Colloquial
Japanese
# The Colloquial Series

**Series Adviser: Gary King**

The following languages are available in the Colloquial series:

<table>
<thead>
<tr>
<th>Language</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>Japanese</td>
</tr>
<tr>
<td>Albanian</td>
<td>Korean</td>
</tr>
<tr>
<td>Amharic</td>
<td>Latvian</td>
</tr>
<tr>
<td>Arabic (Levantine)</td>
<td>Lithuanian</td>
</tr>
<tr>
<td>Arabic of Egypt</td>
<td>Malay</td>
</tr>
<tr>
<td>Arabic of the Gulf and</td>
<td>Mongolian</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>Norwegian</td>
</tr>
<tr>
<td>Basque</td>
<td>Panjabi</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>Persian</td>
</tr>
<tr>
<td>* Cambodian</td>
<td>Polish</td>
</tr>
<tr>
<td>* Cantonese</td>
<td>Portuguese</td>
</tr>
<tr>
<td>* Chinese</td>
<td>Portuguese of Brazil</td>
</tr>
<tr>
<td>Croatian and Serbian</td>
<td>Romanian</td>
</tr>
<tr>
<td>Czech</td>
<td>Russian</td>
</tr>
<tr>
<td>Danish</td>
<td>Scottish Gaelic</td>
</tr>
<tr>
<td>Dutch</td>
<td>Slovak</td>
</tr>
<tr>
<td>Estonian</td>
<td>Slovene</td>
</tr>
<tr>
<td>Finnish</td>
<td>Somali</td>
</tr>
<tr>
<td>French</td>
<td>* Spanish</td>
</tr>
<tr>
<td>German</td>
<td>Spanish of Latin America</td>
</tr>
<tr>
<td>Greek</td>
<td>Swedish</td>
</tr>
<tr>
<td>Gujarati</td>
<td>* Thai</td>
</tr>
<tr>
<td>Hindi</td>
<td>Turkish</td>
</tr>
<tr>
<td>Hungarian</td>
<td>Ukrainian</td>
</tr>
<tr>
<td>Icelandic</td>
<td>Urdu</td>
</tr>
<tr>
<td>Indonesian</td>
<td>* Vietnamese</td>
</tr>
<tr>
<td>Italian</td>
<td>Welsh</td>
</tr>
</tbody>
</table>

Accompanying cassette(s) (*and CDs) are available for the above titles. They can be ordered through your bookseller, or send payment with order to Taylor & Francis/Routledge Ltd, ITPS, Cheriton House, North Way, Andover, Hants SP10 5BE, UK, or to Routledge Inc, 29 West 35th Street, New York NY 10001, USA.

**COLLOQUIAL CD-ROMs**

Multimedia Language Courses

Available in: Chinese, French, Portuguese and Spanish
Colloquial

Japanese

The Complete Course for Beginners

Second edition

Hugh Clarke and Motoko Hamamura
# Contents

**Preface** vii

**Introduction to the Japanese language** 1

1 名刺の交換 Meishi no kookan Exchanging business cards
2 自己紹介 Jiko-shookai Introducing yourself
3 家族の話 Kázoku no hanashi Talking about families
4 買い物 Kaimono Shopping
5 月曜日に会いましょう。 Getsuyóobi ni aimashóo. Let’s meet on Monday!
6 鈴木さんのかしへどうやって行きますか。 Suzuki san no kaisha e dóo yatte ikimasu ka. How do I get to your office, Mr Suzuki?
7 どんな感じの人ですか。 Dónna kanji no hito désu ka. What does he look like?
8 市内観光に行きましょう。 Shinai-kánkoo ni ikimashóo. Let’s take the city tour!
9 ホテルで Hóteru de At the hotel
10 競馬を見に行きませんか。 Keiba o mi ni ikimasén ka. Would you like to come to the races?
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 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。
Dóomo kaze o hiita yóó desu.
Somehow I seem to have caught a cold.

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

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 deshóó 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!

Key to the exercises 258
Grammar summary 289
Appendix: hiragána, katakána and kanji 306
Japanese–English glossary 312
Index of grammar and language functions 383
Preface

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’, Nihón 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 *r* of English word *rat* while placing the tip of the tongue in the position to form a *d*. *w* like the *w* in *wonderful*, but with the corners of the mouth pulled back slightly. This sound occurs only before *a*. Take care to pronounce *wa* like the *wo* in *wonder* and not like the *wa* in *war*.

**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 *pp*, *tt*, *tts*, *tch*, *ss*, *ssh*, *kk*, *nn*, *nm* (pronounced *mm*) take twice the time to pronounce of their single counterparts. Where the first element is *p*, *t* or *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 *take care* or *about time*. Failure to distinguish single and double consonants can result in misunderstanding. Note, for example, *káta* ‘shoulder’, *kátta* ‘won’ or *bata* ‘butter’, *batta* ‘grasshopper’.

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

**The apostrophe**

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

**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 ‘¨’. 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: hana ‘nose’ is pronounced hana (low–high) and, as it has no accent mark, any following particles also continue on a high pitch. hana ga takái ‘his nose is high, he is arrogant’ is pronounced hanagatakai. In contrast, while haná ‘flower’ is pronounced the same as hana in isolation, in connected speech it is followed by a low-pitched particle, e.g. haná ga akai ‘the flower is red’ is pronounced hanaga akai. On the other hand háshi ‘chopsticks’, with its initial accented syllable is pronounced, hāshi (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 kyootsuugo or ‘the common language’.

**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. supúun ‘spoon’, fóoku ‘fork’, gasorin sutándo ‘gasoline stand (petrol station)’.

**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.

<table>
<thead>
<tr>
<th>Sony (Sónii)</th>
<th>Toyota (Tóyota)</th>
<th>Mitsubishi (Mitsúbishi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kawasaki</td>
<td>Suzuki</td>
<td>Toshiba (Tooshiba)</td>
</tr>
<tr>
<td>Matsushita</td>
<td>Subaru (Súbaru)</td>
<td>Mazda (Matsuda)</td>
</tr>
</tbody>
</table>
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** (sashími)  **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)
**judo** (júudoo)

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

**Nihon** (Nihón) ‘Japan’  **Nippon** (Nippón) ‘Japan – formal pronunciation’
**Hokkaido** (Hokkáidoo)  **Sapporo**  **Tottori**
**Nissan**  **Honda**  **Sendai** (Séndai)
**sensei** (senséi)  **geisha**  **ninja**
**samurai**  **tempura** (tenpura)  **aikido** (aikídoo)
**banzai** (banzáí)  **kampai** (kanpai) ‘cheers!’

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, Táamura, Móríta, 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 hiragana symbols: さんてすかはこにちとのまそういえ
- 7 kanji characters: 田本中川山上下
- 3 katakana 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
A. SÚMISU: Konnichi wa. SMITH: Hello.
    HONDA: Konnichi wa. HONDA: Good afternoon.
    SÚMISU: Honda san désu ka. SMITH: Are you Mr Honda?
    HONDA: Hái, sóo desu. Honda désu. HONDA: Yes, that’s right.
    HONDA: Kochira kóso. HONDA: The pleasure is mine.

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

Vocabulary

こんにちは  konnichi wa  hello, good day, good afternoon
さん  san  Mr, Mrs, Miss, Ms (polite term of address)
...ですか  désu ka  is it?, are you?, etc.
はい  hái  yes
いいえ  iie  no, don’t worry (reply to an apology)
そうです  Sóo desu  that’s right (literally, ‘it is so’)
hajimeましで  hajimemáshite  how do you do? (literally, ‘for the first time’)

Come back to the Japanese text when you have studied the section on the script.
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, ka か, follows the verb.

You will also have noticed that no の is used to join nouns to indicate that the word preceding no possesses, or describes in some way, the following noun, e.g. Tanaka san no hón ‘Mr Tanaka’s book’, yama no náka ‘in the mountains’ (literally, ‘inside of the mountains’, ‘the mountains’ inside’), náka 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 no. For example, yamá loses its accent in the phrase yama 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 they 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:

<table>
<thead>
<tr>
<th>te de</th>
<th>とど</th>
<th>さざ</th>
</tr>
</thead>
<tbody>
<tr>
<td>そぞ</td>
<td>かが</td>
<td>こご</td>
</tr>
<tr>
<td>so zo</td>
<td>ka ga</td>
<td>ko go</td>
</tr>
</tbody>
</table>

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 う, 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 hiragana 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.

<table>
<thead>
<tr>
<th>Sushi Menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Specials</td>
</tr>
<tr>
<td>かに</td>
</tr>
<tr>
<td>Crab</td>
</tr>
</tbody>
</table>

**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. 山の上の川 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, námae, 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 ございいます。
スミス:  oはyoう ございいます。
山中:  kiのうは どうmo ありがとうございまshita。
スミス:  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：どうもしりれいししました。
中田：いいえ。

HONDA: Konban wa. NAKADA: Konban wa.
HONDA: Tanaka san desu ka. NAKADA: Iie, chigaimasu.
NAKADA: Nakada desu.
HONDA: Dóomo shitsúrei shimashita.
NAKADA: Iie.

HONDA: Good evening. NAKADA: Good evening.
HONDA: Are you Mr Tanaka? NAKADA: No, I’m not. I’m Nakada.
HONDA: I’m very sorry. NAKADA: That’s all right.

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：しりれいですが、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.

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.

SÚMISU: Tanaka san no hón désu ka.
TANAKA: Hái, watashi no hón desu.
SÚMISU: Dóozo.
TANAKA: Dóomo.

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

山中：ごしょうかいしいます。こちらは中田さんです。
中田：中田です。どうぞよろしく。
山本：はじめまして。下田の山本です。

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

NAKADA: Nakada désu. Dóozo yoroshoku.

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

G 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.

山中：じゃ、さようなら。
中田：おやすみなさい。
山中：また明日。
中田：じゃ、また。

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

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>おはようございます</td>
<td>good morning</td>
<td>おやすみnasai</td>
<td>good night (before retiring)</td>
</tr>
<tr>
<td>こんばんは</td>
<td>good evening</td>
<td>さようなら</td>
<td>goodbye (formal pronunciation)</td>
</tr>
<tr>
<td>おやすみなさい</td>
<td>good night (before retiring)</td>
<td>さんようなら</td>
<td>goodbye (casual pronunciation)</td>
</tr>
<tr>
<td>また明日</td>
<td>I’ll see you again</td>
<td>じゃ</td>
<td>see you! I’ll see you again (casual)</td>
</tr>
<tr>
<td>ちがいます</td>
<td>that’s not right, that’s incorrect, no</td>
<td>ありがとう</td>
<td>thank you</td>
</tr>
<tr>
<td>ありがとうnasai</td>
<td>thank you</td>
<td>ありがとうshita</td>
<td>thank you (past tense)</td>
</tr>
<tr>
<td>どういたしもので</td>
<td>not at all, don’t mention it (in reply to thanks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>しつじゅいしまた</td>
<td>pardon me, I’m sorry, it was rude of me, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>しつじゅいですか、</td>
<td>excuse me, but … (may I ask …, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>どうぞ</td>
<td>please, go ahead, take one, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>بيعيshi</td>
<td>business card</td>
<td>(note: ei is pronounced ee)</td>
<td></td>
</tr>
<tr>
<td>本</td>
<td>book</td>
<td>かいsha</td>
<td>company, firm</td>
</tr>
<tr>
<td>かいしゃ</td>
<td>公司, firm</td>
<td>ごshouうかいしま</td>
<td>介绍我</td>
</tr>
<tr>
<td>おなまえ</td>
<td>(your, his/her) name (honorific)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>おなまえ</td>
<td>(my) name (neutral)</td>
<td>ともだち</td>
<td>friend</td>
</tr>
<tr>
<td>watashi</td>
<td>I, me</td>
<td>こちら</td>
<td>this side, this person</td>
</tr>
<tr>
<td>こちら</td>
<td>this side, this person</td>
<td>本</td>
<td>book</td>
</tr>
<tr>
<td>meishi</td>
<td>business card</td>
<td>かいsha</td>
<td>company, firm</td>
</tr>
<tr>
<td>かいしゃ</td>
<td>公司, firm</td>
<td>ごshouうかいしま</td>
<td>介绍我</td>
</tr>
<tr>
<td>onaまえ</td>
<td>(your, his/her) name (honorific)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>おなまえ</td>
<td>(my) name (neutral)</td>
<td>ともだち</td>
<td>friend</td>
</tr>
<tr>
<td>watashi</td>
<td>I, me</td>
<td>こちら</td>
<td>this side, this person</td>
</tr>
</tbody>
</table>
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)
ね  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. 田中さんですね。はい、そうです。田中です。
2. 川本さんですね。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. さようなら。
2. まちあした。 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. こんばんは。 d. こちらこそ。
5. そうですか。 e. こんばんは。

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

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>かいしゃいん</td>
<td>kaishain</td>
</tr>
<tr>
<td>shacho</td>
<td>director, company president, CEO</td>
</tr>
<tr>
<td>bucho</td>
<td>department head</td>
</tr>
<tr>
<td>がくせい</td>
<td>student</td>
</tr>
<tr>
<td>こうむいん</td>
<td>civil servant</td>
</tr>
<tr>
<td>shufu</td>
<td>housewife</td>
</tr>
<tr>
<td>kyoうし</td>
<td>teacher</td>
</tr>
<tr>
<td>いشا</td>
<td>doctor</td>
</tr>
<tr>
<td>n án</td>
<td>what</td>
</tr>
<tr>
<td>shiごと</td>
<td>(my) job, work (neutral)</td>
</tr>
<tr>
<td>oshiごと</td>
<td>(your, his/her) job, work (honorific)</td>
</tr>
</tbody>
</table>

Dialogue

田中：上田さんの oshiごとはnaんですか。
上田： kyoうしです。田中さんは?
田中: がkuseいです。
山田: 本田さんのoshiごとはnaんですか。
本田: いshaです。山田さんはかいshaいんですか。
山田: いいえ、こうmuいんです。
本田: そうですか。

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.

中山せんせい: スミスさん、じこしょうかいおねがいします。
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。
中山せんせい: ありがとう ございました。
Tsu ぎは リーさんを ごしようかい します。
リーさん: どうも。
はじめ me まして。
わたしは リーです。
中国の Pekin からです。
日本語がすこしできます。
中山せんせい: リーさんのご shúmi は なんですか。
リーさん: Sak カーと ラ gubiーです。
りょうよりも すきです。
中山せんせい: どうも ありがとう ございました。

NAKAYAMA SENSÉI: Súmisu san, jiko-shóokai o onegai shimásu.
SÚMISU SAN: Hái, wakarimáshita.
    Minásan, ohayoo gozaimáshu.
    Watashi wa Méarii Súmisu desu.
    Róndon kara kimáshita.
    Eikokújin desu.
    Íma, Nihongo o narátte imasu.
    Dóozo yoroshiku.
NAKAYAMA SENSÉI: Arígatoo gozaimashita.
RÍI SAN: Dóomo.
    Hajimemáshite.
    Watashi wa Ríi desu.
    Chúugoku no Pékin kara désu.
    Nihongo ga sukóshi dekimáshu.
NAKAYAMA SENSÉI: Ríi san no goshúmi wa nán desu ka.
RÍI SAN: Sákkaa to rágubii desu.
    Ryóori mo suki desu.
NAKAYAMA SENSÉI: Dóomo 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
おねがい  onegai  please give us…, I’d like to ask you for…
しみます  shimásu  I understand, certainly
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
英国人  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  dekimásu  can (speak), can do
前  shúmi  hobby, interest, pastime
なんですか  nán desu ka  what is it
…が  すきです  …ga sukí desu  (I) like…
sak  サッカー  soccer
ラ  gubi—  rugubii  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 リー・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.

![Katakána symbols](image)

**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-comounds 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

![Kanji characters](image)
‘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 wakarimásu  (I, you, s/he, we, they, etc.) understand...

... ga dekimásu  (I) can do, can speak ... (used with languages)

... ga dekimásen  (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 suki desu or … ga amari suki ja arimasen. As in these suggested sentence patterns it is usual to leave out the first person pronoun ‘watashi wa’.

<table>
<thead>
<tr>
<th>Sport/Hobby</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>tennis</td>
<td>júudoo judo</td>
</tr>
<tr>
<td>swimming</td>
<td>háikingu hiking</td>
</tr>
<tr>
<td>basukétto (booru) basketball</td>
<td>takkyuu table-tennis</td>
</tr>
<tr>
<td>báree (booru) volley ball</td>
<td>sáafin surfing</td>
</tr>
<tr>
<td>hókkei hockey</td>
<td>booringu (10 pin) bowling</td>
</tr>
<tr>
<td>sukii skiing</td>
<td>jooba horse-riding</td>
</tr>
<tr>
<td>karaóke karaoke singing</td>
<td>ópera opera</td>
</tr>
<tr>
<td>sukéeto skating</td>
<td>shibai theatre</td>
</tr>
<tr>
<td>yakyuuu baseball</td>
<td>éiga film, movie</td>
</tr>
<tr>
<td>górufu golf</td>
<td>kaimono shopping</td>
</tr>
<tr>
<td>sumoo sumo wrestling</td>
<td>ryokoo travel</td>
</tr>
<tr>
<td>dólusho reading</td>
<td></td>
</tr>
</tbody>
</table>

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.
Nihonjin wa yakyuuu 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・ミーアズさんの うちに すんでいます。ミーアズさんは アメリカ人です。アラスカにすんでいます。いま、日本語 o なら t で います。
ミーアズさんの shu みは アメリカ n futtobooru とア イス hokkeーです。Teni スもすきです。

Vocabulary

| かん国 | Kánkoku | Korea |
| かん国人 | Kankokujín | Korean (person) |
| Soーru | Sóoru | Seoul |
| ふたりとも | futari tomo … | both of them |
| よく | yóku | well |
| rokku | rókku | rock (music) |
| おんがく | óngaku | music |
| あまり | amari | (not) much, (not) very |
| こてんおんがく | koten-óngaku | classical music (more often kuráshikku) |
| どくしょ | dókusho | reading |
| うち | uchi | house |
| ス pootsu | supóotsu | sports |
| アイス hokkeー | ais uhókke | ice-hockey |
| アメリカ n futtoboo | Amerikan fúttooru | American football |

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.
<table>
<thead>
<tr>
<th>Country</th>
<th>Language</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eikoku</td>
<td>Eigo 英語</td>
<td>Igirisújin Igi イギリス人</td>
</tr>
<tr>
<td>England,</td>
<td>English</td>
<td>(regular form,</td>
</tr>
<tr>
<td>Britain</td>
<td></td>
<td>Eikokújin, not often used)</td>
</tr>
<tr>
<td>Nihón 日本</td>
<td>Nihongo 日本語</td>
<td>Nihonjin 日本人</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Kánkoku</td>
<td>Kankokugo かん国語</td>
<td>Kankokujín かん国人</td>
</tr>
<tr>
<td>Korea</td>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>Chúugoku 中国</td>
<td>Chuugkugo 中国語</td>
<td>Chuugokújin 中国人</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Yooróppa</th>
<th></th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ájia</td>
<td>ア ji ア</td>
<td>Asia</td>
</tr>
<tr>
<td>Afurika</td>
<td>ア fu リカ</td>
<td>Africa</td>
</tr>
<tr>
<td>Amerika</td>
<td>アメリカ</td>
<td>America</td>
</tr>
<tr>
<td>Oosutorária</td>
<td>Oo ス to ラリア</td>
<td>Australia</td>
</tr>
<tr>
<td>Tái</td>
<td>Tai</td>
<td>Thailand</td>
</tr>
<tr>
<td>Furansu</td>
<td>Fu ラ nス</td>
<td>France</td>
</tr>
<tr>
<td>Róndon</td>
<td>Rondon</td>
<td>London</td>
</tr>
<tr>
<td>Pári</td>
<td>Pa リ</td>
<td>Paris</td>
</tr>
<tr>
<td>Itaria</td>
<td>Ita リア</td>
<td>Italy</td>
</tr>
<tr>
<td>Supéin</td>
<td>ス pein</td>
<td>Spain</td>
</tr>
<tr>
<td>Airurándo</td>
<td>ア iru ラ ndo</td>
<td>Ireland</td>
</tr>
<tr>
<td>Kánada</td>
<td>カ nada</td>
<td>Canada</td>
</tr>
<tr>
<td>Nyuujiirándo</td>
<td>Nyuujii ラ ndo</td>
<td>New Zealand</td>
</tr>
<tr>
<td>Indo</td>
<td>Indo</td>
<td>India</td>
</tr>
<tr>
<td>Róoma</td>
<td>Roーma</td>
<td>Rome</td>
</tr>
<tr>
<td>Suéeden</td>
<td>ス eーden</td>
<td>Sweden</td>
</tr>
<tr>
<td>Shídonii</td>
<td>Shidoniー</td>
<td>Sydney</td>
</tr>
<tr>
<td>Doitsu</td>
<td>Doitsu</td>
<td>Germany</td>
</tr>
<tr>
<td>Arasuka</td>
<td>アラスカ</td>
<td>Alaska</td>
</tr>
</tbody>
</table>

**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
6. 美里  英国  アラスカ

Exercise 2.4

A new Japanese student has joined your aerobics class. You decide to use the opportunity to practise your Japanese by introducing her to the members of your cosmopolitan group. You give the nationality of each member of your class and mention what other languages they speak. Use the following cues to guide your Japanese explanations. For example:

Cue: Kim  Korea  Spanish

Kochira wa Kímu san desu. Kímu san wa Kankokujín desu.
Supeingo mo dekimásu.

1. Wang  China
2. Baker  England
3. Braun  Germany
4. Rani  India
5. Gordon  America
6. 美里  英国

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.
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.

1. Michael  surfing  basketball
2. Robert  horse-riding  soccer
3. Anne  music  hiking
4. Karl
   reading
   travel

5. Gordon
   swimming
   baseball

6. you
   shopping
   tennis

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.

1. Where does Mr Miller live?  
2. Does Mr Kim live in Korea?  
3. What language does Mr Miller speak a little?
4. Does Mr Kim speak Thai?
5. What is Mr Kim’s hobby?

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 Tái 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。すこした ke。
         ところ ro で Kim さんの ご shu みは なんですか。
KíMU: ス poーtsu です。
         Górfu がすきです。
ミラー: わたしも górfu がすきです。
### Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>お国</td>
<td><em>okuni</em></td>
</tr>
<tr>
<td>どこ</td>
<td><em>dóko</em></td>
</tr>
<tr>
<td>どちら</td>
<td><em>dóchira</em></td>
</tr>
<tr>
<td>できません</td>
<td><em>dekimasén</em></td>
</tr>
<tr>
<td>ええ</td>
<td><em>ée</em></td>
</tr>
<tr>
<td>だけ</td>
<td><em>dake</em></td>
</tr>
<tr>
<td>ところ で</td>
<td><em>tokoró de</em></td>
</tr>
</tbody>
</table>

- *your country* (honorific)
- *where*
- *which one, where* (polite)
- *can’t speak, can’t do*
- *yes*
- *only*
- *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何月半
• 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 ちちと ははです。
クーパー： おとうさんは わかい ですねぇ。
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: Ëe, génki desu.
Ténisu to górufu ga suki desu.
KÚUPAA: Sore wa dāre 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 dāre (no shashin) desu ka.
YAMÁSHITA: Dóre desu ka.
Áa, are wa imooto no kodomo désu.
KÚUPAA: Kawaií desu née. Nánsai desu ka.
YAMÁSHITA: Nisai desu.
KÚUPAA: Onnánoko desu ka.
YAMÁSHITA: Iie, onnánoko dewa arimasén. Otokónoko desu.

COOPER: What’s that?
YAMÁSHITA: These are my father’s kanreki photos.
COOPER: Kanreki?
YAMÁSHITA: 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
ろくじゅっさい rokujuussai 60 years old
たんじょうび tanjouobi 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 ánì elder brother
あね ane elder sister
dōkushin bachelor, single/unmarried person

けっこんしていいます kekkon shite imásu (is) married
にています nite imásu looks like, resembles, look alike

dáre who?
dóre which one?
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)’.

<table>
<thead>
<tr>
<th>Hiragána</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>いもうと</td>
<td>imootó</td>
</tr>
<tr>
<td>こども</td>
<td>kodomo</td>
</tr>
<tr>
<td>かわいい</td>
<td>kawaïi</td>
</tr>
<tr>
<td>なんさい</td>
<td>nánsai</td>
</tr>
<tr>
<td>二歳</td>
<td>nísai</td>
</tr>
<tr>
<td>女の子</td>
<td>onnánoko</td>
</tr>
<tr>
<td>男の子</td>
<td>otokónoko</td>
</tr>
<tr>
<td>ねえ/ね</td>
<td>née/né</td>
</tr>
</tbody>
</table>
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 た, kko こ, sshi 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.

<table>
<thead>
<tr>
<th>kya きや</th>
<th>kyu きゅ</th>
<th>kyo きょ</th>
</tr>
</thead>
<tbody>
<tr>
<td>gya ぎや</td>
<td>gyu ぎゅ</td>
<td>gyo ぎょ</td>
</tr>
<tr>
<td>sha しゃ</td>
<td>shu しゅ</td>
<td>sho しょ</td>
</tr>
<tr>
<td>ja じゃ</td>
<td>ju じゅ</td>
<td>jo じょ</td>
</tr>
<tr>
<td>cha ちゃ</td>
<td>chu ちゅ</td>
<td>cho ちょ</td>
</tr>
<tr>
<td>nya にゃ</td>
<td>nyu にゅ</td>
<td>nyo にょ</td>
</tr>
<tr>
<td>hya ひゃ</td>
<td>hyu ひゅ</td>
<td>hyo ひょ</td>
</tr>
<tr>
<td>mya みゃ</td>
<td>myu みゅ</td>
<td>myo みょ</td>
</tr>
<tr>
<td>rya りゃ</td>
<td>ryu りゅ</td>
<td>ryo りょ</td>
</tr>
</tbody>
</table>

**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 ひや ひゅ ひょ   |
|——|——|——|——|——|——|——|——|
| ha hi fu he ho hya hyu hyo   |
| ぱ ぴ ぷ ぺ ぽ ぴゃ ぴゅ ぴょ   |
| ba bi bu be bo bya byu byo   |
| 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** süupaa ‘a supermarket’, when, of course, it is written in **katakána**.
Katakána

Here are five more katakána symbols.

\[
\begin{array}{cccc}
\text{タ} & \text{ク} & \text{シ} & \text{イ} \\
\text{ta} & \text{ku} & \text{shi} & \text{i} \\
\text{ハ} & \text{ha}
\end{array}
\]

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. ツクシ 2. イタリア 3. アイス
4. パスタ 5. パー 6. カラー・てれび
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.
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 **shichí** as this latter is too easily confused with 1 **ichí**, 4 **shí** and 8 **hachí**. 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 **nijuu** 二十, and ‘**ninety-eight**’ is **kyúujuu-hachí** 九十八 or ‘**nine-ten-eight**’. ‘**Forty**’ is generally **yónjuu** rather than **shijúu**, 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**.
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 goo respectively. Here are some examples of telephone numbers, bank account numbers and computer passwords.

1. 三四六一 の 二七〇八
   San yón rokú ichi no
   níi nána zéro hachí
2. 三五九四 七七〇二
   San góo kyúu yón (no)
   nána nána zéro níi
3. 三二〇八
   San nií
   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
7. 三五九四 七七〇二
8. 三二〇八
9. 26-3465-8791
10. (03) 9786-3342

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’, *otoóto 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
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 ókusun. 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. Ojíisan 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
お子さん

child, son (sometimes daughter)
child, your child (honorific expression, not used to refer to one’s own children)

まん中
大学せい
こうこう

mannaka
大がく
大学せい
daiγakusei
こうこう
kookoo

middle
university
university student
high school (short for kootoo-gakkoo)

こうこうせい
中がっこう

kookóosei
chuugákusei

high school student
junior high school student (literally, ‘middle school student’)

小さい
しょうがくせい
ようちえん
おくさん
まい日
おいそがしい
おたく

chiisái
shoogákusei
yoochien
ókusan
mainichi
oisogashíi
otaku

small, little (young, of children)
primary school pupil
kindergarten
(your) wife (honorific)
everyday
busy (honorific)
your house; you

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 そふと そぼ、ちと はは、
あにと あね、
いもうと おとうと、それに わたしです。
ぜんぶで 九人です。
ちとは こうむいんで、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。
いもうたは ちゅうがくせいです。
おとうたは しようがくせいです。
いもうたお おとうた スpo-つが
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

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

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 górufu 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. Ojiisan 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>bank</td>
</tr>
<tr>
<td>ゆうびんきょく</td>
<td>post office</td>
</tr>
<tr>
<td>レストラン</td>
<td>restaurant</td>
</tr>
<tr>
<td>むすび</td>
<td>supermarket</td>
</tr>
<tr>
<td>くりてん</td>
<td>shop, shops</td>
</tr>
<tr>
<td>コンビニ</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>from what time until what time?</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。
 てんいん: おともだちの たんじょうびのプ reze ン to です。
 山田: おっとみだれは おいくつですか。
 てんいん: 二十さいです。
 山田: では、あのスカーフはいかがですか。
 てんいん: 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: Kírei na sukáafu desu ne.
TEN’IN: Ée, mezurashíi iró desu.
YAMADA: Íkura desu ka.
TEN’IN: Ichiman’en desu. Íi monó desu yo.
YAMADA: Moo sukóshi yasúi no wa arimasén ka.
TEN’IN: Hái, gozaimásu.
Sono sukáafu wa ikága desu ka.
YAMADA: Dóno sukaafu desu ka.
TEN’IN: Sono chiisái no desu.
YAMADA: Iró ga chótto…
Tomodachi no tanjóobi no purézento desu.
TEN’IN: Otomodachi wa oikutsu désu ka.
YAMADA: Nijússai desu.
TEN’IN: Déwa, ano sukáafu wa ikága desu ka.
Onédan wa sóo tákaku arimasen.
YAMADA: Íkura desu ka.
TEN’IN: Hassen’en désu.
YAMADA: Déwa, sore o kudasái.
TEN’IN: Kashikomarimáshita.

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
arimasén ka don’t you have, aren’t there any…

ございいます gozaimásu 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 reze ン to present
ねだん (おねだん) nedan price
…を下さい/ください (…o) kudasái please give me…
かしこまりました kashikomarimáshita certainly, Sir/Madam

高い takái high, expensive
めずらしい mezurashii rare, unusual
いい íí, yói 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 na adjectives

| takái expensive    | kírei na pretty, beautiful |
| yasúi cheap        | hadé na gaudy              |
| wakái young        | génki na fit, healthy      |
| sugóí great        | sukí na favourite (like)   |
| ookíi big          | ookíi na big               |
| chiisái small      | chíisa na small            |

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:

takái 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 takái 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 desu. In Unit 3 we met the vocabulary items, wakái ‘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 *génki 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 *chiisái kodomo* or *chiisái 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: *Chíchí wa wakái desu.*
   My father is young.
A:   *Chíchí wa wákaku arimasen* or ...*wákaku nai desu.*
1. Kono hón wa takái desu.
2. Ano sukáafu wa kírei desu.
3. Kono monó wa ií desu.
4. Sono hón wa watashi no désu.
5. Háha wa génki 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: あおいのと しろいのがあります。
ピーター: あおいのを みせて下さい。
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。
ピーター: ああ、それはなかなかいいです。
日本せいの あおいのを下さい。

PÍITAA: Chotto sumimasén.
TEN’IN: Hái nánika.
PÍITAA: Jíinzu o kaitain’ désu ga …
TEN’IN: Aóí no to shirói no ga arimásu.
PÍITAA: Aóí no o míséte kudasai.
TEN’IN: Dóozo. Kore wa Amerikasei désu.
Totemo íi monó desu yo.
PÍITAA: Nihonsei no mo arimáasu ka.
TEN’IN: Hái, gozaimáasu. Kochira désu.
PÍITAA: Áa, sore wa nakanaka íi desu.
Nihonsei no aóí no o kudásai.

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 something
かいたいですか I would like to buy, but…
あおい blue
しろい white
みせて下さい please show me
せい made in…, –made
とても very
なかなか very, really, extremely
ジーンズ 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 míséte 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:

- くろい kurói black
- あかい akai red
- きいろい kiiroi yellow

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

- ちゃいろ chaïro brown (literally, ‘tea colour’)
- はいいろ haiïro grey (literally, ‘ash colour’)
- みどり midori green
- こん kón navy blue

**Items of clothing**

- せびろ sebiro (man’s) suit
- すうツ súutsu suit (man’s or woman’s)
- ズ bo ン zubón trousers, pants
- 半ず bo ン hanzúbon shorts
- スカー to sukáato skirt
- マフラー máfuraa muffler, woollen scarf
- ブーツ bûutsu boots
- ne クタイ nékutai tie
- wa イン ya ツ waïshatsu shirt
- ぼうし booshi hat

**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’. *Taro 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 díasuki 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:  Shínshi no kutsú wa?
TEN’IN:  Sangai désu.
MÁRIA:  Arigatoo gozaimásu.
TEN’IN:  Dóoozo 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**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>おうかがいします</td>
<td>I wonder if you can help me</td>
</tr>
<tr>
<td>(literally, ‘I’d just like to ask’)</td>
<td></td>
</tr>
<tr>
<td>何でしょうか</td>
<td>what is it, I wonder</td>
</tr>
<tr>
<td>(polite)</td>
<td></td>
</tr>
<tr>
<td>うりば</td>
<td>department, counter</td>
</tr>
<tr>
<td>くつうりば</td>
<td>shoe counter</td>
</tr>
<tr>
<td>かい</td>
<td>floor, storey (classifier)</td>
</tr>
<tr>
<td>何かい、何がい</td>
<td>which floor</td>
</tr>
<tr>
<td>くつ</td>
<td>shoes</td>
</tr>
<tr>
<td>しんし</td>
<td>gentleman</td>
</tr>
<tr>
<td>ふじん</td>
<td>lady</td>
</tr>
<tr>
<td>ごゆっくり</td>
<td>at leisure, taking time</td>
</tr>
<tr>
<td>(honorific)</td>
<td></td>
</tr>
</tbody>
</table>

**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:** Shinshiyōofuku-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>ちか一かい</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>ni hyakú</td>
<td>san byaku</td>
<td>yon hyakú</td>
<td>go hyakú</td>
<td>ropp yaku</td>
<td>naná hyakú</td>
<td>happyaku</td>
<td>kyúu hyakú</td>
<td>nán hyakú</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>sen</td>
<td>ni sen</td>
<td>sanzen</td>
<td>yon sen</td>
<td>go sen</td>
<td>roku sen</td>
<td>nana sen</td>
<td>hassen</td>
<td>kyuusen</td>
<td>nanzen</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>何万</td>
</tr>
<tr>
<td>ichimán</td>
<td>nimán</td>
<td>sanmán</td>
<td>yonmán</td>
<td>gomán</td>
<td>rokumán</td>
<td>nanamán</td>
<td>hachimán</td>
<td>kyuumán</td>
<td>nanzén</td>
</tr>
</tbody>
</table>

Remember when pronouncing these numbers that n 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 一千, 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
五百万 gohyakumán 5,000,000
五十万 gojuumán 500,000
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.
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 パリしてんちょっとです。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。とてもいい 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.
<table>
<thead>
<tr>
<th>a. ぺリカン</th>
<th>b. スーパーマン</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. マフラーウール</td>
<td>d. フラ・フープ</td>
</tr>
<tr>
<td>e. ツアーガイド</td>
<td>f. コアラ</td>
</tr>
<tr>
<td>g. スキー</td>
<td>h. アフリカ</td>
</tr>
<tr>
<td>i. ペンギン</td>
<td>j. パンダ</td>
</tr>
<tr>
<td>k. モーター</td>
<td>l. マイク</td>
</tr>
<tr>
<td>m. バッハ</td>
<td>n. ヘリコプター</td>
</tr>
<tr>
<td>o. ブーツ</td>
<td>p. ペン</td>
</tr>
<tr>
<td>q. コーヒー</td>
<td>r. パン</td>
</tr>
<tr>
<td>s. マンモス</td>
<td>t. コンピュータ</td>
</tr>
</tbody>
</table>
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: Shibáraku 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 aimasén 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 shimasóo 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 Sushikóo?
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

 الشباب
おげんきですか
おかげさまで
おたく
みなさま
ところで
三人で
いつでも
だいじょうぶ
だめ
de
にしましょうか
おひる
たべましょうか
denwa

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></td>
<td>–másu</td>
<td>–masén</td>
<td>–máshita</td>
<td>–masén deshita</td>
</tr>
<tr>
<td>Example:</td>
<td>ikimásu</td>
<td>ikimasén</td>
<td>ikimáshita</td>
<td>ikimasén deshita</td>
</tr>
<tr>
<td></td>
<td>(l) go</td>
<td>(l) don’t go</td>
<td>(l) went</td>
<td>(l) didn’t go</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 imashita* ‘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.

**benkyoo shimásu**
Mainichi nánjikan benkyoo shimásu ka.

**ryóori (o) shimásu**
Píitaa san no ouchi de dáre ga ryóori o shimásu ka.

**shokuji (o) shimásu**
Kyóó wa issho ni shokuji shimasén ka.

**kekkon shimásu**
Onéesan wa ítsu kekkon shimashita ka.

**ryokoo shimásu**
Rainen Amerika o ryokoo shimásu.

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

**Dialogue 2**

*Yamada and Tanaka are hiring a car.*

山田: あした お な ター カー で ドライブに
いきませんか。

田中: それは いいですね。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 néé.

Dóko e ikimashóo ka.
YAMADA: Úmi to yamá to dóchira 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

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

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. Kyóo wa mokuyóobi desu. (kinóo)

Vocabulary

ごはん  gohan  (cooked) rice; meal
あたらしい  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  Shall I carry your (mochimásu to
mochimashóo ka.  suitcase for you?  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 *wo*, but now indistinguishable in pronunciation from お お). This is another example of historical spelling, just as the topic particle pronounced *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*.

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nihonjín wa mainichi góhan o tabemásu.</td>
<td>The Japanese eat rice every day.</td>
</tr>
<tr>
<td>Dóno shinbun o yomimásu ka.</td>
<td>Which newspaper do you read?</td>
</tr>
<tr>
<td>Atarashíi kuruma o kaimáshita.</td>
<td>I bought a new car.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michi o arukimásu</td>
<td>to walk along a road</td>
</tr>
<tr>
<td>Sóra o tobimásu</td>
<td>to fly through the sky</td>
</tr>
<tr>
<td>Nihón o ryokoo shimášu</td>
<td>to travel through Japan</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinóo Tanaka san ni aimáshita.</td>
<td>Yesterday I met Mr Tanaka.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jón san wa Tookyoo de Nihongo o benkyoo shimáshita.</td>
<td>John studied Japanese in Tokyo.</td>
</tr>
</tbody>
</table>
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 yomimášu.  I read the newspaper every day at the company.
Éki no kiósuku de zasshi o kaimášita.  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:

KON ima now
RAI, ki (masu) come, next-
–MAI every, each
SHUU week
NEN tóshi year

KA hi fire
SUI mizu water
MOKU ki tree, wood
KIN kane gold, metal; money
DO tsuchi earth
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 getsuyóo ‘Monday’, etc. for the names of the days of the week.

月曜日 getsuyóobi Monday
火曜日 kayóobi Tuesday
水曜日 suiyóobi Wednesday
木曜日 mokuyóobi Thursday
金曜日 kin’yóobi Friday
土曜日 doyóobi Saturday
日曜日 nichiyóobi Sunday

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.
## Time duration

The numeral classifier for counting hours is –じかん じかん. The –かん of the suffix expresses duration and is also found in the classifiers for counting weeks, –しゅうかん しゅうかん and years, –ねんかん ねんかん. Although the –かん is required when counting hours or weeks, for counting years either –ねんかん, or simply –ねん may be used. For example:

**Ninen Nihon ni imashita**  or **Ninenkan Nihon ni imashita.**

*I was in Japan for two years.*

We have already met the suffix –がつ がつ, used for naming the months (いちがつ いちがつ ‘January’ etc.), but for counting months, the numeral classifier –がつ かげつ is used. For example:

**Sankōgetsu Tookyoo de Nihongo o benkyoo shimashita.**

*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せん。
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.

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 聞 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って、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：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 dòo yatte ikimásu ka.
SUZUKI：Nihonbashi no chikatesu no éki no chikaku ni arimasu. Sono hen o yóku gozonji desu ka.
ANÁTA：Iie, amari yóku shirimasén. Chizú 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 semái michi ni háitte, massúgu hyaku meetoru gúrai ikimásu.
ANÁTA: Hyaku meetoru massúgu desu ne.
SUZUKI: Suru to migigawa ni Mainichi-Shínhun ka Yomiuri-Shínbun no dairiten ga arimásu.
ANÁTA: Hái. Wakarimáshita.
SUZUKI: Soko no kádo o migi ni magatte, ni-sanjuu meetoru no tokoro ni Nichiei-Bóoeki to yuu, chíisa 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
どうやって dóo yatte how (literally, ‘doing what way?’)
日本橋 Nihonbashi district in central Tokyo
ちかてつ chikatetsu underground railway, subway
えき éki station
ちかく chikáku vicinity, area around ...
ごぞんじですか gozónji desu ka Do you know? (honorific)
あまり amari (not) much, (not) very
よく yóku well, often
しりません shirimasén (I) don’t know
書いて chízu map
ください kudasái please (give me)
くださいませんか kudasaimasén ka Won’t you?/Would you mind?
でぐち déguchi exit
でて dëte going out, exiting
ください kudasái please (give me)
ひだり hidari left
まがって ください magatte kudasái please turn
そして soshite and, after that
する suru to then, next
銀行 ginkoo bank
ああ、そうですか åa, sóo desu ka Oh, is that so? Really? I see
ええっと éetto uh, um (hesitation form)
よこ yoko side, alongside
せまい semái narrow
みち michi road, street
はいって háitte entering, going in
まっすぐ massúgu straight, straight ahead
gúrai about
migi right
migigawa right-hand side
Mainichi-shínbun Mainichi Shimbun (newspaper)
読売新聞 Yomiuri-shínbun Yomiuri Shimbun (newspaper)
か ka or (particle)
だいりてん dairíten agency
そこ no there (not far away)
kádo corner
tokoro place, spot; where
booeki trade, trading
kaisha company, firm
Jimúsho office
bíru building
行ってもいいですか itte mo íi desu ka may I go/come?
もちろん mochíron of course
何時でも nánji demo any time at all
かまいません kamaimasén it doesn’t matter
いっしょに issho ni together
おひるごはん ohiru-góhan lunch

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 nee. 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 –másu 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 –másu ending. If there is an –e before the –másu, 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 –másu 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 mítte. 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 –másu 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.

kakimásu writes káite writing (–ki plus –te becomes –ite)
isogimásu  
**hurries**

isóide  
**hurrying** (–gi plus –te becomes –ide)

kaimásu  
**buys**

katte  
**buying** (–ai plus –te becomes –atte)

machimásu  
**waits**

mátte  
**waiting** (–chi plus –te becomes –tte)

torimásu  
**takes**

totte  
**taking** (–ri plus –te becomes –tte)

yomimásu  
**reads**

yónde  
**reading** (–mi plus –te becomes –nde)

asobimásu  
**plays**

asónde  
**playing** (–bi plus –te becomes –nde)

---

**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:

**Otootó 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.

kekkon shimásu  
**to marry**

kekkon shite imásu  
**to be married**

futorimásu  
**to get fat**

futótte imásu  
**to be fat**
yasemásu  
**to get thin**
yasete imásu  
**to be thin**
tsukaremásu  
**to become tired**
tsukárete imásu  
**to be tired**
yorokobimásu  
**to get angry**
yorokónde imásu  
**to be angry**
onaka ga sukimásu  
**to get hungry**
onaka ga suite imásu  
**to be hungry**
nódo ga kawakimásu  
**to get thirsty**
nódo ga kawaite imásu  
**to be thirsty**
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 zonjimásu 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 nání o shite imásu ka.

**A**: Íma zasshi o yónde imasu.
1. washing the car (kuruma, araimasu, arratte)
2. writing a letter (tegami)
3. studying Japanese
4. cleaning the room
5. watching television (térébi)

The following are not recorded on the cassette tape.

6. waiting for a friend (machimasu, mátte)
7. listening to the radio (kikimasu, kitte)
8. reading a novel (shoosetsu)
9. drinking coffee (nomimasu, nónde)
10. making a cake (kéeki, tsukurimasu, 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 kudasái.**  
Please say it again.

**Móto yuukúri hanáshite kudasai.**  
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.**  
Please teach me Japanese.

**Yuubínkyoku e no michi o oshiete kudasái.**  
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.**  
Please draw me a map.

**Chízu o káite kudasaimasu ka.**  
Would you draw me a map?

**Chízu o káite kudasaimasen ka.**  
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 kudasáí.
Tsugí no kádo o migi e magatte kudasáí.
Densha ga nagái tonneru o toorimashita.

Please go straight along that narrow road.
Turn right at the next corner.
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: はい。

男の人: ちょっとおかげがいしますが、中央ゆうびんきょく郵便局はどちらでしょうか。
女の人：つぎの かどを ひだりへ まがって、ひろい みちを ずっとまっすぐ行ってください。

男の人：そこのかどを ひだりですね。

女の人口：はい、そうです。そして三つめの しんごうを みぎへ まがってください。すると とおりょうえき まるのうち すぐあります。東京駅、丸の内の みなみぐちの まえに あります。

男の人：あるいは、何ぶんぐらい かかりますか。

女の人口：そうですねえ。四五ぶん かかります。

男の人：どうもありがとうございます。

女の人口：あめですから、とちゅうから ちかどうを とって行ってください。

男の人：はい。どうも、ごしんせつに。

女の人口：どういたしまして。

OTOKÓNOHITO: Sumimasén.
ONNÁNOHITO: Hái.
OTOKÓNOHITO: 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.
OTOKÓNOHITO: 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.
OTOKÓNOHITO: Arúite nánpun gurai kakarimásu ka.
ONNÁNOHITO: Soo desu nee. Shigofun kakarimásu.
OTOKÓNOHITO: Dóomo arigato gozaimashita.
ONNÁNOHITO: Áme desu kara tochuu kara chikáadoo o tóotte itte kudasái.
OTOKÓNOHITO: 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**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ちょっと</td>
<td>chótto</td>
</tr>
<tr>
<td>おうかがい　します</td>
<td>oukagai shimásu</td>
</tr>
<tr>
<td>つぎ</td>
<td>tsugí</td>
</tr>
<tr>
<td>ひろい</td>
<td>hirói</td>
</tr>
<tr>
<td>あめ</td>
<td>áme</td>
</tr>
<tr>
<td>あめですかから</td>
<td>áme desu kara</td>
</tr>
<tr>
<td>あるいは</td>
<td>aruîte</td>
</tr>
<tr>
<td>とちゅう</td>
<td>tochuu</td>
</tr>
<tr>
<td>ちかどう</td>
<td>chikádoo</td>
</tr>
</tbody>
</table>

**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 | éki | station
バスてい | basutei | bus stop
タクシーのりば | takushii-nóriba | taxi rank
ちゅうしゃじょう | chuushajoo | car park
ガソリン・スタンド | gasorin-sutándo | petrol station
えいがかん | eigákan | cinema, movie theatre
こうえん | kooen | park
スーパー | süupaa | supermarket
コンビ | konbíni | convenience store
びょういん | byooin | hospital
はなや | hanáya | florist
やおや | yaoya | greengrocer
くすりや | 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, ichí, ní, 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></th>
<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></td>
<td>hitótsu</td>
<td>futatsú</td>
<td>mittsú</td>
<td>yottsú</td>
<td>itsútsu</td>
<td>muttsú</td>
<td>nanátsu</td>
<td>yattsú</td>
<td>kokónotsu</td>
<td>tóo</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. sanjuuichibánme ‘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。
         そしてつきたあたりを 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。
         じょうせい
         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>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>josei</td>
<td>woman, female</td>
</tr>
<tr>
<td>dansei</td>
<td>man, male</td>
</tr>
<tr>
<td>kono saki ni</td>
<td>ahead, along in front</td>
</tr>
<tr>
<td>tsukiatari</td>
<td>end of the road/corridor, etc.</td>
</tr>
<tr>
<td>mátu</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 tóire 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.

**Kyóó wa Chuuka-ryóoori o tabetáì desu.**

Today I want to eat Chinese food.

**Ashita wa ikitaku arimasén (or ikitaku nái desu).**

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 kité 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 \textit{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>shinbun-kísha  journalist, newspaper reporter</td>
</tr>
<tr>
<td>つとめてています</td>
<td>tsutómete  works for, serves (takes ni)</td>
</tr>
<tr>
<td>しごと</td>
<td>shigoto  work</td>
</tr>
<tr>
<td>むかし</td>
<td>mukashi  formerly, in the past</td>
</tr>
<tr>
<td>いなか</td>
<td>inaka  country(side)</td>
</tr>
<tr>
<td>について</td>
<td>ni tsúite  about</td>
</tr>
<tr>
<td>じょうすな</td>
<td>joozú na  be skilled in, be good at</td>
</tr>
</tbody>
</table>
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.
阿部: そうですね。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。

ブルース: そうですね。それではどんなかんじの人か
おしえてください。

阿部: そうですねえ。かおはほそくて、かみのは
ちゃいろだそうです。

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、なまえとは人たいですね。

阿部: ほとんどですねえ。それから、年れいですが、
四十ぐらいらしいです。

ブルース: はい。だいたいどんなかん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: Sóo 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 nēkutai o
shímete kuru soo desu.

BURUUSU: Sóo desu ka. Sore de wa dónna kanji no hito ka oshiete ku-
dasái.

ABE: Sóo desu née, kao wa hósokute, kaminóke wa
chaio da sóo 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 kite kudasái.
BURUUSU: Hái, wakarimáshita.

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

<table>
<thead>
<tr>
<th>Brazilian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kara</td>
<td>because …, …and so (conjunction)</td>
</tr>
<tr>
<td>kuukoo</td>
<td>airport</td>
</tr>
<tr>
<td>mukae ni itte</td>
<td>going to meet</td>
</tr>
<tr>
<td>fukú</td>
<td>clothes</td>
</tr>
<tr>
<td>fákkusu</td>
<td>fax, facsimile</td>
</tr>
<tr>
<td>… ni yoru to</td>
<td>according to</td>
</tr>
</tbody>
</table>
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 kimásu ga, Mr Abe is coming, but Mr Yamamoto is not.
Yamamoto san wa kimasén.

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

chekkuín suru
check in (verb)
tsurete kúru
to bring (a person)
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
kawakimásu  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>copula</td>
<td>désu</td>
<td>de</td>
<td>da (de aru)</td>
</tr>
<tr>
<td>consonant-root verb</td>
<td>kakimásu</td>
<td>káite</td>
<td>káku</td>
</tr>
<tr>
<td>vowel-root verb</td>
<td>tabemásu</td>
<td>tábete</td>
<td>tabéru</td>
</tr>
<tr>
<td>irregular verb</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 –emásu 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)
- itte 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  Mr Tanaka will probably come
deshoo  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 tsúita 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. Please give me a ring before you come.
Tookyoo ni kuru máe Róndon ni súnde imashíta. 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 kaimámáshí. ‘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 mimázshíta. I watched television after having my meal.
Suzuki san ga kite kara soodan shimashóo. Let’s discuss it after Mr Suzuki comes.
Nihón ni tsúite kara súgu Nihongo no benkyo o hajimémáshí. I’ll start studying Japanese immediately after I arrive in Japan.

A sentence such as Senséi ga káette kara Fújiko san ga kimáshíta ‘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 shimasu  
denwa-bángoo o shirabemáshita
5. jogingu o shimasu  
sháwaa o abimásu
6. nemásu  
sutóobu o keshite kudasái

**Vocabulary**

| dekakérú | to set out, leave  
(for = e) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kesu</td>
<td>to put out, turn off</td>
</tr>
<tr>
<td>chooshoku or asa-góhan</td>
<td>breakfast</td>
</tr>
<tr>
<td>chuushoku or hiru-góhan</td>
<td>lunch</td>
</tr>
<tr>
<td>yuushoku or ban-góhan</td>
<td>dinner</td>
</tr>
<tr>
<td>bótan</td>
<td>button</td>
</tr>
<tr>
<td>osu</td>
<td>to push</td>
</tr>
<tr>
<td>nomímono</td>
<td>drink</td>
</tr>
<tr>
<td>déte kuru</td>
<td>to come out</td>
</tr>
<tr>
<td>sháwaa o abiru</td>
<td>to have a shower, take a shower</td>
</tr>
<tr>
<td>neru</td>
<td>to sleep, go to bed</td>
</tr>
<tr>
<td>sutóobu</td>
<td>stove, heater</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 iimáshita yo. Mr Suzuki said he is coming tomorrow, you know.
Onamae wa nán to osshaimásu ka. What is your name? (honorific)
Jón to mooshimáasu. My name is John. (formal)
Nihon-ryóori wa oishii to omoimáasu 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 sóo 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 yóo desu ‘it seems’, ‘it looks as if’ is similar to sóo 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, rashii desu, ‘it seems’, ‘it appears’, can be used for either hearsay or appearance, thus combining the functions of sóo desu and yóo desu.

Anóhito wa máinichi gókiro hashíru rashii 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 wakarimáshén. I don’t know what time I’ll (or ‘he’ll’) be home today.
Anóhito ga náni o itte iru ka sappári wakarimáshén. 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 wakarimáshén or Náni ka wakarimáshén. 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 tanoshíí 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 imáshita.  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 いいです, kamaimasén (‘it doesn’t matter’) can be used to make the expression a little softer.

**Kyoo wa hayaku 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 dáme 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 sutté 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

*Permitted*  
 sóto de (outside)  
 básu de (on the bus)  
 pén de (with a pen)  
 Eigo de (in English)  
 dóru de (in dollars)  
 ása  

*Prohibited*  
 náka de  
 eigákan de (in the cinema)  
 enpitsu de (in pencil)  
 Nihongo de (in Japanese)  
 en de (in yen)  
 yóru (at night)  

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 itadaite 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

- **umareru** to be born
- **hikūi** short, low
- **sumóobu** the sumo club
- **tsutoméru** to work for (takes ni)
- **kawarū** to change, move, transfer
- **sotsugyōo suru** to graduate
- **sei** stature, height, build
- **hairu** rejoin, enter, fit

### 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 atarashii 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’.

Séeraa 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 imasu.
3. Tákushii no unténshu san wa shirói tebúkuro o hamete imásu.
4. Aóyama san wa kuchihige o hayáshte ite, kurói óbi o shímete imasu.
5. Yamamoto san wa kírei na buróochi o tsukéte imasu.
6. Aoki san wa gurée no sebíro o kite ite, shirói kutsū 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**

- **booshi**  
  - hat
- **óbi**  
  - sash, belt
- **buróochi**  
  - brooch
- **unténshu**  
  - driver
- **tebúkuro**  
  - gloves
- **gurée**  
  - grey
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. ヽ 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. ヽ 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 b. For example, ヴァイオリン is now usually written バイオリン, ‘violin’. This unit’s new kanji appear directly below the katakána.

エワフランヴ

食事飲車分

早白青手私

SHOKU ta (bemásu) to eat
JI kotó thing, fact
IN no (mimásu) to drink
SHA karuma car, cart
FUN minute BUN part, share
wa (karimásu) to understand

SOO hayá (i) fast, early
HAKU shiró (i) white
SEI aó (i) blue, green
SHU té hand
SHI watashi, watakushi I, me
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、アルコールを飲むのはだめです。
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. ここでたばこを飲むのはだめです。
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です。
YAMADA: Kyóo wa nánji ni shuppatsu shimásu ka.
GUIDE: Hachíji desu. Chooshoku o tábete kara súgu róbii ni atsumátte kudasai.
YAMADA: Hái, wakarimáshita. Kore kara iku tokoro wa ómo ni shinai 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, ítsu dekimásu ka.
GUIDE: Kaimono wa yuushoku no máe ni dekimáru jikan wa daitai nánji góro desu ka.
YAMADA: Mise ga shimáru 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>shuppat suuru</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…</td>
</tr>
<tr>
<td></td>
<td>(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 yói ‘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 oíshikatta desu.**  
**Senshuu wa zútto isogáshikatta desu.**  
*Yesterday’s lunch was delicious.*  
*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 omoshirokuna katta 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 isogáshí desu. (kinóo)

**A:**  
Kinóo wa isogáshikatta desu.

1. Kyóo no shokuji wa totemo oishíi desu. (kinóo)
2. Kyóo no éiga wa amari omoshirokuna nai desu. (senshuu)
3. Nihongo no shikén wa ítsumo muzukashíi desu. (sengetsu)
4. Kónban no páatii wa tanoshií deshoo née. (yuube)
5. Kyóo no okyakusan wa amari óoku nai desu. (kinóo)
Vocabulary

shikén  
examination

ítsumo  
always

yuube  
last night

óoi  
numerous

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

móó  
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

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>hoka ni</td>
<td>besides, apart from</td>
</tr>
<tr>
<td>dáremo</td>
<td>nobody, anybody</td>
</tr>
</tbody>
</table>

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. Anöhito 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-shínbin 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、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、そうだんだしい、が
(There are things I wish to discuss.)
4. 見た、ですよ、えいか、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 dekimáshita.** In Okinawa they can grow pineapples.
Dekíru replaces suru 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 dekimásu ka. Can you drive a car?
Koko de okane no ryoogae ga dekimásu ka. Can I change money here?
(ryoogae suru ‘to change money’)

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

Nihongo o káku koto ga dekimasu ka. Can you write Japanese?
Sashimí o tabéru kotó ga dekimásu ka. Can you eat sashimi (raw fish)?

Experience

This same kotó, is also used with the verb áru ‘to exist’, ‘to have’, to express the idea of experience. When kotó ga áru 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...’.

Nihón ni itta kotó ga arimásu ka. Have you (ever) been to Japan?
Nihón no éiga o míru kotó ga arimásu 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 unten ménkyo ga hitsuyoo désu ga, unten dekimásu 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 dekimásu 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

ménkyo licence
jidóosha automobile, car
ootóbai motorbike
tama niwa occasionally, sometimes
resépushon reception
dake only (e.g. hiragána dake desu ‘(I know) only hiragana.’)
shika only (takes a negative verb, e.g. Nihongo shika dekimásén ‘I can only speak Japanese.’)
tetsudái help, assistance
hataraku to work
tsukúru to make

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.

Tookyoo 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 móttó, ‘more’.

Móttó 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. (かたつみ 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 ℃, きのう 22 ℃)
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 yasúi desu.
6. __________wa ___________ yori takái desu.
7. __________wa ___________ yori atatakái desu.
8. __________no hoo ga tsugoo ga íi desu.

**Vocabulary**

<table>
<thead>
<tr>
<th>se ga takai</th>
<th>せが高い</th>
<th>to be tall (literally, ‘stature is tall’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>… nen-umare</td>
<td>… 年生まれ</td>
<td>born in… (year)</td>
</tr>
<tr>
<td>toshiue</td>
<td>年上</td>
<td>older, more senior (person’s age)</td>
</tr>
<tr>
<td>hima</td>
<td>ひま</td>
<td>free time</td>
</tr>
<tr>
<td>tsugoo ga íi</td>
<td>つごうがいい</td>
<td>to be convenient, to be suitable</td>
</tr>
</tbody>
</table>

**Dialogue 2**

*Frank Anderson is talking to his business associate Mr Baba about his coming trip to Japan.*
ANDÁASON: Raishuu Nihón ni iku yotei desu ga, Nihón ni iru aida wa sakura no haná ga mitái desu.

BABA: Choodo íma hanamí no kísetsu desu yo.

ANDÁASON: Hanamí ni dóko ga íi desu ka.

BABA: Kyóoto no Arashiyama ga yuumei desu ga, Tookyoo démo míru kotó ga dekimásu yo.

ANDÁASON: Tookyoo déwa dóko ga íidesu ka.

BABA: Kóokyo no mawari ya, Meiji-jínguu ya, Inokashira-kóoen nádo mo ninki no áru tokoro désu yo.

ANDÁASON: Watashi ga iku kaisha wa kóokyo no chikáku desu kara, choodo yókatta desu.

BABA: Tenki ga íi to íi desu ne. Áme ga fúru to sakura wa súgu chirimásu kara.

ANDERSON: 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.

ANDERSON: 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.

ANDERSON: 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 Íi desu (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…
iru

bakkupákkaa back-packer

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.
Exercise 8.8

Rewrite the following romanised sentences in Japanese script, using kanji, hiragana and katakana 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 Kyōto e itte kimashita.
2. Raigetsu Tanaka sensēi to hanami ni ikimasu.
3. Me no mae ni takusan no kirei na hanā ga arimashita.
4. Gōgo gojihān ni Tookyoo-eki no mae de mätte ite kudasai.
5. Tookyoo wa Kyōto yori ookii desu.
In this unit you will learn how to:

- Discuss conditions and consequences
- Use more numeral classifiers
- Narrate what happened in the past
- Talk about doing two or more things at the same time
- Talk about doing things frequently or alternatively using –tari
- Use the indefinite pronouns dáreka, nánimo, etc.

You will also acquire:

- 10 more kanji: 着 話 明 朝 海 門 休 紙 枚 台

Dialogue 1

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: いらっしゃいません。
カラーク: クラールクですが、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。しょうしよう おまち下さい。ただ今おしらせ いたします。
カラーク: 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 三畳 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、よやくした時は、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 あたったら
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, chekkuin o shitai n’ desu.
FURÓNTO: Hái, kashikomarimáshita. Shóoshoo omachi kudasáí.
Tadáima oshirabe itashimášu.
KURÁAKU: Tsúin to dáburu no heyá o yoyaku
shimáshita ga.
FURÓNTO: Hai, Kyóó kara asátte made sanpaku de, yonin
sama désu ne.
KURÁAKU: Sóó 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. Kyóó wa chótto gozaimasén
ga, ashita deshitara, áru to omoimášu.
KURÁAKU: Déwa, ashita furó-tsuki no heyá ga áttara kaette
kudasái.
FURÓNTO: Kashikomarimáshita. Sore déwa, kochira ni gojuuusho to
onamae o onegai shimášu. Sore kara, sain o kochira ni
onegai shimášu.
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

フロント furónto front desk, reception
チェックインする chekkuin to check in
しようしよう shóoshoo a little (formal)
おまち下さい omáchi kudasai please wait (honorific)
ただいま tadaima just now; now (formal)
おしらべ います oshirábe I’ll check / investigate (respectful)
よやくする itashimasu to reserve, book
tツイン tsuín twin (-bed room)
ダブル dáburu double (-bed room)
三ぱく sanpaku three nights’ stay (haku = counter for nights’ stay)
四名さま yonmeisama four people (very formal)
おへや oheya your room (honorific)
シャワーツキ sháwaa-tsuki with a shower
ふろづき furo-tsuki with a bath
おねがいしたんですが onegai shita n’ desu ga I requested you know, but…
もうしきわけございません mooshiwake We’re terribly sorry (very formal)
ございません ga… gozaimasén ga… There aren’t any, I’m afraid.
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. ______________________________ さきに 食べてください。
2. ______________________________ 車と いえを 買いたいです。
3. ______________________________ くつを ぬぎます。
4. ______________________________ おまわりさんに 聞いてください。
5. ______________________________ 車を うんでんしません。
6. ______________________________ いえに 早く かえるようになりました。
7. ______________________________ 一休み しましょうか。
8. ______________________________ 中止です。
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 間にありますよ。
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 はやく やせますよ。

Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>さきに</td>
<td>first, ahead, before</td>
</tr>
<tr>
<td>ぬぐ</td>
<td>to take off (clothes, etc.)</td>
</tr>
<tr>
<td>おまわりさん</td>
<td>policeman, policewoman</td>
</tr>
<tr>
<td>一体</td>
<td>a rest, a break</td>
</tr>
<tr>
<td>中止</td>
<td>cancellation, calling off</td>
</tr>
<tr>
<td>ma ni áu</td>
<td>to be in time (‘for’ = ni)</td>
</tr>
<tr>
<td>hoshí</td>
<td>to want</td>
</tr>
<tr>
<td>sugíru</td>
<td>to pass, exceed, be more than</td>
</tr>
<tr>
<td>densha</td>
<td>train (electric)</td>
</tr>
<tr>
<td>suku</td>
<td>to become empty</td>
</tr>
<tr>
<td>móofu</td>
<td>blanket</td>
</tr>
<tr>
<td>tasu</td>
<td>to add</td>
</tr>
<tr>
<td>undoo</td>
<td>exercise</td>
</tr>
</tbody>
</table>
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 (when not in bed)</td>
</tr>
<tr>
<td>ラジオ</td>
<td>radio</td>
</tr>
<tr>
<td>うた</td>
<td>song</td>
</tr>
</tbody>
</table>
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, nikko, sanko, 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 sандai мótte imasu.  
Mr Honda has two houses and three cars.  

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

Inú ippikí to kanariya ichíwa kátte 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 なん plus the numeral classifiers (なんぼん, なんまい, なんびき, etc.) with the pseudo-Chinese numerals, and いくつ with the Japanese numerals.

- なん people (but ひとり ‘one person’, ふたるい ‘two people’)
- だい vehicles, machines, telephones, etc.
- ケン houses, shops, etc. (1. いっけん, 6. ろっけん, 8. はっけん)
- まい flat objects, sheets of paper, plates, etc.
- はい ‘glassful’, ‘cupful’ (1. いっぱい, 3. さんばい, 6. ろっぱい, 8. はっぱい)
- ほん cylindrical objects, bottles, pens, etc. (1. いっぱい, 3. さんばん, 6. ろっぱん, 8. はっぱん)
- さつ books, volumes (1. いっさつ, 8. はっさつ)
- ひき small to medium animals (fish, dogs, cats, etc.)
  (1. いっぴき, 3. さんびき, 6. ろっぴき, 8. はっぴき)
- わ birds (1. いちわ, 3. さんば, 6. はっぱ, 8. はちわ)
- つー large animals (horses, cows, etc.) (1. いっつー, 8. はっつー)
- つー 信 letters (1. いっつー, 8. はっつー)

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 きんじ 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. どうぶつえんで 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>
</tr>
</thead>
<tbody>
<tr>
<td>いる</td>
<td>to need</td>
</tr>
<tr>
<td>ティシュ・ペーパー</td>
<td>tissue paper</td>
</tr>
<tr>
<td>きゅうにゅう</td>
<td>milk</td>
</tr>
<tr>
<td>いぬ</td>
<td>dog</td>
</tr>
<tr>
<td>かう</td>
<td>to have, keep (an animal)</td>
</tr>
<tr>
<td>どうぶつえん</td>
<td>zoo</td>
</tr>
<tr>
<td>キリン</td>
<td>giraffe</td>
</tr>
<tr>
<td>生まれる</td>
<td>to be born</td>
</tr>
<tr>
<td>さかなや</td>
<td>fish shop</td>
</tr>
<tr>
<td>さかな</td>
<td>fish</td>
</tr>
<tr>
<td>ワイン</td>
<td>wine</td>
</tr>
<tr>
<td>のころ</td>
<td>to remain, be left</td>
</tr>
<tr>
<td>うれる</td>
<td>to be sold, sell ((intrans.) often used instead of uru to sell (trans.))</td>
</tr>
</tbody>
</table>

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, hatsuka, 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 tuitachi 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, nánichi 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).

<table>
<thead>
<tr>
<th>Day</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>155</td>
<td>3rd, three days</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>mikka</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>yokka</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>itsuka</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>muika</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>nanoka</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>yooka</td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>kokonoka</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>tooka</td>
<td></td>
</tr>
</tbody>
</table>

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, nánichi 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 –tári

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 –tari 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

よあけ yoaké  dawn, daybreak
このごろ konogoro  lately, these days
ちょうし chooshi  tune, tuning, condition
わるい warúi  bad
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  furobá, ofúro   bathroom
シャワーをあびる  sháwaa o abiru   to shower
おうせつ間  oosetsuma   lounge, drawing room
おしゃべりする  osháberi suru   to chat
せったいする  séttai suru   to entertain
だいどころ  daidokoro   kitchen
せんたくば  sentakuba   laundry
せんたくをする  sentaku (o) suru   to wash clothes, do the laundry
アイロンをかける  áiron o kakérú   to iron
としょしつ  toshóshitsu   reading room

Indefinite pronouns

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

náni  what
dáre  who
doko  where
dóre  which one of many
dótchira  which one of two
ítsu  when
ikura  how much

nánika  something, anything
dáreka  someone
dókoka  somewhere
dóréka  any one (of many)
dótchiraka  either one (of two)
ítsuka  sometime
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 ìimasén 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 あたらなくて 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よう 何も
3. ドアを ノック から しています 行って 見に ください だれか
4. しずかな おちゃ 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. あの いつも みせは こんでいます
7. こまった事が 何か いてください あったら いつもも
8. どこへも こんどの 行きません 週まつに

**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>たからくじ</td>
<td>takarákuji</td>
</tr>
<tr>
<td>あたらなくて</td>
<td>ataranakute</td>
</tr>
<tr>
<td>がっかりする</td>
<td>gakkári suru</td>
</tr>
<tr>
<td>しずかな</td>
<td>shízuka na</td>
</tr>
<tr>
<td>ドア</td>
<td>dóa</td>
</tr>
<tr>
<td>ノックする</td>
<td>nókku suru</td>
</tr>
</tbody>
</table>
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よくしました。
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、時間があっただけいつか中国の話をしてください。
7. 日本では年に十五日の休日があります。(kyuujitsu ‘holiday’)
8. ショートさんはこれら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’)

 وغيرهاのTextFieldはnullです。
10 競馬を見に行きませんか。
Keiba o mí ni ikimasën ka.
Would you like to come to the races?

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 dóonna, 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.
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すかいようにね。
山口：そうなんですよ。新しかいしゃくがつぎからつぎへと入るし、出ちょうがおおいし、外国からのおきやくさんのが毎週のように来るから、ぜんぜんじぶんの時間がないんですよ。
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、山口さんはがんがえかたがふるいですねえ。
このごろのけいばはっつこうしやられているよう。
とくにわかいOLの間でやきゅうよりも人気があるそうです。私はよく行くですよ。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：そうかんだにかてませんよ。
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 dóo desu ka. Aikawarazu oisogashii deshoo ne.
YAMÁGUCHI: Sóo na n’ desu yo. Atarashii keiyaku ga tsugi 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 mitai na erái katá wa keiba e iknai deshóo.
MAEDA: 　アア、山口さんは忙しくてね。
　今好部屋がいっぱいだよ。特に
　忙しいとおっしゃるのもあいだで興味あるよ。わたしたちはよくいきますよ。お金
　あまりかけなければ面白いかと思いますよ。

YAMÁGUCHI: 　そうだね。そのことだと思われて
　しませんでした。ぜひいってみたいですね。わたしたちはおおもんけ
　するつもりです。

MAEDA: 　そうだんにたてますよ。

YAMÁGUCHI: 　Hmm（考えてみる）。土曜日は（不便）。

MAEDA: 　ええ、日曜日はどうですか？

YAMÁGUCHI: 　日曜日には特別な計画はありません。

MAEDA: 　ええ、日曜日が空いてるなら、会った
　レースへ行きませんか？

YAMÁGUCHI: 　レース！そんなに重要な人
　ようなあなたがレースへいくとは思
　かなかった、前さん。

MAEDA: 　ああ、山口さん、お考えが古いね。
　レースは最近はちょっと流行って
　あるし、特に若なお役女さんたち
　はレースがより人気だとか。わたした
　しばしばいきます。うまく賭けない
　と面白いかと思います。

YAMÁGUCHI: 　それはいいですね。初めてで
　思ってもみなかった。大いにし
　れてきたいです。大いに利益を
　計画しています。

MAEDA: 　それは大変なことですね。

Vocabulary

あいかわらず 　aikawarazu 　as usual
けいやく 　keiyaku 　contract
つぎからつぎへと
入る
毎週のように
こんどの
おひま
ぜんぜん
ええっと
…はちょっと
べつに
よてい
なら
けいば
えらい
けっこう
まさか
行かないでしょう
しゃれている
とくに
の間で
見に行きませんか
ぜひ
あまり
かける
tsuğí kara tsugi e to
háiru
one after the other
to go in, come in,
enter
maishuu no yóo ni
virtually every week
(literally, ‘as if
every week’)
kóndo no
this time, next time,
this, next
ohima
free time (honorific)
zezen
(not) at all, entirely
ee tto
hmm, let me see
(hesitation form)
…wa chótto
is a bit (difficult,
inconvenient, etc.)
betsu ni
in particular;
separately, apart
yotei
plan, arrangement
néra
if (as you say…)
keiba
horse racing, the
races
érái
great, eminent,
important,
responsible
kékkoo
splendid (na
adjective); pretty,
fairly (adverb)
másaka
surely (not)
ikanai deshóo
probably (surely)
don’t go
sharete iru
tóku ni
to be stylish
particularly,
especially
among
mí ni ikimasén ka
literally, won’t
(you) go and
see, would you
like to go/ come
and see?
zéhi
definitely, without
fail
amari
(not) too much
kakéru
to bet
おおもうけ
…つもりです
そうかんたんに
かてる
やってみる
—ないと
まったく
そのとおり

tanoshii
oomoke
 suo kantan ni
katéru
 yatte míru
—nai to
mattaku
sono tóori

enjoyable,
pleasurable
a large profit
intend to…
as easily as (all) that
to be able to win
to try doing
if you don’t…
entirely, completely
that way, like that

Note: tóori is one of a small number of native Japanese roots where the last element of the long oo is written with hiragána 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.

Kyóo wa háyaku káeru tsumori désu. 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 sóo desu ‘it seems’, ‘apparently’, etc.

Suzuki san wa rainen kara Róndon ni iku tsumori da sóo 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 déwa nakatta desu. That’s not what I meant. That’s not what I intended.
Kore démo ganbátte iru tsumori désu. Even at this rate I feel I am giving it my utmost.
Hito no kotó o kangáete iru tsumori désu. 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>náru</th>
<th>to become</th>
<th>pianísuto</th>
<th>pianist</th>
</tr>
</thead>
<tbody>
<tr>
<td>haiyuu</td>
<td>actor</td>
<td>kun</td>
<td>term of address for boys and young men. Used mainly by men.</td>
</tr>
<tr>
<td>jaanarísuto</td>
<td>journalist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shéfu</td>
<td>chef</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kyóoshi</td>
<td>teacher</td>
<td>ongakka</td>
<td>musician</td>
</tr>
<tr>
<td>isha</td>
<td>doctor</td>
<td></td>
<td></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 nání 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 dekimásen 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 dekakérü 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.

**Hitórí 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 itakereba kusuri o nómeba dóo desu ka.

5. Nedan ga tákakereba. e. Áto ni shitára dóo desu ka.
Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Meaning</th>
<th>Japanese</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>betsu no</td>
<td>different, a separate, another</td>
<td>jibun de</td>
<td>by oneself</td>
</tr>
<tr>
<td>nedan</td>
<td>price</td>
<td>úmaku</td>
<td>skilfully</td>
</tr>
<tr>
<td>hito</td>
<td>person; someone else</td>
<td>tooshi suru</td>
<td>to invest</td>
</tr>
<tr>
<td>tanómu</td>
<td>to ask</td>
<td>áto ni suru</td>
<td>to make it later, put off till</td>
</tr>
<tr>
<td>minarai</td>
<td>apprentice, apprenticeship</td>
<td></td>
<td>later, postpone</td>
</tr>
</tbody>
</table>

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 dekimas 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  On a fine winter’s day
Fújisan ga miemásu.  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 *moshika-shitára ‘possibly’, ‘perhaps’.*

**Móshi jikan ga áttara kyóo no gógo kíte kudasai.**  
*If you have time please come this afternoon.*

**Tabun kyóó 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 \textit{n’ desu} is particularly common in questions beginning with \textit{dóoshite} or \textit{náze} (or the more colloquial \textit{nánde}), all meaning ‘why’, and in answer to these questions. Note in the example below that \textit{da}, the plain present form (dictionary form) of \textit{désu}, becomes \textit{na} before \textit{n’ desu}.

\begin{tabular}{ll}
Dóoshite Nihóngó o benkyoo shite iru n’ desu ka. & \textit{Why are you studying Japanese?} \\
Kánai wa Nihonjín na n’ desu. & \textit{My wife’s Japanese, you see.}
\end{tabular}

\section*{More demonstratives}

We have met the demonstrative pronouns \textit{kore} ‘this’, \textit{sore} ‘that (by you)’, \textit{are} ‘that (over there)’ and \textit{dôre} ‘which one?’ and their corresponding demonstrative adjectives \textit{kono}, \textit{sono}, \textit{ano} and \textit{dôno}. We have also met the adverb \textit{sóo} ‘like that’ in the expression \textit{Sóo desu ka} ‘Is that so?’ As you may have suspected, \textit{sóo} belongs to a series of demonstrative adverbs, \textit{kóo} ‘like this’, \textit{sóo} ‘like that’, \textit{áa} ‘like that’ (over there) and \textit{dóo} ‘how’.

\begin{tabular}{ll}
Kóo suréba dóo desu ka. & \textit{What say we do it like this?}
\end{tabular}

In colloquial speech these adverbs are often replaced by the longer forms \textit{koo yuu fúu ni} (literally, ‘in this kind of manner’), etc.

\begin{tabular}{ll}
Soo yuu fúu ni hanáshite wa démé desu. & \textit{You mustn’t talk like that.}
\end{tabular}

There is another set of demonstrative adjectives meaning ‘this kind of’, ‘that kind of’ and ‘what kind of?’. They are \textit{konna}, \textit{sonna}, \textit{anna} and \textit{dónna}. These, too, in informal colloquial language are often replaced by \textit{koo yuu}, \textit{soo yuu}, \textit{aa yuu} and \textit{dóo yuu}. \textit{Yuu} is the verb ‘to say’ and is written \textit{iu} いう. These demonstrative adjectives can in turn be converted into adverbs by adding the particle \textit{ni}, as in \textit{konna ni} ‘this much’, \textit{dónna ni} ‘how much’, etc.

\begin{tabular}{ll}
Konna ryóori wa hajímete desu. & \textit{This is the first time I’ve had this kind of food.}
\end{tabular}

\begin{tabular}{ll}
Dónna hito to kekkon shitai desu ka. & \textit{What sort of person do you want to marry?}
\end{tabular}

\begin{tabular}{ll}
Shikén wa sonna ni muzukáshikatta désu ka. & \textit{Was the exam (really) that difficult?}
\end{tabular}
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 (náníro 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 ootó 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 ìi 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: どうもありがとうございます。

2. *A conversation between doctor and patient.*

   A: すべてこったんですですが、こんなにはれてきました。
   
   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

<table>
<thead>
<tr>
<th>nódo</th>
<th>throat</th>
</tr>
</thead>
<tbody>
<tr>
<td>sekí</td>
<td>cough</td>
</tr>
<tr>
<td>yoroshíi</td>
<td>good (formal, suggests approval by a social superior)</td>
</tr>
<tr>
<td>kaze</td>
<td>a cold</td>
</tr>
</tbody>
</table>
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 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 責任が重いから、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 omóï kara, sutoréšu ga tamarú n’ desu.
BABA:  Sore wa ikemasén née. Sutoresu káishoo ni nání o shite imášu ka.
ABE:  Íya, betsu ni nánimo shite imasén.
BABA:  Kanarazu jikan o tsukútte, nánika sukí na kotó shita hóō ga í desu yo.
ABE:  Sóo desu ne. Hontoo ni konogoro wa undoobúsoku to yuu kanji désu yo.

BABA:  Sore nara, kóndo no nichiyóobi ni górufu demo issho ni shimasén ka.

BABA:  Íi desu nee. Zéhi otómo shitai désu ne.

Vocabulary

yóri  than, rather than
kachoo  section head
sekinin  responsibility
omoi  heavy
sutorésu  stress
tamaru  to build up, accumulate
sutoresu-káishoo  stress relief
betsu ni  in particular
kanarazu  without fail
tsukúru  to make
undoo-búsoku  lack of exercise, getting insufficient exercise
...to yuu  that, of the kind that (often used in adjectival clauses to link noun to its qualifier)
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(ru) is intransitive, i(reru) 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 imásu (literally, ‘I am in a state of having got to know’). Just to make you thoroughly confused, however, ‘I don’t know’ is simply shirimasén.

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 hirá(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 akü. 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が。
5. それなら、前の門が開く時間までまっばらはありません。
   (hoka wa arimasen ‘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かん字です。
7. 安子さんの小さくて、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。
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、十年く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、どの季節がいいでしょうか。
ともだち：そうですねえ。春か秋ですねえ。
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。

BÀABARA: Iroiro kangáeta n’ desu ga, rainen no ryokoo wa Nihón ni iku kotó ni shimáshita.
TOMODACHI: Íi desu néé. Hajimete desu ka.
BÀABARA: Iie, júunen gurai máe ni chotto itta kotó ga arimásu.
TOMODACHI: Sore de, itsu goro iku yotei ni shite irú n’ desu ka.
BÀABARA: Máда kime te imasén ga, ikú nara, dóno kísetsu ga íi deshóó ka.
TOMODACHI: Sóo desu néé. Háru ka áki desu née.
BÀABARA: 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…
BÀABARA: 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>
<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>
<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>
<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. *iku* ‘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></th>
<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>káku</td>
<td>kakánai</td>
<td>káita</td>
<td>kakánakatta</td>
</tr>
<tr>
<td>V-root verb</td>
<td>míru</td>
<td>mínai</td>
<td>míta</td>
<td>minákatta</td>
</tr>
<tr>
<td>Irreg. (k)</td>
<td>kúru</td>
<td>kónai</td>
<td>kita</td>
<td>konákatta</td>
</tr>
<tr>
<td>Irreg. (s)</td>
<td>suru</td>
<td>shinai</td>
<td>shita</td>
<td>shinákatta</td>
</tr>
<tr>
<td>Adjective</td>
<td>takái</td>
<td>tákaku nai</td>
<td>tákakatta</td>
<td>takaku nákatta</td>
</tr>
<tr>
<td>Copula</td>
<td>da</td>
<td>ja nái</td>
<td>dátta</td>
<td>ja nákatta</td>
</tr>
<tr>
<td>Des. noun</td>
<td>sukí da</td>
<td>sukí ja nái</td>
<td>sukí datta</td>
<td>sukí ja nákatta</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 –て form endings and the negative conditionals.

The negative forms of the conditional endings –たら and –(r)えは are –(a)たくたら and –(a)たくれは。

Kyō dekinakattara, zéhi ashita madé ni yatte kudasai. 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 と 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)たくれはなrimasen, 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 sukóshi 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.  You must come again tomorrow.

In addition to the conditional –(a)nákereba narimasen form, you will also hear –(a)nákute wa narimasen or the very colloquial –(a)nákucha naranai, 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いなければなりません。
5. 部屋をかたずけなくてはなりません。
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らないです。

Vocabulary

iroiro na  *various* (Note: the *kanji* 々 sign indicating the previous *kanji* is to be repeated. A backward tick ゝ or a backward tick with the voicing marks ゝ 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 ëi desu*.

Sóto de tabako o sutté mo ëi 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. じっさいに見ないと

a. 分かりません。
b. すぐおなかがすきます。
c. 着るものが多くなります。
d. 何も買えません。
e. ふべんです。
f. パ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. móto, 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’ shinai yóo ni shite kudasái or ‘be careful not to…’ shinai 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・コンダクター: 明日の朝六時半 出 発 です。

山本さん: 随分、早いですね。

ツアー・コンダクター: ええ、申し訳ありませんが、六時までにロビーに集まってください。________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: スーパーの買物に行ってくるね。

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

osáttoo  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つもですよ。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
c. 春か秋の方がいいです。
4. 手みやげを持っていくなら
d. 仕方がありません。
5. 電話をするなら
e. 何がいいでしょうねえ。

Vocabulary

ikoo    after, from … onwards
tsuide ni incidentally, at the same time, while …
Nára    the ancient capital
temiyage 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 ikanáide 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 ō ‘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 ō 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。ちょっとオプシショナルツアーのことを伺いたいんです。

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よね。

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。せっかくここでいらっしゃったんですから。

阿部: 実は、前から一度は乗ってみたかったんです。でも日本では高くで、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 / concierge (in a hotel)
... no kotó / about...(also... ni tsuite)
ukagaetái n’ desu ga / I would just like to enquire, but...(a common polite opening gambit when requesting information)
kawatta / unusual, different, strange (from kawaru ‘to change’)
sóo desu née / let me think, hmm, I wonder, etc.
káshira / I wonder (sentence-final particle used by women)
takasóo na / looks/seems expensive
–sóo na / looking..., seeming...(suffix attached to adjectives, forms a descriptive noun)
anzen na / safe (anzen dáiichi 安全第一 safety first)
sekkaku / since you have gone to all the trouble of..., with difficulty
ichidó wa / once (at least)
íka / less than (cf. íjoo 以上 ‘more than’)
... te míru / 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 | kita | north | kita kaze | north wind | HOKU | 4 strokes | #11.103 |
|西 | nishi | west | nishi-Nihon | western Japan | SEI, SAI | 6 strokes | #11.105 |
|夏 | natsû | summer | natsuyâsumi | summer holiday | KA | 10 strokes | #11.107 |
|冬 | fuyû | winter | fuyu no supôtsu | winter sports | TOO | 5 strokes | #11.109 |
|方 | katá, -gatá | direction, side, person (honorific) | anokatâ he, she (honorific) | senseigata teachers (honorific) | HOO | 4 strokes | #11.111 |
|少 | sukô(shi) | few, a little | shôsho | a little, a moment | SHOO | 4 strokes | #11.113 |
|歩 | arû(ku) | a step, to walk | arûte on foot | ippo one step | HO | 8 strokes | #11.115 |
|気 | | air, vapour, spirit | ninki popularity | kibun mood, feeling | KI | 6 strokes | #11.117 |
|雪 | yukî | snow | yukigunî | the snow country | SETSU | 11 strokes | #11.119 |
|寒 | samû(i) | cold | kânki | a cold snap | KAN | 12 strokes | #11.121 |
|南 | minami | south | nangoku | southern climates | NAN | 9 strokes | #11.104 |
|春 | hâru | spring | rainen no hâru | next spring | SHUN | 9 strokes | #11.106 |
|秋 | âki | autumn | âki no yama no | the mountains in autumn | SHUU | 9 strokes | #11.108 |
|夕 | yuu | evening | yuugata | evening | SEKI | 3 strokes | #11.110 |
|多 | tabi | journey | ryokoo trip, journey | ryokoogâisha travel company | RYO | 10 strokes | #11.113 |
|天 | tabi | heaven, sky | tengoku | heaven | TEN | 4 strokes | #11.116 |
|雨 | atsu | rain | ûten | rainy weather | U | 8 strokes | #11.118 |
|風 | kaze | wind; fashion, way, style | Chuu | Chinese style | FUU | 9 strokes | #11.120 |
|暑 | atsu | hot | shouchu-mimai | wishes for good health in the hot season | SHO | 12 strokes | #11.122 |
Akita san is concerned about his workmate Baba san, who has been unusually quiet during their regular Friday night round of drinks after work.

**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 酒 洋 様 部 長 名 元 林 隈 空 立 雲

**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、顔色が良くないですね。

馬場: どうも風邪を引いたようです。頭ものども痛いし、咳もう出るんです。

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: 薬か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。 (心の中で：秋田さんは親切だなぁ。病気も悪くないなぁ。時々病気になるかな。ゴホン、ゴホン。)
秋田：馬場さん。もううちに帰り方がいいんじゃないかです。
咳もひどいし、だるそうだから。
馬場：じゃ、外の人につつと、いけないから、帰って休むことにします。
(心の中で：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 ítai shi, sekí mo déru n’ desu.
AKITA: Oisha san ni mite 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 nomanákute wa naránai soo desu.
AKITA: Já, mizu o motte kité agemashóo ka.
BABA: Á, dóomo sumimasén. (Kokóro no nóka 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 hidói shi, darusóo da kata.
BABA: Já, hoka no hito ni utsusu to ikenai kata, káette yasumu kotó ni shimásu. (Kokóro no nóka de, táishita kaze ja nái no ni, nán da ka, warúu yoo na ki ga surunaa.)
AKITA: Já, odaiji ni.

**Vocabulary**

- **kaze o hiku** to catch a cold
- **míte morau** get … to examine, have examined
- **ichioo** once, for the time being, tentatively, for what it’s worth
- … **ka dóo ka** whether or not…
- **kiku ka dóo ka** I don’t know whether it will work or not
- **wakarimasén**… ka dóo ka whether or not…
- **shokugo** after meals (cf. shokuizen 食前 ‘before meals’)
- **ichijoo** once, for the time being, tentatively, for what it’s worth ka dóo ka whether or not…
- **motte kúru** to bring
- **–te agemashóo ka** shall I… for you?
- **wáruku nái náa** it’s not so bad, it’s not bad at all (e.g. being sick)
- **–(y)óo ka náa** I think I’ll … (literally, ‘shall I just …?’)
- **gohón gohón** Cough! Cough! (the sound of coughing, cf. hákushon ‘Atishoo’! for a sneeze)
- **darusóo** seem drowsy, look tired, seem to lack vitality, seem lethargic
- **yóo na** as if
- **ki ga suru** to feel, have the impression (that … = yóo na …)
- **warúi yóo na ki ga suru** to feel bad, to feel one has done something wrong, to feel guilty
- **odaiji ni** look after yourself (said to a sick person)
- **osaki ni shitsurei** Sorry to leave early, good bye
- **shimásu**

**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.
Kore wa Suzuki san ga kudasáta yubiwa désu yo. This is the ring you gave me, Mr Suzuki.

Tomodachi ga kureta inú ni ‘Póchi’ to yuu nameae o tsukemáshita. 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.

Kangófu wa kanja ni kusuri o agemáshita. The nurse gave medicine to the patient.

Watanabe senséi ni omiyage o sashiagemáshita. 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.

Musuko no tanjóobi ni táko o yarimáshita. I gave my son a kite for his birthday.

Kíngyo ni esá o yarimáshita. 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.

Senséi ni itadaita hón wa totemo chóohoo desu. The book I got from you (professor) is very useful.

Tároo kun ni moratta okáshi wa sukóshi amasugimásu. 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:

Senséi ga kudasáta jibikí o hóndana ni okimáshita. 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 *ukéru* 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., *uketóru* 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 *ageru* 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 tsuri ni tsurete 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 naoshite 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.

Daiku ni yane o naoshite moraimashita.  
*I got the carpenter to fix the roof.*

Abe sensai ni subarashii e o kaitte itadakimashita.  
*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 sensai ga subarashii e o kaitte kudasaimashita.

A very polite request form can be made with –te itadakemasu ka, or the even politer –te itadakemasen 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.

Shio to koshoo o totte itadakemasu ka.  
Would you mind passing the salt and pepper?

–te itadakitai, –te moraitai  
‘I’d like you (him) to …’, ‘I wish you (he) would …’

The receiving verbs with the desiderative –tai ending can be used to express the idea that you would like someone to do something for you. –te itadakitai is usually used when referring to a second or third person present in the conversational situation and –te moraitai to an absent third person.

Kinoo katta yasai wa kusatte imasu kara torikatte itadakitai n’ desu ga.  
The vegetables I bought yesterday are rotten so I’d like you to change them for me.

Hayaku chichi ni kaitte kite moraitai desu.  
*I wish father would come back home quickly.*
In neutral situations, where the relationship between individuals is not involved, –te hoshii is often used instead of –te moraitai.

Moo sukoshi suzushiku natte hoshii desu nee. I wish it would get a bit cooler. Don’t you?

**Exercise 12.1**

Fill in the gaps with the appropriate form of the verbs, morau, kudasaru, ageru or yaru as the sense demands.

1. Chichi ni nekutai o katte _____.
   (I bought my father a tie.)
2. Suzuki senséi ga eigo o oshiete ______.
   (Mr Suzuki taught me English.)
3. Sumimasen ga, michi o oshiete ____ t'ai 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 cassette 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 –masu 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____________________________。
there is a feeling of spring in the air
(conventional reference to the season at the beginning of a letter)

to seem like (a suffix added to season nouns, forms a consonant-root verb)

it looks as if it (I) will become…

seemingly, it looks as if… (a suffix which attaches to the verb stem)
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 wataróo to shimáshita ga kootsuu ga hagéshikute wataremasén 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).
**Bííru 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 dekimásén. 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. 京都に行ってみたいですか。
2. さしを食べても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. 日本でどんなものを見てみたいですか。

Here are some new words which might help you answer these questions.

**Vocabulary**

- **shoorai**  
  *the future, in the future*
- **Nára no daibutsu**  
  *the Great Buddha in Nara*
- **eiga-kántoku**  
  *film director*
- **shiro**  
  *castles*
- **ongakka**  
  *musician*
- **matsuri**  
  *festival*
- **uchuu-hikóoshi**  
  *astronaut*
- **okuresóo**  
  *it looks as if we’ll be late (see grammar notes on –sóo in Unit 13)*

**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 ii 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 iku 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 móó, ‘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.

ポールのバーベキュー 今週の日よう日

買っているもの
ソーセージ、ステーキ、ビール、
コーラ、ジュース、ポテトチップス

買っていないもの
たまねぎ、レタス、トマト、レモン、
キュウリ、マスタード、トマトソース

1. Potetochíppusu o kaimashóó ka.
2. Tomatosóósu ga irimásu ka.
3. Kyúúri wa takusán áru deshóo?
4. Uchi no niwa no rémon o motte kimashóó ka.
5. Sutéeki wa móó 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: ビールがいいから買ってこうと思って...
秋子: 冷蔵庫にカン・ビールが三本入てあったけど...
春男: もう、ゆうべ田中さんと二人で全部飲んではまったよ。
秋子: 遅いか、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で行ってみるよ。
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、わかかった。じゃ、行ってくるよ。
秋子: いってらっしゃい。

ÁKIKO: Nání o sagashite iru nó?
HARUO: Kuruma no kagí wa dóko ka náa.
ÁKIKO: Sáikki 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: Móó, yuube Tanaka san to futari de zénbu nónde shimatta yo…
ÁKIKO: Osoi kara, sakaya wa móó shimatte iru n’ ja nái no.
HARUO: Íya, ekimáe no konbíini de sakérui mo utte iru kara soko ni itte míru yo.
ÁKIKO: Já, tsuide ni ashita no chooshoku no pán to gyuunyyuu 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  wakátta  okay, right, I’ve got it.
abbreviation of 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 bekii 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. Kínóo tegami o dashimáshita kara kanarazu nisánnichi de tsuku ____ desu.
6. Háyaku isha ni míte 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 hótéru 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 utagawashű.**

"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天気です。
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. 急に空が曇ってきた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す。
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え。
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 itadakemåsu ka.**
  - Would you mind telling me…?

- **Osumai wa dóchira desu ka.**
  - Where do you live? (honorific)
### Kanji

This Unit’s new kanji are given in detail below.

<table>
<thead>
<tr>
<th>GAI</th>
<th>sōto</th>
<th>hoka</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 strokes</td>
<td>12,123</td>
<td>outside; other, another</td>
</tr>
<tr>
<td>5 strokes</td>
<td>12,123</td>
<td>外国人</td>
</tr>
<tr>
<td>5 strokes</td>
<td>12,123</td>
<td>外に出る</td>
</tr>
<tr>
<td>5 strokes</td>
<td>12,123</td>
<td>外の人</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHI</th>
<th>omó(u)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 strokes</td>
<td>12,125</td>
</tr>
<tr>
<td>9 strokes</td>
<td>12,125</td>
</tr>
<tr>
<td>9 strokes</td>
<td>12,125</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHU</th>
<th>sake</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 strokes</td>
<td>12,127</td>
</tr>
<tr>
<td>10 strokes</td>
<td>12,127</td>
</tr>
<tr>
<td>10 strokes</td>
<td>12,127</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOO</th>
<th>sama</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 strokes</td>
<td>12,129</td>
</tr>
<tr>
<td>9 strokes</td>
<td>12,129</td>
</tr>
<tr>
<td>9 strokes</td>
<td>12,129</td>
</tr>
<tr>
<td>9 strokes</td>
<td>12,129</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DON</th>
<th>kumó(ru)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 strokes</td>
<td>12,133</td>
</tr>
<tr>
<td>16 strokes</td>
<td>12,133</td>
</tr>
<tr>
<td>16 strokes</td>
<td>12,133</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEI</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 strokes</td>
<td>12,135</td>
</tr>
<tr>
<td>6 strokes</td>
<td>12,135</td>
</tr>
<tr>
<td>6 strokes</td>
<td>12,135</td>
</tr>
<tr>
<td>6 strokes</td>
<td>12,135</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RNH</th>
<th>hayashi</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 strokes</td>
<td>12,137</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,137</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,137</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHIN</th>
<th>mori</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 strokes</td>
<td>12,139</td>
</tr>
<tr>
<td>12 strokes</td>
<td>12,139</td>
</tr>
<tr>
<td>12 strokes</td>
<td>12,139</td>
</tr>
<tr>
<td>12 strokes</td>
<td>12,139</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RITSU</th>
<th>tā(tsu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 strokes</td>
<td>12,141</td>
</tr>
<tr>
<td>5 strokes</td>
<td>12,141</td>
</tr>
<tr>
<td>5 strokes</td>
<td>12,141</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UN</th>
<th>kümo</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 strokes</td>
<td>12,142</td>
</tr>
<tr>
<td>12 strokes</td>
<td>12,142</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KUU</th>
<th>sōra</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KYU</th>
<th>isō(gu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 strokes</td>
<td>12,126</td>
</tr>
<tr>
<td>9 strokes</td>
<td>12,126</td>
</tr>
<tr>
<td>9 strokes</td>
<td>12,126</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HAI</th>
<th>kubá(ru)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 strokes</td>
<td>12,128</td>
</tr>
<tr>
<td>10 strokes</td>
<td>12,128</td>
</tr>
<tr>
<td>10 strokes</td>
<td>12,128</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOO</th>
<th>sama</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 strokes</td>
<td>12,130</td>
</tr>
<tr>
<td>14 strokes</td>
<td>12,130</td>
</tr>
<tr>
<td>14 strokes</td>
<td>12,130</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BU</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11 strokes</td>
<td>12,132</td>
</tr>
<tr>
<td>11 strokes</td>
<td>12,132</td>
</tr>
<tr>
<td>11 strokes</td>
<td>12,132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHOO</th>
<th>nagá(i)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 strokes</td>
<td>12,134</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,134</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,134</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,134</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GEN</th>
<th>motó</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 strokes</td>
<td>12,136</td>
</tr>
<tr>
<td>4 strokes</td>
<td>12,136</td>
</tr>
<tr>
<td>4 strokes</td>
<td>12,136</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KOO</th>
<th>fū(ru)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 strokes</td>
<td>12,138</td>
</tr>
<tr>
<td>10 strokes</td>
<td>12,138</td>
</tr>
<tr>
<td>10 strokes</td>
<td>12,138</td>
</tr>
<tr>
<td>10 strokes</td>
<td>12,138</td>
</tr>
<tr>
<td>10 strokes</td>
<td>12,138</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KUU</th>
<th>sóra</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
<tr>
<td>8 strokes</td>
<td>12,140</td>
</tr>
</tbody>
</table>
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 –sóo, '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。首が痛そうですねえ。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、首と腰をやられて、今治療に
通っています。
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が、かなりやられています。
北 林：そういう場合、保険はどうなるんですか。
森田：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、
費用は全部出してしまうんじゃないか
いかと思いますが…
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。
北 林：じゃ、次に行く時連れて行ってさしあげますよ。
遠慮なくおっしゃってください。
森田：どうもご親切に。

KITABAYASHI: Morita san. Kubi ga itasóo desu née. Dóo shita n’
desu ka.
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 dáshté arimásu ga, kánari yararete
imásu.
KITABAYASHI: Soo yuu ba’ai, hoken wa dóo náru n’ desu ka.
MORITA: Sassoku, uchi no hokengaísha ni renraku shite, yatte
moratte imásu. Aite no fuchúui ni yorú no de, híyoo
wa zénbu dáshté moraerú n’ ja nái ka to omoimásu
ga…
KITABAYASHI: Mendóó desu née.
MORITA: Ée. Sore to kuruma ga nái to kaimono no toki tottemo
fúben desu.
KITABAYASHI: Já, tsugi ni iku toki tsurete itte sashiagemáku yo.
Enryonáku osshátte kudasai.
MORITA: Dóomo goshinsetsu ni.
Vocabulary

itasóo | looks sore
butsukerareru | be hit
yarareru | be done in, take a blow
sóo yuu ba’ai | in that case, in circumstances like that
…ni yoru | to be the result of, to stem from
zénbu dáshite moraeru n’ ja nái ka to omoimásu enryo náku osháru | I think we can probably get them to pay the lot without reserve, don’t hesitate to… to say (honorific)

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 homeraremáshita ‘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 nusumaremáshita ‘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 mótto (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. undoo 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>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tabesáru</td>
<td>to make eat</td>
</tr>
<tr>
<td>mataséru</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 tell you) local Edo (i.e. Tokyo) sushi is the best.
Edomae no sushí wa ichiban oishii désu.
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 íi 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.**  
*I’ll let you try some delicious local sake.*

**Koko no oishii unagi o sóbo ni tabesasetái desu.**  
*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 matasérü, ‘to make wait’, ‘to keep waiting’, and we would expect the causative-passive, ‘to be kept waiting’
to be mataseráreru, but, while this form is possible, matasáreru is far more common. The causative-passive of suru ‘to do’, however, is sasarearu. Here are some examples of the causative-passive form.

Byooin de zúibun nágaku matasaremáshita. I was kept waiting an awfully long time at the hospital.
Kekkónshiki de supíichi o saseraremáshita. 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 ichijijikan 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. ユミさんとよしぇえさんは友だちです。デパートの服売り場で一緒に洋服を見ています。
ユミ: このコート似合うかしら?
よしぇ: うん、似合いそうよ。ちょっと着てみたら?

2. ユミさんとよしぇえ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や観ていて、何を食べようか相談しています。
ユミ: そうねえ、あれおいそうしよう。私、てんぶらにする。
よしぇ: 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。よしぇえさんに昨日見たアパートのことを話しています。
よしぇ: 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’ samúi soo desu or ‘he seems to be cold’ samúi 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’, hazukashigáru ‘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.
Subjective (‘I’) | Objective (‘He’, etc.)
---|---
hoshii | hoshigáru | to want
iya da | iyagáru | to dislike, find repugnant, be unwilling to
kowái | kowagáru | to be frightened
atsúi | atsugáru | to feel the heat, be hot
omoshirói | omoshirogáru | to find interesting or amusing
natsukashii | natsukashigáru | to feel nostalgic about

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、遅いですかね。

春男： もしかしたら約束忘れたんじゃないかなと思います。

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よ、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: Chótto sumimasén. Kore no tsukaikata o oshiete kudasái.

B: Êe, ìi desu yo. Kantan désu.

5. yarikata, sukóshi fukuzatsu.
6. Êki 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.

受け付け： 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。
受け付け： 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
目的機にすわっています。
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、二三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 同で使用します。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
もらえるので、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 dónataka to soodan shitai désu.

UKETSUKE: Hái, wakarimáshita. Shukuhaku tántoo wa Kimura désu.

MÉARII: Tekitoo na shukuhaku o shookai shite itadakemasén ka.

KIMURA: Sóo desu née. Yósan ni yorimásu ga, daitai sánshurui no shukuhaku ga arimásu. Daigaku no gakuséiryoo to geshuku to jisui no apáato desu.

MÉARII: Yáchin wa dóno gurai ni narimásu ka.


MÉARII: Geshuku to yuu no wa dónna monó desu ka.

KIMURA: Máa, nisannín no hoka no dai to issho ni kurashimásu. Jibun no heýá ga arimásu ga, ofúro, tóire nado no shísetsu wa kyoodoo de tsukaimásu. Nichiyóobi o nozoite, mainichi chooshoku to yuushoku ga tsúite imasu. Nichiyóoo bi wa shokuji ga denai no de, konbini kara nanika o katte kuruka gaishoku o suruka dochiraka ni shimasu. Apáato wa jiyúu desu ga, gakusei ni tôtte wa takasugíru deshoo. Yáchin to betsu ni shikikin 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 daséru to omoimásu. Geshuku ni shiyóo kashira.

KIMURA: Geshuku nára daigaku no súgu chikáku ni i i tokoró ga arimásu yo. Arúite júppun gurai shika kakarimasén.

MÉARII: Jáa, soko ni tsurete itte kuðasái. Náka o mitái desu.

KIMURA: Hái, i 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。
大家さん：ええ、南向きの八畳の部屋です。日当りもいいし、道路から離れているんで、とても静かです。この窓から公園とお寺の屋根が見えます。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: 門限はありませんか。
大家さん: 門限はありませんが、夜は静かにしてもらいなさい
と近所に迷惑をかけますが十一時すぎにはできる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 úi  sunny, good sunny aspect
ofúro     bath, bathroom (elegant form of furó)
daiyókujoo large bath, communal bath
méiwaku o to be a nuisance, to cause trouble to others
kakérú     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気持ちいいです。
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。
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りさ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. 左右の出入口をご利用下さい。
   
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 shité 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>SHOKU</th>
<th>colour</th>
<th>BUTSU, MOTSU</th>
<th>thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>iró</td>
<td>どんな色 dōnna iro what colour</td>
<td>monō</td>
<td>食べ物 tabemono food</td>
</tr>
<tr>
<td>6 strokes</td>
<td>色色 chairo brown</td>
<td>8 strokes</td>
<td>飲み物 nomimō no drink</td>
</tr>
<tr>
<td></td>
<td>色々な iroiro na various</td>
<td></td>
<td>動物 doobutsu animal</td>
</tr>
<tr>
<td>GYUU</td>
<td>cow, bull, ox</td>
<td>NIKU</td>
<td>meat</td>
</tr>
<tr>
<td>ushi</td>
<td>koushi calf</td>
<td>6 strokes</td>
<td>gyuuni kiku beef</td>
</tr>
<tr>
<td>4 strokes</td>
<td>suiyuu water buffalo</td>
<td></td>
<td>肉じゃが nikujāga beef and potato stew</td>
</tr>
<tr>
<td>El</td>
<td>reflection, to reflect</td>
<td>GA, KAKU</td>
<td>picture; stroke (in kanji)</td>
</tr>
<tr>
<td>utsūru</td>
<td>tsuki ga umi ni</td>
<td>8 strokes</td>
<td>映画 eiga film, movie</td>
</tr>
<tr>
<td>9 strokes</td>
<td>utsuru the moon as reflected</td>
<td></td>
<td>画の数え方 kaku no</td>
</tr>
<tr>
<td></td>
<td>on the sea</td>
<td>8 strokes</td>
<td>kazoekata how to count the strokes</td>
</tr>
<tr>
<td>KAN</td>
<td>building</td>
<td>TEN</td>
<td>shop</td>
</tr>
<tr>
<td></td>
<td>映画館 eiga kan cinema</td>
<td>misé</td>
<td>高い店 takai misé an</td>
</tr>
<tr>
<td>16 strokes</td>
<td>洋館 yookan western building</td>
<td></td>
<td>expensive shop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>売店 baiten shop, store, kiosk</td>
</tr>
<tr>
<td>TAI</td>
<td>wait</td>
<td>RYOKU, RIKI</td>
<td>strength</td>
</tr>
<tr>
<td>mátsu</td>
<td>お待たせしました omatases.</td>
<td>2 strokes</td>
<td>力いっぱい chikaraippai</td>
</tr>
<tr>
<td>9 strokes</td>
<td>Sorry I kept you waiting.</td>
<td></td>
<td>with all one's strength</td>
</tr>
<tr>
<td></td>
<td>少々お待ち下さい shōshōo</td>
<td></td>
<td>大力 karyoku thermal energy</td>
</tr>
<tr>
<td>TOO</td>
<td>sword</td>
<td>SAI, SETSU</td>
<td>cut</td>
</tr>
<tr>
<td>kataná</td>
<td>長い刀 nagai kataná a long</td>
<td>4 strokes</td>
<td>小刀で切る kogatana de kiru</td>
</tr>
<tr>
<td>2 strokes</td>
<td>sword</td>
<td></td>
<td>cut with a knife</td>
</tr>
<tr>
<td></td>
<td>日本刀 Nihontō o a Japanese</td>
<td></td>
<td>一切 issai (not) at all, in the least</td>
</tr>
<tr>
<td>SHIN</td>
<td>parent</td>
<td>YUU</td>
<td>friend</td>
</tr>
<tr>
<td>oyá</td>
<td>chichiyo father</td>
<td>tómo</td>
<td>親友 shin'yuu close friend</td>
</tr>
<tr>
<td>16 strokes</td>
<td>親切 shinsetsu na kind</td>
<td>4 strokes</td>
<td>友だち tomodachi friend</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>友人 yuujin friend</td>
</tr>
<tr>
<td>U, YUU</td>
<td>right</td>
<td>SA</td>
<td>left</td>
</tr>
<tr>
<td>migi</td>
<td>にぎて the right hand;</td>
<td>hidari</td>
<td>とき hidarikiki left-handed</td>
</tr>
<tr>
<td>5 strokes</td>
<td>on/to the right</td>
<td>5 strokes</td>
<td>左 sayuu left and right</td>
</tr>
<tr>
<td></td>
<td>にぎわわ the</td>
<td></td>
<td>右する sayuu s. to control,</td>
</tr>
<tr>
<td></td>
<td>right-hand side</td>
<td></td>
<td>influence</td>
</tr>
<tr>
<td>YUU</td>
<td>have, exist, be located</td>
<td>GEN</td>
<td>say</td>
</tr>
<tr>
<td>á(ru)</td>
<td>有名な yuumei na famous</td>
<td>yu(u)</td>
<td>言語 gengo language</td>
</tr>
<tr>
<td>6 strokes</td>
<td>有田 Árita a place in Kyushu</td>
<td>7 strokes</td>
<td>言語学 gengōgaku linguistics</td>
</tr>
<tr>
<td></td>
<td>famous for its porcelain</td>
<td></td>
<td>言うまでもなく yuu made</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mo naku it goes without</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>saying</td>
</tr>
<tr>
<td>KIN</td>
<td>near</td>
<td>KA</td>
<td>house; person (as a suffix)</td>
</tr>
<tr>
<td>chiká(i)</td>
<td>kinshin a close relative</td>
<td>lé</td>
<td>家の外 ie no sóto outside the</td>
</tr>
<tr>
<td>7 strokes</td>
<td>近友だち chikai</td>
<td>10 strokes</td>
<td>家 gaka artist</td>
</tr>
<tr>
<td></td>
<td>tomodachi a close friend</td>
<td></td>
<td>音楽家 ongakka musician</td>
</tr>
</tbody>
</table>
Dialogue 1  ☻

Mr Nakamura of the Kaigai Shinbun newspaper makes a telephone call to Professor Akimoto, a researcher in Chinese studies.

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 kanji: 音楽 暗 持病 強 町 郊 太平
-SA 両 暮 晩 勉 所 場 工 広 馬 駅

Dialogue 1  ☻

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: はい、そうですね。
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: 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
にかかりたいのですが、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: そうですね。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が...
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 kaigaishín bun no Nakamura no mooshimá su. Génzai, Nitchuú-kánkei ni tsuite no kíji o káite imasu. Sore de zéhi senséi ni ichido őme ni kakaritái no desu ga, götsugoo wa ítsu ga yoroshii deshóo ka.
AKIMOTO: Kóndo no kin’yóobi kara Bétonamu no hóo ni ikú no de, sono áto ni narimá su ga…
NAKAMURA: Kékoo desu. Bétonamu kara ítsu o kaeri ni narimá su ka.
AKIMOTO: Sángatsu kokonoka ni modorimá su.
NAKAMURA: Sóo desu ka. Déwa, juuyokka no getsuyóobi wi ikága deshóo ka.
AKIMOTO: Chótto techoo o shirábete mimasu. Éeto, gögo no sánji nára aite imá su.
NAKAMURA: Mooshiwake gozaimásén, sánji wa chótto… Gozenchuu de aite iru ojikan ga gozaimásén ka.
AKIMOTO: Ása no kúji nara nántoka narimá su ga…
NAKAMURA: Kékkoo desu. Déwa, juuyokka no kúji ni tochira ni ukagaimá su.
AKIMOTO: Hái, wakarimá shita.
NAKAMURA: Déwa, yoroshiku onegai itashimá su.

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, meshagarimáshu 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 káku ‘to write’, for example, produces okaki 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 meshiagaremássu ka. Can you also eat raw oysters?
Dóchira ni osumai désu ka. Where do you live?
Kono óoba o omeshi ni narimássu 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 irasshaimássu. 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.

Dóoozo yoróshiku onegai itashimássu. 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’, máíru ‘to come’ or ‘to go’, óru ‘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 arigatoo 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。
2. おたばこを b. ごゆっくりお休み下さい。
3. エレベーターを c. ご遠慮下さい。
4. お疲れのようですから d. どうぞおかけ下さい。
5. この席が空いていますから e. お書き下さい。

Exercise 14.3

The honorific verb *irassháru* replaces a number of different verbs. Identify the meaning of *irassháru* 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. いつもここにいらっしゃいましたか。
2. 来月の音楽会へいつもいらっしゃいますか。
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 náni o nasátte irasshaimasu ka* ‘What are you doing now, Sir?’, but in practice it is usual to use just one honorific verb, *Sensei, íma náni o nasátte imasu ka* or the more common, *Sensei, íma náni 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. 来週の金曜日に旅行にでかけます。(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 dónna)
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), ोókiisa ‘size’ (ookíi), yóosa ‘value’ (yóí ‘good’), nása ‘absence’ of (nái), subarashíisa ‘splendour’ (subarashíi), kíreisa ‘cleanliness’ (kírei ‘clean’), shízukása ‘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’,
‘significance’. 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 hóo ‘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 hóo ga hirói desu ka.
Taihéiyoo wa Taiséiyoo yori hirói desu.
Taihéiyoo no hóo 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.

Taiséiyoo wa Taihéiyoo 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
furidásu 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 kõe de waradashimáshita.
iiidásu to start saying, to speak out, e.g. Kyuu ni iiidashimáshita.

–hajiméru to begin
yomihajiméru to begin to read, e.g. Sensoo to Heiwa (War and Peace) o yomihajímeta 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
arukitsuzukérú to keep walking, e.g. Ashí ga ítaku náru made arukitsuzukémashita.

hanashitsuzukérú to keep talking, e.g. Nanjíkan mo hanashitsuzukémashita.

–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!’, miro ‘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 pééji 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 choodaï ‘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 choodaï. 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!
Kyōo wa sore de ii ni shiró yo.  Leave it at that for today!
Oshiete choo-dái 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 mátu yoo ni iimáshita.
3. Senséi wa séito ni yóoku benkyoo suru yóo ni iimáshita.
4. Densha no náka de keitai-dénwa o tsukawanai yóo ni to yuu anaúnsu ga arimashita.
5. Asoko de chuusha shinai yóo ni to káite arimashita.
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二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) お食事の方はお決まりでしょうか。
客：はい。この茹でた蟹料理ですが、蟹はどの位の大きさですか。
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) この中で第一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、取りあえずそれで結構です。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: 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: Irasshaimâse. Nânmeisama desu ka.
KYAKU: Yonin désu.
WEITAA: Shóosho omachi kudasai. Dóozo kochira e. Wain rísuto to ményuu de gozaimásu.
KYAKU: Dóomo.
WEITAA: Onomimono wa náni ni nasaimásu ka.
KYAKU: Mázu, namabíiru no chuujókki futatsu to mineraru úóotaa futatsús kudasái.
WEITAA: Hái, kashikomarimáshita. Oshokuji no hoó wa okimari deshió ka.
KYAKU: Kono yúdeta kani-ryóori desu ga, kani wa dóno gurai no óokisa désu ka.
WEITAA: Sóó desu née, kono gurai désu.
KYAKU: Dêwa, sore o hitótsu onegai shimásu. Méen wa kani to iisebi de, minná de wákete tabemasu. Soshite zensai wa kono yasai-súupu o yoinmæ onegai shimásu.
WEITAA: Wáin wa náni ni nasaimásu ka.
KYAKU: Kono náka de karakuchi no shíro wa dóre désu ka.
WEITAA: Kochira no Oosutorária no wáín wa nakanaaka koohyoo désu.
KYAKU: Déwa, sore ni shimásu.
WEITAA: Kashikomarimâshita. Gochúumon wa íjoo de yoroshii désu ka.
KYAKU: Ée, toriáezu sore de kékko desu. Tarinákattara áto de tsuika shimásu.
KYAKU: Dezáato wa kékoo desu. Okanjoo o onegai shimásu.

Vocabulary

–mei numeral class (for counting people)
nánmeisama desu ka 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、
   これはたかだのぼっぽです。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. 病気なのにちょ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**

<table>
<thead>
<tr>
<th>Yamanotesen</th>
<th>the Yamanote (or Yamate) line (main loop-line for trains in Tokyo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>sén</td>
<td>line</td>
</tr>
<tr>
<td>Omedetoo gozaimásu</td>
<td>Congratulations</td>
</tr>
<tr>
<td>Dóozo yói otoshi o.</td>
<td>I hope you have a Happy New Year.</td>
</tr>
<tr>
<td>Akemáshite omedetoo gozaimásu.</td>
<td>Happy New Year.</td>
</tr>
<tr>
<td>Kánben shite kudasai.</td>
<td>Please bear with me, please excuse me.</td>
</tr>
<tr>
<td>Okotoba ni amaete.</td>
<td>That’s very kind of you (literally, ‘I’m taking advantage of your kind words’).</td>
</tr>
<tr>
<td>Zéhi yorasete itadakimásu.</td>
<td>I’ll certainly be dropping in.</td>
</tr>
</tbody>
</table>

See next page for Kanji table.
<table>
<thead>
<tr>
<th>Kanji</th>
<th>ON OTÔ</th>
<th>sound, noise</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>雨の音</td>
<td>えぬのオト</td>
<td>the sound of the rain</td>
<td>雨</td>
<td>13</td>
<td>聴音</td>
</tr>
<tr>
<td>雨</td>
<td>えぬ</td>
<td>rain</td>
<td>雨</td>
<td>9</td>
<td>音</td>
</tr>
<tr>
<td>音</td>
<td>おと</td>
<td>sound, noise</td>
<td>音</td>
<td>9</td>
<td>音</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>RAKU, GAKU</th>
<th>pleasure; music</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>雨楽</td>
<td>ガク</td>
<td>music</td>
<td>雨</td>
<td>13</td>
<td>樂</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Ji</th>
<th>to hold</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>持ち</td>
<td>に</td>
<td>hold</td>
<td>頭</td>
<td>9</td>
<td>持</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>BYOO</th>
<th>illness, sickness, disease person</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>病気</td>
<td>ボオ</td>
<td>sickness, disease</td>
<td>病気</td>
<td>11</td>
<td>強</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>CHOO</th>
<th>town, district; block</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>町</td>
<td>チョ</td>
<td>town</td>
<td>町</td>
<td>9</td>
<td>町</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>TAI</th>
<th>large, vast; fat</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>太</td>
<td>タイ</td>
<td>large, vast; fat</td>
<td>太</td>
<td>5</td>
<td>太</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>BAN</th>
<th>night, evening</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>夜</td>
<td>バン</td>
<td>night</td>
<td>夜</td>
<td>10</td>
<td>夜</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>JO</th>
<th>place</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>所</td>
<td>ジョ</td>
<td>place</td>
<td>所</td>
<td>12</td>
<td>所</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>KOO</th>
<th>work, make</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>頭</td>
<td>コ</td>
<td>head</td>
<td>頭</td>
<td>5</td>
<td>頭</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>BA</th>
<th>horse</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>馬</td>
<td>バ</td>
<td>horse</td>
<td>馬</td>
<td>14</td>
<td>馬</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kanji</th>
<th>EKI</th>
<th>station</th>
<th>Radicals</th>
<th>Stroke count</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>駅</td>
<td>エキ</td>
<td>station</td>
<td>駅</td>
<td>14</td>
<td>駅</td>
</tr>
</tbody>
</table>
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.

**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 ollipop**

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。
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せんが、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、宗教争い、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しやすくなります。
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囲む諸問題もあります。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
ekákuchi everywhere, all places throughout…
shuukyoo-árasoi religious strife
shúukyoo religion
arasói fight, struggle, strife
sonóta 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. 簡単な会話でできますが、まだ基礎文法が身についていません。
2. 上達するのに語彙を増やすのが一番いいです。
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。
4. 上級まで進むのに、続けて努力することが大切です。
5. 世界の事情に関する語彙を知っていれば話題が豊富になります。

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
だと思うていましたよ。
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、私は何年でしょう。
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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1960 1972 1984</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1961 1973 1985</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1997 2009</td>
</tr>
<tr>
<td>tora</td>
<td>寅</td>
<td></td>
<td>虎</td>
<td>tiger</td>
<td>1926 1938 1950</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1962 1974 1986</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1998 2010</td>
</tr>
<tr>
<td>u</td>
<td>卯</td>
<td>usagi</td>
<td>兔</td>
<td>rabbit</td>
<td>1927 1939 1951</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1963 1975 1987</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1999 2011</td>
</tr>
<tr>
<td>tatsu</td>
<td>辰</td>
<td></td>
<td>竜</td>
<td>dragon</td>
<td>1928 1940 1952</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1964 1976 1988</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1965 1977 1989</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2001 2013</td>
</tr>
<tr>
<td>umá</td>
<td>午</td>
<td></td>
<td>馬</td>
<td>horse</td>
<td>1930 1942 1954</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1966 1978 1990</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2002 2014</td>
</tr>
<tr>
<td>hitsuji</td>
<td>未</td>
<td></td>
<td>羊</td>
<td>sheep</td>
<td>1931 1943 1955</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1967 1979 1991</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2003 2015</td>
</tr>
<tr>
<td>sáru</td>
<td>申</td>
<td></td>
<td>猴</td>
<td>monkey</td>
<td>1932 1944 1956</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1968 1980 1992</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2004 2016</td>
</tr>
<tr>
<td>tori</td>
<td>酉</td>
<td>niwatori</td>
<td>鶏</td>
<td>cock</td>
<td>1933 1945 1957</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1969 1981 1993</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2005 2017</td>
</tr>
<tr>
<td>inú</td>
<td>戌</td>
<td></td>
<td>犬</td>
<td>dog</td>
<td>1934 1946 1958</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2006 2018</td>
</tr>
<tr>
<td>í</td>
<td>亥</td>
<td>inoshíshi</td>
<td>猪</td>
<td>boar</td>
<td>1935 1947 1959</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1971 1983 1995</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2007 2019</td>
</tr>
<tr>
<td>Kanji</td>
<td>Nai uchi</td>
<td>inside</td>
<td>Naigai internal &amp; external</td>
<td>Son o uchi meanwhile</td>
<td>Nennai within the year</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>--------</td>
<td>--------------------------</td>
<td>----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>SHITSU murou</td>
<td>room</td>
<td>shitsunai interior</td>
<td>Muromachi-jidai period (1336–1573)</td>
<td>Myoohitsu sick room</td>
<td>Bi isogou</td>
</tr>
<tr>
<td>JUTSU</td>
<td>technique, practical art</td>
<td>Bijutsu art, the fine arts</td>
<td>Shujitsu surgical operation</td>
<td>GEI</td>
<td>skill, performance; art</td>
</tr>
<tr>
<td>SHA monou</td>
<td>person</td>
<td>Geisha geisha</td>
<td>Gakusha scholar</td>
<td>Namakemono lazybones; sloth (the animal)</td>
<td>IN</td>
</tr>
<tr>
<td>SHI ichi</td>
<td>city, municipal market</td>
<td>Aomori city</td>
<td>Shinai within the city</td>
<td>Ichiba, shijoo market</td>
<td>DO michi</td>
</tr>
<tr>
<td>SEI haeru</td>
<td>clear; fine; to become fine</td>
<td>Hare tokidoki Kumori fine with occasional cloud</td>
<td>Seiten fine weather</td>
<td>TEKI mato</td>
<td>target; adjectival suffix</td>
</tr>
<tr>
<td>KA baeru</td>
<td>change; -ation, -ize etc. (suffix)</td>
<td>Kagaku chemistry</td>
<td>Nika beautification</td>
<td>KYOKA strengthening</td>
<td>MU, BU nai(i)</td>
</tr>
<tr>
<td>BIN, BEN tayori</td>
<td>convenient; letter, post</td>
<td>Benjo toilet, lavatory</td>
<td>Yuubinkyoku public bath or obake ghost, apparition</td>
<td>Ri ki</td>
<td>Convenient</td>
</tr>
<tr>
<td>FU</td>
<td>not</td>
<td>Fubon na inconvenient</td>
<td>Tsubosoku lack of staff</td>
<td>Fuun na uneasy, worried</td>
<td>BUN fumi</td>
</tr>
<tr>
<td>JI tera</td>
<td>temple (Buddhist)</td>
<td>Todaiji the Todaiji temple in Nara</td>
<td>Yamadera mountain temple</td>
<td>SHI</td>
<td>poetry</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.

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>非常口</td>
<td>hijóoguchi</td>
</tr>
<tr>
<td>改札口</td>
<td>kaisatsúguchi</td>
</tr>
<tr>
<td>窓口</td>
<td>madóguchi</td>
</tr>
<tr>
<td>危険</td>
<td>kiken</td>
</tr>
<tr>
<td>注意</td>
<td>chúui</td>
</tr>
<tr>
<td>避難所</td>
<td>hinanjo</td>
</tr>
<tr>
<td>案内所</td>
<td>annaijo</td>
</tr>
<tr>
<td>禁止</td>
<td>kinshi</td>
</tr>
<tr>
<td></td>
<td>(emergency) exit</td>
</tr>
<tr>
<td></td>
<td>ticket gate, turnstile</td>
</tr>
<tr>
<td></td>
<td>counter, window</td>
</tr>
<tr>
<td></td>
<td>danger</td>
</tr>
<tr>
<td></td>
<td>attention, be careful</td>
</tr>
<tr>
<td></td>
<td>evacuation point</td>
</tr>
<tr>
<td></td>
<td>information counter</td>
</tr>
<tr>
<td></td>
<td>forbidden</td>
</tr>
</tbody>
</table>
駐車禁止  chuusha-kinshi  no parking
禁煙  kin’en  no smoking
一方通行  ippootsúukoo  one-way traffic
右側通行  migigawatsúukoo  keep right
工事中  koojichuu  under construction; men at work
営業中  eigyoochuu  open for business
定休日  teikyuubi  regular holiday (shop closed)
化粧室  kechooshitsu  powder room, toilet

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強できます。
   I’m looking forward to it.
2. この町の文化的水準はかなり高くておどろきました。
   Thank you for the lovely gift.
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。
   It’s nothing much, but please…
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多く出できます。
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 no name 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 ですか ne。 5 Yamada san wa gakusei desu ka. 山田さんのは が kuse ですか。

Exercise 1.8

1 Ohayoo gozaimásu. おは yo う ございます。 2 Konnichi wa. こんにちちは。 3 Konban wa. こんばんは。 4 Oyasumi nasái. やすみ なさい。 5 Sayoonara さ yo う nara さ て nara 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 日本語も中国語もできます。 4 リーさんはいま英語をならっています。 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 Nihón 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 dészu ka. Watashi wa Eikoku kara kimáshita. 5 Méarii san wa dóchira kara kimáshita ka. Arasuka kara kimáshita. 6 Ríi san wa dóchira kara dészu ka. Watashi wa Chúugoku kara desu.
Exercise 2.4


Exercise 2.5

1 Yamamoto san wa dóko (or ‘dóchirá’ which is more polite) ni súnnde imasu ka. Nágoya ni súnnde imasu.  2 Kunimoto san wa dóchirá ni súnnde imasu ka. Sapporo ni súnnde imasu.  3 Súmisu san wa dóko ni súnnde imasu ka. Róndon ni súnnde imasu.  4 Ríi san wa dóchirá ni súnnde imasu ka. Pékin ni súnnde imasu.  5 Rukuréeru san wa dóko ni súnnde imasu ka. Pár ni súnnde imasu.  6 Káa san wa dóko ni súnnde imasu ka. Shídónii ni súnnde imasu.  7 Mekari san wa dóko ni súnnde imasu ka. Róma ni súnnde imasu.  8 Kímu san wa dóko ni súnnde imasu ka. Sóuru ni súnnde imasu.

Exercise 2.6

Helena – Sweden, Eric – Germany, Peter – New Zealand, Mr Kím – Korea, Mary – America, Edwina – UK, Bob – Australia.

Exercise 2.7

1 Máikeru san no shúmi wa sáafín 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 Anátá 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・terebi 14 アメリカのライター 15 タクシーカー（クーラー）

Exercise 3.2

1 六(roku) (6) 2 五(gó) (5) 3 十八(juuhachi) (18) 4 二十七(nijuunana) (27) 5 六十二(rokujuunin) (62) 6 よん(yón) (4) 7 よんじゅうご(jónguutō) (45) 8 ジュウク(júuku) (19) 9 サンナ(nanájuuroku) (76) 10 ジュウサン(jůusan) (13)

Exercise 3.3

1 九九四九の二〇〇七(kyūu kyūu yón kyūu no níi zéro zéro nána) 2 四時半(yóji hán) 3 三六六十八(sánbyaku rokujuuhachí) 4 三二九一の五六〇二(sán níi kyūu ichi no góó roku zéro níi) 5 ごぜん七時(gózen shichíji) 6 3461-2708 (sán yón roku ichi no níi nána zéro hachí) 7 3594-7702 (sán góó kyūu yón no nána nána zéro níi) 8 3208 (sán níi zéro hachí) 9 二六の三四〇五の八七九一(níi roku no sán yón roku góó no hachi nána kyūu ichi) 10 〇三の九七八六の三三四二(zéro sán no kyūu nána háchí roku no sán sán yón níi)

Exercise 3.4

1 Chichí wa rokujuugósai desu. 2 Ane wa nijuukyūusai desu. 3 Háha wa yonjuuhássai desu. 4 Áni wa sanjuunísai desu. 5 Oootó wa nijuusánsai desu. 6 Sófu wa kyúujuunísai desu. 7 Sóbo wa hachijuunán desu. (Note that the suffix –sai is not essential in conversion when the context is clear.) 8 Imootó wa juunán (sai) desu.

Dialogue 2 (transliteration)

SÚMISU: Tanaka san, okosan wa nánnin irasshaimáasu ka.
TANAKA: Uchi wa sannin désu. Otokónoko futari to onnánoko hitóri imáasu. Otaku wa?
SÚMISU: Uchi mo sannin désu. Onnanoko ga futari to otokónoko ga hitōri imásu. Ue no ko wa otokónoko de, shita to mannaka wa onnánoko desu. Tanaka san no ue no okosan wa dōchira 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.
SUMISU: 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 Sūupa wa nánji kara nánji made desu ka. (Sūupa 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 Konbíni wa nánji kara nánji made desu ka. (Konbíni 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。  かなの 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。  そばの 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 Ootoo no shúmi wa karaóke ja arimasen.

Exercise 4.2

1 Ano kiiroi nékutai o mísete kudasai.  2 Kón no sebiro 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 Haiiro no sebiro o mísete kudasai.
8 Shirói jínzu o mísete kudasai. 9 Sono kírei na sukáafu o mísete kudasai. 10 Moo sukóshi yasuí no o mísete kudasai.

**Exercise 4.3**

1 でんかせいひんうりばは 何かいいことがありますか。わかりました。 五かいですね。 2 カメラうりばは 何かいいことがありますか。 わかりました。六かいですね。 3 けいうりばは 何かいいですか。 わかりました。四かいですね。 4 かぐうりばは 何かいいことがありますか。 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 何かいいですか。 わかりました。三かいですね。 6 コンピュータうりばは 何かいいかもしれません。 わかりました。五かいですね。 7 ふじんのくつうりばは何かいですか。 わかりました。二かいですね。 8 しょうりょひんうりばは何かいいですか。 わかりました。ちかいですね。 9 ちょうしゃじょうは何かいいですか。 わかりました。ちかいですね。 10 うえきうりばは何かいいですか。 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 (tsuua, 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 Rainén Nihón ni ikimásu.
3 Mainichi góhan o tabemásu.
4 Sengetsu atarashii kuruma o kaimáshita.
5 Kínó wa mokuyóobi deshita or Kínó wa suiýóobi deshita (depending on how you interpret the question).

Exercise 5.2

1 Otótoshi Róndon kara kimáshita.
2 Sarainen Chúugoku ni ikimásu.
3 Asátte wa doyóobi desu.
4 Ototói wa kayóobi deshita.
5 Kyóó wa naniyóobi desu ka. Áa sóo desu. Mokuyóobi desu.

Exercise 5.3

1 Íma kaerimashóo ka. Shall we go back (home) now? 今かれりまし ょうか。
2 Aóí no o kaimashóo. Let’s buy the blue one. おおいのを 買いましょう。
3 Nánji ni aimashóo ka. What time shall we meet? 何時に あいましょうか。
4 Hachíji ni tabemashóo. Let’s eat at eight o’clock. 八時に たべましょう。
5 Súgu ikimashóo ka. Shall we go straight away? すぐ いきましょうか。

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 sannéñsei desu. Mr Yamanaka’s youngest girl is a third-year high
school student. 4 Maishuu gétsu, ká, súi ni Nihongo no kúrasu ga arimásu. 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 Yasúi uísukii wa amari sukí ja arimasén. I don’t like cheap whisky very much. 8 Senshuu no mokuyóoobi ni Kaneda san wa Shikóoku kara kimáshita. 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 nání 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. ヘヤを 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 imasu. しょうせつを 読んでいます。 9 Koohíi o nónde imasu. 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 mâtte kudasai. ちょっと まってください。
3 Moo ichidó itte kudasáí. もう一度 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 kudasái. 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 むぎへ 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、学校はすぐまでにあります。
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. Mata sono michi o massúgu itte 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 byooín e ikimásu ka. どうやって びょういんへ 行きますか。
A: Kono michi o massugu itte, hitotsume no shingoo o migi e magatte kudasai. Tsugi no kado made aruite, oodanhodoo o watatte kudasai. Suru to byooin wa sugu mae ni arimasu. Kono michi o massugu itte, hitotsume no shingoo o migi e magatte kudasai.

Q: Doo yatte kusuriya e ikimash ka.
A: Kono michi o massugu itte, hitotsume no shingoo o migi e magatte kudasai. Suru to byooin wa sugu mae ni arimasu.

Q: Doo yatte hanaya e ikimash ka.
A: Kono michi no hidarigawa o aruite, hitotsume no toori o watatte sugu desu. Tsugi no shingoo mae ni arimasu. Tsugi no kado made aruite, oodanhoo o watatte kudasai. Suru to byooin wa sugu mae ni arimasu. Kono michi no hidarigawa o aruite, hitotsume no shingoo o migi e magatte kudasai. Suru to byooin wa sugu mae ni arimasu.

Q: Doo yatte resutoran e ikimash ka.
A: Kono michi o massugu itte, futatsume no shingoo o migi e magatte kudasai. Tsugi no kado made aruite, hidari e michi no shingoo mae ni arimasu. Kono michi o massugu itte, futatsume no shingoo o migi e magatte kudasai. Tsugi no kado made aruite, hidari e michi no shingoo mae ni arimasu. Ressutoran wa sono kado ni arimasu.

Q: Doo yatte eki e ikimash ka.
A: Kono michi no hidarigawa o massugu, mittsume no shingoo mae ni arimasu. Eki wa hiroi toori no mukoo ga arimasu. Kono michi no hidarigawa o massugu, mittsume no shingoo mae ni arimasu. Eki wa hiroi toori no mukoo ga arimasu.

Q: Doo yatte konbini e ikimash ka.
A: Kono michi no hidarigawa o massugu, mittsume no shingoo mae ni arimasu. Soko de wataru to konbini ga arimasu. Kono michi no hidarigawa o massugu, mittsume no shingoo mae ni arimasu. Soko de wataru to konbini ga arimasu.
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: Oteráfai wa doko desu ka.
   TEN’IN: Hái, josei no oteráfai wa kono saki ni arimásu.
   Soshite koko o massúgu itte kudasái.
   Josei no tsukiatari o hidarigawa ni magatte kudasái
   OKYAKUSAN: Dansei no wa?
   TEN’IN: Ha!?
   OKYAKUSAN: Dansei no oteráfai no máe de tomodachi ga mítte
   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 oteráfai wa hidarigawa ni arimásu.

Exercise 6.6

1 Asako: Chuuka-ryóori ga tabétái 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 käite 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 dète kimásu. (The drink comes out after you press the button.)
4 Denwa o suru máe ni denwabángoo 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 imásu. (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 shimátte imásu. (No, they are closed now.)
4 Shokuji wa moo dékite imásu ka. (Is the meal ready yet?)
5 Iie, máda dékite imasen. (No, it’s not ready yet.)
6 Ja, jidoohanbáiiki 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. Daigaku de sumóobu ni háitte imashita.
Shūmi wa ima ténisu to górufu de, ténisu wa maishuu shimasu. Sannen mae ni Tookyoo-dáigaku o sotsugyoo shite. Mainichi Shinbun-sha ni hairimáshita. Íma wa Shikóku ni tsutómete 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 shimáshu. 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 n tsutómete 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 nónode 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 omoshiróoku 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 máttá 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 きいている人は だれですか。  3 そうだんじゃないことがあります。  4 きのう見たえいかは おもしろかったですよ。  5 中国にもって行くものはどれですか。

Exercise 8.5

APPLICANT: Hái, dekimásu. Jidóosha no ménkyo mo ootóbai no ménkyo mo mótte imasu.  
APPLICANT: Hái, ryóoori mo dekimásu. Mái ni wa Pári no hóteru de hataraita kotó ga arimásu.  
APPLICANT: Itaria-ryóoori ga dekimásu. Chuuka-ryóoori to Tai-ryóoori mo tsukúru kotó ga dekimásu.  
APPLICANT: Iie, háha kara naraimáshita.  
APPLICANT: Iie, Chuugokújin de wa arimasén. Nihonjín desu.  
APPLICANT: Iie, hiragána to katakána dake desu. (Or)  Iie, hiragána to katakána shika káku kotó ga dekimasén.  
APPLICANT: Hái, konpyúuta 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

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 つとむさんは 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 ぺんきょう 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 gyununyyu o sanbai nomimásu. Every day I drink three glasses of milk.  4 Inú o nihiki kátte imasu. I have two dogs.
5 Doobutsűen 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 nokóte 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 o shitári,
okyakusan o sóttai shitári shimasu.  3 Koko wa daidokoro désu. Koko de tábetari, ryóóri o shitári shimasu.  4 Koko wa toshóshitsu desu. Koko de shinbun o yóndari, benkyoo shitári shimasu.  5 Koko wa sentakuba désu. Koko de sentaku shitári, áiron o káketari shimasu.

Exercise 9.7

1 Dáre mo takarákuji ni ataranakute gakkári shimashita. We were disappointed because nobody won anything in the lottery.  2 Uchi ni nánimo tabéru mono ga arimasén kara résutoran de shokuji shimasóo. Because there is nothing to eat at home let’s eat out at a restaurant.  3 Dáreka dóa o nókkü shite imáasu kara mí ni itte kudasái. Please go and have a look. There’s someone knocking at the door.  4 Dókoka shizuka na tokoro de ocha démo nomimashóo. Let’s have some tea or something in a quiet spot somewhere.  5 Ítsuka hima na toki ni uchi ni asobi ni kite kudasái. Some time when you are free please come around to my place.  6 Ano misé wa ítsumo kónde imasén. That shop is always crowded.  7 Nánika komáttá kotó ga áttara Ítsudemo itte kudasái. If you have anything worrying you please tell me any time at all.  8 Kóndó no shuumatsu wa dókoomo ikimasén. I’m not going anywhere this weekend.

Exercise 9.8

1 Késa Yamanaka san wa Tookyoo ni tsúita sóo desu. I hear Mr Yamanaka arrived in Tokyo this morning.  2 Shirói kamí o sánmai kudasái. Please give me three sheets of white paper.  3 Ashita no ryokoo ni básu o nídai yoyaku shimáshita. I reserved two buses for tomorrow’s trip.  4 Eigo no senséi wa daigaku no món no mae de gakusei to hanáshite imashita. The English teacher was talking with a student in front of the university gate.  5 Ashita no gógo úmi e doráibu ni ikimashóo ka. Shall we go for a drive to the seaside tomorrow afternoon?  6 Ríi san, jikan ga áttara Ítsuka Chúugoku no hanashí o shite kudasái. Mr Lee, when you have time please talk about China.  7 Nihón de wa ichínen ni juugonichi no kyuujitsu ga arimásu. In Japan there are fifteen public holidays a year.  8 Shóoto san wa kón no sebiro o kite kúru 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 tsúitara denwa o kudasái. When you get over there give me a ring.
Unit 10

Exercise 10.1

1 Haruo kun wa jáanarisuto ni náru tsumori désu.  2 Rie san wa Eigo no kyóoshí ni náru tsumori désu.  3 Jun kun wa isha ni náru tsumori désu.  4 Sachie san wa shéfu ni náru tsumori désu.  5 Tomoko san wa óngaku no sensei ni náru tsumori 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 îi desu.
2 Densha ga amari kónde inai toki ni notta hóo ga îi 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 kudámono o tabéru kotó ni shimásu. 3 Osake no ryóo o herasu kotó ni shimásu. 4 Máinichi undoo (o) suru kotó ni shimásu. 5 Mótto sakana ya yasai o tabéru kotó ni shimásu.

Exercise 11.5

1 すべて 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 agemashita  2 kudasaimashita  3 itadaki  4 moraimashita  5 yarimashita

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,  
Ogéndó Shidóndó wa dandan harumééte kimashita. Niwa niwa iiro no haná ga saite ite taihen kírei desu.  
Watashi no daigaku wa raishuu kara hajimirimásu. Sukóshi isogáshiku narisóo desu.  
Sore dé wa, mata tegami o kakimásu. Minásama ni yoroshiku.  
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 arimásu.  
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 kite kudasái.  
5 Ée, sutéeki wa móo katte arimásu.

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); ìrète átta (‘had been put in’); nónde shimatta (‘we drank it all up’); shimátte iru (‘are closed’); utte iru (‘they sell’ – habitual state); itte miru (‘I’ll try going there’); katte kite (‘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 tabesasera reta 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: Chótto sumimasén. Kore no yarikata o oshiete kudasái.
   B: Æe, ii desu yo. Sukóshi fukuzatsu désu ga…
6 A: Chótto sumimasén. Éki e no ikikata o oshiete kudasái.
   B: Ée, ii desu yo. Sukóshi yayakoshii desu ga…
7 A: Chótto sumimasén. Makizúshi no tsukurikata o oshiete kudasái.
   B: Ée, ii desu yo. Kotsu o oshiete agemásu.
8 A: Chótto sumimasén. Kippu no kaikata o oshiete kudasái.
   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 chiisakátta no de, Méarii wa gakkári shimashita.  2 Méarii no heyá wa hirókute nagamé mo ii 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 deshóo.

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 chichí 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 anaûnsu 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. 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.
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>
<td>kák–</td>
<td>ka(w)–</td>
<td>tábe–</td>
<td>ake–</td>
<td>su–/shi–</td>
</tr>
<tr>
<td></td>
<td>'to write'</td>
<td>'to buy'</td>
<td>'to eat'</td>
<td>'to open'</td>
<td>'to do'</td>
</tr>
<tr>
<td></td>
<td>kú–/kó–</td>
<td></td>
<td></td>
<td></td>
<td>'to come'</td>
</tr>
</tbody>
</table>

### INDECLINABLE

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Present (–(r)u)</th>
<th>Conditional (–(r)éba)</th>
<th>Propositive/conjectural (–(y)óo)</th>
<th>Brusque imperative (–e)</th>
<th>Imperative (–ro/–yo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>káku</td>
<td>'I write'</td>
<td>'if (I) write'</td>
<td>'let’s write’</td>
<td>'Write!'</td>
<td>tabéreba</td>
</tr>
<tr>
<td>kau</td>
<td>'I buy'</td>
<td>'if (I) buy'</td>
<td>'let’s buy’</td>
<td>'Buy!'</td>
<td>tabeyóo</td>
</tr>
<tr>
<td>tabérü</td>
<td>'I eat'</td>
<td>'if (I) eat'</td>
<td>'let’s eat’</td>
<td></td>
<td>akeyóo</td>
</tr>
<tr>
<td>akerü</td>
<td>'I open it'</td>
<td>'if (I) open it'</td>
<td>'let’s open it’</td>
<td></td>
<td>shiyóo</td>
</tr>
<tr>
<td>surü</td>
<td>'I do’</td>
<td>'if (I) do’</td>
<td>'let’s do (it)’</td>
<td></td>
<td>koyóo</td>
</tr>
<tr>
<td>kúru</td>
<td>'I come’</td>
<td>'if (I) come’</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DECLINABLE

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Present (–e)</th>
<th>Potential (–e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>kakérü</td>
<td>'(I) can write’</td>
<td>'(I) can write’</td>
</tr>
<tr>
<td>kaérü</td>
<td>'(I) can buy’</td>
<td>'(I) can buy’</td>
</tr>
<tr>
<td>tabérebu</td>
<td>'Eat!’</td>
<td>'Eat!’</td>
</tr>
<tr>
<td>akeróbu</td>
<td>'Open it!’</td>
<td>'Open it!’</td>
</tr>
<tr>
<td>shiró/séyó</td>
<td>'Do it!’</td>
<td>'Do it!’</td>
</tr>
<tr>
<td>kói</td>
<td>'Come!’</td>
<td>'Come!’</td>
</tr>
</tbody>
</table>

### Notes:

1. Suffixes attached to the root.
2. Irregular verbs include: kár ‘to take’, kaer ‘to burn’, tabé ‘to eat’, ved ‘to say’.
<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>
<td>kák– 'to write'</td>
<td>ka(w)– 'to buy'</td>
<td>tábe– 'to eat'</td>
<td>ake– 'to open'</td>
<td>su–shi– 'to do'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>kú–kó– 'to come'</td>
</tr>
<tr>
<td></td>
<td>(r)are– passive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kakaréru 'it is written'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kawareru 'it is bought'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>taberaréru 'it is eaten'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>akerareru 'it is opened'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sareru 'it is done'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>koraréru '(I’m) put out when someone comes'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(s)ase– causative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kakasérü 'make/let write'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kawasérü 'make/let buy'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tabesasérü 'make/let eat'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>akesasérü 'make/let open'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sasérü 'make/let do'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kosašérü 'make/let come'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(s)ase–/ passive of causative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kakaséréreru '(I) am made to write'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kawaséréreru '(I) am made to buy'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tabesaséréreru '(I) am made to eat'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>akesaséréreru '(I) am made to open it'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>saséréreru '(I) am made to do it'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kosašaseréreru '(I) am made to come'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a)na– negative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kakánairi '(I) don’t write'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kawanairi '(I) don’t buy'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tabénaí '(I) don’t eat'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>akenaí '(I) don’t open'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shinai '(I) don’t do it'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kónai '(I) don’t do it'</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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.

Verb: suffixes attached to the stem

<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>
<td>kák– 'to write'</td>
<td>kaw– 'to buy'</td>
<td>tábe– 'to eat'</td>
<td>ake– 'to open'</td>
<td>su–shi– 'to do'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>kú–kó– 'to come'</td>
</tr>
<tr>
<td>INDECLINABLE² (none) connective</td>
<td>káki '(I) write and…'</td>
<td>kai '(I) buy and…'</td>
<td>tábe '(I) eat and…'</td>
<td>ake '(I) open and…'</td>
<td>shi '(I) do and…'</td>
</tr>
</tbody>
</table>

1. The symbols –(r)u and –i are used for suffix verbs and suffix adjectives, respectively.
2. The indeclinable suffixes are used when the root ends in a consonant. Suffixes with an initial vowel lose that vowel when the root ends in a vowel.
3. The root consonant –w is only written before a.
<table>
<thead>
<tr>
<th>prefix</th>
<th>meaning</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>nagara</td>
<td>simultaneous action, 'while'</td>
<td>kakinagara</td>
<td>kainagara</td>
<td>tabenagara</td>
<td>akenagara</td>
<td>shinagara</td>
<td>kinagara</td>
<td></td>
</tr>
<tr>
<td>te</td>
<td>gerund</td>
<td>káite</td>
<td>katte</td>
<td>tábete</td>
<td>akete</td>
<td>shite</td>
<td>kite</td>
<td></td>
</tr>
<tr>
<td>ta</td>
<td>past</td>
<td>káita</td>
<td>katta</td>
<td>tábeta</td>
<td>aketa</td>
<td>shita</td>
<td>kita</td>
<td></td>
</tr>
<tr>
<td>tára</td>
<td>conditional</td>
<td>káitara</td>
<td>katára</td>
<td>tábetara</td>
<td>aketára</td>
<td>shitára</td>
<td>kitára</td>
<td></td>
</tr>
<tr>
<td>tári</td>
<td>frequentative/alternative</td>
<td>káitari</td>
<td>kattári</td>
<td>tábetari</td>
<td>aketári</td>
<td>shitári</td>
<td>kitári</td>
<td></td>
</tr>
<tr>
<td>nasái</td>
<td>imperative</td>
<td>kakinásái</td>
<td>kainásái</td>
<td>tabenasái</td>
<td>akenásái</td>
<td>shinasái</td>
<td>kinásái</td>
<td></td>
</tr>
<tr>
<td>soo</td>
<td>'look as if something will happen'</td>
<td>kakisóo</td>
<td>kaisóo</td>
<td>tabesóo</td>
<td>akesóo</td>
<td>shisóo</td>
<td>kisóo</td>
<td></td>
</tr>
<tr>
<td>kata</td>
<td>'way of doing'</td>
<td>kakikatá</td>
<td>kaikata</td>
<td>tabekatá</td>
<td>akekata</td>
<td>shikata</td>
<td>kitakatá</td>
<td></td>
</tr>
<tr>
<td>ñáru</td>
<td>subject honorific</td>
<td>kakimásu</td>
<td>kaimásu</td>
<td>tabemásu</td>
<td>akemásu</td>
<td>shimásu</td>
<td>kinámu</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>object honorific</td>
<td>okaki ni náru</td>
<td>okai ni náru</td>
<td>otabe ni náru</td>
<td>oake ni náru</td>
<td>oake ni náru</td>
<td>oake ni náru</td>
<td></td>
</tr>
<tr>
<td>owáru</td>
<td>compound verbs</td>
<td>kakiowáru</td>
<td>kaioáwáru</td>
<td>tabeowáru</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-tái</td>
<td>desiderative</td>
<td>kakitái</td>
<td>kaitai</td>
<td>tabetái</td>
<td>aketái</td>
<td>shitái</td>
<td>kitái</td>
<td></td>
</tr>
</tbody>
</table>

**Declinable**

<table>
<thead>
<tr>
<th>prefix</th>
<th>meaning</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>másu</td>
<td>polite address</td>
<td>kakimásu</td>
<td>kaimásu</td>
<td>tabemásu</td>
<td>akemásu</td>
<td>shimásu</td>
<td>kimásu</td>
<td></td>
</tr>
<tr>
<td>o-... ni náru</td>
<td>subject honorific</td>
<td>okaki ni náru</td>
<td>okai ni náru</td>
<td>otabe ni náru</td>
<td>oake ni náru</td>
<td>oake ni náru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o-... suru</td>
<td>object honorific</td>
<td>okaki suru</td>
<td>okai suru</td>
<td>oake suru</td>
<td>oake suru</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>owáru</td>
<td>etc.</td>
<td>kakiowáru</td>
<td>kaioáwáru</td>
<td>tabeowáru</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**-tái**

<table>
<thead>
<tr>
<th>prefix</th>
<th>meaning</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
<th>verb (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tái</td>
<td>desiderative</td>
<td>kakitái</td>
<td>kaitai</td>
<td>tabetái</td>
<td>aketái</td>
<td>shitái</td>
<td>kitái</td>
<td></td>
</tr>
<tr>
<td>Suffix</td>
<td>Accented consonant-root</td>
<td>Unaccented consonant-root</td>
<td>Accented vowel-root</td>
<td>Unaccented vowel-root</td>
<td>Irregular verbs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-yasúi</td>
<td>'easy to'</td>
<td>kakiyasúi</td>
<td>kaiyasúi</td>
<td>tabeyasúi</td>
<td>akeyasúi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-nikúi</td>
<td>'difficult to'</td>
<td>kakinikúi</td>
<td>kainikúi</td>
<td>tabenikúi</td>
<td>akenikúi</td>
<td></td>
<td></td>
<td></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. máti - 'to wait' has the stem máchi and hanási - '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 -te, 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
   - isógí + -te becomes isóide hurrying
   - kai + -te becomes katte buying
   - máchí + -te becomes mátte waiting
   - káeri + -te becomes káette returning home
   - yómí + -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 -(ru) 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>aki</td>
</tr>
<tr>
<td>present</td>
<td>takái</td>
<td>akai</td>
</tr>
<tr>
<td>-ku adverbial</td>
<td>tákaku</td>
<td>akaku</td>
</tr>
<tr>
<td>-ku nai negative</td>
<td>tákaku nai</td>
<td>akaku nái</td>
</tr>
<tr>
<td></td>
<td>'is high'</td>
<td>'is red'</td>
</tr>
<tr>
<td></td>
<td>'high(ly)'</td>
<td>'red(ly)'</td>
</tr>
<tr>
<td></td>
<td>'not high'</td>
<td>'not red'</td>
</tr>
</tbody>
</table>
-kute  tákakute  akákute
  gerund  'high and…'  'red and…'
-katta  tákakatta  akákatta
  past  'was high'  'was red'
-kattara  tákakattara  akákattara
  conditional 1  'if high'  'if red'
-kereba  tákakereba  akákereba
  conditional 2  'if high'  'if red'

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>dáttia</td>
<td>déshita</td>
</tr>
<tr>
<td>Conditional 'if…were'</td>
<td>dáttara</td>
<td>déshitara</td>
</tr>
<tr>
<td>Conjectural 'probably is', etc.</td>
<td>daróo</td>
<td>deshóo</td>
</tr>
<tr>
<td>Gerund 'is/am/are…and'</td>
<td>dé</td>
<td>(deshite)²</td>
</tr>
<tr>
<td>Negative 'is/am/are not'</td>
<td>de (wa) náí</td>
<td>de (wa) arimasén</td>
</tr>
<tr>
<td></td>
<td>ja náí</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 wa hón desu.  This is a book.
Sono hón o mísete kudasái. Please show me that book.
Umibe o arúîte imasu. He is walking along the beach.

no possessive marker; noun qualifier – ‘of’

Kore wa watashi no hón desu. This is my book.
i 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.’

Enpitso ya bóorupen nádo o kaimáshita. I bought pencils, ball-point pens, etc.
e direction marker – ‘to’, ‘towards’ (written with hiragána ‘he’)

Tookyoo e ikimáshu. I go to Tokyo.
made destination marker; upper extent – ‘up to’, ‘as far as’, ‘until’; ‘even’

Kádo made issho ni arukimáshu. I’ll walk with you up to the corner.
kara departure marker – ‘from’

Básu wa dóko kara demáshu ka. Where does the bus leave from?
yóri comparison marker – ‘than’

Tookyoo wa Róndon yori
bukka ga takái desu.  
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.

okane ‘extent’, ‘only’, ‘alone’

Sore dake de wa tarimasén.  
That alone is not enough
(literally, ‘With that only it
does not suffice’).

gurai ‘about’

Nikágetsu gúrai 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 shitá ni
iremáshita.  
I put the key under the stone.

no máe ni ‘in front of’

Ginkoo no máe ni ímásu.  
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 náka 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’

Chuuaka-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 kyóó káita hoo ga ī 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 ī desu ‘may’

Koko de tabako o sutté mo ī 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 í 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</td>
<td>watakushidōmo</td>
<td>we formal form</td>
</tr>
<tr>
<td>1st</td>
<td>watashi</td>
<td>watashitachi</td>
<td>we polite style</td>
</tr>
<tr>
<td>1st</td>
<td>atashi</td>
<td>atashitachi</td>
<td>we casual (female)</td>
</tr>
<tr>
<td>1st</td>
<td>boku</td>
<td>bōkutachi</td>
<td>we casual (male)</td>
</tr>
<tr>
<td>1st</td>
<td>ore</td>
<td>orētachi</td>
<td>we vulgar (male)</td>
</tr>
<tr>
<td>2nd</td>
<td>anāta</td>
<td>anatagāta</td>
<td>you general polite</td>
</tr>
<tr>
<td>2nd</td>
<td>kimi</td>
<td>kimītachi</td>
<td>you casual (male)</td>
</tr>
<tr>
<td>2nd</td>
<td>omāe</td>
<td>omāetachi</td>
<td>you vulgar (male)</td>
</tr>
<tr>
<td>3rd</td>
<td>anōhito</td>
<td>anōhitotachi</td>
<td>they = that person</td>
</tr>
<tr>
<td>3rd</td>
<td>kāre</td>
<td>kāretachi</td>
<td>they (m) casual (used by both sexes)</td>
</tr>
<tr>
<td>3rd</td>
<td>kānojo</td>
<td>kānojotachi</td>
<td>they (f) 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 nāni ‘what’, dāre ‘who?’, dōnata ‘who?‘ (honorific), dōko ‘where?’, ikutsu ‘how many?’, ikura ‘how much?’, etc. Nāni ga muzukashii desu ka. ‘What is difficult?’ Dāre ga kimāsu 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.
<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Indefinite</th>
<th>Definite</th>
<th>Emphatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>náni</td>
<td>nánika</td>
<td>nánimo</td>
<td>nándemo</td>
</tr>
<tr>
<td>what</td>
<td>something</td>
<td>nothing</td>
<td>anything at all</td>
</tr>
<tr>
<td>dáre</td>
<td>dáreka</td>
<td>dáremo</td>
<td>dáredemo</td>
</tr>
<tr>
<td>who</td>
<td>someone</td>
<td>no-one/everyone</td>
<td>anyone/no-one at all</td>
</tr>
<tr>
<td>dónata</td>
<td>dónataka</td>
<td>dónatamo</td>
<td>dónatademo</td>
</tr>
<tr>
<td>who (honorific)</td>
<td>someone (honorific)</td>
<td>no-one/everyone (honorific)</td>
<td>anyone/no-one at all (honorific)</td>
</tr>
<tr>
<td>dóko</td>
<td>dókoka</td>
<td>dókomo</td>
<td>dókodemo</td>
</tr>
<tr>
<td>where</td>
<td>somewhere</td>
<td>(not) anywhere</td>
<td>(not) anywhere at all</td>
</tr>
<tr>
<td>íkutsu</td>
<td>íkutsuka</td>
<td>íkutsumo</td>
<td>íkutsudemo</td>
</tr>
<tr>
<td>how many</td>
<td>several</td>
<td>(not) many</td>
<td>any number at all</td>
</tr>
</tbody>
</table>

**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>Close</th>
<th>Intermediate</th>
<th>Distant</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>kore</td>
<td>this</td>
<td>are</td>
<td>dóre</td>
</tr>
<tr>
<td>koko</td>
<td>there</td>
<td>asoko</td>
<td>dóko</td>
</tr>
<tr>
<td>kotchí/</td>
<td>this one</td>
<td>atchi/</td>
<td>dóchí/</td>
</tr>
<tr>
<td>kochira/(of two)/</td>
<td>sochira/(of two)/</td>
<td>achira/(of two)/</td>
<td>dóchira/(of two)/</td>
</tr>
<tr>
<td>this way</td>
<td>that way</td>
<td>that way</td>
<td>where</td>
</tr>
</tbody>
</table>

In addition to these demonstrative pronouns there is a corresponding set of demonstrative adjectives and adverbs.

<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>–</td>
<td>okaki desu</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>to be, to exist</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>
</tr>
<tr>
<td>neru</td>
<td>oyasumi ni náru</td>
<td>to sleep</td>
</tr>
<tr>
<td>kiru</td>
<td>omeshi ni náru</td>
<td>to wear</td>
</tr>
</tbody>
</table>

**Numbers and Numeral classifiers**

<table>
<thead>
<tr>
<th></th>
<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>
<th>100 ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>–bai</td>
<td>ichibai</td>
<td>sanbai</td>
<td>gobai</td>
<td>nanabai</td>
<td>kyuubai</td>
<td>hyakubai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>times as much</td>
<td>nibai</td>
<td>yonbai</td>
<td>rokubai</td>
<td>hachibai</td>
<td>jüubai</td>
<td>nanbai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–ban</td>
<td>ichiban</td>
<td>sanban</td>
<td>goban</td>
<td>nanaban</td>
<td>kyúban</td>
<td>hyakúban</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>number, ordinals</td>
<td>niban</td>
<td>yonban</td>
<td>rokuban</td>
<td>hachiban</td>
<td>jüban</td>
<td>nánban</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–ban</td>
<td>hitóban</td>
<td>miban</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nights</td>
<td>futában</td>
<td>yóban</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–bun</td>
<td>ichibun</td>
<td>sanbun</td>
<td>gobun</td>
<td>nanabun</td>
<td>kubun</td>
<td>hyakubun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>part, fraction</td>
<td>nibun</td>
<td>yonbun</td>
<td>rokubun</td>
<td>hachibun</td>
<td>juubun</td>
<td>nánbun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–byoo</td>
<td>ichibyoo</td>
<td>sánbyoo</td>
<td>góbbyoo</td>
<td>nanábyoo</td>
<td>kúbbyoo</td>
<td>hyakubyoo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seconds</td>
<td>nibyoo</td>
<td>yónbyoo</td>
<td>rokúbbyoo</td>
<td>hachibyoo</td>
<td>júbbyoo</td>
<td>nánbyoo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–chakú</td>
<td>ichichakú</td>
<td>sanchakú</td>
<td>gochakú</td>
<td>nanachakú</td>
<td>kyuchakú</td>
<td>hyakuchakú</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>suits, outfits</td>
<td>nichakú</td>
<td>yonchakú</td>
<td>rokuchakú</td>
<td>hatchakú</td>
<td>jutchakú</td>
<td>nanchakú</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–dáasu</td>
<td>ichidáasu</td>
<td>sandáasu</td>
<td>godáasu</td>
<td>nanadáasu</td>
<td>kyuddáasu</td>
<td>haykudáasu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dozens</td>
<td>nidáasu</td>
<td>yondáasu</td>
<td>rokudáasu</td>
<td>hachidáasu</td>
<td>juudáasu</td>
<td>nándáasu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>–dai</td>
<td>ichidai</td>
<td>sámdai</td>
<td>gódai</td>
<td>nanadai</td>
<td>kyúdai</td>
<td>hyakúdai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vehicles, machines</td>
<td>nidaï</td>
<td>yóndaï</td>
<td>rokudaï</td>
<td>hachidaï</td>
<td>juudaï</td>
<td>nandaï</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
<td>--------</td>
<td>---------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-dan grades steps</td>
<td>ichiðan</td>
<td>sandan</td>
<td>godan</td>
<td>shichidaï</td>
<td>kyûudaï</td>
<td>hyakûdaï</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>times</td>
<td>ichido</td>
<td>yondo</td>
<td>rokudó</td>
<td>hachídó</td>
<td>juudó</td>
<td>nándó</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>degrees</td>
<td>ichien</td>
<td>onen</td>
<td>rokuø</td>
<td>shichikó</td>
<td>kyûen</td>
<td>hyakûen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>minutes</td>
<td>ippun</td>
<td>yonpun</td>
<td>gofun</td>
<td>shichifun</td>
<td>kyûufun</td>
<td>hyâppun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-gatsu names of months</td>
<td>ichigatsu</td>
<td>shigatsu</td>
<td>gogatsu</td>
<td>shichigatsu</td>
<td>kugatsu</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-gûramu grams</td>
<td>ichigûramu</td>
<td>sangûramu</td>
<td>gogûramu</td>
<td>nanagûramu</td>
<td>kugûramu</td>
<td>hyakûgûramu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-hai cupfuls, glasses</td>
<td>ippai</td>
<td>sánbai</td>
<td>gohái</td>
<td>nanahái</td>
<td>kyûhái</td>
<td>hyâppái</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-hen number of times</td>
<td>ippén</td>
<td>sânbén</td>
<td>gohén</td>
<td>nanahén</td>
<td>kyûhén</td>
<td>hyâppén</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-hiki animals</td>
<td>ippipí</td>
<td>sânbiki</td>
<td>gôhiki</td>
<td>nanâhiki</td>
<td>kyûhiki</td>
<td>hyappíki</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-hon cylindrical objects</td>
<td>ippôn</td>
<td>sânbon</td>
<td>gohon</td>
<td>nanâhon</td>
<td>kyûhon</td>
<td>hyâppon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-hyakû hundreds</td>
<td>hyakû</td>
<td>sánbyaku</td>
<td>gohyakû</td>
<td>nanâhyaku</td>
<td>kyûûhyaku</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ji o’clock</td>
<td>ichîji</td>
<td>sânji</td>
<td>gojî</td>
<td>shichiîji</td>
<td>kûji</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-juu tens</td>
<td>nîjuu</td>
<td>yonjuu</td>
<td>rokujû</td>
<td>nanajûu</td>
<td>kyûûjûu</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ka lessons</td>
<td>ikka</td>
<td>sánka</td>
<td>goka</td>
<td>nanaka</td>
<td>kyûuka</td>
<td>hyâkka</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ka/ -nichi days</td>
<td>ichinichi</td>
<td>mîka</td>
<td>itsuka</td>
<td>nanoka</td>
<td>kokonoka</td>
<td>hyakunîchi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-kái number of times</td>
<td>ikkâi</td>
<td>sankaï</td>
<td>gokâi</td>
<td>nanakkâi</td>
<td>kyûukâi</td>
<td>hyakkâi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>nikâi</td>
<td>yonkâi</td>
<td>rokkâi</td>
<td>hakkâi</td>
<td>jukkâi</td>
<td>nankâi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>100 ?</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>ikkai</td>
<td>sangai</td>
<td>gokai</td>
<td>nanakai</td>
<td>kyuukai</td>
<td>hyakkai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nikai</td>
<td>yonkai</td>
<td>rokkai</td>
<td>hakkai</td>
<td>jukkai</td>
<td>nangai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ikken</td>
<td>sanken</td>
<td>goken</td>
<td>nanaken</td>
<td>kyukken</td>
<td>hyakken</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>niken</td>
<td>yonken</td>
<td>rokken</td>
<td>hakken</td>
<td>jukken</td>
<td>nanken</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ikki</td>
<td>sanki</td>
<td>goki</td>
<td>nanaki</td>
<td>kyuki</td>
<td>hyaki</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>niki</td>
<td>yonki</td>
<td>rokki</td>
<td>hakki</td>
<td>jukki</td>
<td>nanki</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ichikiro</td>
<td>sankiro</td>
<td>gokiro</td>
<td>nanakiro</td>
<td>kyukiro</td>
<td>hyakkiro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nikiro</td>
<td>yonkiro</td>
<td>rokkiro</td>
<td>hakkiro</td>
<td>jukkiro</td>
<td>nankuro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ikko</td>
<td>sanko</td>
<td>goko</td>
<td>nanako</td>
<td>kyuko</td>
<td>hyakko</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>niko</td>
<td>yonko</td>
<td>rokko</td>
<td>hakkko</td>
<td>jukko</td>
<td>nanko</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ichimai</td>
<td>sanmai</td>
<td>gomai</td>
<td>nanaimai</td>
<td>kyuumai</td>
<td>hyakumai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nimai</td>
<td>yonmai</td>
<td>rokumai</td>
<td>hachimai</td>
<td>jumai</td>
<td>nannai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ichimau</td>
<td>sanmai</td>
<td>gomai</td>
<td>nanaimai</td>
<td>kyuumai</td>
<td>hyakumai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nimai</td>
<td>yonmai</td>
<td>rokumai</td>
<td>hachimai</td>
<td>jumai</td>
<td>nannai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ichiman</td>
<td>sanman</td>
<td>gomman</td>
<td>nanamman</td>
<td>kyuuman</td>
<td>hyakuman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>niman</td>
<td>yonman</td>
<td>rokuman</td>
<td>hachiman</td>
<td>juman</td>
<td>nannan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ichinen</td>
<td>sannen</td>
<td>gonen</td>
<td>shichinen</td>
<td>kunen</td>
<td>hyakunen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ninnen</td>
<td>yonen</td>
<td>rokunen</td>
<td>hachinen</td>
<td>junen</td>
<td>nanren</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hitori</td>
<td>sannin</td>
<td>goni</td>
<td>shichinin</td>
<td>kuni</td>
<td>hyakunin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>futari</td>
<td>yonin</td>
<td>rokunin</td>
<td>hachinin</td>
<td>junin</td>
<td>ninnin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>issai</td>
<td>sanssai</td>
<td>gossai</td>
<td>nanasai</td>
<td>kyusai</td>
<td>hykusai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nisai</td>
<td>yosai</td>
<td>rukuai</td>
<td>hassai</td>
<td>jussai</td>
<td>nansai</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>issatsu</td>
<td>sanssatsu</td>
<td>gossatsu</td>
<td>nanatsu</td>
<td>kyussatsu</td>
<td>hyakusatsu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nissatsu</td>
<td>yonssatsu</td>
<td>rokusatsu</td>
<td>hassatsu</td>
<td>jussatsu</td>
<td>nanatsu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>isekki</td>
<td>sanseki</td>
<td>goseki</td>
<td>nanaseki</td>
<td>kyuseki</td>
<td>hyakuseki</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>niseki</td>
<td>yoneseki</td>
<td>rokuseki</td>
<td>hasseki</td>
<td>juseki</td>
<td>nanseki</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sen</td>
<td>sanzen</td>
<td>gosen</td>
<td>nanzen</td>
<td>kyusen</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nisenn</td>
<td>yosen</td>
<td>rokusen</td>
<td>hassenn</td>
<td>--</td>
<td>nanzen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>soku</td>
<td>issokú</td>
<td>sánzoku</td>
<td>gósok</td>
<td>nanások</td>
<td>kyúusok</td>
<td>hyakúsoku</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>---------</td>
<td>-------</td>
<td>---------</td>
<td>---------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘pair’</td>
<td>nisoku</td>
<td>yónsoku</td>
<td>rokúsoku</td>
<td>hássoku</td>
<td>jüssoku</td>
<td>nánzoku</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoes, socks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>soo</th>
<th>íssoo</th>
<th>sánsoo</th>
<th>góssoo</th>
<th>nanássoo</th>
<th>kyúussoo</th>
<th>nánkúsoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>vessels, boats</td>
<td>nìsìsoo</td>
<td></td>
<td>rokúsoo</td>
<td>hássoo</td>
<td>jüssoo</td>
<td>nánsoo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tén</th>
<th>íttén</th>
<th>santén</th>
<th>gotén</th>
<th>nanatén</th>
<th>kyûutén</th>
<th>hyakutén</th>
</tr>
</thead>
<tbody>
<tr>
<td>points, marks</td>
<td>nitén</td>
<td>yontén</td>
<td>rokutén</td>
<td>hattén</td>
<td>juttén</td>
<td>nantén</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>too</th>
<th>íttoo</th>
<th>sántoo</th>
<th>gotoo</th>
<th>nanatóo</th>
<th>kyûutoo</th>
<th>hyakutoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘head’, large animals</td>
<td>níttoo</td>
<td>yóntoo</td>
<td>rokútoo</td>
<td>hátttoo</td>
<td>júttoo</td>
<td>nántoo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tsu</th>
<th>hitótsu</th>
<th>mittsú</th>
<th>itsútsu</th>
<th>nanátsu</th>
<th>kokônotsu</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>miscellane-ous objects, years of age</td>
<td>yotttsú</td>
<td>muttsú</td>
<td>yatttsú</td>
<td>too</td>
<td>ikutsu</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|   tsuu  | ítsuuu | santsuu | gotsuuu | nanatsuu | kyutsuuu | hyakutsu |   |
|-------|--------|---------|---------|---------|-----------|-----------|
| letters | nìtsuuu | yontsuu | rokutsuuu | hattiisu | jutsuuu | nantsuu   |
| | | | | | | |

<table>
<thead>
<tr>
<th>wa</th>
<th>ichiwa</th>
<th>sánba</th>
<th>gówa</th>
<th>nanáwa</th>
<th>kyúuwa</th>
<th>hyáppa</th>
</tr>
</thead>
<tbody>
<tr>
<td>birds</td>
<td>niwa</td>
<td>yónwa</td>
<td>róppa</td>
<td>hachiwa</td>
<td>júppa</td>
<td>nánwa</td>
</tr>
</tbody>
</table>

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. –jíkan, ‘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.
## Hiragána

<table>
<thead>
<tr>
<th>あ</th>
<th>い</th>
<th>う</th>
<th>え</th>
<th>お</th>
<th>や</th>
<th>ゆ</th>
<th>よ</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>i</td>
<td>u</td>
<td>e</td>
<td>o</td>
<td>ya</td>
<td>yu</td>
<td>yo</td>
</tr>
<tr>
<td>か</td>
<td>き</td>
<td>く</td>
<td>け</td>
<td>こ</td>
<td>きゃ</td>
<td>きゅ</td>
<td>きょ</td>
</tr>
<tr>
<td>ka</td>
<td>ki</td>
<td>ku</td>
<td>ke</td>
<td>ko</td>
<td>kya</td>
<td>kyu</td>
<td>kyo</td>
</tr>
<tr>
<td>が</td>
<td>ぎ</td>
<td>ぐ</td>
<td>げ</td>
<td>ご</td>
<td>ぎゃ</td>
<td>ぎゅ</td>
<td>ぎょ</td>
</tr>
<tr>
<td>ga</td>
<td>gi</td>
<td>gu</td>
<td>ge</td>
<td>go</td>
<td>gya</td>
<td>gyu</td>
<td>gu</td>
</tr>
<tr>
<td>さ</td>
<td>し</td>
<td>す</td>
<td>せ</td>
<td>そ</td>
<td>しゃ</td>
<td>しゅ</td>
<td>しょ</td>
</tr>
<tr>
<td>sa</td>
<td>shi</td>
<td>su</td>
<td>se</td>
<td>so</td>
<td>sha</td>
<td>shu</td>
<td>sho</td>
</tr>
<tr>
<td>ざ</td>
<td>じ</td>
<td>ず</td>
<td>ぜ</td>
<td>ぞ</td>
<td>じャ</td>
<td>じゅ</td>
<td>じょ</td>
</tr>
<tr>
<td>za</td>
<td>ji</td>
<td>zu</td>
<td>ze</td>
<td>zo</td>
<td>ja</td>
<td>ju</td>
<td>jo</td>
</tr>
<tr>
<td>た</td>
<td>ち</td>
<td>つ</td>
<td>て</td>
<td>と</td>
<td>ちゃ</td>
<td>ちゅ</td>
<td>ちょ</td>
</tr>
<tr>
<td>ta</td>
<td>chi</td>
<td>tsu</td>
<td>te</td>
<td>to</td>
<td>cha</td>
<td>chu</td>
<td>cho</td>
</tr>
<tr>
<td>だ</td>
<td>(ち)</td>
<td>(づ)</td>
<td>で</td>
<td>ど</td>
<td>(ちゃ)</td>
<td>(ちゅ)</td>
<td>(ちょ)</td>
</tr>
<tr>
<td>da</td>
<td>ji</td>
<td>zu</td>
<td>de</td>
<td>do</td>
<td>ja</td>
<td>ju</td>
<td>jo</td>
</tr>
<tr>
<td>な</td>
<td>に</td>
<td>ぬ</td>
<td>ね</td>
<td>の</td>
<td>にゃ</td>
<td>にゅ</td>
<td>にょ</td>
</tr>
<tr>
<td>na</td>
<td>ni</td>
<td>nu</td>
<td>ne</td>
<td>no</td>
<td>nya</td>
<td>nyu</td>
<td>nyo</td>
</tr>
<tr>
<td>は</td>
<td>は</td>
<td>ひ</td>
<td>ふ</td>
<td>へ</td>
<td>ほ</td>
<td>ひゃ</td>
<td>ひゅ</td>
</tr>
<tr>
<td>ha</td>
<td>hi</td>
<td>fu</td>
<td>he</td>
<td>he</td>
<td>ho</td>
<td>hya</td>
<td>hyu</td>
</tr>
<tr>
<td>ぱ</td>
<td>ぴ</td>
<td>ぷ</td>
<td>ぺ</td>
<td>ぺ</td>
<td>ぼ</td>
<td>びゃ</td>
<td>びゅ</td>
</tr>
<tr>
<td>pa</td>
<td>pi</td>
<td>pu</td>
<td>pe</td>
<td>po</td>
<td>bo</td>
<td>bya</td>
<td>byu</td>
</tr>
<tr>
<td>ま</td>
<td>み</td>
<td>む</td>
<td>め</td>
<td>も</td>
<td>め</td>
<td>みゃ</td>
<td>みゅ</td>
</tr>
<tr>
<td>ma</td>
<td>mi</td>
<td>mu</td>
<td>me</td>
<td>mo</td>
<td>me</td>
<td>mya</td>
<td>myu</td>
</tr>
<tr>
<td>ら</td>
<td>り</td>
<td>る</td>
<td>れ</td>
<td>ろ</td>
<td>りや</td>
<td>りゅ</td>
<td>りょ</td>
</tr>
<tr>
<td>ra</td>
<td>ri</td>
<td>ru</td>
<td>re</td>
<td>ro</td>
<td>rya</td>
<td>ryu</td>
<td>ryo</td>
</tr>
<tr>
<td>わ</td>
<td>わ</td>
<td>わ</td>
<td>わ</td>
<td>わ</td>
<td>を</td>
<td>o</td>
<td>お</td>
</tr>
</tbody>
</table>

### Appendix

Hiragána, katakána and kanji
Katakána (basic syllables only)

<table>
<thead>
<tr>
<th>a</th>
<th>i</th>
<th>u</th>
<th>e</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>ka</td>
<td>ki</td>
<td>ku</td>
<td>ke</td>
<td>ko</td>
</tr>
<tr>
<td>sa</td>
<td>shi</td>
<td>su</td>
<td>se</td>
<td>so</td>
</tr>
<tr>
<td>ta</td>
<td>chi</td>
<td>tsu</td>
<td>te</td>
<td>to</td>
</tr>
<tr>
<td>na</td>
<td>ni</td>
<td>nu</td>
<td>ne</td>
<td>no</td>
</tr>
<tr>
<td>ha</td>
<td>hi</td>
<td>fu</td>
<td>he</td>
<td>ho</td>
</tr>
<tr>
<td>ma</td>
<td>mi</td>
<td>mu</td>
<td>me</td>
<td>mo</td>
</tr>
<tr>
<td>ya</td>
<td>yu</td>
<td>yu</td>
<td>yo</td>
<td></td>
</tr>
<tr>
<td>ra</td>
<td>ri</td>
<td>ru</td>
<td>re</td>
<td>ro</td>
</tr>
<tr>
<td>wa</td>
<td></td>
<td>o</td>
<td>n</td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Stroke</th>
<th>Character</th>
<th>Stroke Count</th>
<th>Character</th>
<th>Stroke Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 stroke</td>
<td>父 10.095</td>
<td>行 6.052</td>
<td>枚 9.090</td>
<td></td>
</tr>
<tr>
<td>2 strokes</td>
<td>北 11.103</td>
<td>会 6.053</td>
<td>知 10.100</td>
<td></td>
</tr>
<tr>
<td>人 2.010</td>
<td>方 11.111</td>
<td>早 7.067</td>
<td>步 11.115</td>
<td></td>
</tr>
<tr>
<td>二 3.014</td>
<td>少 11.113</td>
<td>休 9.088</td>
<td>雨 11.118</td>
<td></td>
</tr>
<tr>
<td>七 3.018</td>
<td>天 11.116</td>
<td>耳 10.093</td>
<td>長 12.134</td>
<td></td>
</tr>
<tr>
<td>八 3.019</td>
<td>心 12.124</td>
<td>字 10.094</td>
<td>林 12.137</td>
<td></td>
</tr>
<tr>
<td>九 3.020</td>
<td>元 12.136</td>
<td>西 11.105</td>
<td>空 12.140</td>
<td></td>
</tr>
<tr>
<td>十 3.021</td>
<td>牛 13.145</td>
<td>多 11.112</td>
<td>物 13.144</td>
<td></td>
</tr>
<tr>
<td>力 13.152</td>
<td>友 13.156</td>
<td>色 13.143</td>
<td>店 13.150</td>
<td></td>
</tr>
<tr>
<td>3 strokes</td>
<td>内 15.183</td>
<td>有 13.159</td>
<td>者 15.189</td>
<td></td>
</tr>
<tr>
<td>川 1.004</td>
<td>化 15.195</td>
<td>仕 14.173</td>
<td>的 15.194</td>
<td></td>
</tr>
<tr>
<td>山 1.005</td>
<td>不 15.199</td>
<td>寺 15.201</td>
<td>7 strokes</td>
<td></td>
</tr>
<tr>
<td>上 1.006</td>
<td>文 15.200</td>
<td>8 strokes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>下 1.007</td>
<td>5 strokes</td>
<td>食 7.062</td>
<td></td>
<td></td>
</tr>
<tr>
<td>三 3.015</td>
<td>田 1.001</td>
<td>前 8.080</td>
<td></td>
<td></td>
</tr>
<tr>
<td>女 3.023</td>
<td>本 1.002</td>
<td>後 8.081</td>
<td></td>
<td></td>
</tr>
<tr>
<td>子 3.024</td>
<td>四 3.016</td>
<td>海 9.086</td>
<td></td>
<td></td>
</tr>
<tr>
<td>大 3.025</td>
<td>半 3.031</td>
<td>南 11.104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>小 3.026</td>
<td>生 4.041</td>
<td>奉 11.106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>千 4.033</td>
<td>白 7.068</td>
<td>秋 11.108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>万 4.034</td>
<td>目 8.077</td>
<td>風 11.120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>土 5.051</td>
<td>台 9.091</td>
<td>思 12.125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>口 10.092</td>
<td>母 10.096</td>
<td>急 12.126</td>
<td></td>
<td></td>
</tr>
<tr>
<td>夕 11.110</td>
<td>出 10.098</td>
<td>洋 12.129</td>
<td></td>
<td></td>
</tr>
<tr>
<td>工 14.179</td>
<td>冬 11.109</td>
<td>降 12.138</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 strokes</td>
<td>外 12.123</td>
<td>映 13.147</td>
<td></td>
<td></td>
</tr>
<tr>
<td>中 1.003</td>
<td>立 12.141</td>
<td>待 13.151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>日 2.008</td>
<td>右 13.157</td>
<td>音 14.163</td>
<td></td>
<td></td>
</tr>
<tr>
<td>五 3.017</td>
<td>左 13.158</td>
<td>持 14.166</td>
<td></td>
<td></td>
</tr>
<tr>
<td>六 3.017</td>
<td>平 14.172</td>
<td>眜 14.170</td>
<td></td>
<td></td>
</tr>
<tr>
<td>月 3.030</td>
<td>広 14.180</td>
<td>丿 14.174</td>
<td></td>
<td></td>
</tr>
<tr>
<td>円 4.035</td>
<td>市 15.191</td>
<td>昼 14.174</td>
<td></td>
<td></td>
</tr>
<tr>
<td>今 5.042</td>
<td>6 strokes</td>
<td>昼 15.184</td>
<td></td>
<td></td>
</tr>
<tr>
<td>火 5.047</td>
<td>好 3.027</td>
<td>室 15.185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>水 5.048</td>
<td>百 4.032</td>
<td>美 15.186</td>
<td></td>
<td></td>
</tr>
<tr>
<td>木 5.049</td>
<td>安 4.037</td>
<td>便 15.197</td>
<td></td>
<td></td>
</tr>
<tr>
<td>分 7.046</td>
<td>先 4.040</td>
<td>10 strokes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>手 7.070</td>
<td>每 5.044</td>
<td>時 3.028</td>
<td></td>
<td></td>
</tr>
<tr>
<td>午 8.079</td>
<td>年 5.046</td>
<td>高 4.036</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stroke</th>
<th>Character</th>
<th>Stroke Count</th>
<th>Character</th>
<th>Stroke Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 strokes</td>
<td>国 2.009</td>
<td>英 2.012</td>
<td>高 4.036</td>
<td></td>
</tr>
<tr>
<td>9 strokes</td>
<td>英 2.012</td>
<td>学 4.038</td>
<td>校 4.039</td>
<td></td>
</tr>
<tr>
<td></td>
<td>金 5.050</td>
<td>事 7.063</td>
<td>書 6.059</td>
<td></td>
</tr>
<tr>
<td></td>
<td>事 7.063</td>
<td>青 7.069</td>
<td>織 9.089</td>
<td></td>
</tr>
<tr>
<td>Kanji on-kun finder list</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a(ke ru) 開 10.101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>á(ru) 有 13.159</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>á(u) 会 6.053</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aida 間 8.075</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aka(rui) 明 9.084</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>áki 秋 11.108</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ame 雨 11.118</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AN 安 4.037</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AN 暗 14.165</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aō(i) 青 7.069</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>arú(ku) 歩 11.115</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ása 朝 9.085</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>atara(shii) 新 6.061</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>áto 後 8.081</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>atsú(i) 暑 11.122</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ba 場 14.178</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ba 馬 14.181</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ba(kérū) 化 15.195</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAI 壳 6.055</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAI 買 6.054</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAN 晚 14.175</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEN 便 15.197</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEN 勉 14.176</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 美 15.186</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bo 母 10.096</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOKU 木 5.049</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BU 部 12.132</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUN 分 7.066</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUN 文 15.200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUN 聞 6.060</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUTSU 物 13.144</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BYOO 病 14.167</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHAKU 着 9.082</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHI 知 10.100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chichi 父 10.095</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chi(sai) 小 3.026</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chiká(i) 近 13.161</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chikará 力 13.152</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHOO 朝 9.085</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHOO 町 14.169</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHUU 中 1.003</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHUU 崎 14.174</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dá(su) 出 10.098</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAI 台 9.091</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAI 大 3.025</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 男 3.022</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dé(ru) 出 10.098</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEN 田 1.001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEN 電 12.131</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DO 土 5.051</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOKU 読 6.056</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DON 曰 12.133</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOO 道 15.192</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ei 映 13.147</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ei 菓 2.012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EKI 駅 14.182</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN 円 4.035</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FU 不 15.199</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FU 父 10.095</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fú(ru) 降 12.138</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fúmi 文 15.200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUN 分 7.066</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>futa(tsú) 二 3.014</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>futô(i) 太 14.171</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fuyú 冬 11.109</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAI 画 13.148</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAKU 学 4.038</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAKU 槌 14.164</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-gata 口 11.111</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GATSU 月 3.030</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEI 色 15.188</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEN 元 12.136</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEN 言 13.160</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GETSU 月 3.030</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIN 銀 6.057</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO 五 3.017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO 午 8.079</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GO 語 2.011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GYOO 行 6.052</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GYUU 牛 13.145</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ha(réru) 晴 15.193</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HACHI 八 3.019</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>háha 母 10.096</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAI 配 12.128</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hái(ru) 入 10.097</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAKU 白 7.068</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAN 半 3.031</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>haná 花 8.076</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>haná(su) 話 9.083</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>háru 春 11.106</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
hayá(i) 早 7.067
hayashi 林 12.137
HEI 平 14.172
hi 日 2.008
hi 火 5.047
hidari 左 13.158
bigashi 東 8.072
hiró(i) 広 14.180
hirú 昼 14.174
hito 人 2.010
hitó(tsu) 一 3.013
HO 歩 11.115
hoka 外 12.123
HOKU 北 11.103
HON 本 1.002
HOO 方 11.111
HYAKU 百 4.032
i(ku) 行 6.052
ICHI 一 3.013
ichi 市 15.191
ié 家 13.162
ima 今 5.042
IN 員 15.190
IN 飲 7.064
iró 色 13.143
isó(gu) 急 12.126
itsú(tsu) 五 3.017
JI 事 7.063
JI 字 10.094
JI 帝 15.201
JI 持 14.166
JI 時 3.028
JI 耳 10.093
JIN 人 2.010
JITSU 日 2.008
JO 女 3.023
JOO 上 1.006
JOO 場 14.178
JUTSU 術 15.192
KON 今 5.042
KOO 口 10.092
KOO 好 3.027
KOO 工 14.179
KOO 広 14.180
KOO 後 8.081
KOO 校 4.039
KOO 行 6.052
KOO 降 12.138
KOO 高 4.036
kotó 事 7.063
KU 九 3.020
KÚ(ru) 来 5.043
kubá(ru) 配 12.128
kuchi 口 10.092
kúmo 雲 12.142
kumó(ru) 暗 12.133
kuni 国 2.009
kuruma 車 7.065
KUU 空 12.140
KYOO 強 14.168
KYOO, KEI 京 8.073
KYUU 九 3.020
KYUU 休 9.088
KYUU 急 12.126
má(tsu) 待 13.151
machи 町 14.169
mace 前 8.080
MAI 枚 9.090
MAI 每 5.044
MAN 万 4.034
máto 的 15.194
mé 目 8.077
MEI 明 9.084
MEI 名 12.135
mí(ru) 見 8.078
michi 道
<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>áa ああ</td>
<td>Ah! (exclamation)</td>
</tr>
<tr>
<td>abiru 浴びる</td>
<td>to shower, bathe</td>
</tr>
<tr>
<td>abunai 危ない</td>
<td>dangerous, watch out!</td>
</tr>
<tr>
<td>achira あちら</td>
<td>over there, that way</td>
</tr>
<tr>
<td>Afurika アフリカ</td>
<td>Africa</td>
</tr>
<tr>
<td>agaru 上がる</td>
<td>to go up, rise, enter</td>
</tr>
<tr>
<td>agemásu</td>
<td>see ageru</td>
</tr>
<tr>
<td>ageru 上げる</td>
<td>to give, raise up</td>
</tr>
<tr>
<td>agó 顔</td>
<td>chin</td>
</tr>
<tr>
<td>ái suru 愛する</td>
<td>to love</td>
</tr>
<tr>
<td>aida 間</td>
<td>between, interval, gap</td>
</tr>
<tr>
<td>aikawarazu 相変わらず</td>
<td>as usual</td>
</tr>
<tr>
<td>aimásu</td>
<td>see áu</td>
</tr>
<tr>
<td>áinu アイヌ</td>
<td>Ainu (the aboriginal people of Hokkaido)</td>
</tr>
<tr>
<td>áiron アイロン</td>
<td>iron (clothes)</td>
</tr>
<tr>
<td>Áirurando アイルランド</td>
<td>Ireland</td>
</tr>
<tr>
<td>áísatsu 挨拶</td>
<td>greeting, formal conversational routines</td>
</tr>
<tr>
<td>aité 相手</td>
<td>the other party, partner, opponent</td>
</tr>
<tr>
<td>aite iru 空いている</td>
<td>to be vacant; to be open</td>
</tr>
<tr>
<td>aitíi アイトー</td>
<td>I.T., information technology</td>
</tr>
<tr>
<td>aiyoo suru 愛用する</td>
<td>to enjoy using regularly</td>
</tr>
<tr>
<td>aizuchi 合槌</td>
<td>chiming in</td>
</tr>
</tbody>
</table>
aji 味
Ájia アジア
ajisai 紫陽花
ákachan 赤ちゃん
akai 赤い
akanboo 赤ん坊
akarui 明るい
akemáshite omedetoo gozaimásu
明けましておめでとうございます
akeru 開ける
to open (transitive)
áki 秋
akimásu see aku
to open (transitive)
akiraméru 諦める
to give up, abandon, resign oneself to
akisu 空き巣
Ákita 秋田
aku 開く
to come open, open
aku 空く
to become vacant, be free
amai 甘い
amari/anmari 余り
very, a lot; not very
amasugíru 甘すぎる
too sweet
áme 飴
ame 養
amérika アメリカ
amerikájin アメリカ人
amerikasei アメリカ製
–(a)nai ない
–(a)naide ないで
–(a)nakerba narimasen なければ
must…, have to…
–(a)nakute なくて
anáta あなた、貴方
anaúnsu アアナウンス
ane 姉
áni 兄
ánki 暗記
annamari
anna あんな
annai suru 案内する
to guide, show around
annaijo 案内所
information counter
ano あの
anóhito あの\n
anóhitotachi あなたたち 他们
anokatá 方
anokatagata 方々 他们
anóko 子子 he (child)
anoo あのう um, er (hesitation form)
anshin suru 安心する be free from worry
anzen na 安らか safe, secure
anzen-kámisori 安全剃刀 safety razor
aó 青い blue, green
Aómori 青森 place name
aozóra 青空 blue sky
apáato アパート rented flat
arasói 争い fight, struggle, strife
Arashiyama 嵐山 place name
arah 洗う wash
are あれ that over there
ari 蟻 ant
arigatái 有り難い grateful
arigatoo 有り難う thank you
arimásu to a certain extent
áru teido ある程度 a certain
áru 或る to be located somewhere; to have
áru 有る part-time work
arúiwa 或いは or
arukitsuzukérú 歩き続ける to keep on walking
arukimásu see áru
arúku 歩く to walk
ás 食朝 morning
asa-góhan 朝御飯 breakfast
ásahi 朝日 morning sun
Asahishínbun 朝日新聞 a major daily paper
asanéboo o suru 朝寝坊 the day after tomorrow
asátte 明後日 see –(a)seru
ashí 足 leg, foot
ashita 明日 tomorrow
asobu 遊ぶ to play, have free time
asoko あそこ over there
asu 明日 tomorrow
ataeru 与える to give
atamá 头 head
atamá ga ii 頭がいい
atarashii 新しい
ataru…ni に当たる
atashi あたし
atatakai 暖かい
atchi あっち
áto 後
áto de 後で
atsugáru 暑がる
atsui 厚い
atsuí 暑い
astumáru 集まる
astumérúu 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
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
báabekyuu バーベキュー
báai 場合
báka 馬鹿
bakageta kotó 馬鹿げた事
bakarashii 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
bangumí 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 勉強家
bénri na 便利な
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)
booeki 貿易
booeki-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)
<table>
<thead>
<tr>
<th>Character</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>–bu 部</td>
<td>division of company, etc.</td>
</tr>
<tr>
<td>búbun 部分</td>
<td>part</td>
</tr>
<tr>
<td>buchoo 部長</td>
<td>division head</td>
</tr>
<tr>
<td>bídoo 武道</td>
<td>martial arts</td>
</tr>
<tr>
<td>budoo 葡萄</td>
<td>grapes</td>
</tr>
<tr>
<td>búji na 無事な</td>
<td>safe</td>
</tr>
<tr>
<td>bukka 物価</td>
<td>prices</td>
</tr>
<tr>
<td>bükkyoo 仏教</td>
<td>Buddhism</td>
</tr>
<tr>
<td>bunbóoguya 文房具屋</td>
<td>stationer/'s</td>
</tr>
<tr>
<td>búngaku 文学</td>
<td>literature</td>
</tr>
<tr>
<td>bunka 文化</td>
<td>culture</td>
</tr>
<tr>
<td>bunkateki na 文化的な</td>
<td>cultural</td>
</tr>
<tr>
<td>bunkei 文型</td>
<td>sentence pattern</td>
</tr>
<tr>
<td>bunpoo 文法</td>
<td>grammar</td>
</tr>
<tr>
<td>búnshoo 文章</td>
<td>sentence; writing</td>
</tr>
<tr>
<td>Burajiru ブラジル</td>
<td>Brazil</td>
</tr>
<tr>
<td>buróochi ブローチ</td>
<td>brooch</td>
</tr>
<tr>
<td>buta 猪</td>
<td>pig</td>
</tr>
<tr>
<td>butsurígaku 物理学</td>
<td>physics</td>
</tr>
<tr>
<td>bútsu ブーツ</td>
<td>boots</td>
</tr>
<tr>
<td>byóo 秒</td>
<td>second (numeral classifier)</td>
</tr>
<tr>
<td>byooiín 病院</td>
<td>hospital, clinic</td>
</tr>
<tr>
<td>byooki no 病気の</td>
<td>sick, ill</td>
</tr>
<tr>
<td>byooki 病気</td>
<td>illness, disease</td>
</tr>
<tr>
<td>byoonin 病人</td>
<td>sick person</td>
</tr>
<tr>
<td>byooshitsu 病室</td>
<td>sickroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>cha 茶</td>
<td>tea (see ocha)</td>
</tr>
<tr>
<td>chaîro 茶色</td>
<td>brown</td>
</tr>
<tr>
<td>–chaku 着</td>
<td>suit, outfit (numeral classifier); arrival</td>
</tr>
<tr>
<td>chantō ちゃんと</td>
<td>properly</td>
</tr>
<tr>
<td>–chau</td>
<td>see –te shimau</td>
</tr>
<tr>
<td>chawan 茶碗</td>
<td>rice bowl, tea-cup</td>
</tr>
<tr>
<td>chekkûín チェックイン</td>
<td>check in</td>
</tr>
<tr>
<td>chi 血</td>
<td>blood</td>
</tr>
<tr>
<td>chichí 父</td>
<td>father</td>
</tr>
<tr>
<td>chichioya 父親</td>
<td>father</td>
</tr>
<tr>
<td>chigau 違う</td>
<td>to differ, to be wrong, no</td>
</tr>
<tr>
<td>Japanese</td>
<td>English</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>chiisa na 小さな</td>
<td>small</td>
</tr>
<tr>
<td>chiisai 小さい</td>
<td>small</td>
</tr>
<tr>
<td>chizu チーズ</td>
<td>cheese</td>
</tr>
<tr>
<td>chika 地下</td>
<td>underground</td>
</tr>
<tr>
<td>chikai 近い</td>
<td>near</td>
</tr>
<tr>
<td>chikaku 近く</td>
<td>vicinity, near</td>
</tr>
<tr>
<td>Chikamatsu 近松</td>
<td>Chikamatsu, Japan’s greatest playwright (1653–1724)</td>
</tr>
<tr>
<td>chikamichi 近道</td>
<td>short cut</td>
</tr>
<tr>
<td>chikara 力</td>
<td>strength</td>
</tr>
<tr>
<td>chikatetsu 地下鉄</td>
<td>underground railway</td>
</tr>
<tr>
<td>chikazuku 近付く</td>
<td>to approach</td>
</tr>
<tr>
<td>chikyu 地球</td>
<td>earth, globe</td>
</tr>
<tr>
<td>–chimau</td>
<td>see –te shimau</td>
</tr>
<tr>
<td>chirī 地理</td>
<td>geography</td>
</tr>
<tr>
<td>chiri 塵</td>
<td>dust, dirt</td>
</tr>
<tr>
<td>chiru 散る</td>
<td>to scatter, fall (blossoms, etc.)</td>
</tr>
<tr>
<td>chiteki 知的</td>
<td>intellectual</td>
</tr>
<tr>
<td>chittomo ちょっとも</td>
<td>in the least (not) at all</td>
</tr>
<tr>
<td>chiryouo 治療</td>
<td>medical treatment</td>
</tr>
<tr>
<td>chishiki 知識</td>
<td>knowledge</td>
</tr>
<tr>
<td>chizu 地図</td>
<td>map</td>
</tr>
<tr>
<td>chokoréeto チョコレート</td>
<td>chocolate</td>
</tr>
<tr>
<td>–choo 長</td>
<td>head, chief (suffix)</td>
</tr>
<tr>
<td>choocchoo 町長</td>
<td>town mayor</td>
</tr>
<tr>
<td>choo dai 頭戴</td>
<td>please, give me</td>
</tr>
<tr>
<td>chooodo 丁度</td>
<td>exactly, just</td>
</tr>
<tr>
<td>choohoon na 重宝な</td>
<td>useful, precious</td>
</tr>
<tr>
<td>choohookei 長方形</td>
<td>rectangular</td>
</tr>
<tr>
<td>choonan 長男</td>
<td>eldest son</td>
</tr>
<tr>
<td>Choosen 朝鮮</td>
<td>(North) Korea</td>
</tr>
<tr>
<td>chooshi ga ii 調子がいい</td>
<td>to run well, go smoothly</td>
</tr>
<tr>
<td>chooshoku 朝食</td>
<td>breakfast</td>
</tr>
<tr>
<td>chotto ちょっと</td>
<td>a little</td>
</tr>
<tr>
<td>–chuu 中</td>
<td>in the course of</td>
</tr>
<tr>
<td>chuugakusei 中学生</td>
<td>junior high-school student</td>
</tr>
<tr>
<td>Chugoku 中国</td>
<td>China</td>
</tr>
<tr>
<td>Chuugokugo 中国語</td>
<td>Chinese (language)</td>
</tr>
<tr>
<td>Chuugokujin 中国人</td>
<td>Chinese (person)</td>
</tr>
<tr>
<td>chuui 注意</td>
<td>attention, be careful</td>
</tr>
<tr>
<td>chuujokki 中ジョッキ</td>
<td>medium-sized tankard</td>
</tr>
<tr>
<td>chuuka 中華</td>
<td>Chinese (food)</td>
</tr>
</tbody>
</table>
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

D

dáburu ダブル
double (room)
daenkei 椋円形
oval, elliptical
daí 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
daíku 大工
carpenter
dairiten 代理店
agency, agent
daísuki na 大好きな
to love, be very fond of
daítai 大体
approximately, generally, for the most part
daítóoryoo 大統領
President
daïyokujoo 大浴場
large bath
daíkara だから
so, therefore
daclé だけ
only, extent
daikutén 濃点
voicing marks
damé 駄目
no good; stop it!
dándan だんだん
gradually
dansei 男性
male, man
dańshi 男子
man, male (dántshi no men’s …)
dańsu 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
dashimásu
dasu 出す
dayígai 以外
de áru である

de gozaimásu でございます
de irassháru でいらっしゃる
de で
dé guchi 出口
dekakeru 出かける
dekimásu
dekiru dake … できるだけ

dekiru 出来る
demásu
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 独身

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

donu kurai/gurai どのような
dóno 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

doo 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
doouaku 狂悪
doobutsu 動物
doobutsuen 動物園
dóomo どうも
doomoo 狂猛
doonyuu suru 導入する
dóoro 道路
dooro-hyóoshiki 道路標識
doose どうせ
dóoshite どうして
dooshitêmo どうしても
doóozo yoroshiku どうぞよろしく

dóozo どうぞ
dórâibu ドアライブ
dórâibu suru
dóragon ドラゴン
dóre どれ
doroboo 泥棒
robber, thief
dóryoku suru 努力する
make an effort, endeavour, take pains
dótchi どっち
which one?
doyóobi 土曜日
Saturday

E

-e
brusque imperative suffix
e へ
to, toward
e 絵
drawing
-eba
see –(r)eba
prawn, shrimp
ebi 蝦, 海老
Edomae 江戸前
fresh from the sea in front of Edo (Tokyo)
ée ええ
yes
eetto ええっと
let me see (hesitation form)
eibun 英文
English
éiga 映画
film, movie
eigákan 映画館
cinema
eigakantoku 映画監督
film director
eigo 英語
English
eigyoouchuu 営業中
open for business
eiji 英字
English language (newspaper)
Eikoku 英国
England, Britain
Eikokújin 英国人
Englishman, Briton
eikyoo 影響
influence
eki 駅
station
ekibíru 駅ビル
station building
ekimáe 駅前
in front of the station
ekimei 駅名
station name
én 円
yen
enpitsu 鉛筆
pencil
enryo 遠慮
reserve, holding back
erábu 選ぶ
to choose
erái 偉い
great, praiseworthy, well done!
erébéetaa エレベーター
lift, elevator
–eru える
potential suffix
érú 得る
to get, gain
esá 餌
feed, bait
esukaréetaa エスカレーター
eto 千支
escalator
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
fúben 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
fúkúshi 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
fúru 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 futóru
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 外国</td>
<td>foreign country, abroad</td>
</tr>
<tr>
<td>gaikokújin 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 がっくりする</td>
<td>to be disappointed</td>
</tr>
<tr>
<td>gaku 館</td>
<td>a frame</td>
</tr>
<tr>
<td>gakusei 学生</td>
<td>student</td>
</tr>
<tr>
<td>gakuse'iiryoo 学生寮</td>
<td>student dormitory</td>
</tr>
<tr>
<td>gakusha 学者</td>
<td>scholar</td>
</tr>
<tr>
<td>ganbáru 頑張る</td>
<td>to persevere, stick to a task</td>
</tr>
<tr>
<td>ganbátte kudasai 顕張って下さい</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>
<tr>
<td>gasorin ガソリン</td>
<td>gasoline</td>
</tr>
<tr>
<td>gasorinsutándo ガソリン・スタ</td>
<td>petrol station</td>
</tr>
<tr>
<td>nd</td>
<td></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  
gendaibyoo 現代病  
gengo 言語  
gengogakusha 言語学者  
genjo 現状  
genjüumin 原住民  
gén kan 玄関  
gén ki na 元気な  
geshuku 下宿  
gén zai 現在  
getsuyóobi 月曜日  
gijutsu 技術  
gin 銀  
ginkoo 銀行  
Girisha ギリシャ  
gita keギター  
go 五  
–go 語  
go…desu ご…です  

gekijoo 劇場  

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…)  

gobusata shite imasu ご無沙汰しています  
go chisoosama deshita ご馳走様でした  
go enryo kudasai 御遠慮ください  
go enryo naku ご遠慮なく  
go enryo naku ご遠慮なく  
go enryo narakoosama deshita ご苦労様でした  
go kyoo desu ご迷惑です  

I have not been in touch, I have been neglectful  
thank you for the wonderful meal  
please don’t stand on ceremony, don’t just be polite  
don’t stand on ceremony, don’t just be polite  

May  

brothers and sisters (honorific)  
it’s an imposition (on…)
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
robbery
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)
gorippa ご立派
splendid (honorific)
goriyoo kudasái ご利用ください
please use
góro 場
about, around
górufu ゴルフ
golf
goryooshin 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
goshoochi no yóo ni ご承知のように
as you know
goshookai shimásu ご紹介します
let me introduce …
goshújin ご主人
husband (honorific), your
husband
goshúmi 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 歯
haba 幅
haba ga hirói 幅が広い
haba ga semái 幅が狭い
hachi 八
hachi 蜂
hadashi 裸足
hadé 派手
háha 母
hái はい
hai 杯
hairo 灰色
haiken shite mo yoroshǐ desu ka 拝見してもよろしいですか
haiken suru 拝見る
háikingu ハイキング
hairimásu
háiru 入る
háisha 歯医者
haishaku suru 拝借する
haitatsu suru 配達する
haiyuu 倍優
hajimaru 始まる
hajime 初め 初め
hajime…o ______mo …を初め…も
hajimemáshite 初めまして
hajimemásu
hajimeru 始める
hajímete 初めて
hákase 博士
hakken 発見
hakkíri はっきり
hako 箱
hakobu 運ぶ
haku 履く
hakubútsukan 博物館
tooth
width
wide
narrow
eight
bee
bare-footed, bare feet
bright, loud, showy
mother
yes
cupfuls, glassful
grey
may I have a look?
to look at object (honorific)
hiking
see háiru
to enter, go in, fit
dentist
to borrow from a respected person (honorific)
to deliver
actor
to start, begin (intransitive)
first, beginning
not only but …, from … to …
how do you do?
see hajimeru
to begin
for the first time
doctor, PhD
discovery
clearly
box
transport, carry (transitive)
to wear shoes, socks, skirt, trousers, etc.
museum
hamachi はまち  
hameru はめる

hán 半  
haná 花  
hana 鼻  
hanamí 花見  
hanarérú 離れる  
hanashí 話  
hanashimásu  
hanasu 放す  
hanásu 話す  
hanátaba 花束  
hanáyome 花嫁  
hanbái-búchoo 販売部長

hanbái 間  
hanbún 半分

handobággu ハンドバッグ  
hanga 版画  
hangaku 半額  
hánzamu na ハンサムな  
hansei suru 反省  
hantai 反対  
hanzai 犯罪  
hanzúbon 半ズボン  
happa 葉っぱ  
hará 腹  
haráu 払う  
hare 晴れ  
haremásu  
hareru 腫れる  
harérú 晴れる  
háru 春  
haruméku 春めく  
haru-yásumi 春休み  
hashí 橋  
háshi 筆  
hashirimásu  
hashíru 走る  
hatá 旗  
hátachi 二十歳

kingfish, yellowtail  
to wear/put on (gloves, ring, etc.); insert  
half past, – and a half  
flower  
nose  
cherry-blossom viewing  
separate from, move away from  
story, talking  
see hanásu  
to let go  
to speak  
bunch of flowers  
new bride  
sales manager, head of the sales section  
vending machine  
half  
handbag  
woodblock-print  
half price  
handsome  
reflect, think over, reconsider  
opposite, against  
crime  
shorts, short pants  
leaf  
belly  
to pay  
fine weather  
see harérú  
to swell  
to fine up  
spring  
become like spring  
spring holiday  
bridge  
chopsticks  
see hashíru  
to run  
flag  
twenty years old
hatarakimásu
hataraku 働く
–hatsu 発
hatsuka 二十日
hatsuon 発音
hayái 速い
hayamé ni 早めに
hayashi 林
hayásu 生やす
hazu はず、箸
hazukashigáru 恥ずかしがる
hazukashí 恥ずかしい
hébi 蛇
heisei 平成
heitai 兵隊
heiwa 平和
hén na 変な
hen 辺
hénji 変じ
herasu 減らす
herikóputa ヘリコプタ
hetá na 下手な
heyá 部屋
hi 日
hiatari 日当たり
hiatari ga ii 日当たりが好い
hidari 左
hidarigawa 左側
hidarikiki 左利き
hidói 酷い
hidói me ni áu 酷い目に会う
higashí 東
hige o sóru 髭を剃る
hige 髭
hijoo ni 非常に
hijóoguchi 非常に口
hiketsu 秘訣
hiki 匠
hikidashi 引き出し
hikóoki 飛行機
hiku 引く

see hataraku
to work
leaving at/from (suffix)
twenty days
pronunciation
fast, quick, early 早い
early, on the early side
forest
to grow (beard, etc.)
should be, is expected to be
to act shyly, be shy
ashamed, shy, embarrassed
snake
year period, 1989–
soldier
peace
strange, peculiar
place, area
answer, reply
reduce, decrease (transitive)
helicopter
poor at, weak at
room
day; sun
exposure to the sun
to be sunny
left
left-hand side
left-handed
cruel, severe
have a terrible experience
east
to shave
beard, moustache
extremely, very
(emergency) exit
secret (method)
counter for animals
drawer
aeroplane
to catch a cold; to pull; look up in
a dictionary
hiku 弾く
hiküi 低い
hima 暮
hinanjo 避難所
hiragána 平仮名
hirói 広い
hirú 昼
hirugóhan 昼御飯
hirumá 昼間
hisashiburi 久しぶりり
hísho 秘書
hitó 人
hitobanjuu 一晩中
hitogomi 人混み
hitóri 一人
hitóri de 一人で
hitorí mo + negative 一人も
hitoríkko 一人っ子
hitótsu 一つ
hitsuiji 羊
hitsuiji 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 喧める
–hón 本

hón 本
hóndana 本棚
hontóo/hontó 本当
hón’ya 本屋
hóo ga ii 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 ほとんどする
hyakkáten 百貨店
hyakú 百
hyakubun 百聞
hyoogen 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)

í 王
ichi 一
ichiba 市場
ichiban 一番
ichibu 一部
ichido 一度
ichidó wa 一度は
ichigatsú 一月
ichigo 莓
ichinichijuu 一日中
ichioo 一応
ié 家
igai to 意外と
iidásu 言い出す
Igirisu イギリス
Igirisújin イギリス人
ii 好い
iie いいえ
iiimásu
iiimeeru E メール
ijime 苛め
íjoo 以上
íka 魚賊
íka 以下
boar (calendar sign)
one
market
first, no. 1, most
one part; one copy
once, 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
íkoo 以降
iku 行く
íkutsu 幾つ
íkura 幾ら
íma 今
imada 未だ
imásu
ími 意味
ímoootó 妹
inaka 田舎
Índo インド
Indonéshia インドネシア
inemúri 居眠り
infure インフレ
índu/índi インク
inórú 祈る
inoshíshi 猪
inshoo 印象
inshooteki 印象的
ínú 戌
ínú 犬
íppai いっぱい
íppai 一杯
íppen ni 一遍に
íppo 一歩
íppootsúukoo 一方通行
irasshái いらっしゃい
irasshaimásé いらっしゃいません
irasshaimásu
irassháru いらっしゃる
íremásu
íreru 入れる
íriguchi 入り口
írimásu
író 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 íru
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 írassháru
to come, go, be (honorific)
see íreru
to put in
entrance
see ír-u
colour
iroiro na 色々な
iru いる
íru 入る
ir-u 要る
íséebi 伊勢海老
isha 医者
ishí 石
isogashíi 忙しい
isogímásu
ísógu 急ぐ
issho 一緒
ísshoo 一生
isshookénmei 一生懸命
ishsu 一種
ísshuu suru 一周する
isu 椅子
itadaku 頂く

itái 痛い
itamae 板前
Itaria, Itarii イタリア、イタリー
ítasu 致す
ítóko 従兄弟
ítsu 何時
ítsudémo 何時でも
ítsuka いつか
ítsuka 五日
ítsumo 何時も
ítsútsu 五つ
íttai 一体
iu 言う
iya いや
iyá na 嫌な
iyagáru 嫌がる
izakaya 居酒屋

various
to be
see háiru
need
lobster
doctor
stone
busy
see ísógu
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
sometimes, 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)

J
já/já じゃあ
jaanarísuto ジャーナリスト

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 件
jíko 事故
jíko 自
jikogénba 事故現場
jíkoku 時刻
jikoshóookai 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
jissai ni 実際に
jisui 自炊
jiténsha 自転車
jitsú ni 実に
jitsú wa 実は
jiyúu 自由
jizake 地酒
jógingu ジョギング
jójo ni 徐々に
jókki ジョッキ
–joo 錠
jooba suru 乗馬する
jooodan 元談
jooei 上映 F
joohoo 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
jooshoo 上昇
jootatsu 上達
joozú na 上手な
josei 女性
jóshi 女子
joshigákusei 女子学生
jünbi 準備
jünjo 順序
–juu 中
júu 十
juubún 十分
júudo 柔道
juugatsú 十月
juuichigatsú 十一月
juunigatsú 十二月
juuníshi 十二支

júusho 住所
júusu ジュース
juuyokka 十四日

advanced class/level
increase, rise
progression, advancement
to be skilful; to be good at
woman
woman; women’s (sporting event)
female student
preparations
order
all through (suffix)
ten
sufficient, enough, plenty
judo
October
November
December
12 branches; 12 animals of the Chinese zodiac
address
orange juice
14th day of the month

K

ka か
káado カード
kaban 鞄
kabe 壁
kabin 花瓶
kabu 株
kabuki 歌舞伎
kabúru 被る
kachimásu
kachoo 課長
kádo 角
kaeri 帰り
kaerimásu
káeru 帰る
kaeru 蛙
káesu 返す

interrogative particle; or card
bag, briefcase
wall
vase
(stocks and) shares
Kabuki traditional theatre
to wear a hat; put on the head
see kátsu
head of a section or department
corner
the way home; going home
see káeru
to return home, go back
frog
to return, give back
kágaku 化学
kágaku 科学
kagami 鏡
kage 影
−kágetsu ヶ月
kagí 鍵
kago 箸
kagu 嗅ぐ
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
kaigishitsu 会議室
kaín 会員
kaijoo 会場
kaimásu
kaimono 買い物
kaisatsúguchi 改札口
kaisha 会社
kaishain 会社員
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
kakiowárú 書き終わる
kakkoo 格好
káku 書く
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 káigí
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
káméra 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 駄賀して下さい

kane 金
kanemochí 金持ち
kangaekatá 考え方
kangáeru 考える
kangei suru 欅する
kangei 歡迎
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  about, concerning
kantan na 簡単な  simple, easy, brief
kao 顔  face
kaoiro 顔色  complexion
kaori 香り  smell, fragrance
kara から  because (clause final particle)
kara から  from (phrase final particle)
kara これから  now, from now on
kará 空  empty
kara, –te___  see –te kara
karada o kowásu 体をこわす  to harm one’s health
karada 体  body; health
karakuchi 辛口  dry (of wine, etc.)
karaoke カラオケ  karaoke, singing to musical accompaniment (literally, ‘empty orchestra’)
karate 空手  karate (a martial art)
karatédoo 空手道  the way of karate, teachings of karate

káre 彼  he
karimásu 借りる  see karu and kariru
kariru 借りる  to borrow
karu 割る  to mow, cut
karui 軽い  light; not heavy
kása 傘  umbrella
kashikói 賢い  clever
kashikomarimáshita 畏まりました  certainly sir/madam (object honorific)

kashimásu  see kasu
káshira かしら  I wonder if … (feminine sentence-final particle)
kasu 貸す  to lend
kata 方  person (honorific)
káta 肩  shoulder
katachi 形  shape, form
katagaki 肩書き  credentials, title (writing beside the name on a business card)
katai 固い  hard
katakána 片仮名  a Japanese syllabary
katákori 肩凝り  stiffness in the shoulders
katana 刀  sword
kazukérú 片付ける  to tidy up, put away
kátsu 勝つ  
ku 餌う  
kau 買う  
kawá 川  
kawaíi 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  

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  

kékkoo na 結構な
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
kentōo 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 気に入る
ki ni náru 気になる
ki ni suru 気にする
ki o tsukéru 気をつける
kí 木
ki 気
kieru 消える
kíga 飢餓
kíji 記事
kikai 機会
kikái 機械
kikaseru 聞かせる
kiken 危険
kiken na 危険
kikimásu
kikoeru 聞こえる
kikoeru 聞こえる
smoke
ticket
prefecture
(surnal 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
to work, be effective, function

to hear, listen; ask

chrysanthemum

to be decided

see kúru

to decide, fix, settle

you (familiar)

feeling; mood

kimono, garment

gold

to be tense, to be strained

gold watch

no smoking

(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 
kóe 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 
kokusai-kóoryuu 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 今晩 
konban wa 今晩は 
kombíni 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 
konshérùje コンシェルジュ 
konshuuu 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
koo こう
koo yuu こういう
koo yuu fuu na こういうふうな
koo yuu fuu ni こういうふうに
kooban 交番
Koochiken 高知県
koodai na 広大な
kooen 公園
koofun 興奮
koogai 公害
koohai 後輩
koohii コーヒー
koohyoo 好評

koojichuu 工事中
koojoo 工場
kookan 交換
kookan-ryūugakusei 交換留学生
kookoku 広告
kookoo 高校
kookóosei 高校生
kookúuken 航空券
kóokyo 皇居
koomúin 公務員

koonétsuhi 光熱費
koori 氷
kooryuu 交流
koosoku 高速
koosoku-básu 高速バス
koosoku-dóóro 高速道路
kóosu コース
koosui 香水
kóoto コート
kootoogákkoo 高等学校
kootsuu 交通
kootsuu-jiko 交通事故
kooyoo 紅葉
koozui 洪水
koppu コップ
kore これ
koro 頃
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-óngaku 古典音楽  
kotó 事  
kotó ga aru ことがある  
kotó ga dekiru ことができる  
kotó ni suru ことにする  
kotó 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  
–ku nai くない  
kubáru 配る  
kubi 首  
kuchi 口  
kuchihige 口髭  
kudámono 果物  
kudasái 下さい  
kudasáru 下さら  
kugatsú 九月  
kúmo 雲  
kumóru 曇る  
kumori 曇り  
kun 君  
kuni 国  

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-óngaku 古典音楽  
kotó 事  
kotó ga aru ことがある  
kotó ga dekiru ことができる  
kotó ni suru ことにする  
kotó 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  
–ku nai くない  
kubáru 配る  
kubi 首  
kuchi 口  
kuchihige 口髭  
kudámono 果物  
kudasái 下さい  
kudasáru 下さら  
kugatsú 九月  
kúmo 雲  
kumóru 曇る  
kumori 曇り  
kun 君  
kuni 国
kurai 暗い
dark
kurasu 暮らす
to live
kurejittokáado クレジットカード
credit card
kureru 昼れる
to give
kuríninguya クリーニング屋
dry cleaner’s
kurísumasu クリスマス
Christmas
kurói 黒い
to come
kurú 来る
cart; car
kuruma 車
grass
kusá 草
kusái 臭い
to rot; go bad
kusáru 腐る
medicine; medication
kusuriya 薬屋
chemist’s
kutabiréru くたびれる
to get tired; exhausted
kutsú 靴
shoes
kutsu-úriba 靴売場
shoe department/counter
kúu 食う
吃 (vulgar)
kúuki 空気
air
kuukoo 空港
airport
kuwáete 加えて
in addition
kyaku 客
guest; customer
kyónen 去年
last year
kyóo 今日
today
kyóoshi 教師
teacher
kyóodai 兄弟
brothers and sisters
kyoodoo 共同
in common, shared
kyoogijoo 競技場
stadium, sports ground
kyooiku 教育
education
kyóoju 教授
professor
kyóoka 強化
strengthening
kyóomi 興味
interest
kyóomi o mótsu 興味を持つ
to be interested (in = ní)
kyóoshi 教師
teacher
kyóri 距離
distance
kyúu 九
nine
kyuujitsu 休日
to be interested (in = ní)
kyúuri 黄瓜
cucumber
kyúuryoo 給料
salary
Kyúushuu 九州
Kyuushu (southernmost of Japan’s four main islands)
M

ma ni âu 間に合う

máa máa まあまあ
máajan 麻雀
machi 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 マフララー
magaru 曲がる
máhi 麻痺
–mai 枚
mai- 毎
máiasa 毎朝
maigitsu 毎月
mainen 毎年
mánichi 毎日
máiru 参る
maitoshi 毎年
maitsuki 毎月
makizushi 巻寿司
mama まま

mamóru 守る
mángaichi 万が一
mannaka 真ん中
mánshon マンション

to be in time (for = nî); 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
mátschi MATCH
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
ordinal suffix
méeru メール
e-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
to eat (honorific)
meshita 目下
socially inferior (i.e. below oneself in age, position or status)
meue 目上
socially superior (i.e. above oneself in age, position or status)
mezurashii 珍しい
rare; unusual
mi ni tsuku 身につく
to absorb, acquire, learn (intransitive)
mi 已
snake (calendar sign)
miai 見合い
marriage meeting
michi 道
road
mídori 緑
green
miéru 見える
to come on a visit (honorific)
miéru 見える
to be able to see; be visible
migaku 磨く
to polish; shine; clean
migi 右
right
migigawa 右側
right-hand side
migigawatsúukoo 右側通行
keep right
mígoto na 見事な
splendid
mijikái 短い
short
míkan 蜜柑
mandarin orange, satsuma
mikka 三日
three days; 3rd of the month
mimai 見舞い
visit to the sick, get-well visit
mimásu
see múru
mímí 耳
ear
miná 皆
all, everyone
minami 南
south
minamimuki 南向き
facing south
minásama 皆様
everyone; all of you; ladies and gentlemen (honorific)
minásan 皆さん
everyone; all of you; ladies and gentlemen (honorific)
minato 港
harbour, port
mineraru-wóota ミネラル・ウォーター
minna みんな
all, everyone
minshuku 民宿
bed and breakfast, guesthouse
minshushúgi 民主主義
democracy
min’yoo 民謡
folk song
mínzoku 民族
ethnic group, people
miokuru 見送る
to see off; send off
míru 見る
to see, look, watch
míruku ミルク
misé 店
misemásu 見せる
miséru 見せる
mítai na みたいな
míte morau 診てもらう
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
modóru 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
mo もう
mooshiagéru 申し上げる
mooshiwake arimasén 申し訳ありません
móosu 申しす
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)
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>mótsu 持つ</td>
<td>to have; hold</td>
</tr>
<tr>
<td>motte iku 持っていく</td>
<td>to take</td>
</tr>
<tr>
<td>motte kúru 持ってくる</td>
<td>to bring</td>
</tr>
<tr>
<td>móto もっと</td>
<td>more</td>
</tr>
<tr>
<td>móttomo 最も</td>
<td>most</td>
</tr>
<tr>
<td>moyori no 最寄りの</td>
<td>nearest</td>
</tr>
<tr>
<td>muchiuchishoo 鞭打ち症</td>
<td>whiplash injury</td>
</tr>
<tr>
<td>muda na 無駄な</td>
<td>useless; a waste</td>
</tr>
<tr>
<td>múgamuchuu 無我夢中</td>
<td>frantically; like mad</td>
</tr>
<tr>
<td>muiká 六日</td>
<td>six days, 6th of the month</td>
</tr>
<tr>
<td>mukaeru 迎える</td>
<td>to meet, welcome</td>
</tr>
<tr>
<td>mukashi 昔</td>
<td>the past; long ago; formerly</td>
</tr>
<tr>
<td>mukau 向かう</td>
<td>to face; go towards</td>
</tr>
<tr>
<td>mukoo 向こう</td>
<td>opposite; over there; abroad</td>
</tr>
<tr>
<td>muku 向く</td>
<td>face (intransitive), turn towards; suit</td>
</tr>
<tr>
<td>mumei 無名</td>
<td>unknown</td>
</tr>
<tr>
<td>murá 村</td>
<td>village</td>
</tr>
<tr>
<td>murásaki 紫</td>
<td>purple</td>
</tr>
<tr>
<td>múri na 無理な</td>
<td>unreasonable, fruitless, useless</td>
</tr>
<tr>
<td>muró 室</td>
<td>room</td>
</tr>
<tr>
<td>Muromachi-jídai 室町時代</td>
<td>Muromachi period (1336–1573)</td>
</tr>
<tr>
<td>mushi 虫</td>
<td>insect, worm, bug</td>
</tr>
<tr>
<td>mushiatsú 蒸し暑い</td>
<td>humid, sultry</td>
</tr>
<tr>
<td>músu 蒸す</td>
<td>to steam</td>
</tr>
<tr>
<td>musubu 結ぶ</td>
<td>tie, link, join</td>
</tr>
<tr>
<td>musuko 息子</td>
<td>son</td>
</tr>
<tr>
<td>musumé 娘</td>
<td>daughter</td>
</tr>
<tr>
<td>muttsú 六つ</td>
<td>six</td>
</tr>
<tr>
<td>muzukashí 難しい</td>
<td>difficult</td>
</tr>
<tr>
<td>myóo na 妙な</td>
<td>odd, strange, peculiar</td>
</tr>
<tr>
<td>myóóban 明晩</td>
<td>tomorrow night (formal)</td>
</tr>
<tr>
<td>myóoji 名字</td>
<td>family name, surname</td>
</tr>
<tr>
<td>myóonichi 明日</td>
<td>tomorrow (formal)</td>
</tr>
</tbody>
</table>

**N**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>'n desu んです</td>
<td>the fact is</td>
</tr>
<tr>
<td>na no de なので</td>
<td>because it is</td>
</tr>
<tr>
<td>na no ni なのに</td>
<td>although it is</td>
</tr>
<tr>
<td>Term</td>
<td>Meaning</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>ná な</td>
<td>... , isn’t it? etc. (sentence-final particle)</td>
</tr>
<tr>
<td>na な</td>
<td>negative imperative particle</td>
</tr>
<tr>
<td>náa なあ</td>
<td>same as ná above</td>
</tr>
<tr>
<td>nadakái 名高い</td>
<td>famous</td>
</tr>
<tr>
<td>nádo 等</td>
<td>et cetera, and so on</td>
</tr>
<tr>
<td>nagái 長い</td>
<td>long</td>
</tr>
<tr>
<td>nagamé 見め</td>
<td>view, outlook</td>
</tr>
<tr>
<td>–nágara －ながら</td>
<td>while…ing (verbal suffix)</td>
</tr>
<tr>
<td>nagareru 流れる</td>
<td>flow</td>
</tr>
<tr>
<td>nagasu 流す</td>
<td>to wash away; play (music)</td>
</tr>
<tr>
<td>–nai ない</td>
<td>see –(a)nai</td>
</tr>
<tr>
<td>nái ない</td>
<td>to be not; to have not</td>
</tr>
<tr>
<td>–naide</td>
<td>see –(a)naide</td>
</tr>
<tr>
<td>náifū ナイフ</td>
<td>knife</td>
</tr>
<tr>
<td>náigai 内外</td>
<td>internal and external; home and abroad</td>
</tr>
<tr>
<td>náikaku 内閣</td>
<td>cabinet, ministry</td>
</tr>
<tr>
<td>náká 中</td>
<td>inside, middle</td>
</tr>
<tr>
<td>nakanáka なかなか</td>
<td>very, considerably</td>
</tr>
<tr>
<td>nakámi 中身</td>
<td>contents</td>
</tr>
<tr>
<td>nakidásu 泣き出す</td>
<td>burst out crying</td>
</tr>
<tr>
<td>nakigóe 嘣き声</td>
<td>cry; song of bird, etc.</td>
</tr>
<tr>
<td>naku 泣く</td>
<td>cry</td>
</tr>
<tr>
<td>nakunaru 亡くなる</td>
<td>to die, pass away</td>
</tr>
<tr>
<td>nakusu なくす</td>
<td>to lose</td>
</tr>
<tr>
<td>námabíiru 生ビール</td>
<td>raw; live entertainment</td>
</tr>
<tr>
<td>námabíiru 生ビール</td>
<td>draft beer</td>
</tr>
<tr>
<td>námabíiru 生ビール</td>
<td>name</td>
</tr>
<tr>
<td>namatámago 生卵</td>
<td>raw egg</td>
</tr>
<tr>
<td>nán 何</td>
<td>what</td>
</tr>
<tr>
<td>nána 七</td>
<td>seven</td>
</tr>
<tr>
<td>nanátsu 七つ</td>
<td>seven</td>
</tr>
<tr>
<td>nándaka 何だか</td>
<td>somehow</td>
</tr>
<tr>
<td>nandémo 何でも</td>
<td>anything at all; somehow, anyhow</td>
</tr>
<tr>
<td>nandómo 何度も</td>
<td>any number of times; very often</td>
</tr>
<tr>
<td>nání 何</td>
<td>what</td>
</tr>
<tr>
<td>nanidoshi 何年</td>
<td>what zodiac animal sign</td>
</tr>
<tr>
<td>nánika 何か</td>
<td>something</td>
</tr>
<tr>
<td>nánimo 何も</td>
<td>nothing</td>
</tr>
<tr>
<td>nankai mo 何回も</td>
<td>any number of times; very often</td>
</tr>
</tbody>
</table>
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
naráihajimeru 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
natsukashí 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 (honorific)
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)
<table>
<thead>
<tr>
<th>Japanese Vocabulary</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ni tótte にとって</td>
<td>for</td>
</tr>
<tr>
<td>ni tsúite no について</td>
<td>about, concerning</td>
</tr>
<tr>
<td>ni yoru to によると</td>
<td>according to</td>
</tr>
<tr>
<td>ni yotte にとって</td>
<td>by (agent of passive): in accordance with (see also kotó ni yotte)</td>
</tr>
<tr>
<td>ni に</td>
<td>indirect object particle</td>
</tr>
<tr>
<td>ni 二</td>
<td>two</td>
</tr>
<tr>
<td>niáu 似合う</td>
<td>suit, become</td>
</tr>
<tr>
<td>-nichí 日</td>
<td>-days (numeral classifier)</td>
</tr>
<tr>
<td>Nichiei 日英</td>
<td>Japan and Britain</td>
</tr>
<tr>
<td>nichiyóobi 日曜日</td>
<td>Sunday</td>
</tr>
<tr>
<td>nigái 苦い</td>
<td>bitter</td>
</tr>
<tr>
<td>nigatsú 二月</td>
<td>February</td>
</tr>
<tr>
<td>nigóri 濁り</td>
<td>voicing marks; muddiness</td>
</tr>
<tr>
<td>Nihón 日本</td>
<td>Japan</td>
</tr>
<tr>
<td>Nihongo 日本語</td>
<td>Japanese language</td>
</tr>
<tr>
<td>Nihonjin 日本人</td>
<td>Japanese person</td>
</tr>
<tr>
<td>Nihonsei 日本製</td>
<td>Japanese manufacture, made in Japan</td>
</tr>
<tr>
<td>Nihonshu 日本酒</td>
<td>Japanese rice wine, sake</td>
</tr>
<tr>
<td>Nihontoo 日本刀</td>
<td>Japanese sword</td>
</tr>
<tr>
<td>nikú 肉</td>
<td>meat</td>
</tr>
<tr>
<td>–nikúi にくい</td>
<td>be difficult to … (suffix)</td>
</tr>
<tr>
<td>nikujága 肉じゃが</td>
<td>beef and potato stew</td>
</tr>
<tr>
<td>nikúya 肉屋</td>
<td>butcher, butcher’s shop</td>
</tr>
<tr>
<td>nimotsu 荷物</td>
<td>luggage; parcels</td>
</tr>
<tr>
<td>ningen 人間</td>
<td>human being; person</td>
</tr>
<tr>
<td>ningyoo 人形</td>
<td>doll</td>
</tr>
<tr>
<td>ninja 忍者</td>
<td>ninja, a feudal-period spy-commando</td>
</tr>
<tr>
<td>ninki 人気</td>
<td>popularity</td>
</tr>
<tr>
<td>Nippón 日本</td>
<td>Japan (formal pronunciation), see Nihón</td>
</tr>
<tr>
<td>niru 似る</td>
<td>take after; come to resemble</td>
</tr>
<tr>
<td>nishi 西</td>
<td>west</td>
</tr>
<tr>
<td>nishiguchi 西口</td>
<td>western gate, western exit</td>
</tr>
<tr>
<td>Nitchuu– 日中</td>
<td>Japan and China</td>
</tr>
<tr>
<td>nite iru 似ている</td>
<td>resemble, look like</td>
</tr>
<tr>
<td>niwa 庭</td>
<td>garden</td>
</tr>
<tr>
<td>niwatori 鶏</td>
<td>cock, hen, chicken</td>
</tr>
<tr>
<td>no の</td>
<td>’s of … (possessive particle)</td>
</tr>
</tbody>
</table>
no の
the fact; the one (nominalizing	particle)

no de ので
because

no désu のです
see な дизу

no ni のに
although

noboru 上る
climb, go up, come up in
(conversation)

nochihodo 後程
later, afterwards (formal)

nódo 喉
throat

nódo ga kawakimáshita 喉が渇
いた
I’m thirsty

nokóru 残る
remain

nomimášu 飲みます
drink, beverage

nomímono 飲み物
drink too much
drink

nomisugiru 飲み過ぎる
the Noh theatre

nómu 飲む
exercise book, notebook

nóo 能
boarding place; taxi rank; bus
station

nóoto ノート
change trains, buses, etc.

noriba 乗り場
see noru

norikaeru 乗り換える
transport

norimono 乗り物
miss (bus, etc.), be late for…

norioru 乗り遅れる
get on; ride, ni after

norimono 乗り物
object; appear in newspaper,

noroku 乗りる
etc.

noseru 乗せる
put on, place on; give a ride to
to peep at, glance at,

nozoku 覗く
look at

to exclude

nozoku 除く
excluding

nozoite 除いて
take off (clothes)
núgu 脱ぐ

nureru 濡れる
get wet

nusúmu 盗む
steal

nyuugaku-shikén 入学試験
entrance examination

nyuuín suru 入院する
go to hospital

Nyuujirando ニュージーランド
New Zealand

nyúushi 入試
entrance examination (abbr.)

nyúusu ニュース
news
o を
o- お

○…ni náru お…になる
oagari kudasai お上がり下さい
oari désu ka お有りですか
oba 叔母
obáasan おばあさん

obasan 叔母さん
óbi 帯
oboemásu
obóeru 覚える
oboosan お坊さん
ocha お茶
ochan no yu お茶の湯
ochan o ireru お茶を入れる
ochíru 落ちる
ochitsuku 落ち着く
odaíji ni お大事に
odekake désu ka お出かけですか
odoróita 驚いた

odoróku 驚く
odoru 踊る
ofúro お風呂
ogénki désu ka お元気ですか
oháshi お箸
ohayoo gozaimásu お早うございます
ohima お暇
ohíru お昼
oide ni náru お出でになる
oikutsu お幾つ
oishasan お医者さん
oishii 美味しい
oisogashii 忙しい
ojama shimáshita お邪魔しました

object particle; along, through, etc.
honorific prefix (if a word is not listed here look it up without the initial o–)
(honorific) 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 you
<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ojama shimásu お邪魔します</td>
<td>hello; may I come in? Sorry to bother you</td>
</tr>
<tr>
<td>oji 叔父</td>
<td>uncle</td>
</tr>
<tr>
<td>ojigi suru お辞儀する</td>
<td>to bow</td>
</tr>
<tr>
<td>ojíisan おじいさん</td>
<td>grandfather, old man (honorable)</td>
</tr>
<tr>
<td>ojisán 叔父さん</td>
<td>uncle; middle-aged man (honorable)</td>
</tr>
<tr>
<td>ojóosan お嬢さん</td>
<td>miss; young lady; daughter (honorable)</td>
</tr>
<tr>
<td>oka 丘</td>
<td>hill</td>
</tr>
<tr>
<td>okáasan お母さん</td>
<td>mother (honorable)</td>
</tr>
<tr>
<td>okaeri désu ka お帰りですか</td>
<td>are you leaving, are you going home?</td>
</tr>
<tr>
<td>okaeri nasái お帰りなさい</td>
<td>welcome back; hello</td>
</tr>
<tr>
<td>okagesama de お陰様で</td>
<td>yes, thank you; fortunately; thanks to you</td>
</tr>
<tr>
<td>okake kudasái おかげ下さい</td>
<td>please sit down</td>
</tr>
<tr>
<td>okane お金</td>
<td>money</td>
</tr>
<tr>
<td>okanemochí お金持ち</td>
<td>rich person</td>
</tr>
<tr>
<td>okáshi お菓子</td>
<td>cakes</td>
</tr>
<tr>
<td>okanjoo お勘定</td>
<td>bill (also kanjóo)</td>
</tr>
<tr>
<td>okáshi お菓子</td>
<td>cakes, sweets</td>
</tr>
<tr>
<td>okashíi おかしい</td>
<td>funny, strange</td>
</tr>
<tr>
<td>okawari wa ikága desu ka お代わりはいかがですか</td>
<td>would you like another helping?</td>
</tr>
<tr>
<td>okazu おかず</td>
<td>side dishes eaten with rice</td>
</tr>
<tr>
<td>–oki 置き</td>
<td>at intervals of (numeral suffix)</td>
</tr>
<tr>
<td>oki ni iru お気に入る</td>
<td>to like, be pleased (honorable)</td>
</tr>
<tr>
<td>oki ni meshimáshịta ka お気に召しましたか</td>
<td>did you like it? Were you satisfied?</td>
</tr>
<tr>
<td>oki ni mésu お気に召す</td>
<td>to like, be pleased (honorable)</td>
</tr>
<tr>
<td>oki no doku désu お気の毒です</td>
<td>what a pity, I am sorry to hear that</td>
</tr>
<tr>
<td>okiki shimásu お聞きします</td>
<td>excuse my asking; would you mind telling me</td>
</tr>
<tr>
<td>okimásu</td>
<td>see ōku and okíru</td>
</tr>
<tr>
<td>Okinawa 沖縄</td>
<td>Okinawa, Japan’s southernmost prefecture</td>
</tr>
<tr>
<td>okíru 起きる</td>
<td>to get up</td>
</tr>
<tr>
<td>okóru 怒る</td>
<td>to get angry, be offended</td>
</tr>
<tr>
<td>okóru 起こる</td>
<td>to happen</td>
</tr>
<tr>
<td>okosan お子さん</td>
<td>child (honorable), your child</td>
</tr>
<tr>
<td>okósu 起こる</td>
<td>to cause; suffer (heart attack)</td>
</tr>
</tbody>
</table>
oku 億
oku 置く
okuchiniawánaideshoo ga お口に合わないでしょうが
okujoo 屋上
okureru 迅れる
okurimásu
okurimono 贈り物
okuru 送る
ókusan 奥さん
okyakusama お客様
okyakusan お客様
omachidoosamadésita お待ちどうさまでした
omae お前
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
ómo na 主な
ómo ni 主に
omócha 玩具
omochidesu ka お持ちですか
omochishimashóoka お持ちしまうか
omói 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 sukímásu 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)
membership 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 warming
onéesan お姉さん elder sister (honorific)
onegai shimásu お願いします please; I’d be obliged if you would
do it for me
óngaku 音楽 music
ongakka 音楽家 musician
onúnisan お兄さん elder brother (honorific)
onnanohitó 女の子 woman
onnánoko 女の子 girl
onnarashí 女らしい feminine
onsen 温泉 hot spring
óoame 大雨 heavy rain
óoba オーバ overcoat
óoi 多い many, numerous
ookii 大きい big, large
óoki na 大きな big, large
ookisa 大きさ size
Oosaka 大阪 Osaka
oosetsuma 応接間 sitting room, lounge room
Oosutoráriya オーストラリア Australia
osugíru 多過ぎる to be too many, too numerous
ootóbai オートバイ motorbike, motorcycle
óoyasan 大家さん landlord
ópera オペラ opera
ópushonaru tsúaa オプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナル・ツアーオプショナ

Oranda オランダ the Netherlands, Holland,
orénji オレンジ orange (fruit)
orenjiíro オレンジ色 orange (colour)
orígami 折り紙 paper folding
orínipíkku オリンピック the Olympic Games
oríru 降りる to get off; go down; come down
óru おる to be (formal)
óru 折る to bend; to fold; to break; to weave
ósage shimásu お下げします I’ll clear the table
osake お酒 rice wine, sake
osaki お先 in front; first (honorific)
osára お皿 plate, saucer
osátoo see satóó
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 恐れ入ります
osowaru 教わる
ossháru 千る
ossháru tóori desu 千る通りです
osu 押す
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
ótó 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
otonashii おとなしい
otóosan お父さん
otoóto 弟
otoshi お年
otósu 落とす
otóti 一昨日
otótoshi 一昨年

osóre irimasu お騒がせしました
so sorry to have caused so much bother/fuss
pollution

osóre irimasu お騒がせしました
so 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 oshiér

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?

osóre irimasu お騒がせしました
so sorry to have caused so much bother/fuss
pollution

osóre irimasu お騒がせしました
so 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 oshiér

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?

osóre irimasu お騒がせしました
so sorry to have caused so much bother/fuss
pollution

osóre irimasu お騒がせしました
so 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 oshiér

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?
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
oyogimášu 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
pééji ページ
Pékin 北京
pén ペン
pénki ペンキ
pianísuto ピアニスト
piano ピアノ
píńku 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 られる
–rashii らしい-
ráii ラリー
–(r)éba らば
–(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 劈骨
 roku 六
rokgatsú 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
roojinnondai 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
ryokóosha 旅行社
ryokóosha 旅行者
–ryoku 力
ryóo 寮
ryóo 量
ryóo–両
ryooshi 両足
ryoogae 両替
ryoohóo 両方
ryoohóotomo 両方とも
ryóokin 料金
ryóori suru 料理する
ryóori 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
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
saikin 最近
saikoo 最高
sain suru サインする
saisho 最初
saji 匙
sakana 魚
sakanaya 魚屋
sakaya 酒屋
sake 酒
sakérui 避ける
sakérui 酒類
saki 先
sakíhodo 先程
sákkaa サッカー
sáikki さっき
sakkyoku suru 作曲する
saku 咲く
sakújitsu 昨日
sakura 桜
sakusen 作戦
samúi 寒い
samurai 侍
–san さん
san 三
sánkaku 三角
sánpakku 三泊
sanpo suru 散歩する
sappari さっぱり

sara 皿
sarainen 再来年
sarainshuu 再来週
sáru 申
–saseru させる
–sasete itadaku
sasetsu 左折
sashiágérú 差し上げる
sashimi 刺身
sasou 誘う
sassoku 早速
sásu 割す、指す
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
–satsu 冊
satsuujin 殺人
sawaru 触る
sayonará/sayoonara さよ(う)なら
sé 背
sé ga hikúi 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
séifu 政府
seigén 制限
seihin 製品
seiji 政治
seikatsu 生活
seikoo 成功
seirí suru 整理する
seisaku 政策
seiseki 成績
seiten 晴天
séito 生徒
seiyoo 西洋
sékai 世界
sekí 咳
séki 席
sekinin 責任
sekkaku 折角

semái 狭い
semi 蝦
sén 千
sénchi センチ
séngetsu 先月
senjitsu 先日
senmenjo 洗面所
senpai 先輩
senséi 先生

sugar
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

competitor, athlete, sportsman or sportswoman

senshuu 先週

last week

senso 戦争

war

sentaku 洗濯

washing

seppuku 切腹

harakiri, ritual suicide

setumei suru 説明する

see (s)aseru

to explain

to talk, chat

corporate director, president

sensho 社長

company society

sháko 車庫

garage

sharete iru 酒落っている

stylish, fashionable

shashin 写真

photograph

sháwaa シャワー

shower

shéfu シェフ

chef

shi し

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),

(deer)

shi 鹿

deer
shikaku 四角  square
shikámo しかも  moreover, what is more
shikáru 叱る  to scold
shikáshi 然し  but
shikata 仕方  way of doing
shikata ga nái 仕方がない  it can’t be helped, there’s no other way

shiken 試験  examination
shiki 式  ceremony
shikikin 敷金  deposit (for flat, etc.), surety
Shikóku 四国  Shikoku (smallest of Japan’s four main islands)

shimá 島  island
shimáru 閉まる  to close, shut (intransitive)
shimásu  see suru
dámn! blast!
shimáta! しまった  to put away, finish (see –te shimau)

shiméru 閉める  to close, shut (transitive)
shimi 染み  stain
shimiíru しみ入る  soak into, sink into
shínai 市内  in the city, within city limits
shinamono 品物  goods, article
shínboru シンボル  symbol
shinbun 新聞  newspaper
shinbúnsha 新聞社  newspaper company
shingo 信号  signal
shinimásu  see shinu
to believe

shinjirú 信じる  new building, new block
shinkan 新館  Shinkansen, bullet train lines
to worry
shinseki 親戚  progress, advance
shinsen na 新鮮な  relation, relative
shínsetsu na 親切  fresh
gentleman
shinshitsu 寝室  kind
shinshitsu 寝室  bedroom
shintai-kénsa 身体検査  medical examination
shintoo 神道  Shintoism (native Japanese religion)
to die
shin’yoojoo 信用状  letter of credit
しょ 塩
しょくら 塩辛
しらべる 調べる
しり合い 知り合い
しります see shiru
しろ 城
しろい 白い
しる 知る
しりゅう 資料
しらせ施設
しゅ 下
しゅう 舌
しゅうがう 従う
しゅうたく 仕度
しゅうだまち 下町
しゅうけ 私的
しゅうけ 詩的
しゅて 支店
しゅてんchoo 支店長
しゅつ 質
しゅつもん 質問
しゅつう内 室内
しゅつうれい 失礼
しゅつうれいしはす 失礼します
しゅうくう 市役所
しゅううga nái 仕様がない
しゅうう 仕様
しし 自然
ししくか 静かな
ししくさえ 静けさ
しゅう 随
しゅうどうoo 食堂
しゅうく 食後
しゅうき suru 食事する
しゅうりょおひん 食料
しゅうゆく 食欲
しゅうぜん 食前
しゅうゆう 初級
しゅもんたい 諸問題
しょう 小
しゅうッチ see goshoochi ~

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)
shoochi suru 承知する
to consent, agree to
shoodan 商談
business discussions
shoogakukin 校学金
scholarship
shoogákusei 小学生
primary school pupil
shóohin 商品
goods, merchandise, product
shoojíki 証拠
honest
shoojíki suru 紹介する
to introduce
shoojíki shoomán しょうまん
display window (for wax models
of food, etc.)
shoojíki shoogákusei しょう小生

shookái suru 引用する
introduce
shookéesu ディスプレイケース
display window (for wax models
of food, etc.)

shooto 証拠
proof
shórōai 将来
future
shoosetsu 小説
novel
shóoshoo 少々
a little
Shóowa 昭和
year period (1926–1989)
shorui 書類
documents, papers
shosei 書生
student; houseboy
shótchuu しょうちゅう
often, all the time
shúfu 主婦
housewife
shújin 主人
husband
shújitsu 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
shusshóoritsu 出生率
coming from, graduating from,
born in
shusshóoritsu 出生率
birth rate
shuchoo 出張
business trip
shúukyoo 宗教
religion
shuukyoo-árasoi 宗教争い
religious strife
shuumatsu 週末
weekend
shuíri 修理
repair
shuushoku 就職
finding a job, entering
employment
shuutome 婆
mother-in-law
shuuwai 収賄
taking bribes
shúzoku 種族
tribe
sóba そば
sóba 側
sóbo 祖母
sochira そちら
sodatérú 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
–soo 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 jáa 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
sotchí 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
Suéeden スエーデン
súgata 姿
súgi 過ぎ
sugíru 過ぎる
sugói 凄い
sugóku 凄く
súgu すぐ
suidoo 水道
suiei 水泳
suigyuu 水牛
suijunk 水準
Súisu スイス
suiyóobi 水曜日
suiizókkukan 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
sukíyaki すきやき
sukóshi 少し
suku 空く
sukunái 少ない
sumai
sumáu 住まう
sumimasén すみません
sumimáu
sumimasu
sumimasén
sumo 相撲
sumóobu 相撲部
súmu 住む
suna 砂
sunahama 砂浜
supagétti スパゲッティ
Supéin スペイン
supúchi スピーチ
supúido 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 sukú
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
to pick pockets
sushi 寿司 (also súshí)
raw fish on vinegared rice
susumeru 勧める
to recommend
susumu 進む
advance, progress
sutándo スタンド
lamp; (petrol) station
sutéeki ステーキ
steak
suteki na 素敵な
lovely, charming
sutéru 捨てる
to throw away, discard
sutóobu ストーブ
stove, heater
sutokówó ストレス解消
stress
suu 吸う
lovely, charming
suují 数字
numbers, numerals
súupaa スーパー
supermarket
súupu スープ
soup
súutsu スーツ
suit
súutsukéesu スーツケース
suitcase
suwarikuomu 座り込む
to sit down
Suwéeden スウェーデン
Sweden
suzushíi 涼しい
cool

T

tá 田
rice field
–ta た
past-tense suffix
–ta bákari desu –たばかりです
to have just…
–ta hóo ga íi –た方がいい
it would be better to…
tabako タバコ
cigarette
tabemásu
see tabérú
tabemonó 食べ物
food
tabérú 食べる
to eat
tabesugi 食べ過ぎ
over-eating
tabi 旅
journey, trip
tábun 多分
probably
tachippanashi 立ちっぱなし
plural suffix
–tachi 達
no entry
–tachiiri-kinshi 立入禁止
standing all the time/way
–tachiiri 立ち入り
only; free; just
–tadáima ただ今
I’m back! just now
–tadashíi 正しい
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 平然
Taiséiyoo 大西洋
taisetsu na 大切な
táishi 大使
taishikan 大使館
táishita 大した
Taishoo 大正
taitei 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 鰤
taku 宅
takusán たくさん
tákushii タクシー
takushii-nóríba 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
tanómú 頼む
tanoshíi 楽しい
tanoshíi 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

tariru 足りる
táshika ni 確かに
tassuru 達する
tasu 足す
tasukáru 助かる
tasukéru 助ける
tatakau 戦う
tatami 畳
tatémúno 建物
tatóeba 例えば
tátsu 発つ
tátsu 立つ
tátsu (yakú ni ____ ) 役に立つ
tatsu 竜
tatta たった
té 手
té ga hanasenái 手が離せない
–te て

–te agemásu
–te ageru であげる
–te arimásu
–te áru である
–te hoshíi て欲しい
–te iku て行く
–te imásu
–te iru –ている

–te itadakemasén ka
–て頂けませんか
–te itadaku –て頂く

–te kara –てから
–te kudasái –て下さい
–te kudasáru –て下さる

–te kúru –て来る

(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 (1.6 m²)
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 …
<table>
<thead>
<tr>
<th>キーワード</th>
<th>翻訳</th>
</tr>
</thead>
<tbody>
<tr>
<td>てみる</td>
<td>to try …ing; do and see</td>
</tr>
<tr>
<td>てもいいですか</td>
<td>Is it all right?, may I?, etc.</td>
</tr>
<tr>
<td>てもらう</td>
<td>to have someone do something for one</td>
</tr>
<tr>
<td>手に入る</td>
<td>to be obtained, get, come by (intransitive)</td>
</tr>
<tr>
<td>手に入れる</td>
<td>to get, obtain (transitive)</td>
</tr>
<tr>
<td>手に取るように</td>
<td>clearly (literally, ‘as if you took into your hands’)</td>
</tr>
<tr>
<td>て置く</td>
<td>to leave done; do in preparation; do and set aside</td>
</tr>
<tr>
<td>は駄目です</td>
<td>must not</td>
</tr>
<tr>
<td>はいけません</td>
<td>must not …</td>
</tr>
<tr>
<td>手洗い</td>
<td>lavatory</td>
</tr>
<tr>
<td>手当て</td>
<td>allowance; medical treatment</td>
</tr>
<tr>
<td>手袋</td>
<td>gloves</td>
</tr>
<tr>
<td>手帳</td>
<td>notebook, pocket-book, appointment diary</td>
</tr>
<tr>
<td>テーブル</td>
<td>table</td>
</tr>
<tr>
<td>手紙</td>
<td>letter</td>
</tr>
<tr>
<td>程度</td>
<td>extent</td>
</tr>
<tr>
<td>定期券</td>
<td>season ticket</td>
</tr>
<tr>
<td>定休日</td>
<td>regular holiday (shop closed)</td>
</tr>
<tr>
<td>丁寧</td>
<td>polite</td>
</tr>
<tr>
<td>停留所</td>
<td>bus stop</td>
</tr>
<tr>
<td>定食</td>
<td>set meal, fixed lunch or dinner, table d’hôte</td>
</tr>
<tr>
<td>適当な</td>
<td>suitable</td>
</tr>
<tr>
<td>手土産</td>
<td>a present (from visitor to host)</td>
</tr>
<tr>
<td>天国</td>
<td>heaven</td>
</tr>
<tr>
<td>店員</td>
<td>shop assistant</td>
</tr>
<tr>
<td>テニス</td>
<td>tennis</td>
</tr>
<tr>
<td>天気</td>
<td>weather</td>
</tr>
<tr>
<td>天気予報</td>
<td>weather report; forecast</td>
</tr>
<tr>
<td>天候</td>
<td>climate, weather</td>
</tr>
<tr>
<td>天気予報</td>
<td>fish and vegetables in batter</td>
</tr>
<tr>
<td>天候</td>
<td>natural calamity</td>
</tr>
<tr>
<td>寺</td>
<td>temple</td>
</tr>
<tr>
<td>テレビ</td>
<td>television</td>
</tr>
<tr>
<td>手伝い</td>
<td>help; helper</td>
</tr>
</tbody>
</table>
torihiki 取引  
dealings, business transactions

torikáeru 取り替える  
to change, exchange

torikakomu 取り囲む  
surround, include

tóru 取る  
to take

toshi 年  
year; age

toshiue 年上  
older person, one’s elders

toshiyóri 年寄り  
old person

toshókan 図書館  
library

toshoshitsu 図書室  
reading room

totemo, tottemo とても、とっても  
very

totsuzen 突然  
suddenly

tsúaa ツアー  
tour

tsuchí 土  
ground, earth

tsugí 次  
next, following

tsugí kara tsugí e 次から次へ  
one after the other

tsugoo 都合  
circumstances, convenience

tsuide ni 序でに  
on the way, taking the opportunity to …

tsuika suru 追加  
to add, supplement

tsúin ツイン  
twin (room)

tsuitachí 一日  
first day of the month

see tsukaréru

tukaréru 疲れる  
to get tired

tsunakau 使う  
to use

tuskérü 付ける  
to put on, attach

tsuki 月  
moon, month

see tsuku

tsukimáru すくく、つく  
to arrive; to stick, to be attached

tsukue 橋  
desk

tsukurikatá 作り方  
way of making

tsukúru 作る  
to make

tsumaránsai 話まらない  
uninteresting; trifling

tsúmari つまり  
that is to say, in short

tsumetai 冷たい  
cold

tsumori 積もり  
intention

tsunagaru 繋がる  
to be linked to, to be tied to

tsunami 津波  
tidal wave

tsurete iku 連れていく  
to take a person

tsuri 釣り  
fishing

tsúru 鶴  
crane (bird)

tsuushin 通信  
correspondence, communication
tsutoméru 勤める
-tsuu 通
tsúuro 通路
tsuwamono 兵
tsuyói 強い
tsuzukeru 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
uisukii 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
umái うまく
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
undoosuru 運動する
undoobúsoku 運動不足
úni 雲丹
untensuru 運転する
unténshu 運転手

377
ureshī 嬉しい
uriba 売り場
uru 売る
urusái うるさい
usagi 兎
usetsu 右折
ushi 牛
ushi 丑
ushinau 失う
ushiro 後ろ
úso 嘘
úso o tsuku 嘘をつく
uta 歌
utagawashī 疑わしい
utau 歌う
úten 雨天
útsu 打つ
utsukushī 美しい
utsúru 映る
utsúsu 移す

happy
sales counter
to sell
noisy, bothersome
rabbit
right-hand turn
ox, cow, bull
ox (calendar sign)
to lose
back; behind
lie
to tell a lie
song, poem
doubtful
to sing
rainy weather
to hit; send a telegram
beautiful
to reflect, show, appear
(pass on (a cold, etc.)

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
watakushi 私
wataru 渡る
watashi 私
wázawaza わざわざ
ewítaa ウェイター
Wiın ウィーン

I (formal)
to cross
I
deliberately, expressly
waiter
Vienna

I think I’ll…
and
shop; shopkeeper (suffix)
shop; shopkeeper (suffix)
oh! hey! hi!
rent
as expected, to be sure
cotton summer kimono
view at night, night scenery
pharmacy, chemist shop
to be useful
promise, appointment
to promise
baseball
mountain
mountain temple
illness, disease
to give up; stop; retire; abandon
to stop
roof
too, still, all the same, as
expected (emphatic yahári)
see yaru
to redo
to do; give to an inferior; send on
an errand
vegetable
kind, gentle, considerate
see yaseru
to get thin
cheap
to be easy to
yasumí 休み  holiday; rest, break
yasumimásu see yasúmu
tyato やっと  to rest; to go to bed, sleep  (euphemistic honorific)
yattsú 八つ  at last, finally
yayakoshíi ややこしい  eight
yo よ  complicated, intricate, confusing
–yo よ  sentence-final particle; emphatic
yoaké 夜明け  imperative suffix
yóí 四時  it was good, good; I'm glad
yóji 四日  four o'clock
yókka 四日  four days, 4th of the month
yoko 横  side; beside
yóku よく  well; often
yokujoo 浴場  bath, bath-house
yomihajiméru 読み始める  to start to read
yomimásu see yómu
Yomurishinbun 読売新聞  the Yomiuri (a major daily)
yómu 読む  to read
yón 四  four
yóo na ki ga suru ような  feel as if…
yóo na ような  like, as
yóo ni ように  so that (indirect command)
yóo ni suru ようにする  arrange to …, make sure that
–(y)óo to suru ようとする  to try to (suffix)
yoochíen 幼稚園  kindergarten
yoofuku 洋服  western clothes
yóoi 用意  preparation, provision
yóoi suru 用意する  provide, prepare, get ready
yooji 用事  business, things to do
yooka 八日  eight days, 8th of the month
yookan 洋館  a western-style house/building
yóokoso ようこそ  welcome
yooma 洋間  western-style room
yooróppa ヨーロッパ  Europe
yooshoku 洋食  western food/meal
yorí より  than
yorokobásu 喜ばす  to delight, make happy
yorokobi 喜び  joy
yorokóbu 喜ぶ  to be pleased
yorokónde 喜んで
yoroshii よろしけ
yoroshii désu ka よろしけですか
yoroshiku よろしく

yoru 寄る
yoru 夜
yoru よる
yoru, ni yoru to よる
yósa 良さ
yósan 予算
yotei 予定
yotte, ni よって
yótto 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 タベ
yuubínkyoku 郵便局
yuugata タ方
yuugóhan タ御飯
yuuhi タ日
yuujin 友人
yuumei na 有名な
yuushoku タ食
yuzuru 譲る

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 = nī)
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
<table>
<thead>
<tr>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>zannen na 残念な</td>
</tr>
<tr>
<td>zasshi 雑誌</td>
</tr>
<tr>
<td>ze ぜ</td>
</tr>
<tr>
<td>zéhi 是非</td>
</tr>
<tr>
<td>zénbu 全部</td>
</tr>
<tr>
<td>zensai 前菜</td>
</tr>
<tr>
<td>zenzen 全然</td>
</tr>
<tr>
<td>zéro ゼロ</td>
</tr>
<tr>
<td>zo ぞ</td>
</tr>
<tr>
<td>zonjimasén 存じません</td>
</tr>
<tr>
<td>zonjíru 存じる</td>
</tr>
<tr>
<td>–zu ず</td>
</tr>
<tr>
<td>zubón ズボン</td>
</tr>
<tr>
<td>zúbun 随分</td>
</tr>
<tr>
<td>zútsu ずっと</td>
</tr>
<tr>
<td>zutsuu 頭痛</td>
</tr>
<tr>
<td>zutto ずっと</td>
</tr>
</tbody>
</table>
Index of grammar and language functions

–(a)nákereba narimasen 181–2
–(a)nákute wa narimasen 182
‘about’, ‘about to’
‘to be’ 166
abstract nouns with –sa 238
‘according to’
–te form 220
action in progress 96–8
adjectival clauses 135–6
adjectives 61, 78
adverbial form –ku 62
adversative passive
indirect passive 214
‘after …–ing’ 118
aizuchi 94
‘along’, ‘through’, ‘over’ 83, 100
‘although’ 208
‘and what is more’ 172–3
apologies 11–27
‘as…as’ 138–40
‘because’ 115
‘before’ 118
boku
male pronoun 206
bowing (ojígi) 15
business cards (meishi) 11–13
‘but’ (see ga)
‘can’ 136–8
casual conversation
plain style 117, 182
causative 215–17
causative suffix 215–17
chiming in 94–5
‘coming’ or ‘going to do something’ 107
comparisons 138–40
completed state 78, 96
compound verbs 240–1
conditional clauses 148–9
conditions and consequences 148–9
copula 62–3, 67, 77
counting days 154–5
countries 28–40
dates 48–9, 155
days of the week 85
de
‘by means of’ 55
place of action 84
degrees of probability 220
dekíru 136–7
demonstratives
adjectives 61–9, 171
adverbs 171
pronouns 41–57, 63
describing people 111–29
descriptive nouns 61–9
deshóo 117–18
désu (see copula)
‘difficult to’ 221–2
e direction marker 107
expectation
hazu 207–8
explanations 170–1
expressing wishes and desires 106–7
extent 239
families 41–4, 51–7
female speech 205
feminine final particles 205–6
formal style 235–6
frequentative 156
ga
as object marker 33–4, 67
‘but’ 114, 123–4
giving advice 134, 166–7
giving and receiving 195–9
giving reasons 115, 187–8
go– 97
greetings 11–27
hesitation forms 94–5
hodo 239
honorific prefix 232–5
honorific prefixes o–, go– 232–5
honorific verbs 53–4, 232–4
hoo ‘side’, ‘direction’ 134, 139, 239
hoo ga íi 134
hortative 165
imperative 241–2
indirect or reported speech 119–20
indirect passive 214
indirect questions 120–1
intention 164–5
introductions 11–27
ka 13, 32, 82
–kan 86
kotó 130–44
kotó ga áru 130–44
–ku form of adjectives 62
likes and dislikes 38–40
listing reasons 172–3
máe 118–19
–mashóo 81–2
–meku ‘to seem like’ 200
men’s language 206
‘must not’ 171, 183
n’ desu 170–1
na adjectives 61–4
–nagara 151
names 14
girls’ given names 20
nára, ‘if’ 187
nationality 28–40
native Japanese numerals 105
negative forms 62, 179–82
negative requests 99, 185
ni yoru to 220
ni yotte 220
nigori, voicing mark 16
–nikuí ‘difficult to’ 222
no de, ‘because’ 187, 208
no ni ‘although’ 208
no ‘the one’ 13, 46, 63
numbers 46–57, 70–1
numeral classifiers 47–57, 67–9, 152–3
o with verbs of motion 100
object honorific 216, 233
objective judgment 219
obligation
  bekì 207–8
occupations 26–7

particles
  clause final 187
  direction particles e and ni 107
  quotative particle to 25
past tense
  of adjectives 132–3
  of verbs 97, 116–18
permission 90–110, 122–5
plain form
  formation of 116
  past tense 117
  uses of 117
‘please don’t’, negative requests 185
‘polite request’ –te itadakemasén ka (see ‘requests’)
polite style 235–6
possession 126
possibility 169–70
potential verbs 168
  with –rarel 168–9
prefixes in time expressions 85–6
probability 117–18
prohibition 122–4, 183
pronunciation 1–7
  devoicing of vowels 2–3
  double consonants 4
  long vowels 2
  pitch 4–5
reasons
  –r(éba) 149
reference and address 232
rendaku 14
‘reply to thanks’ 20, 24–7
‘requests’ 58–70, 98–102
‘respect language’ 231–4
  passive as an honorific 234–5
–(s)asete itadakimásu 216

script
  furigana 9–10
  hiragána 8–10
  historical spelling 7–8, 83
  kanji 7–10
  kanji repetition sign 9–10
  katakána 8–9
  kun reading 32, 85
  on reading 32, 48–9, 86
  romanisation 1–2
  writing kanji 8
sequences of events 122
sequential voicing 14
shi 31
‘should’ 202, 207–8
–sóó 200, 218
sóó desu 120, 219
sports 34, 56
stroke order 8
subject honorifics 232
supposition 118
syllables with b and p 45
–tai 106
talking about plans 107
–tára 148–9
–tári 156
–te form 95
  formation 95–7
  –te áru 202–3
  –te iku 203–4
  –te kara 118–19
  –te kúru 203
  –te míru 201–2
  –te shimau 202
telephone numbers 49–50
 tentative, hortative 201–2
 the one (see no)
 ‘this’ and ‘that’ 41–57
 time
 clauses of 49, 57, 79–89, 122
 duration 86–7
 to quotative particle 14
 to ‘when’ 121
 to, ‘with’ or ‘and’ 121–2, 25
 toki 122
 tone, pronunciation
 pitch 4–7
 tsumori 164–5

verb plus noun plus désu 62
 verbs
 conjugations 116
 giving and receiving 195–9
 intransitive verbs 83, 96, 169, 214
 linear motion verbs 83
 noun plus verb ‘to do’ 78
 plain form 97, 116–17, 235
 transitive verbs 83, 96, 202–3
 verb ‘to be’ 66–8, 126
 verb from noun plus ‘to do’ 156
 verbs for wearing clothes 126
 voicing mark (see nigori)

wa 14
 feminine particle 205–6
 ‘when’ or ‘whenever’ 121–2
 ‘while’ 151
 ‘without doing’ 188

yóo desu 120
 –(y)óo to omou 165
 –(y)o to suru 166
 yóri 138–40