
see káku
to finish writing
form, shape, appearance
to write
everywhere, all places
throughout…
imaginary, fictitious
kamá 窯
kamaimásén 構いません
kámera カメラ
kami 紙
kaminári 雷
kaminóke 髪の毛
kámo shiremasen かも知れません
kamoku 科目
–kan 間
kanaboo 金棒
Kánada カナダ
kánai 家内
kanarazu 必ず
kánari かなり
kanashii 悲しい
kanban 看板
kánben shite kudasái 勘弁して下さい
kane 金
kanemochí 金持ち
kangaekatá 考え方
kangáeru 考える
kangei suru 歓迎する
kangei 歓迎
kangófu 看護婦
kani 蟹
kanja 患者
kanji 感じ
kanji 漢字
kanjiru 感じる
kanjóo 勘定
kankei 関係
Kánkoku 韓国
Kankokugo 韓国語
Kankokujín 韓国人
kankoo 観光
kankyoo 環境
kánojo 彼女
kanpai 乾杯
kanreki 還暦
kannrinin 管理人

kiln
it doesn’t matter
camera
paper
thunder
hair
perhaps
subject, course
suffix indicating duration
metal rod, iron rod
Canada
wife; my wife
certainly, surely, without fail
fairly
sad
signboard, sign
please forgive me; please excuse me
metal, see okane
rich person
way of thinking
to think, consider
to welcome
welcome
nurse
crab
patient
feeling
Chinese characters
feel
bill, account
relations, connection
South Korea
Korean (language)
Korean (person)
tourism
environment
she
a toast, cheers
sixtieth birthday
caretaker, janitor
kánsuru 関する
kantan na 簡単な
kao 顔
kaoiro 顔色
kaori 香り
kara から
kara から
kara これから
kará 空
kara, –te——
karada o kowásu 体をこわす
karada 体
karakuchi 辛口
karaoke カラオケ

karate 空手
karatédoo 空手道

káre 彼
karimásu
kariru 借りる
karu 割る
karui 軽い
kása 傘
kashikói 賢い
kashikomarimáshita 畏まりました
kashimásu
káshira かしら

kasu 貸す
kata 方
káta 肩
katachi 形
katagaki 肩書き

katai 固い
katakána 片仮名
katákori 肩凝り
katana 刀
katazukéru 片付ける

about, concerning
simple, easy, brief
face
complexion
smell, fragrance
because (clause final particle)
from (phrase final particle)
now, from now on
empty
to harm one's health
body; health
dry (of wine, etc.)
karaoke, singing to musical accompaniment (literally, 'empty orchestra')
karate (a martial art)
the way of karate, teachings of karate
he
see karu and kariru
to borrow
to mow, cut
light; not heavy
umbrella
clever
certainly sir/madam (object honorific)
see kasu
I wonder if … (feminine sentence-final particle)
to lend
person (honorific)
shoulder
shape, form
credentials, title (writing beside the name on a business card)
hard
a Japanese syllabary
stiffness in the shoulders
sword
to tidy up, put away
kátsu 勝つ
káu 餌う
kau 買う
kawá 川
kawai 可愛い

to win
to keep (an animal); have (a pet)
to buy
river
cute, appealing; precious, beloved
to dry up
instead of
to change
exchange (conversations)
strange, peculiar; weird
Tuesday
to attend; go regularly
between, ply

kawaku 乾く
kawari ni 代りに
kawaru 変わる
kawasu 交わす
kawatta 変わった
kayóobi 火曜日
kayou 通う

itchy
volcano
wind
a cold
to count
family
number
salted herring roe
hair, fur
but (casual speech)
injury
horse-racing; race-horse
respect language
notice board
plan
experience
tendency
prison, gaol
the police
mobile phone, cell phone
contract
economy, economics
economic growth
to marry
wedding ceremony
it's fine; it's all right; no thank you; I've had enough
fine, wonderful
kemuri 煙
kén 券
ken 県
–ken 軒
kenbutsu 見物
kenchikka 建築家
kenchiku 建築
kéndoo 剣道
kenka 喧嘩
kenkoo na 健康な
kenkoo 健康
kenkyuu 研究
kenkyúushitsu 研究室
kenson na 謙遜な
kentóo ga tsukánai 見当がつかない
keredomo けれども
késa 今朝
keshiki 景色
kesshite 決して
kesu 消す
ki ga suru 気がする
ki ga tooku náru 気が遠くなる
ki ga tsuku 気がつく
ki ni iru 気に入れる
ki ni náru 気になる
ki ni suru 気にする
ki o tsukéru 気をつける
ki 木
ki 気
kieru 消える
kíga 飢餓
kíji 記事
kikai 機会
kikái 機械
kikaseru 関かせる
kiken 危険
kiken na 危険
kikimásu
kikoeru 聴こえる
kikoeru 聴こえる

smoke
ticket
prefecture
(s numeral classifier for buildings)
sightseeing
architect
architecture
Japanese fencing
argument
healthy
health
research, study
office (of a university academic)
modest, humble
have no idea, be unable to guess

but, however
this morning
scenery
(definitely) not; never
to put out, extinguish
to feel, think
faint away, feel dizzy
to notice, realize
to like, be pleased
to be a worry, weigh on one’s mind
to worry
to be careful
tree; wood
mind, spirit, energy
to go out, disappear
famine
article (newspaper, etc.)
opportunity
machine
to tell, relate
danger
dangerous
see kiku
to be able to hear, be audible
to be audible; can hear
kiku 利く 
to work, be effective, function

kiku 聞く 
to hear, listen; ask

kiku 菊 
chrysanthemum

kimaru 決まる 
to be decided

kimásu 決める 
see kúru

kimeru 決める 
to decide, fix, settle

kimi 君 
you (familiar)

kimochi 気持ち 
feeling; mood

kimono 着物 
kimono, garment

kín 金 
gold

kinchoo suru 緊張する 
to be tense, to be strained

kindókei 金時計 
gold watch

kin’en 禁煙 
no smoking

kinen 記念 
(in) commemoration, souvenir, keepsake

goldfish

neighbourhood, nearby

gold medal

yesterday

forbidden

Friday

finance

kiosk

ticket

to dislike

beautiful; clean

see kír-u

giraffe

kilometre, kilogram

to cut

to wear

season

train

basis, foundation

basic grammar

rule, regulation

regular, regulated

tea shop, coffee shop

north

expectation, hopes, anticipation

dirty, filthy

postage stamp
kitto きっと
kke っけ
ko 個

ko 子
kochira kóso こちらこそ
kochira こちら
kódai 古代
kodomo 子供
kóe 声
kóc ga suru 声がする
kokki 国旗
koko ここ
kokonoká 九日
kokónotsu 九つ
kokóro 心
kokuritsu 国立
kokuritsu-dáigaku 国立大学
kokusai 国際
kokusaikóoryuu 国際交流
kokusaiteki 国際的
komáasharu コマーシャル
komáru 困る

kome 米
koméya 米屋
kómú 込む
kón 紺
kónban 今晚
konban wa 今晚は
konbíni コンビニ
kondákutaa コンダクター
kóndo 今度
kóngetsu 今月
konna こんな
konnichi wa 今日は
kono この
kono aida/konaida この間
konogoro このごろ
konpyúuta コンピュータ
konshérjuje コンシェルジュ
konshuu 今週

surely, certainly
retrospective question particle
(numeral classifier) for
miscellaneous objects
child
me too; the pleasure is mine
this one, this way
ancient period; ancient
child
voice
to hear a voice
national flag
here
nine days; 9th of the month
nine
heart; feelings; mind
national
a national university
international (as prefix)
international exchange
international (adjective)
to be in trouble; become
distressed; be at a loss
rice (uncooked)
rice merchant; rice shop
to get crowded
navy blue
this evening
good evening
convenience store
(tour) conductor
this time; next time
this month
this kind of
hello!; good day
this
recently, the other day
these days
computer
concierge (in a hotel)
this week
<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>koo こう</td>
<td>like this</td>
</tr>
<tr>
<td>koo yuu こういう</td>
<td>this kind of</td>
</tr>
<tr>
<td>koo yuu fuu na こういうふうな</td>
<td>this kind of</td>
</tr>
<tr>
<td>koo yuu fuu ni こういうふうに</td>
<td>like this</td>
</tr>
<tr>
<td>koooban 交番</td>
<td>police-box</td>
</tr>
<tr>
<td>Koochiken 高知県</td>
<td>Kochi Prefecture</td>
</tr>
<tr>
<td>koodai na 広大な</td>
<td>vast, immense</td>
</tr>
<tr>
<td>kooen 公園</td>
<td>park</td>
</tr>
<tr>
<td>koofun 興奮</td>
<td>excitement</td>
</tr>
<tr>
<td>koogai 公害</td>
<td>pollution; public nuisance</td>
</tr>
<tr>
<td>koohai 後輩</td>
<td>junior (student, etc.)</td>
</tr>
<tr>
<td>koohii コーヒー</td>
<td>coffee</td>
</tr>
<tr>
<td>koohyoo 好評</td>
<td>popular, well received, highly praised</td>
</tr>
</tbody>
</table>

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<td>koojichuu 工事中</td>
<td>under construction; men at work factory</td>
</tr>
<tr>
<td>koojoo 工場</td>
<td>exchange</td>
</tr>
<tr>
<td>kookan 交換</td>
<td>overseas exchange student</td>
</tr>
<tr>
<td>kookan-ryūugakusei 交換留学生</td>
<td>advertisement; announcement</td>
</tr>
<tr>
<td>kookoku 広告</td>
<td>high school (abbr.)</td>
</tr>
<tr>
<td>kookoo 高校</td>
<td>high-school student</td>
</tr>
<tr>
<td>kookóosei 高校生</td>
<td>airline ticket</td>
</tr>
<tr>
<td>kookúuken 航空券</td>
<td>the imperial palace</td>
</tr>
<tr>
<td>kóokyo 皇居</td>
<td>civil servant, government employee</td>
</tr>
<tr>
<td>koomúin 公務員</td>
<td>heating and lighting costs</td>
</tr>
<tr>
<td>koonétsuhi 光熱費</td>
<td>ice</td>
</tr>
<tr>
<td>koori 水</td>
<td>cultural exchange</td>
</tr>
<tr>
<td>kooryuu 交流</td>
<td>high speed</td>
</tr>
<tr>
<td>koosoku 高速</td>
<td>highway bus</td>
</tr>
<tr>
<td>koosoku-básu 高速バス</td>
<td>highway, motorway</td>
</tr>
<tr>
<td>koosoku-dóóro 高速道路</td>
<td>course</td>
</tr>
<tr>
<td>kóosu コース</td>
<td>perfume</td>
</tr>
<tr>
<td>koosui 香水</td>
<td>coat</td>
</tr>
<tr>
<td>kóoto コート</td>
<td></td>
</tr>
<tr>
<td>kootoogákkoo 高等学校</td>
<td>high school</td>
</tr>
<tr>
<td>kootsuu 交通</td>
<td>traffic</td>
</tr>
<tr>
<td>kootsuu-jíko 交通事故</td>
<td>traffic accident</td>
</tr>
<tr>
<td>kooyoo 紅葉</td>
<td>autumn leaves</td>
</tr>
<tr>
<td>koozui 洪水</td>
<td>flood</td>
</tr>
<tr>
<td>koppu コップ</td>
<td>a glass</td>
</tr>
<tr>
<td>kore これ</td>
<td>this</td>
</tr>
<tr>
<td>koro 頃</td>
<td>time; about when; about</td>
</tr>
</tbody>
</table>
korobu 転ぶ  
korosu 殺す  
koshi 腰  
koshiraeru こしらえる  
koshoo suru 故障する  
koshóo 胡椒  
kóso こそ  
kossetsu 骨折  
kotáeru 答える  
kotchí こっち  
koten-ôngaku 古典音楽  
kotó 事  
kotó ga aru ことがある  

totó ga dekiru ことができる  
totó ni suru ことにする  
totó ni yotte ことにいって  
kotobá 言葉  
kotoshi 今年  
kotsu こつ  
kowagáru 怖がる  
kowái 怖い  
kowareru 壊れる  
kowásu 壊す  
kozutsumi 小包  
–ku く  
kú 九  
–ku nai くない  
kubáru 配る  
kubi 首  
kuchi 口  
kuchihige 口髭  
kudámono 果物  
kudasái 下さい  
kudasáru 下さる  
kugatsú 九月  
kúmo 雲  
kumóru 曙る  
kumori 曙り  
kun 君  
kuni 国  

to fall over  
to kill  
hips, lower back  
to make; manufacture  
to break down, malfunction  
pepper  
the very one (emphatic particle)  
broken bone  
to answer  
here; this way; this one  
classical music  
thing; fact  
to have done; to have  
experienced  
to be able  
to decide to  
by …ing, through …ing  
words; language  
this year  
knack, trick  
to be frightened  
to be frightened; frightening  
to get broken  
to break  
parcel  
adverb suffix  
nine  
negative suffix  
to distribute  
neck  
mouth  
moustache  
fruit  
please give me  
to give  
September  
cloud  
to cloud over; become cloudy  
cloudy weather  
familiar form of address for men  
and boys  
country; one’s native place
kurai 暗い
kurasu 昼るす
kurejittokáado クレジットカード
kureru 奨れる
kuriinningya クリーニング屋
kurísumasu クリスマス
kurói 黒い
kúru 来る
kuruma 車
kusá 草
kusái 臭い
kusáru 腐る
kusuri 薬
kusuriya 薬屋
kutabiréru くたびれる
kutsú 靴
kutsu-úriba 靴売場
kúu 食う
kúuki 空気
kuukoo 空港
kuvwáete 加えて
kyaku 客
kyónen 去年
kyóo 今日
kyóoshi 教師
kyóodai 兄弟
kyoodoo 共同
kyoogijoo 競技場
kyoóiku 教育
kyóooju 教授
kyóoka 強化
kyóomi 興味
kyóomi o mótsu 興味を持つ
to be interested (in = ní)
kyóoshi 教師
kyóorí 距離
kyúu 九
kyuuuitsu 休日
kyúuri 黄瓜
kyúuryoo 給料
Kyúushuu 九州
Kyushu (southernmost of Japan’s four main islands)
M

ma ni ú 間に合う

máa máa まあまあ
máajan 麻雀
machí 町
machiwaséru 待ち合わせる
machigaeru 間違える
machigai 間違い
machigatte 間違って
machigau 間違う
machimásu
máa 未だ
máde まで
máde ni までに
mádo 窓
madóguchi 窓口
máe 前
máfuraa マフラー
magari 曲がる
máhi 麻痺
–mai 枚

mai- 毎
máiasa 毎朝
maigetsu 毎月
mainen 毎年
máinichi 毎日
máiru 参る
maitsuki 毎月
makikomaréru 巻き込まれる

makizushi 巻寿司
mama まま

mamóru 守る
mángaichi 万が一
mannaka 真ん中
mánsion マンション

to be in time (for = ní); to be enough
so so; not bad
mahjong
town; district
to meet, arrange to meet
to mistake (transitive)
mistake, error
by mistake
to be wrong; make a mistake
see mátsu
still, not yet
as far as, until
by, before
window
counter, window
front; _____ no máe ni in front of
muffler
to turn; go around
paralysis
(numeral classifier for flat
objects)
each, every (prefix)
every morning
every month
every year
every day
to go, come (formal)
every year
every month
to be caught up in, be swept
along with
sushi roll
way, fashion, as it is (see sono
mama)
to protect; observe (rules, etc.)
just in case
right in the middle
flat; apartment
mánzoku suru 満足する
to be satisfied
marude まるで
just like, just as if
marui 丸い
round
másaka まさか
surely not, nonsense!
–masén ません
polite negative ending
–masén deshita ませんでした
polite past negative ending
–máshita ました
polite past ending
–mashóo ましょう
polite hortative ending, let’s…
massúgu 真っ直ぐ
straight ahead
mata dóozo またどうぞ
please come again
máti chi マッチ
matches
mata また、又
again; further
mátsu 待つ
to wait
mátsu 松
pine
matsuri 祭り
festival
mattaku 全く
completely, absolutely
mawári 周り
surrounding area, around
mayaku 麻薬
narcotic drugs
mázu 先ず
first (adverb)
mé 目
eye
–me 目
–méeru メール
mail (E-mail)
méetoru メートル
metre
mégane 眼鏡
spectacles, glasses
–mei 名
numeral classifier for people
Méiji 明治
year period (1868–1912)
Meijijínguu 明治神宮
shrine in Tokyo commemorating
the Emperor Meiji
meirei suru 命令する
to order
méin メイン
main meal, main dish
meishi 名刺
business card, name card
meishu 銘酒
fine sake
meetoru メートル
metre
méiwaku 迷惑
trouble, nuisance
mekata 目方
weight
Mekíshiko メキシコ
Mexico
mémo メモ
memo; memo pad
ménbaa メンバー
member
mendóo na 面倒
bothersome; difficult
ménkyo 免許
licence (qualification)
ményuu メニュー
menu
menzéiten 免税店
tax-free store
meshiagaru 召し上がる
meshita 目下
meue 目上
mezurashii 珍しい
mi ni tsuku 身につく
mi 己
miae 見合い
michi 道
midosi 緑
miéru 見える
miéru 見える
migaku 磨く
migi 右
migigawa 右側
migigawatsűukoo 右側通行
migo na 見事な
mijikái 短い
míkan 蜜柑
mikka 三日
mimai 見舞い
mimaru 習
mimi 耳
miná 皆
minami 南
minamimuki 南向き
minásama 皆様
minásan 皆さん
minato 港
mineraru-wóota ミネラル・ウォーター
minna みんな
minshuku 民宿
minshushúgi 民主主義
min’yoo 民謡
mínzoku 民族
miokuru 見送る
mióru 見る
to eat (honorific)
socially inferior (i.e. below oneself in age, position or status)
socially superior (i.e. above oneself in age, position or status)
rare; unusual
to absorb, acquire, learn (intransitive)
snake (calendar sign)
mariage meeting
road
green
to come on a visit (honorific)
to be able to see; be visible
to polish; shine; clean
right
right-hand side
keep right
splendid
short
mandarin orange, satsuma
three days; 3rd of the month
visit to the sick, get-well visit
see míru
ear
all, everyone
south
facing south
everyone; all of you; ladies and gentlemen (honorific)
everyone; all of you; ladies and gentlemen (honorific)
harbour, port
mineral water
all, everyone
bed and breakfast, guesthouse
democracy
folk song
ethnic group, people
to see off; send off
to see, look, watch
míruku ミルク
misé 店
misemásu
miséru 見せる
mítai na みたいな
míté morau 診でもらう
mitsukaru 見つかる
mitsurin 密林
mittsú 三つ
miyage 土産
miyako 都
mizu 水
mizuúmi 湖
mo も
mo…mo も…も
mochiagéru 持ち上げる
mochíron 勿論
modan na モダンな
modórú 戻る
modósu 戻す
mokuyóobi 木曜日
momo 桃
momoiro 桃色
món 門
Monbúshoo 文部省
mondai 問題
mongén 門限
monó 物
monó 者
móo もう
moo もう
mooshiagéru 申し上げる
mooshiwake arimasén 申し訳ありません
móosu 申す
morau 貰う
mori 森
móshi(ka) もし(か)
móshimoshi もしもし
motoméru 求める

milk (condensed)
shop
see miséru
to show
like, as
to have oneself examined (by a doctor)
to be found; be able to find
jungle
three
souvenir; gift
capital
water
lake
also, too; even
both…and
to lift up
of course
modern
to return (intransitive)
to put back; bring up, vomit
(transitive)
Thursday
peach
pink
gate
Ministry of Education
problem, question
curfew, closing time
thing
person (formal)
already
more
to say (object honorific)
I’m terribly sorry; there’s no excuse
to say; be called (formal)
to receive, be given
wood; grove
if
hello (telephone)
to seek; to buy (honorific)
mótsu 持つ
totte iku 持っていく
motte kúru 持ってくる
móto もっと
móttomo 最も
moyori no 最寄りの
muchiuchishoo 鞭打ち症
muda na 無駄な
múgamuchuu 無我夢中
muiká 六日
mukaeru 迎える
mukashi 昔
mukau 向かう
mukoo 向こう
muku 向く
mumei 無名
murá 村
murásaki 紫
múri na 無理な
muró 室
Muromachi-jídai 室町時代
mushi 虫
mushiatsúi 蒸し暑い
músu 蒸す
musubu 結ぶ
musuko 息子
musumé 娘
muttsú 六つ
muzukashí 難しい
myóo na 妙な
myóoban 明晩
myóoji 名字
myóonichi 明日

to have; hold
to take
to bring
more
most
nearest
whiplash injury
useless; a waste
frantically; like mad
six days, 6th of the month
to meet, welcome
the past; long ago; formerly
to face; go towards
opposite; over there; abroad
face (intransitive), turn towards;
suit
unknown
village
purple
unreasonable, fruitless, useless
room
Muromachi period
(1336–1573)
insect, worm, bug
humid, sultry
to steam
tie, link, join
son
daughter
six
difficult
odd, strange, peculiar
tomorrow night (formal)
family name, surname
tomorrow (formal)

N

’n desu んです
na no de なので
na no ni なのに

the fact is
because it is
although it is
ná な

na な
náa なあ
nadakái 名高い
nádo 等
nagái 長い
nagamé 瞧め
–nágara いながら
nagareru 流れる
nagasu 流す
–nái ない
náí ない
–naide
náifu ナイフ
náigai 内外

náikaku 内閣
náka 中
nakanáka かなか
nakámi 中身
nakidásu 泣き出す
nakigóe 鳴き声
naku 泣く
nakunaru 亡くなる
nakusu なくす
náma 生
namabíiru 生ビール
name 名前
namatámago 生卵
nán 何
nána 七
nánatsu 七つ
nándaka 何だか
nándémo 何でも

nándomó 何度も
náni 何
nanidoshi 何年
nánika 何か
nánimo 何も
nankai mo 何回も

…, isn’t it? etc. (sentence-final particle)
negative imperative particle
same as ná above
famous
et cetera, and so on
long
view, outlook
while…ing (verbal suffix)
flow
to wash away; play (music)
see –(a)nai
to be not; to have not
see –(a)naide
knife
internal and external; home and abroad
cabinet, ministry
inside, middle
very, considerably
contents
burst out crying
cry; song of bird, etc.
cry
to die, pass away
to lose
raw; live entertainment
draft beer
name
raw egg
what
seven
seven
somehow
anything at all; somehow, anyhow
any number of times; very often
what
what zodiac animal sign
something
nothing
any number of times; very often
nánmeisama desu ka 何名様ですか
nanoka 七日
nánte なんて
nántoka 何とか
naóru 直る
naósu 直す
- naósu 直す
nára なら
naraihajimeru 習い始める
naráu 習う
naréru 慣れる
narimásu
náru 成る
- nasái なさい
nasáru なさる
natsú 夏
natsukashigáru 懐かしがる
natsukashii 懐かしい
natsuyásumi 夏休み
náze 何故
né ね
ne 子
nedan 値段
née ねえ
néesan
negáu 願う
nékkuresu ネックレス
néko 猫
nékutai ネクタイ
nemuru 眠る
- nen 年
nénjuu-mukyuu 年中無休
nenrei 年令
neru 寝る
netsú 熱
nezumi 鼠
ni kánshite に関して
ni kánsuru に関する

how many people, Sir/Madam
seven days, 7th of the month
and the like, the likes of..., what
(exclamation)
somehow or other
be cured; get better; be fixed
mend; cure
re-...
if
begin to learn
learn
become accustomed (to = ni)
see náru
become
imperative ending
do (honrific)
summer
to feel nostalgic about
nostalgic
summer vacation
why
isn’t it?, etc. (sentence-final
particle)
rat (calendar sign)
price
isn’t it?, etc. (sentence-final
particle)
see onéesan
to request, see onegái
necklace
cat
tie
sleep
years
open all year round
age
go to bed; lie down; sleep
heat; temperature; fever
rat, mouse
about, concerning (adverb)
concerning, about (adjective)
ni tótte にとって
ni tsúite no について
ni yoru to によると
ni yotte によって

for
about, concerning
according to
by (agent of passive); in
  accordance with (see also
  kotó ni yotte)

indirect object particle
two
suit, become
-days (numeral classifier)
Japan and Britain

bitter
February
voicing marks; muddiness
Japan
Japanese language
Japanese person
Japanese manufacture, made in
  Japan
Japanese rice wine, sake
Japanese sword
meat
be difficult to … (suffix)
beef and potato stew
butcher, butcher’s shop
luggage; parcels
human being; person
doll
ninja, a feudal-period
  spy-commando
popularity
Japan (formal pronunciation),
  see Nihón
take after; come to resemble
west
western gate, western exit
Japan and China
resemble, look like
garden
cock, hen, chicken
’s of … (possessive particle)
no の
no de ので
no désu のです
no ni のに
noboru 上る

nochihodo 後程
nódo 喉
nódo ga kawakimáshitा 喉が渇いた
nokóru 残る
nomimásu 飲みます
nomímono 飲み物
nomisugiru 飲み過ぎる
nómu 飲む
noo 能
nóoto ノート
noriba 乗り場

norikaeru 乗り換える
norimásu
norimono 乗り物
noriokuréru 乗り遅れる
noru 乗る

noseru 乗せる
nozoku 覗く

nozoku 除く
nozoite 除いて
núgu 脱ぐ
nureru 濡れる
nusúmu 盗む
nyuugaku-shikén 入学試験
nyuuín suru 入院する
Nyuujíirando ニュージーランド
nyúushi 入試
nyúusu ニュース

the fact; the one (nominalizing particle)
because
see "n désu
although
climb, go up, come up in (conversation)
later, afterwards (formal)
I'm thirsty
remain
see nómu
drink, beverage
drink too much
drink
the Noh theatre
exercise book, notebook
boarding place; taxi rank; bus station
change trains, buses, etc.
see noru
transport
miss (bus, etc.), be late for…
get on; ride, ni after
object; appear in newspaper, etc.
put on, place on; give a ride to
to peep at, glance at,
look at
to exclude
excluding
take off (clothes)
get wet
steal
entrance examination
go to hospital
New Zealand
entrance examination (abbr.)
news
O

object particle; along, through, etc.

honorific prefix (if a word is not listed here look it up without the initial o–)

(honofric) verb

please come in; please eat

have you got …?

aunt

grandmother, old woman

(honorific)

aunt (honorific)

sash, belt (judo, etc.)

see obóeru

to remember; learn

Buddhist priest

tea

to make tea

to fall; fail examination

to settle down; be calm

take care of yourself

are you going out?

Oh! You frightened me!

(exclamation of surprise)

to be surprised

to dance

bath

How are you? Are you well?

chopsticks

good morning

spare time (honorific)

midday; lunch

to come; go (honorific)

how old? How many? (honorific)

doctor (honorific)

delicious, tasty

busy (honorific)

goodbye; sorry to have bothered
ojama shimásu お邪魔します

hello; may I come in? Sorry to bother you

oji 叔父
uncle

ojigi suru お辞儀する
to bow

ojín ojíisanおじいさん
grandfather, old man (honorific)

ojísan 叔父さん
uncle; middle-aged man (honorific)

ojóosan お嬢さん
miss; young lady; daughter (honorific)

oka 丘
hill

okáasan お母さん
mother (honorific)

okaeri désu ka お帰りですか
are you leaving, are you going home?

okaeri nasái お帰りなさい
welcome back; hello

oxagesama de お陰様で
yes, thank you; fortunately; thanks to you

okake kudasái おかげ下さい
please sit down

okane お金
money

okanemochí お金持ち
rich person

okáshi お菓子
cakes

okanjoo お勘定
bill (also kanjóo)

okáshi お菓子
cakes, sweets

okashíi おかしい
funny, strange

okáwari wa ikága desu ka お代わりはいかがですか
would you like another helping?

okazu おかず
side dishes eaten with rice

-oki 置き
at intervals of (numeral suffix)

did you like it? Were you satisfied?

did you like it? Were you satisfied?

okáwari wa ikága desu ka お代わりはいかがですか

what a pity, I am sorry to hear that excuse my asking; would you mind telling me

okáshi お菓子

see óku and okíru

Okinawa 沖縄

Okinawa, Japan’s southernmost prefecture

okíru 起きる
to get up

okóru 怒る
to get angry, be offended

okóru 起こる
to happen

okosan お子さん
child (honorific), your child

okósu 起こる
to cause; suffer (heart attack)
óku 億
oku 置く
okuchi ni awánai deshoo ga お口に合わないでしょうが
okujoo 屋上
okureru 遅れる
okurimásu
okurimono 贈り物
okuru 送る
ókusán 奥さん
okyakusama お客様
okyakusan お客様
omachidoosama dëshita お待ちどうさまでした
omae 前
omatase shimáshita お待たせしました
omáwarisan お巡りさん
ome ni kakáru お目にかかる
omiai お見合い
omimai お見舞い
omiyage お土産
ómó na 主な
ómó ni 主に
ómócha 玩具
omochi désu ka お持ちですか
omochi shimashóo ka お持ちしましょうか
omóí 重い
omoidásu 思い出す
omoshirogáru 面白がる
omoshirói 面白い
omote 表
omóu 思う
omówazu 思わず
onaji 同じ
onaka お腹
onaka ga sukimásu お腹が空きました
onamae お名前

one hundred million
to place, put
I hope you like it (of food), it might not be to your liking
rooftop
to be late (for = ni)
see okuru
present
to send
wife (honorific), your wife
guest, customer, audience (honorific)
guest; customer, audience
sorry to have kept you waiting

you (very familiar; used by men only)
sorry to keep you waiting

policeman
to meet object (honorific)
marriage meeting
visit to a sick person (honorific)
souvenir; gift
main
mainly
toy
have you got …?
shall I carry it for you?

heavy
to recall, remember
to find interesting or amusing
interesting; amusing
front, outside
think
unintentionally, spontaneously
same
stomach, abdomen
get hungry

name (honorific)
onamae wa nán to osshaimásu ka
お名前は何とおっしゃいますか
what is your name? (honorific)
ondanka 暖化
ondēsan お姉さん
ondenkakku 音楽家
ondōshį 女らしい
ondōsen 温泉
ondōame 大雨
ondōba オーバー
ondōi 多い
ondōkii 大きい
ondōki na 大きな
ondōkisa 大きさ
ondōru おる
ondōru おる
donaga shimásu お願いします
what is your name? (honorific)
ondōsha 温暖化
ondōsēn お姉さん
ondōkakku 音楽家
ondōnōkō 女の子
ondōnarashii 女らしい
ondōsen 温泉
ondōoame 大雨
ondōōba オーバー
ondōōi 多い
ondōōkii 大きい
ondōōki na 大きな
ondōōkisa 大きさ
ondōōru おる
ondōōru おる
ondōsha 温暖化
ondōsēn お姉さん
ondōkakku 音楽家
ondōnōkō 女の子
ondōnarashii 女らしい
ondōsen 温泉
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ondōnarashii 女らしい
ondōsen 温泉
ondōoame 大雨
ondōōba オーバー
ondōōi 多い
ondōōkii 大きい
ondōōki na 大きな
ondōōkisa 大きさ
ondōōru おる
ondōōru おる
osawagase shimáshita お騒がせしました
osen 汚染
oséwa ni náru お世話になる
oséwa suru お世話する
osewasamá deshita お世話様でした
osháberi o suru お喋りをする
osháre おしゃれ
oshiemásu
oshiéru 教える
oshoku 汚職
osoi 遅い
osoku 遅く
osómatsusama deshita お粗末様でした
osóre irimasu 恐れいたします
osowaru 教わる
osháru 仰る
osháru tíorí desu 仰る通りです
osu 抑す
osumai wa dóchira desu ka お住まいはどちらですか
otaku お宅
otéarai お手洗い
otésuu desu ga お手数ですが
otera お寺
otétsudai san お手伝いさん
otétsudai shimashóo ka お手伝いしましょう
otó 音
otokonohitó 男の人
otokónoko 男の子
otómo shite mo yoroshii désu ka お供してもよろしいですか
otonashí o おとなしい
otóósan お父さん
oototó 弟
otoshi お年
otósu 落とす
otótói 一昨日
otótoshi 一年前

sorry to have caused so much bother/fuss
pollution
to be looked after
to take care of
thank you for your help

to chatter, talk, gossip, chat
fashionable; smart dresser
see oshiéru
to teach
corruption
late, slow (adjective)
late (adverb)
sorry it was such a simple meal

excuse me, I’m sorry
to learn, be taught
to speak, say (honorific)
it is as you say
to push, press
where do you live?

house (honorific): you
lavatory, toilet
sorry to trouble you, but…
a temple
maid, household help
shall I help you

sound, noise
man
boy
may I accompany you?
gentle; mild; meek; obedient
father (honorific)
younger brother
age (honorific)
to drop, let fall
the day before yesterday
the year before last
otsukarésama deshita お疲れさまでした
otsuri お釣り
ouchi お家
owakari désu ka お分かりですか
owaru 終わる
oyá 親
oyasumi お休み
oyasumi nasái お休みなさい
oyasumi ni náru お休みになる
oyogimásu 泳ぎます
oyógu 泳ぐ
oyu お湯

you must be tired, thanks for your efforts
change
house (honorific)
do you understand?
to finish
parent
holiday; rest (honorific)
good night!
to go to bed, sleep (honorific)
see oyógu
to swim
hot water

P

páatii パーティー
paináppuru パイナップル
pán パン
pánfuretto パンフレット
pánya パン屋
Pári パリ
pasupóoto パスポート
péeji ページ
Pékin 北京
pén ペン
pénki ペンキ
pianísuto ピアニスト
piano ピアノ
píngu ピンク
pósuto ポスト
potetochíppu ポテトチップ
puréeyaa プレーヤー
purézento プレゼント

party
pineapple
bread
pamphlet
baker, bakery
Paris
passport
page
Peking, Beijing
pen
paint
pianist
piano
pink
post-box
potato chip
player CD/record, etc.
present

R

rágubii ラグビー
rai– 来–
ráigetsu 来月
rainen 来年

rugby
next-, coming- (prefix)
next month
next year
rainichi 来日
raishuu 来週
rájio ラジオ
rakú na 楽な
ran’yoo 乱用
–(r)areru るられる
–rashii らしい-
ráii ラリー
–(r)éba れば
–(r)eba…–(r)u hodo…
réberu レベル
réesu レース
réi 零
réi 礼
reikin 礼金

reizóoko 冷蔵庫
rekóodo レコード
rémon レモン
renraku suru 連絡する
renshuu suru 練習する
resépushon レセプション
resépushon レセプション
ressha 列車
résutoran レストラン
rikon 離婚
rikónritsu 離婚率
ringo リンゴ
rippa na 立派な
–rítsu 率

riyoo suru 利用する
–ro ろ
róbii ロビー
rokkotsu 肋骨
roku 六
rokugatsú 六月
rókku ロック
romanchíkku ロマンチック
Róoma ローマ
rón 論
Róndon ロンドン

coming to Japan
next week
radio
easy, comfortable
abuse
passive ending
-like
rally (car)
conditional suffix
the more …the more …
level
race; lace
zero
bow, salutation; courtesy
key money, non-refundable deposit
refrigerator
record
lemon
to contact
to practise
reception
reception (party)
locomotive, train
restaurant
divorce
divorce rate
apple
splendid, fine
rate (cf., shibóoritsu death rate, shusshóoritsu birth rate)
use, make use of, utilise
imperative suffix
lobby, foyer
rib
six
June
rock (music)
romantic
Rome
argument, debate
London
roojin 老人
roojinnóndai 老人問題
Róshia ロシア
Roshiago ロシア語
ryáku suru 略する
ryokan 旅館
ryokoo suru 旅行する
ryokoogáisha 旅行会社
ryokóósha 旅行社
ryokóósha 旅行者
–ryoku 力
ryóo 寮
ryóo 量
ryóo 両
ryooshi 両足
ryoogae 両替
ryooohóo 両方
ryoohóotomo 両方とも
ryóokin 料金
ryóoori suru 料理する
ryóoori 料理
ryóoshin 両親
ryúuchoo na 流暢
ryuugaku 留学
ryuugákusei 留学生

old person
problems associated with the aged
Russia
Russian language
to abbreviate
Japanese inn
to travel
travel company
travel company
traveller
strength (in compounds)
dormitory, hall of residence
quantity, volume
both (prefix)
both legs
money exchange
both
both
fees, charges
to cook
cooking; food
parents
fluent
studying abroad
overseas student

S

–sa –さ

sa さ
sáabisu サービス
sáafin サーフィン
sáe…–(r)eba さえ…れば
sáe さえ
sagasu 探す
sagéru 下げる

–sai 歳
saifu 財布
sáigo 最後

-ness, forms abstract nouns from adjectives
sentence-final particle
service; complimentary gift
surfing
if only
even
to look for
to lower, carry; clear away (dishes, etc.)
years (numeral classifier for age)
wallet, purse
last
saikai suru 再会する  
最近 saikin  
最高 saikoo  
サインする sain suru  
最初 saisho  
匙 saji  
魚 sakana  
魚屋 sakanaya  
酒屋 sakaya  
酒 sake  
避ける sakéru  
酒類 sakérui  
先 saki  
先程 sakihodo  
サッカー sakkaa  
さっき sáikki  
作曲する sakkyoku suru  
咲く saku  
昨日 sakujitsu  
桜 sakura  
作戦 sakusen  
寒い samuí  
侍 samurai  
さん san  
三角 sánkaku  
三泊 sánpakaku  
散歩する sanpo suru  
っぱらり sappari  
皿 sara  
再来年 sarainen  
再来週 sarai shuu  
申 sáru  
させる saseru  
itadaku sasetsu  
左折 sashigéru  
刺し上げる sashimi  
誘う sasou  
早速 sassoku  
刺す、指す sásu  
to meet again  
recently  
best, most, supreme, wonderful  
to sign  
first, beginning  
spoon  
fish  
fish shop, fishmonger  
sake merchant, liquor shop  
sake, rice wine  
to avoid  
alcoholic beverages, liquor  
just now; a while ago  
soccer  
just now, a while ago  
to compose (music)  
to bloom  
yesterday (formal)  
cherry blossom  
strategy  
cold  
wARRIOR  
form of address, Mr, Mrs, Miss, etc.  
three  
triangle  
three nights’ stay  
to go for a walk  
completely; refreshing;  
(not) at all  
plate, saucer  
the year after next  
the week after next  
monkey (calendar sign)  
causative ending  
formal verb ending  
left-hand turn  
to give (object honorific)  
raw fish  
to invite  
at once, quickly, immediately  
to sting, poke; indicate
satóo (砂糖)
s–satsu (冊)
satsujin (殺人)
sawaru (触る)
sayonará/sayoonara (さよ)(う)なら
sé (背)
sé ga hikuí (背が低い)
sé ga takái (背が高い)
sebiro (背広)
séeru (セール)
séetaa (セーター)
séi (姓)
séi (性)
seichoo suru (成長する)
seifu (政府)
seigén (制限)
seihin (製品)
seiji (政治)
seikatsu (生活)
seikoo (成功)
seiri suru (整理する)
seisaku (政策)
seiseki (成績)
seiten (晴天)
seíto (生徒)
seiyoo (西洋)
sekí (咳)
šeiki (席)
sekinin (責任)
sekkaku (折角)
semái (狭い)
semi (蝉)
sén (千)
sénchi (センチ)
séngetsu (先月)
senjitsu (先日)
senmenjo (洗面所)
senpai (先輩)
senséi (先生)
sucar (糖)
volume (numeral classifier)
murder
to touch (ni after object)
goodbye
stature, height
to be short
to be tall
suit
sale
sweater, pullover
family name, surname
sex, gender
to grow
government
limit
product
politics
life, lifestyle
success
to put in order, tidy up
policy
results
fine weather
pupil, student
the West, the Occident
world
cough
seat
responsibility
having gone to all this trouble, at
great pains
narrow, cramped
cicada
thousand
centimetre
last month
the other day
washroom, wash basin
senior (student, etc.)
teacher; term of address, Mr, Mrs, Dr, etc.
sénshu 選手

senshuu 先週
sensoo 戦争
sentaku 洗濯
seppuku 切腹
–seru
setsumei suru 説明する
shabéru 喫る
shachoo 社長
shákai 社会
sháko 車庫
sharete iru 酒落っている
shashin 写真
sháwaa シャワー
shéfu シェフ
shi 四

shi 詩
shiai 試合
shibafu 芝生
shibai 芝居
shibáraiku 暫く
shibóoritsu 死亡率
shibuí 深い
shichi 七
shichigatsú 七月
shigatsú 四月
shigéru 茂る
shigoto suru 仕事する
shigoto 仕事
shihajiméru 仕始める
shífuudo シーフード
shíjin 詩人
shijoo 市場

shíjuu 始終
shika しか

shi 鹿

competitor, athlete, sportsman or sportswoman
last week
war
washing
harakiri, ritual suicide
see –(s)aseru
to explain
to talk, chat
company director, president
society
garage
stylish, fashionable
photograph
shower
chef
and what is more (clause-final particle)
four
poetry; poem
match, bout, game
lawn
play, performance
it's been a long time, hasn't it?
for a while
death rate
astringent; sober, in good taste
seven
July
April
to grow thickly
to work, do a job
work
to start to do
sea food
poet
market (stock market, market trends, etc.)
all the time, from start to finish
only (with negative verb), (nothing) but
deer
shikaku 四角
moreover, what is more
square

shikámo しかも
to scold
moreover, what is more

shikáru 叱る
but
to scold

shikáshi 然し
way of doing
to scold

shikata 仕方
it can't be helped, there's no other
way

shikata ga nái 仕方がない
way of doing
to scold

shiken 試験
examination

shiki 奨式
ceremony

shikikin 敷金
deposit (for flat, etc.), surety

Shikóku 四国
Shikoku (smallest of Japan’s four
main islands)
island

shimá 島
to close, shut (intransitive)
to close, shut (transitive)

shimáru 閉まる
to close, shut (intransitive)
see suru

shimášu 閉める
see suru
don’t close, shut

shimátta! しまった
damn! blast!
to put away, finish (see –te
shimau)

shimau 仕舞う

to close, shut (transitive)
stain

shiméru 閉める
soak into, sink into

shimi 染み
in the city, within city limits
goals, article

shimiiru しみ入る
symbol

shínai 市内
newspaper

shinamono 品物
newspaper company

goods, article

shínboru シンボル
signal

shinbun 新聞
see shinu

shínbúnsha 新聞社
to believe

shingoo 信号
new building, new block

shinjíru 相信る
Shinkansen, bullet train lines
to worry

shinjiru 信じる
progress, advance

shinkan 新幹線
relation, relative

Shinkánsen 新幹線
fresh

shinpai suru 心配する
kind

shínpo suru 進歩する
gentleman

shinseki 親戚
bedroom

shinsen na 新鮮な
medical examination

shínsetsu na 親切
Shintoism (native Japanese religion)

shinshi 紳士
to die

shinshitsu 寝室
letter of credit

shintai-kénsa 身体検査
Shintoism (native Japanese religion)

shintoo 神道
to die

shin’yoojoo 信用状

shió 塩
shiokara 塩辛
shirabéru 調べる
shiriai 知り合い
shirimásu
shiro 城
shirói 白い
shiru 知る
shíryoo 資料
shísetsu 施設
shita 下
shítá 舌
shitagau 従う
shitaku 仕度
shitatamachi 下町
shiteki 私的
shiteki 詩的
shiten 支店
shiténchoo 支店長
shitsu 質
shitsumon 質問
shitsúrai 室内
shitsúrei 失礼
shitsúrei shimasu 失礼します
shiyákusho 市役所
shiyoo ga nái 仕様がない
shiyoo 仕様
shizen 自然
shizuka na 静かな
shizukésa 静けさ
shoー諸
shokudoo 食堂
shokugo 食後
shokuji suru 食事する
shokurryóhin 食料
shokúyoku 食欲
shokuzen 食前
shokyuu 初級
shomónndai 諸問題
shóo 小
shoochi

salt
salted squid guts
to investigate, check, look up
acquaintance
see shiru
castle
white
to get to know
materials, records
facilities
bottom, base, below, under
tongue
follow, obey, observe
preparation (of meal, etc.)
down town
private
poetic
branch (shop or office)
branch manager
quality
question
interior
rude
goodbye, I must be going
town hall, city office
it’s no good, it can’t be helped
way of doing
nature, natural
quiet, peaceful
stillness, quiet, calm
all, the various (plural prefix)
cafeteria, dining room
after meals
to have a meal
foodstuffs, provisions
appetite
before meals
elementary class
all the problems, various
problems
small (noun)
see goshoochi ~
shoochi suru 承知する
to consent, agree to
shoodan 商談
business discussions
shoogakukin 権学金
scholarship
shoogákusei 小学生
primary school pupil
shóohin 商品
goods, merchandise, product
shoojíki na 正直な
honest
shookai suru 紹介する
to introduce
shookéesu ショーケース
display window (for wax models
of food, etc.)
shooko 証拠
proof
shórurai 将来
future
shoosetsu 小説
novel
shóoshoo 造り
a little
Shóówa 昭和
year period (1926–1989)
shorui 書類
documents, papers
shosei 書生
student; houseboy
shóotchuu しょうちゅう
often, all the time
shúfu 主婦
housewife
shújin 主人
husband
shújitse 手術
surgical operation
shukudai 宿題
homework
shukuhaku 宿泊
accommodation, board
shúmi 趣味
hobby, pastime, interest
shuppatsu suru 出発する
to depart, leave
shuppatsu 出発
departure
shúrui 種類
type, kind
shushoo 首相
prime minister, premier
shusseki suru 出席する
to attend
shusseki 出席
attendance
shusshin 出身
coming from, graduating from,
born in
shusshóoritsu 出生率
birth rate
shutchoo 出張
business trip
shúukyoo 宗教
religion
shuukyoo-árasoi 宗教争い
religious strife
shuumatsu 週末
weekend
shúrui 修理
repair
shuushoku 就職
finding a job, entering
employment
shuutome 姦
mother-in-law
shuuwai 収賄
taking bribes
shúzoku 種族
tribe
sóba そば
sóba 側
sóbo 祖母
sochira そちら
sodatérū 育てる
sófu 祖父
soko そこ
soko 底
sokutatsu 速達
sonkei suru 尊敬する
sonna そんな
sono その
sono mama そのまま
sono uchi その内
sonóta その他
sonzai suru 存在する
→sóo そう

sóo そう
sóo da そうだ
sóo desu ka そうですか
soo’on 騒音
soodan suru 相談する
sooji suru 掃除する
sóosu ソース
sootoo na 相当な
sóra 空
sore déwa それでは
sore jāa それじゃあ
sore kara それから
sore それ
sórosoro そろそろ

sóru 剃る
sóshite そして
sotchi そっち
sóto 外
sotsugyoo suru 卒業する
subarashíi 素晴らしい
subéru 滑る
súbete 続べて
súde ni 既に

buckwheat noodles
near, beside
grandmother
that one, that way; you
to raise, bring up
grandfather
there (by you)
bottom, base, depths
express delivery
to respect
that kind of
that (adjective)
as it is, like that, unchanged
meanwhile
and other, etc.
to exist
it looks as if it will… (suffix on verb stem)
that way, so
they say, apparently (after verb)
is that so, really?
noise
to discuss
to clean
sauce
considerable, fit, proper
sky
then, in that case
then, in that case
after that, next
that (demonstrative pronoun)
gradually, quietly, soon, about
now
to shave
and
that one, that way
outside
to graduate
wonderful
to slip
all, everything
already
sue 末
Suéden スウェーデン
súgata 姿
sugi 過ぎ
sugíru 過ぎる
sugói 凛い
sugóku 凛く
súgu すぐ
suidoo 水道
suiei 水泳
suigyuu 水牛
suijun 水準
Súisu スイス
suiyóobi 水曜日
suizókukan 水族館
sukáafu スカーフ
sukáato スカート
sukéeto スケート
sukí na 好きな
sukí na dake 好きなだけ
sukíi スキー
sukimásu
sukiyaki すきやき
sukóshi 少し
suku 空く
sukunái 少ない
sumai
sumáu 住まう
sumimásu
sumimasén すみません
sumóobu 相撲部
súmu 住む
suna 砂
sunahama 砂浜
supagéttii スパゲッティ
Supéin スペイン
supúichii スピーチ
supíido スピード
supóotsu スポーツ
supúun スプーン
suru する
end
Sweden
figure, form, appearance
past (the hour)
surpass, exceed, be too…
terrific, great; tremendous
terribly, awfully
immediately
water service, water supply
swimming
water buffalo
level, standard
Switzerland
Wednesday
aquarium
scarf
skirt
skate, skating
to like
as much as you like
ski
see suku
beef and vegetable dish
a little
to become empty
few, not many
see osumai
to live, dwell (formal)
see súmu
I’m sorry
sumo wrestling
the sumo club
to live
sand
(sand) beach
spaghetti
Spain
speech
speed
sport
spoon
to do
súru する
sushí 寿司 (also súshi)
susumeru 勧める
susumu 進む
sutándo スタンード
sutéeki ステーキ
suteki na 素敵な
sutéru 捨てる
sutóobu ストーブ
sutorésu ストレス
sutoresu-káishoo ストレス解消
suu 吸う
suuji 数字
súupaa スーパー
súupu スープ
súutsu スーツ
suutsukéesu スーツケース
suwarikómú 座り込む
suwaru 座る
Suwéeden スウェーデン
suzushíi 涼しい
to pick pockets
raw fish on vinegared rice
to recommend
advance, progress
lamp; (petrol) station
steak
lovely, charming
to throw away, discard
stove, heater
stress
relief from stress
to suck; smoke
numbers, numerals
supermarket
soup
suit
suitcase
to sit down
to sit down (on the ground)
Sweden
cool

T

tax
–ta た
–ta bákari desu たばかりです
–ta hóo ga ñ た方がいい
tabako タバコ
tabemássu

tabemonó 食べ物
tabéru 食べる
tabesugi 食べ過ぎ
tabi 旅
tában 多分
–tachi 達
tachiiri-kinshi 立入禁止
tachippanashi 立ちっぱなし
táda 只、ただ
tadáima ただ今
tadashíi 正しい
táda 殿

rice field
past-tense suffix
to have just…
it would be better to…
cigarette
see tabéru
food
to eat
over-eating
journey, trip
probably
plural suffix
no entry
standing all the time/way
only; free; just
I’m back! just now
correct, right
tade 薬
–tagáru –たがる
Tái タイ
–tái -たい
tai’in suru 退院する
taifúu 台風
Taihéiyoo 太平洋
taihen na 大変
taikiósen 大気汚染
taira na 平らな
Taiséiyoo 大西洋
taisetsu na 大切な
táishi 大使
taishikan 大使館
táishita 大した
Taishoo 大正
taietei 大抵
táiyoo 太陽
takái 高い
tákaku tsuku 高くつく
tákasa 高さ
takasugíru 高すぎる
take 竹
takkyuu 卓球
táko 風
táko 蝦
taku 宅
takusán たくさん
tákushii タクシー
takushii-nóriba タクシー乗場
tama ni たまに
tamágo 卵
tamatama たまたま
tamé 為
tango 単語
tanjóobi 誕生日
tanómu 頼む
tanoshíi 楽しい
tanoshimí ni suru 楽しみにする

nettles

to want to… (third person)

Thailand
to want to
to leave hospital
typhoon
Pacific Ocean
very, extreme(ly); terrible; very difficult
atmospheric pollution
flat, level
Atlantic Ocean
important
ambassador
embassy
great, important, serious
year period (1912–1926)
generally, as a rule, for the most part
sun
high; expensive
to cost a lot, work out expensive
height
to be too expensive, too high
bamboo
table tennis
kite
octopus
household, residence
(see otaku)
a lot
taxi
taxi rank
occasionally, from time to time
egg
by chance
for, for the sake of; because
word
birthday
to ask, request
fun, enjoyable
to look forward to
tantoo 担当
–tara たら
–tari…–tari suru

(person) in charge
if, when
to do such things as …and …, do
frequently or alternately
be enough, suffice
certainly, no doubt
reach, achieve
to add
to be saved; to be a help
to help; save, rescue
to fight
mat, rush mat, tatami (1.6m²)
building
for example
to leave
to stand
to be useful
dragon,辰 (calendar sign)
only
hand
to be occupied
and (‘the –te form’ ending – joins
clauses)
see –te ageru
to give (see –te áru)
to have been…
to want something done
to go on getting more…
see –te iru
is/are …ing (present continuous
tense or completed state)
would you mind …ing for me?
to have something done by a
respected person
after
please (request form)
a respected person does
something for someone
to go and …, to start to …,
become more and more …
–te míru –て見る
to try …ing; do and see
Is it all right?, may I?, etc.

–te mo ii desu ka
—てもいいですか

–te morau –てもらう
to have someone do something for one

té ni háiru 手に入る
to be obtained, get, come by
(intransitive)

té ni ireru 手に入れる
to get, obtain (transitive)

té ni tóru yóo ni 手に取るように
clearly (literally, ‘as if you took into your hands’)

te oku –て置く
to leave done; do in preparation; do and set aside

–te wa damé desu –ては駄目です
must not

–te wa ikemasé
—ては行けません
must not …

teárai 手洗い
lavatory

téate 手当て
allowance; medical treatment

tebúkuro 手袋
gloves

techoo 手帳
notebook, pocket-book,
appointment diary

téeburu テーブル
table
	
tegami 手紙
letter

tedio 程度
extent

teikiken 定期券
season ticket

teikyúubi 定休日
regular holiday (shop closed)

téinei na 丁寧
polite

teiryuujo 停留所
bus stop

teishoku 定食
set meal, fixed lunch or dinner,
table d’hôte

tekitoo na 適当な
suitable

temiyage 手土産
a present (from visitor to host)

téngoku 天国
heaven

ten’in 店員
shop assistant

ténisu テニス
tennis

ténki 天気
weather

tenki-yóhoo 天気予報
weather report; forecast

tenkoo 天候
climate, weather

tenpura てんぷら
fish and vegetables in batter

tensai 天災
natural calamity

terá 寺
temple

térebi テレビ
television

tetsudái 手伝い
help; helper
tetsudau 手伝う
tiishatsu ティーシャツ
tishupéepaa ティシュペーパー
to と
to shite として
tobimásu
tobu 飛ぶ
tochuu de 途中
todokéru 届ける
todóku 届く
tóire トイレ
tokei 時計
tokí 時
tokoro 所
tokoróde ところで
tokoróga ところが
tóku ni 特に
tomaru 止まる
tomaru 泊まる
tómato トマト
tomodachi 友達
tonari 隣
tonneru トンネル
tonto とんと
tóo 十
toodai 東大
tooi 遠い
toká 十日
tooku ni 遠くに
Tookyoo 東京
Tookyoodáigaku 東京
Tookyoo-dézuniirando 東京デズニーランド

toori 通り
tóoru 通る
tooshi 投資
tora 虎
tórakkku トラック
tori 鳥
tori 西
toriáezu 取り敢えず
to help
T-shirt
tissue paper
with; and; that, thus (quotative particle)
as
see tobu
to fly
on the way
to report; deliver
to reach; be delivered
toilet, lavatory
watch, clock
time; when
place
by the way
however
especially, particularly
to stop; stay
to stay (overnight)
tomato
friend
next door; neighbouring
tunnel
entirely, quite; at all, in the least
ten
Tokyo University (abbreviation)
distant; far
ten days, 10th of the month
in the distance
Tokyo
Tokyo University
Tokyo Disneyland

way; road; yuu tóori as one says
to pass; go through
investment
tiger, 寅 (calendar sign)
truck; track
bird; chicken (meat)
cock (calendar sign)
for the time being, first, for a start
torihiki 取引
torikáeru 取り替える
torikakomu 取り囲む
tóru 取る
toshi 年
toshiue 年上
toshibyóri 年寄り
toshókan 図書館
toshoshitsu 図書室
totemo, tottemo とても、とっても

totsuzen 突然
tsúaa ツアー
tsuchí 土
tsugí 次
tsgí kara tsugí e 次から次へ
tsgoo 都合
tsuide ni 序でに

tsuíka suru 追加
tsuín ツイン
tsuitachí 一日
tskaremáasu
tsukaréru 疲れる
tsukau 使う
tsukérú 付ける
tsuki 月
tsukimáasu
tsúku 着く、つく
tsukue 机
tsukurikatá 作り方
tsukúru 作る
tsumaránai 話まらない
tsúmari つまり
tsumetai 冷たい
tsumori 積もり
tsunagaru 繋がる
tsunami 津波
tsurete iku 連れていく
tsuri 釣り
tsúru 鶴
tsuushin 通信
dealings, business transactions
to change, exchange
surround, include
to take
year; age
older person, one’s elders
old person
library
reading room
very
suddenly
tour
ground, earth
next, following
one after the other
circumstances, convenience
on the way, taking the
opportunity to …
to add, supplement
twin (room)
first day of the month
see tsukaréru
to get tired
to use
to put on, attach
toon, month
see tsuku
to arrive; to stick, to be attached
desk
way of making
to make
uninteresting; trifling
that is to say, in short
cold
intention
to be linked to, to be tied to
tidal wave
to take a person
fishing
crane (bird)
correspondence, communication
tsutomérU 勤める
tsuuu 通
tsúuro 通路
tsuwamono 兵
tsuyói 強い
tsuzuzukeru 続ける
tsuzukete 続けて
tte って
to work (for = ni), to strive
numerical classifier for letters
passageway
soldier, warrior
strong
to keep on …ing; to continue to
continuously
quotative particle

U
u 卯
uchi 内
uchi うち
uchi no うちの
úchuu 宇宙
uchuuhikóoshi 宇宙飛行士
ue 上
uísukii ウイスキー
ukagaimásu
ukagau 伺う
ukéru 受ける
uketoru 受け取る
uketsuke 受付
umá 馬
umá 午
umáí うまい
rabbit (calendar sign)
while; inside
house; family
our, my
space
astronaut
top; up; above
whisky
see ukagau
to ask; visit (object honorific)
to receive
to receive a letter, etc.
reception desk, reception
horse
horse (calendar sign)
to be good at; skilful;
tasty
born in (year or place)
to be born
plum
salted plum
sea
sea breeze
yes
eel
to exercise
lack of exercise
sea urchin
to drive
driver
umare 生まれ
umareru 生まれる
ume 梅
umeboshi 梅干し
úmi 海
umikaze 海風
ún うん
unagi 鰻
undo su ru 運動する
undoobúsoku 運動不足
úni 雲丹
untén su ru 運転する
unténsu 運転手
ureshii 嬉しい
uriba 売り場
uru 売る
urusai うるさい
usagi 児
usetsu 右折
ushi 牛
ushi 丑
ushinau 失う
ushiro 後ろ
úso 嘆
úso o tsuku 嘆をつく
uta 歌
utagashii 疑わしい
utau 歌う
úten 雨天
útsu 打つ
utsukushii 美しい
utsúru 映る
utsusu 移す

W

wa は
topic particle
wa わ
feminine sentence-final particle
wadai 話題
topic of conversation
wainrisuto ワインリスト
wine list
waishatsu ワイシャツ
shirt
wakái 若い
young
wakamono 若者
young person
wakarimásu
see wakáru
wakáru 分かる
to understand
wakéru 分ける
to divide, share
waraidásu 笑い出す
to burst out laughing
warau 笑う
to laugh, to smile
wareru 割れる
to break
wareware 我々
we, us
warúi 悪い
bad
wasureru 忘れる
to forget
<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
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<tbody>
<tr>
<td>watakushi 私</td>
<td>I (formal)</td>
</tr>
<tr>
<td>wataru 渡る</td>
<td>to cross</td>
</tr>
<tr>
<td>watashi 私</td>
<td>I</td>
</tr>
<tr>
<td>wázawaza わざわざ</td>
<td>deliberately, expressly</td>
</tr>
<tr>
<td>wéitaa ウエイター</td>
<td>waiter</td>
</tr>
<tr>
<td>Wiin ウィーン</td>
<td>Vienna</td>
</tr>
</tbody>
</table>

**Y**

- (y)óo ka to omóu ようかと思う I think I’ll…
- ya や and |
- ya 屋 shop; shopkeeper (suffix) |
- yáa やあ oh! hey! hi! |
- yáchin 家賃 as expected, to be sure |
- yahári やはり rent |
- yukata 浴衣 cotton summer kimono |
- yakei 夜景 view at night, night scenery |
- yakkyoku 薬局 pharmacy, chemist shop |
- yaku ni tátsu 役に立つ to be useful |
- yakusoku 約束 promise, appointment |
- yakusoku suru 約束する to promise |
- yakyuu 野球 baseball |
- yamá 山 mountain |
- yamádera 山寺 mountain temple |
- yámai 病 illness, disease |
- yameru 止める to give up; stop; retire; abandon |
- yamu 止む to stop |
- yáne 屋根 roof |
- yappári やっぱり too, still, all the same, as expected (emphatic yahári) |
- yarimásu やり直す see yaru |
- yarinaósu やり直す to redo |
- yaru やる to do; give to an inferior; send on an errand |
- yasai 野菜 vegetable |
- yasashii 優しい kind, gentle, considerate |
- yasemásu see yaseru |
- yaseru 瘦せる to get thin |
- yasúi 安い cheap |
- –yasúi やすい to be easy to
yasumí 休み
yasumimásu 休む
yasúmu 休む

yatto やっと
yattsú 八つ
yayakoshí ややこしい
yo よ
–yo よ
yoaké 夜明け
yói 四時
yóji 四時
yókatta よかった
yokka 四日
yoko 横
yóku よく
yokujoo 浴場
yomihajimérú 読み始める
yomimásu 読む
Yomiurishínbun 読売新聞
yómu 読む
yón 四
yóo na ki ga suru ような
yóo ni ように
yóo ni suru ようにする
–(y)óo to suru ようとする
yoochíen 幼稚園
yoofu ku 洋服
yóoi 用意
yóoi suru 用意する
yooji 用事
yooka 八日
yookan 洋館
yóokoso ようこそ
yooma 洋間
yooróppa ヨーロッパ
yooshoku 洋食
yorí より
yorokobásu 喜ばす
yorokobi 喜び
yorokóbu 喜ぶ

holiday; rest, break
see yasúmu
to rest; to go to bed, sleep
(euphemistic honorific)
at last, finally
eight
complicated, intricate, confusing
sentence-final particle; emphatic
imperative suffix
dawn, daybreak
see ii
four o’clock
it was good, good; I’m glad
four days, 4th of the month
side; beside
well; often
bath, bath-house
to start to read
see yómu
the Yomiuri (a major daily)
to read
four
feel as if…
like, as
so that (indirect command)
arrange to …, make sure that
to try to (suffix)
kindergarten
western clothes
preparation, provision
provide, prepare, get ready
business, things to do
eight days, 8th of the month
a western-style house/building
welcome
western-style room
Europe
western food/meal
than
to delight, make happy
joy
to be pleased
yorokónde 喜んで
yoroshii よろしい
yoroshii désu ka よろしいですか
yoroshiku よろしく

yoru 寄る
yóru 夜
yoru よる
yoru, ni yoru to よる
yósa 良さ
yósan 予算
yotei 予定
yotte, ni とって
yóto ヨット
yottsú 四つ
you 酔う
yowai 弱い
yoyaku 予約
yozákura 夜桜
yu 湯
yubi 指
yubi (o) sásu 指(を)指す
yubiwa 指輪
yudéru 茹でる
yude-támago ゆで卵
yuka 床
–yuki 行き
yuki 雪
yukkúri ゆっくり
yumé 夢
yumé o miru 夢を見る
yuu 言う

yuube タべ
yuubínkyoku 郵便局
yuugata タ方
yuugóhan タ御飯
yuuhí タ日
yuujin 友人
yuumei na 有名な
yuushoku タ食
yuzuru 諲る

with pleasure
good (honorific)
is it all right? Do you mind?
well, suitably; give my regards;
please do what you can for me
to call at, drop in (at = ni)
night; at night
to depend
according to
value, worth, goodness
budget
plan
by (agent of passive)
yacht
four
to get drunk
weak
reservation, booking
cherry blossoms at night
hot water, see oyu
finger
to point
ring
to boil
boiled egg
floor
bound for ..., to ...
snow
slowly
dream
to dream
to say (most forms based
on iu)
last night
post office
evening
dinner, evening meal
setting sun, evening sun
friend
famous
dinner, evening meal
to hand over, give up, bequeath
Z

zannen na 残念な  
unfortunate
zasshi 雑誌  
magazine
ze ぜ  
emphatic sentence-final
particle
zéhi 是非  
certainly, without fail
zénbu 全部  
all
zensai 前菜  
entrée, hors d’oeuvre
zenzen 全然  
not at all
zéro ゼロ  
zero
zo ぞ  
emphatic sentence-final
particle
zonjimasén 存じません  
I don’t know (object honorific)
zonjíru 存じる  
to know (object honorific)
–zu ず  
negative suffix, see –(a)zu
zubón ズボン  
trousers
zúibun 随分  
extremely; quite, very
zútsu ずつ  
each
zutsuu 頭痛  
headache
zutto ずっと  
all the way, all the time
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