

A New Approach to Elementary Japanese

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ROMANIZED VERSION

(Unit 7-12)

大阪大学国際教育交流センター

CIEE

Center for
International
Education and
Exchange

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For the Learners

Learning Japanese with this Innovative Textbook

NEJ : A New Approach to Elementary Japanese applies of theme-based instruction in elementary Japanese. Knowledge of language may be seen in two different perspectives, i.e. firstly, language as a system of codes, and secondly, language as prototypes of language activities. Traditional elementary Japanese language textbooks adopt the former perspective. Learning Japanese in this way may not enable you to do anything with the language at the end of each lesson. NEJ adopts the latter perspective on language. By learning Japanese with NEJ you will be able to learn Japanese with a distinct sense of being able to do something or other using the language by the end of each unit. Also, at the same time, NEJ is designed and written in a way that will allow you to be able to both grasp the system of the Japanese language and acquire vocabulary systematically.

The contents of NEJ corresponds to A2 in CEFR (Common European Framework of Reference), with NEJ vol.1 corresponding to A2.1 and NEJ vol.2 to A2.2 respectively.

Special Features of NEJ

☐ Mastertext Approach

All the structures and grammar points, and also the vocabulary items to be learned are included in the mastertext of Section 1(Personal Narratives) in each unit, with the exception of the interrogative expressions appearing in the conversational exchanges in Section 2(Useful Expressions) of unit 1 to unit 6. The mastertexts are personal narratives of three characters who appear through the textbook, namely *Li-san*, *Akio-san* and *Nishiyama-sensee*, on the theme of each unit. Students are expected to do two main things. One is **to understand and learn the mastertext thoroughly, and also to be able to handle questions and answers concerning the text**. The other thing is **to write up your own narrative using the mastertexts as models, and learn to be able to use it**. Although other materials are provided in the textbook, these two goals forms the core of study with NEJ.

☐ Audio material

Please download the sound files from the website which correspond to the sound file serial number.

 → <http://www.nej.9640.jp>

☐ How to Proceed with each unit

The focus of learning in each unit should be placed on:

- (1) Understanding and learning the mastertext thoroughly, and also to be able to handle questions and answers concerning the text,
- (2) Writing up your own narrative using the mastertexts as models, and to learn to be able to use the text.

The Characters Appearing in the Textbook

Li-san :



A Malaysian student of Daikyo University. Li-san came to Japan this April to study engineering. Her family live in Malaysia. She has two brothers and two sisters. She is an independent young woman and works very hard, which can sometimes cause her trouble.

Akio-san :



A student of Daikyo University. Akio-san is a senior student in the faculty of engineering. He likes to climb mountains and is the captain of the climbing team of the university. He is a cheerful and kind person, and the members of the climbing team love and respect him.

Nishiyama-sensee :



A professor in Japanese language pedagogy at Daikyo University. Nishiyama-sensee likes to teach Japanese and also studies child language development. He is married and has two children. His wife is also a professor specialising in Japanese studies.

Yamakawa Asako-san :



Akio-san's mother. She is a high school English teacher. She grows flowers in the garden. She is a kind and cheerful woman.

Nakata-san :



A student of Daikyo University. Nakata-san is a sophomore in the faculty of foreign studies majoring in the Malay language. He plans to visit Malaysia this coming summer and wants to talk to Li-san and get information on Malaysia.

A Brief Introduction to the Japanese Language

□ Basic Sentence Structure

Among many different languages in the world, the Japanese language is categorized as one of the ‘agglutinative languages’. Usually, a sentence consists of major elements and auxiliary elements. While each major element bears substantial semantic content, auxiliary elements, adhering to the major ones, add certain grammatical meanings to them.

(	<i>Watashi</i>		<i>wa,</i>	)	<i>Li Ailin</i>		<i>desu</i>	
(	わたし		は	)	リ・アイリン		です	
	I		<copula>		Li AiLin		am/is	

Noun-predicate sentence

<i>Watashi</i>		<i>wa,</i>	<i>Daikyoo Daigaku</i>		<i>no</i>	<i>gakusee</i>	<i>desu</i>	
わたし		は	大京大学		の	学生	です	
I		<copula>	だいきょうだいがく Daikyo University		at/of	がくせい student	am/is	

Noun-predicate sentence

(	<i>Watashi</i>		)	<i>koogakubu</i>		<i>no</i>	<i>ichineNsee</i>	<i>desu</i>
(	わたし		)	工学部		の	一年生	です
	I		<copula>	こうがくぶ department of engineering		at/of	いちねんせい first-year student	am/is

Noun-predicate sentence

(	<i>Watashi</i>		)	<i>Mareeshia</i>		<i>kara</i>	<i>kimashita</i>	
(	わたし		)	マレーシア		から	来ました	
	I		<copula>	Malaysia		from	き came	

Verb-predicate sentence
(See p.4, Unit 1)

(	<i>Watashi</i>		)	<i>Nishiyama</i>		<i>desu</i>	
(	わたし		)	西山		です	。
	I		<copula>	Nishiyama		am/is	

Noun-predicate sentence

<i>Watashi</i>		<i>wa</i>	<i>Daikyoo Daigaku</i>		<i>no</i>	<i>seNsee</i>	<i>desu</i>	
わたし		は	大京大学		の	先生	です	
I		<copula>	だいきょうだいがく Daikyo University		at/of	せんせい professor	am/is	

Noun-predicate sentence

(	<i>Watashi</i>		)	<i>NihoNgo</i>		<i>no</i>	<i>seNsee</i>	<i>desu</i>
(	わたし		)	日本語		の	先生	です
	I		<copula>	にほんご Japanese language		in/of	professor	am/is

Noun-predicate sentence
(See p.5, unit 1)

While noun-predicate sentences in polite speech-style end with various forms of *-desu* (i.e. *-desu*(affirmative non-past), *-dewa arimaseN*(negative non-past), *-deshita*(affirmative past), *-dewa arimaseNdeshita*(negative past), cf. Section 3-(16) in unit 5), verb-predicate sentences end with various forms of *-masu* (*-masu*(affirmative non-past), *-maseN*(negative non-past), *-mashita*(affirmative past), *-maseNdeshita*(negative past)). Another type of sentence is **adjective-predicate sentence** which, in polite speech-style, also ends with various forms of *-desu*.

<i>Watashi</i>	<i>wa</i>	<i>pan</i>	<i>ga</i>	<i>sukidesu</i>	
わたし	は	パン	が	好きです	(See p.32, l.3, Unit 3)
I	<copula>	bread	<object indicator>	like	

<i>Nihon</i>	<i>no</i>	<i>nashi</i>	<i>wa</i>	<i>totemo</i>	<i>oishiidesu</i>	
日本	の	ナシ	は	とて	おいしいです	(See p.34, l.4, Unit 3)
<small>にほん</small> Japan	in/of	pear	<copula>	very	good/delicious	

□ Sound and Writing Systems

The Japanese sound system is quite simple and systematic. If you look at Table 1 in the appendix, you will find a matrix of the Japanese syllables, each of which consists of a vowel, namely *a*, *i*, *u*, *e* and *o*, or is a combination of one of the fourteen different consonants with one of the five vowels. You will find another matrix of Japanese syllables, each of which consists of consonant-semivowel-vowel combination in Table 2.

To transcribe these different syllables forty-six *hiragana* characters and their combinations with two auxiliary marks of ‘゛’ and ‘゜’ are used, as you will see in Table 1’ and 2’. Though *hiragana* is the basic writing system of Japanese, *katakana* and *kanji* are also used in written Japanese.

※ English-based romanizations written in Hepbern system are described in [], which are used in this textbook.

Table 1. The 5 vowels and 63 consonants, & (semi)vowel combinations — in the alphabet

	φ	k	s	t	n	h	m	y	r (l)	w	
a	a	ka	sa	ta	na	ha	ma	ya	ra *r+	wa	
i	i	ki	si [shi]	ti [chi]	ni	hi	mi		ri *r+	(i)	
u	u	ku	su	tu [tsu]	nu	hu [fu]	mu	yu	ru *r+	(u)	
e	e	ke	se	te	ne	he	me		re *r+	(e)	
o	o	ko	so	to	no	ho	mo	yo	ro *r+	o	N

		g	z	d		p	b					
a		ga	za	da		pa	ba					
i		gi	zi [ji]	di [ji]		pi	bi					
u		gu	zu	du [zu]		pu	bu					
e		ge	ze	de		pe	be					
o		go	zo	do		po	bo					

Table 2. The 33 consonant, semivowel, & vowel combinations — in the alphabet

		k, g	s, z	t	n	h	p, b	m		r (l)		
ya		kya	sya [sha]	tya [cha]	nya	hya	pya	mya		rya (lya)		
yu		kyu	syu [shu]	tyu [chu]	nyu	hyu	pyu	myu		ryu (lyu)		
yo		kyo	syo [sho]	tyo [cho]	nyo	hyo	pyo	myo		ryo (lyo)		
ya		gya	zya [ja]				bya					
yu		gyu	zyu [ju]				byu					
yo		gyo	zyo [jo]				byo					

Table 1'. The 5 vowels and 63 consonants, & (semi)vowel combinations —— in ひらがな

	φ	k	s	t	n	h	m	y	r l	w	
a	あ a	か ka	さ sa	た ta	な na	は ha	ま ma	や ya	ら ra (la)	わ wa	
i	い i	き ki	し [shi]	ち [chi]	に ni	ひ hi	み mi		り ri (li)	(い) i	
u	う u	く ku	す su	つ [tsu]	ぬ nu	ふ [fu]	む mu	ゆ yu	る ru (lu)	(う) u	
e	え e	け ke	せ se	て te	ね ne	へ he	め me		れ re (le)	(え) e	
o	お o	こ ko	そ so	と to	の no	ほ ho	も mo	よ yo	ろ ro (lo)	を o	ん n

		g	z	d		p	b					
a		が ga	ざ za	だ da		ぱ pa	ば ba					
i		ぎ gi	じ [ji]	ぢ [ji]		ぴ pi	び bi					
u		ぐ gu	ず zu	づ [zu]		ぷ pu	ぶ bu					
e		げ ge	ぜ ze	で de		ぺ pe	べ be					
o		ご go	ぞ zo	ど do		ぽ po	ぼ bo					

Table 2'. The 33 consonant, semivowel, & vowel combinations —— in ひらがな

		k, g	s, z	t	n	h	p, b	m		r l		
ya		きゃ kya	しゃ [sha]	ちゃ [cha]	にゃ nya	ひゃ hya	ぴゃ pya	みゃ mya		りゃ rya (lya)		
yu		きゅ kyu	しゅ [shu]	ちゅ [chu]	にゅ nyu	ひゅ hyu	ぴゅ pyu	みゅ myu		りゅ ryu (lyu)		
yo		きょ kyo	しゅ [sho]	ちょ [cho]	にょ nyo	ひょ hyo	ぴょ pyo	みょ myo		りょ ryo (lyo)		
ya		ぎゃ gya	じゃ [ja]				びゃ bya					
yu		ぎゅ gyu	じゅ [ju]				びゅ byu					
yo		ぎょ gyo	じょ [jo]				びょ byo					

Unit 7 Invitations and Offers

- 1** Li-saN joined a welcome party for newly-arrived international students which was sponsored by the International Center. She met Nakata-saN who studies Malay language at the party. Nakata-saN offers a cup of coffee to Li-saN.



no.41

Would you like to have a cup of coffee?

Nakata : *Koohii, nomimasu ka.*
(1)

I would prefer tea.

Li : *A, arigatoo gozaimasu. Demo, koocha no hoo ga...*

Shall I bring a cup of tea (for you)?

Nakata : *Motte kimashoo ka.*
(2)

Thank you. I appreciate it.

Li : *A, sumimaseN.*
(3)

milk

Nakata : *Miruku wa?*

no thank you

Li : *Miruku wa, iidesu.*



(1) ***koohii, nomimasu ka***

~ *masuka* is used to ask other people's will to do something. Study the following examples.

- | | |
|-----------------------------------|---|
| 1. <i>Koohii, nomimasu ka.</i> | Would you like (to have) a cup of coffee? |
| 2. <i>Sarada, tabemasu ka.</i> | Would you like (to have) some salad? |
| 3. <i>PasokoN, tsukaimasu ka.</i> | Do you like to use a PC? |

(2) ***koocha o motte kimashoo ka***

~ *mashoo ka* may usually be translated as "Shall I ~?" or "Shall we ~". Study the following examples.

A. Shall I ~ ?

- | | |
|--|-------------------------------|
| 1. <i>Purojekutaa o motte kimashoo ka.</i> | Shall I bring in a projector? |
| 2. <i>Ashita, mata, kimashoo ka.</i> | Shall I come again tomorrow? |
| 3. <i>KabaN, mochimashoo ka.</i> | Shall I carry your bag? |

B. Shall we ~ ?

- | | |
|--|-----------------------------|
| 1. <i>NihoNgo de hanashimashoo ka.</i> | Shall we speak in Japanese? |
| 2. <i>Isshoni ikimashoo ka.</i> | Shall we go together? |

(3) ***A, sumimaseN.***

This is a "favorite" expression Japanese people very often use. Though *suminaseN* literally means "I'm sorry", it is very often used to express appreciation for other people's kindness. It may be properly translated as "It's so kind of you". *SuminaseN* as Li-san says in this context may also be interpreted as "I am sorry that I made you extend kindness to me".

2 Nakata-san soon brings a cup of coffee for Li-san, and greets her. Li-san says that she comes from Kuala Lumpur which is a modern city where we find many skyscrapers and big shopping malls.

Here you are.

Nakata : *Hai, koocha desu. Doozo.*

faculty of foreign languages

Watashi wa, gaikokugogakubu no Nakata desu.

Li : *KoNnichiwa. Hajimemashite. Koogakubu ichineNsee no Li desu.*

Nakata : *Li-saN wa, mareeshiajiN desu ka.*

Why, how come did you know it

Li : *Hai, mareeshia kara kimashita. Dooshite, wakarimashita ka.*

(1)

Malay language I heard because

Nakata : *Mareeshi ga kikoemashitakara. Watashi wa, gaikokugogakubu de*

(2)

study

mareeshi o beNkyooshiteimasu.

(3)

Li : *Aa, soodesuka. NaNneNsee desu ka.*

Nakata : *NineNsee desu.*

can you?

Li : *Mareeshi ga dekimasu ka.*

simple conversation Shall we speak in Malay language?

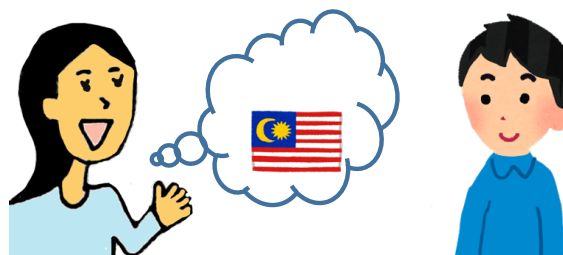
Nakata : *KaNtaN na kaiwa wa, dekimasu. Mareeshi de hanashimashoo ka.*

(4)

here let's speak in Japanese

Li : *Ieie, koko wa nihoN desukara, nihoN de hanashimashoo.*

(5) (4)



(1) **Dooshite, wakarimashita ka.**

Dooshite is “why” or “how come”. *Naze*, which has similar meaning to *dooshite*, sounds more straightforward compared to *dooshite*.

(2) **kikoemasu and miemasu**

Kikoemasu is “can be heard”, and *miemasu* is “can be seen”. The sentence structure will be “some sound/voice *ga kikoemasu*” and “something/somebody *ga miemasu*”.

(3) **Mareeshiago o beNkyoo shiteimasu.**

In this case you can't say *mareeshiago o beNkyooshimasu*, but rather you have to say *mareeshiago o beNkyoo shiteimasu*. A practice in life is usually described as *~ teimasu* as you will learn more in Unit 8.

(4) **~ maseNka, ~ mashouka, ~ mashoo**

These three endings are used to invite others to do something together. Study the following examples.

- | | |
|---------------------------------|--------------------------|
| 1. <i>Isshoni ikimaseN ka.</i> | How about going with me? |
| 2. <i>Isshoni ikimashoo ka.</i> | Shall we go together? |
| 3. <i>Isshoni ikimashoo.</i> | Let's go together. |

As you notice by studying the examples, the degree of suasion is weaker if you say *~ maseNka* which is usually preferred. If you say *isshoni ikimashoo ka* as a first step to invite someone, you may sound very straightforward. *~ mashoo ka* is usually used to propose or discuss options. Study the following examples.

1.

A: *Nani o tabemashoo ka.*

B: *Soodesune... ItariaN (Italian restaurant) ni ikimashoo ka.*

A: *Aa, iidesune. ItariaN ni ikimashoo.*
2.

A: *Doko ni ikimashoo ka.*

B: *Soodesune... Koobe ni ikimashoo ka.*

A: *Aa, iidesune. Koobe ni ikimashoo.*

(5) **kore/sore/are, koko/soko/asoko, kono hito/sono hito/ano hito**

Ko, *so* and *a* are Japanese deictic expressions. *Ko* indicates “close or near to the speaker”. *So* indicates “close or near to the listener”. And *a* indicates “away from both speaker and listener”. Study the following examples while looking at.

- A: *Kore (this, this one) wa, dare no hoN desu ka.*
- B: *Sore (it) wa, Li-saN no hoN desu.*
- A: *Are (the one over there) wa, dare no hoN desu ka.*
- B: *Are wa, seNsee no hoN desu.*



Nakata : *Aa, soodesune. Li-saN wa, itsu, nihoN ni kimashita ka.*
(6)

Li : *Kotoshi no saNgatsu desu.*

Nakata : *Mareeshia no doko kara ?*
(7)

Li : *KuararuNpuuru desu.*

Nakata : *KuararuNpuuru wa, totemo ookikute kiNdaiteki na machi desu ne.*
modern city, town

Li : *Soodesune. Koosobiru mo takusaN arimasu shi, ookii shoppiNgumooru*
(8) skyscrapers and (9)
mo arimasu.

Nakata : *Soo desune. SaikiN wa, nihoNjiN mo takusaN suNdeimasu ne.*
recently live

Li : *Hai, kuararuNpuuru no koogai ni, nihoNjiN ga takusaN suNdeimasu.*
suburbs

Nakata : *Soodesune.*



(6) **itsu**

Itsu is simply “when”.

(7) **doko**

Doko is simply “where”. However, in Japanese, you can say *doko kara* meaning “from where”. In the same way, you can say *doko-made* (until which point), *doko-ni* (to/in which place), *doko-de* (at which place), and *doko-ga* (which place). Still in the same way, you can say *itsu-kara* (from “when”), *itsu-made* (until “when”), and *itsu-ga* (which time/date/etc.). Study the following examples.

1. *Doko made, beNkyooshimashita ka.*
2. *PasokoN wa, doko ni arimasu ka.*
3. *Itsumo, doko de beNkyooshimasu ka.*
4. *MaNga no doko ga omoshiroidesu ka.*
5. *Natsuyasumi wa, itu kara desu ka. Soshite, itsu made desu ka.*
6. *Tsugi no (next) miithingu (meeting) wa, itsu ga iidesu ka.*

(8) **soo desune**

Soo desune is like “I understand” , “I see” or “I agree”. Actually *soo* means “that way”.

(9) ~ **shi** : *Koosoobiru mo takusaN arimasu shi, ookii shoppiNgumooru mo arimasu.*

Shi combines two or more sentences or phrases while placing them within one particular perspective. As for the above example, “Kuala Lumpur is a great city” is implied in the background of “*Koosoobiru mo takusaN arimasu shi, ookii shoppiNgumooru mo arimasu*” as a common perspective.

3 Nakata-saN invites Li-san for tea.

 no.43

Li : Nakata-saN wa, ^{things about Malaysia} mareeshia no koto o yoku shitteimasu ne.

Nakata : ^{in fact} Ee, jitsuwa, kotoshi no natsu ni, mareeshia ni ikimasu.

Li : Aa, soodesuka.

Nakata : ^{well} Sooieba, Li-saN wa, koocha ga sukidesu ka.

Li : ^{I like tea better than coffee.} Hai, koo^{hii} **yor**i koocha **no hoo** ga sukidesu.

Nakata : Gakkoo no chikakuni, oishii koocha no mise ga arimasu. Shitteimasu ka.

Li : Iie, shirimaseN.

Nakata : ^{if you don't mind would you like to go with me?} Yokattara, isshoni ikimaseN ka.

Li : E ?

Nakata : Oishii koocha mo arimasushi, ^{and} oishii ^{cake} keeki mo arimasu yo.

Li : A, soodesuka. Watashiwa, keeki ga daisukiesu.

Nakata : ^{so} Jaa, ashita no gogo ni, ^{shall we go?} **ikimashooka**.

Li : Soodesune.

Nakata : ^{tell me} Mareeshia no koto o iroiro oshiete-kudasai.
(1) (2)

Li : Iidesu yo.

Nakata : ^{shall we meet in front of the library?} Jaa, saNji goro ni toshokaN no mae de aimashooka.

Li : ^{Yes, let's} Hai, sooshimashoo.



(1) ***mareeshia no koto***

Mareeshia no koto may be simply translated as "things about Malaysia". Study the following example.

1. *Kookoo de nihoN no koto o beNkyooshimashita.*

I studied **(things) about Japan** at high school.

2. *Li-saN no koto o oshiete-kudasai.*

Tell me **(things) about you (=Li-saN)**.

(2) ***oshiete-kudasai***

Oshiete-kudasai may be translated as "(Just) tell me!". You will study different *~ tekudasai* expressions in Unit 10.

1 Li-saN



no.44

In this narrative Li-san talks about her family; her father, mother, elder brother, elder sister, younger brother and younger sister. Her family live in Malaysia. Her father runs a small company. He is a business consultant. Her mother is a university professor. She teaches Chinese and Chinese history. Her elder brother works for a bank. Her elder sister is a graduate student. She does pharmaceutical sciences. Her younger brother and younger sister are high school students. They go to the same school.

Watashi no kazoku wa, shichiniN desu. Chichi to haha to ani to ane to ootoo to imooto to watashi desu. Chichi mo haha mo kyoodai mo, mareeshia ni ^{live} suNdeimasu.

Chichi wa, chiisai kaisha o ^{company run(s)} keeshiteimasu. ^{business consultant} Bijinesu no koNsarutaNto desu.

NihoN no kaisha to yoku ^{work(s)} shigoto o shiteimasu. Tokidoki, shigoto de nihoN ni

kimasu. Chichi wa, totemo yasashiidesu.

Haha mo, ^{has a job} shigoto o shiteimasu. Haha wa, daigaku no seNsee desu. Daigaku de

chuugokugo to chuugoku no rekishi o ^{teach(es)} oshieteimasu. Haha wa, chotto kibishiidesu.

Ani wa, ^{bank work(s) for} ginkoo ni ^{clever,wise,smart} tsutometeimasu. Atama ga yokute, iroiro na supootsu ga yoku

dekimasu. Daigakusee no toki wa, ^{neighborhood} kiNjo no kodomo ni sakkaa o ^{instructed} oshieteimashita.

Daigaku dewa, ^{economics} keezaigaku o ^{interesting} beNkyooshimashita. Ani wa, totemo omoshiroidesu.

Ani wa, ^{is married} kekkoNshiteimasu. Soshite, kodomo ga hitori imasu.

Ane wa, ima, daigakuiNsee desu. DaigakuiN de ^{medicine study,research} kusuri no keNkyuu o shiteimasu.

Ane wa ^{give(s) piano lessons} piano ga joozu desu. Uchi de, pianokyooshitsu o shiteimasu. Ane wa, ^{good-looking} totemo kireedesu.

Ootoo to imooto wa, kookoosee desu. Onaji gakkoo ^{go} ni itteimasu. Ootoo wa, gaikokugo no beNkyoo ga sukidesu. Eego to nihoNgo to furaNsugo o beNkyooshiteimasu.

Imooto wa, ^{(mathematics) (physics)} suugaku to ^{play(s)} butsuri ga sukidesu. Yoku pasokoN de asoNdeimasu.

Ootoo mo imooto mo, ^{little, cute} kawaiiidesu.

(1) *teimasu*-verbs

As you find in the narrative, what people do as his/her major practice in life is expressed using ~ *teimasu*-verb. As for these verbs, if you say *mareeshia ni sumimasu*, *chiisai kaisha o keeeeshimasu* or *chuugokugo o oshiemasu* these will be future actions / activities.

(2) Find out what are told in the narrative.

Character and appearance of a person



1. Chichi wa, yasashiidesu.



2. Haha wa, kibishiidesu.



3. Ani wa, atama ga iidesu.



4. Ani wa, omoshiroidesu.



5. Ane wa, kireedesu.



6. Ototo to imoto wa, kawaiiidesu.



7. Haha wa, yasashikute akaruidesu.



8. Ane wa, akarukute geNkidesu.



9. Imoto wa, majimedesu.

Skills and abilities



Sakkaa ga joozudesu. Sakkaa ga hetadesu.



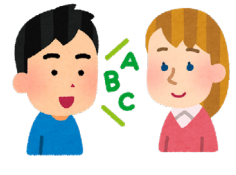
Ryoori ga joozudesu.



Ryoori ga hetadesu.



Iroiro na supootsu ga dekimasu.



Eego ga yoku dekimasu.

(3) *chotto*

Chotto is a casual expression of *sukoshi* (a little, a few, a bit).

(4) *atama ga yokute*

Yokute is the connective form of *iidesu*. *Atama* is the head or brain, *ga* is a particle, and *iidesu* is “good”. So, *atama ga iidesu* altogether means smart or bright.

□ **Ani wa, atama ga iidesu.**

Other similar expressions that have similar structure are shown below.

atama ga iidesu ⇔ *atama ga waruidesu* smart, bright ⇔ dull
me ga iidesu ⇔ *me ga waruidesu* have good eyes ⇔ have bad eyes
mimi ga iidesu ⇔ *mimi ga warui desu* have good ears ⇔ have bad ears

atama ga itaidesu – *Atama* is the head, *ga* is a particles, and *itaidesu* is “aches”.

So, *atama ga itaidesu* altogether means “have a headache”.

onaka ga itaidesu – *Onaka* is the stomach, *ga* is a particle, and *itaidesu* is “aches”.

So, *onaka ga itaidesu* altogether means “have a stomachache”.

2 Akio-san



no.45

Uchi wa, rokuniN kazoku desu. Chichi to haha to ani to ane to imooto to watashi desu.

all through his life same

Chichi wa, giNkoo ni tsutometeimasu. Zutto, onaji giNkoo ni tsutometeimasu.

Chichi wa, yasashiidesu. Demo, tokidoki, kibishiidesu.

previously housewife

Haha wa, mae wa, shufu deshita. Demo, ima wa, Kookoo no seNsee desu. Eego o

flowers

garden

grow(s)

oshieteimasu. Haha wa, hana ga sukidesu. Niwa de, iroirona hana o sodateteimasu.

cheerful

Haha wa, totemo yasashikute akaruidesu.

hiking, climbing

Chichi mo haha mo, yamanobori ga sukidesu. Chichi to haha wa, daigaku no toki

member of the climbing team

ever now

kara, tomodachi deshita. Daigaku no yamanokai no meNbaa deshita. Imademo, yoku,

futari de yama ni ikimasu. Kodomo no toki wa, kazoku de, yoku yama ni ikimashita.

engineer

Ani wa, koNpyuutaa no eNjinia desu. Kodomo no toki kara, koNpyuutaa ga

all the time

daisukideshita. Ima wa, kaisha demo, uchi demo, zutto koNpyuutaa no mae ni

sit(s)

doesn't talk a lot

still

not married

suwatteimasu. Ani wa, amari hanashimaseN. Mada, kekkoNshiteimaseN.

travel agent

Ane wa, ryokoogaisha ni tsutometeimasu. Kodomo no toki kara, eego ga yoku

dekimashita. Ima wa, iroirona gaikokugo ga dekimasu. Yoku gaikoku ni ikimasu.

full of vigor

GaikokujiN no tomodachi mo takusaN imasu. Ane wa, itsumo akarukute geNkidesu.

single

DokushiN desu.

(psychology)

Imooto wa, daigakusee desu. Daigaku nineNsee desu. Daigaku de, shiNrigaku o

earnest, serious, steady

beNkyooshiteimasu. Imooto wa, totemo majimedesu.

Grammars and Vocabulary




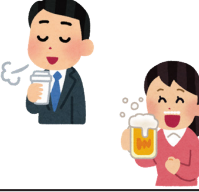





1. How to refer to family members (NEJ,p.24)

plan		honorific
<i>kazoku</i>	family	* <i>gokazoku</i>
<i>otto</i>	husband	* <i>goshujiN</i>
<i>tsuma</i>	wife	* <i>okusaN</i>
<i>chichi</i>	father	* <i>otoosaN</i>
<i>haha</i>	mother	* <i>okaasaN</i>
<i>ani</i>	elder brother	* <i>oniisaN</i>
<i>ane</i>	elder sister	* <i>oneesaN</i>
<i>otooto</i>	younger brother	* <i>otootosaN</i>
<i>imooto</i>	younger sister	* <i>imootosaN</i>
<i>kyoodai</i>	siblings	* <i>gokyoodai</i>
* <i>musuko</i>	son	* <i>musukosaN</i>
* <i>musume</i>	daughter	* <i>musumesaN</i>
* <i>ryooshiN</i>	father and mother	* <i>goryooshiN</i>

Say what the member of Li-san's family do.

Li-saN no toosaN wa chiisai kaisha o keeshiteimasu.
bijinesu no koNsarutaNto desu.
OkaasaN wa daigaku no seNsee desu.
chuugokugo to chuugoku no rekishi o beNkyooshiteimasu.
OniisaN wa giNkoo ni tsutometeimasu.
kekkoNshiteimasu.
kodomo ga hitoriimasu.
OneesaN wa daigakuinsee desu.
kusuri no keNkyuu o shiteimasu.
OtootosaN to imootosaN wa kookoossee desu.
onaji gakkoo ni itteimasu.

2. Describing what a person is doing at the moment

1.	<p>Otokonohito wa, terebi o miteimasu.</p> <p>ONnanohito wa, oNgaku o kiiteimasu.</p>		<p>is watching TV</p> <p>is listening to music</p>
2.	<p>Otokonohito wa, shiNbuN o yoNdeimasu.</p> <p>ONnanohito wa, hoN o yoNdeimasu.</p>		<p>is reading a newspaper</p> <p>is reading a book</p>
3.	<p>Otokonohito wa, pasokoN o shiteimasu.</p> <p>ONnanohito wa, deNwa de hanashiteimasu.</p>		<p>is <doing> PC</p> <p>is <doing> talk</p>
4.	<p>Otokonohito wa, koohii o noNdeimasu.</p> <p>ONnanohito wa, biiru o noNdeimasu.</p>		<p>is drinking/having coffee</p> <p>is drinking beer</p>
5.	<p>Otokonohito wa, shigoto o shiteimasu.</p> <p>Kodomo wa, beNkyooshiteimasu.</p>		<p>is <doing> job/work</p> <p>is studying</p>
6.	<p>Otokonohito wa, gohaN o tabeteimasu.</p> <p>ONnanohito wa, osara o aratteimasu.</p>		<p>is eating gohaN</p> <p>is washing dishes</p>
7.	<p>Otokonohito wa, gohaN o tsukutteimasu.</p> <p>ONnanohito wa, kodomo to asoNdeimasu.</p>		<p>is making/preparing gohaN</p> <p>is playing with a child</p>
8.	<p>Otokonohito wa, suwatteimasu.</p> <p>ONnanohito wa, tatteimasu.</p>		<p>is sitting</p> <p>is standing</p>
9.	<p>Otokonohito wa, (tomodachi o) matteimasu.</p> <p>ONnanohito mo, (tomodachi o) matteimasu.</p>		<p>is waiting (for a friend)</p>

3. ~ *te*

As you understand by studying the previous page, ~ (*te*) *imasu* expresses action in progress. ~ *imasu* is connected to *te*-form of the verb. As for *mimasu* and *shimasu*, all you have to do is to delete *masu* and add *teimasu*, and you get *miteimasu* and *shiteimasu*. Derivation of ~ (*te*) *imasu* from ~ *masu* of each other verbs is shown below.

* *kakimasu* is not studied in the above examples.

a. ~ <i>iteimasu</i>	
<i>kikimasu</i> ki ki masu ki kite i masu (transitional form) ↓ ki ite i masu	<i>kakimasu</i> ka ki masu ka kite i masu (transitional form) ↓ ka ite i masu
b. ~ <i>Ndeimasu</i>	
<i>yomimasu</i> yo mi masu yo mite i masu (transitional form) ↓ yo Nde i masu	<i>nomimasu</i> no mi masu no mite i masu (transitional form) ↓ no Nde i masu
<i>asobimasu</i> aso bi masu aso bite i masu (transitional form) ↓ aso Nde i masu	
c. ~ <i>tteimasu</i>	
<i>tsukurimasu</i> tsuku ri masu tsuku rite i masu (transitional form) ↓ tsuku tte i masu	<i>suwarimasu</i> suwa ri masu suwa rite i masu (transitional form) ↓ suwa tte i masu
<i>machimasu</i> ma chi masu ma chite i masu (transitional form) ↓ ma tte i masu	<i>tachimasu</i> ta chi masu ta chite i masu (transitional form) ↓ ta tte i masu
<i>araimasu</i> ara i masu ara ite i masu (transitional form) ↓ ara tte i masu	

Some grammatical matters concerning Japanese verbs are explained below. Read the following explanations while looking at Tables 5-7 in pp.168-169 of NEJ.

There are three types of verbs in Japanese; stem verbs, irregular verbs and inflectional verbs. Stem verb (see Table 6) does not inflect at all. All you have to do is to add appropriate elements after the stem. And there are only two irregular verbs i.e. *kimasu* and *shimasu* (see Table 7). Inflectional verbs (Table 5) are “hurdles”.

You will understand the inflection of inflectional verbs as you proceed with the units of NEJ. For the moment, be aware that the inflection is not “random” but follows *aiueo* sequence as you find in Table 5.

A. Ikitai to omotteimasu

1 Li-san



In this narrative Li-san, who is still a newly-arrived international student in Japan, expresses desires to do different things in the near future. She wants to visit Kyoto in autumn with her parents who will visit Japan in that season. Li-san wants to see the autumn leaves in Kyoto and eat Japanese food. Her parents have ever been to Japan and have ever visited Kyoto. She wants to travel Hokkaido with her friends during the summer vacation.

NihoN wa totemo kireena kuni desu. Eki mo, deNsha mo, michi mo, ie mo,

totemo kireedesu.

NihoN dewa, yottsu no kisetsu ga arimasu. Haru to natsu to aki to fuyu desu.

Haru wa, atatakaidesu. Natsu wa, atsuidesu. Aki wa, suzushiidesu. Soshite,

fuyu wa, samuicidesu. Watashi wa, haru ni, nihoN ni kimashita. Sakura ga totemo

kireedeshita.

*Watashi wa, aki ni, kyooto ni **ikitai to omotteimasu**. Chichi to haha wa, aki ni,*

*nihoN ni kimasu. Sonotoki ni, isshoni **ikitai to omotteimasu**. Kyooto no kooyoo*

leaves in Kyoto

*o **mitai desu**. Soshite, kyooto de, nihoNryoori o **tabetai to omotteimasu**. Chichi*

*to haha wa, nihoN ni **kitakoto ga arimasu**. Kyooto nimo, **ittakoto ga arimasu**.*

Natsuyasumi niwa, tomodachi to isshoni, Hokkaidoo ni ikimasu. ReNtakaa de,

hokkaidoo o ryokoo shitai to omotteimasu.

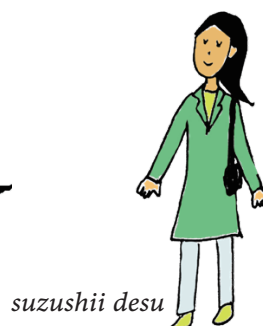


(1) Find out what are told in the narrative

1. Four seasons



2. Climate



3. Seasonal attractions



(2) ~ tai desu vs ~ tai to omotteimasu

While ~ *taidesu* is the direct expression of desire, ~ *tai to omotteimasu* is a somewhat reserved expression. ~ *taidesu* may in some cases sounds “childish”. To form ~ *taidesu*, all you have to do is to delete *masu* and add *taidesu*.

Omotteimasu means “thinking of ~”. And *to* is an end-quote marker.

(3) sonotoki ni

Sono is “that”, and *toki* is time or occasion, and *ni* is a time-marker particle. So, *sono toki ni* altogether means “on that occasion”.

(4) Chichi to haha wa, nihoN ni kitakoto ga arimasu.

~ *ta koto ga arimasu* means “have ever done something”. ~ *ta* is the past form of the verb, *koto* is “experience”, and *arimasu* is “I/you/he/she/they have ~”. So, ~ *ta koto ga arimsu* altogether means “have experience of doing ~”. ~ *ta koto ga arimaseN* means “have never done something (before)”.

2 Akio-saN



no.47

Watashi wa, daigaku no yamanokai no meNbaa desu. Watashitachi wa, tsuki ni
 ni-saN kai, yama ni ikimasu. Taitee, ^{one day trip}higaeri de, ^{low}chikaku no hikui yama ni ikimasu.
 Tokidoki, ^{stay one night}teNto de ippaku shimasu. Gogatsu no ^{consecutive holidays}reNkyuu niwa, ^{high}sukoshi takai
 yama ni **ikitai to omotteimasu**. ^{every year}Maitoshi, natsu niwa, ^(nothern Alps)kitaarupusu ni ikimasu.
^(Shiro-uma peak, literally, "White Horse peak")Kotoshi wa, shiroumadake ni **ikitai to omotteimasu**.
 Watashi wa, yama ga sukidesu. Demo, ^(Mt.Fuji)fujisaN ni ^{have never climed}**nobotta koto ga arimaseN**.
 Kotoshi no aki ni, kazoku de fujisaN ni **noboritai to omotteimasu**.



B. Shitakoto ga arimaseN

no.48

1 Li-saN



karaoke *some day*
 Watashi wa, *karaoke ni ittakoto ga arimaseN. Itsuka, ikitai to omotteimasu.*

sing a song
 Soshite, nihoN no uta o *utaitai to omotteimasu.*

have never worn kimono
 Watashi wa, kimono o *kitakoto ga arimaseN. Itsuka, kimono o kitai to omotteimasu.*

kabuki
 Watashi wa, kabuki o *mitakoto ga arimaseN. Itsuka, mitai to omotteimasu.*

sumo
 Sumoo wa, terebi de *mitakoto ga arimasu. Demo, itsuka, miniikitai to omotteimasu.*

Japanese sake
 Watashi wa, nihoNshu o *noNdakoto ga arimasu. Totemo oishikattadesu. Mata,*
nomini ikitaidesu.

snow
 Watashi wa, yuki o *mitakoto ga arimaseN. Itsuka, mitai to omotteimasu.*



2 Akio-saN



no.47

live
 Watashi wa, jazu ga sukidesu. Demo, nama de **kiitakoto ga arimaseN**. Itsuka,
 club with live music
 raibuhausu ni **ikitai to omotteimasu**. Soshite, nama de **kikitai to omotteimasu**.
 PC (so) slow
 Watashi no pasokoN wa, chotto furuidesu. Desukara, osoidesu. Atarashii pasokoN
 new printer
 o **kaitai to omotteimasu**. Atarashii puriNtaa mo, **kaitai to omotteimasu**.



Grammars and Vocabulary (NEJ, p.129)

(1) Inflectional verbs

1. A : *Jazu o namade kikimashita ka.*
B : *Iie, mada kiitakoto ga arimaseN. Itsuka, kikitai to omotteimasu.*
2. A : *Karaoke ni ikimashita ka.*
B : *Iie, mada ittakoto ga arimaseN. Itsuka, ikitai to omotteimasu.*
3. A : *NihoNshu o nomimashita ka.*
B : *Iie, mada noNdakoto ga arimaseN. Itsuka, nomitai to omotteimasu.*
4. A : *FujisaN ni noborimashita ka.*
B : *Iie, mada nobottakoto ga arimaseN. Itsuka, noboritai to omotteimasu.*
5. A : *NihoN no uta o utaimashita ka.*
B : *Iie, mada utattakoto ga arimaseN. Itsuka, utaitai to omotteimasu.*

(2) Stem verbs

1. A : *NihoNryoori o tabemashita ka.*
B : *Iie, mada tabetakoto ga arimaseN. Itsuka, tabetai to omotteimasu.*
2. A : *Kimono o kimashita ka.*
B : *Iie, mada kitakoto ga arimaseN. Itsuka, kitai to omotteimasu.*
3. A : *Kabuki o mimashita ka.*
B : *Iie, mada mitakoto ga arimaseN. Itsuka, mitai to omotteimasu.*

(3) Irregular verbs

1. A : *NihoN de ryokoo o shimashita ka.*
B : *Iie, mada shitakoto ga arimaseN. Itsuka, shitai to omotteimasu.*
2. A : *OtoosaN to okaasaN wa, nihoN ni kimashita ka.*
B : *Iie, mada kitakoto ga arimaseN. Itsuka, kitai to omotteimasu.*

□ **Telling whether you have an experience of doing something or not**

~ (ta) koto ga arimasu / ~ (ta) koto ga arimaseN expresses whether one has experience of doing ~. In the examples in the previous page, B says that he/she doesn't have experience of doing ~ yet and he/she wants to do it someday.

~ (ta) koto ga arimasu / ~ (ta) koto ga arimaseN is connected to *ta*-form of the verb. As for *mimasu*, *shimasu*, *tabemasu*, *kimasu* and *kimasu*, all you have to do is to delete *masu* and add *takoto ga arimasu*, and you get *mitakoto ga arimasu*, *shitakoto ga arimasu* and *tabetakoto ga arimasu*, *kitakoto ga arimasu* and *kitakoto ga arimasu*.

Derivation of ~ (ta) koto ga arimasu from ~ masu of inflectional verbs is shown below.

* *kakimasu* and *yomimasu* is not studies in the above examples.

a. ~ itakoto ga arimasu

<i>kikimasu</i> ki ki masu ki kita (transitional form) ↓ ki ita koto ga arimasu	<i>kakimasu</i> ka ki masu ka kita (transitional form) ↓ ka ita koto ga arimasu
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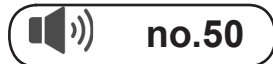
b. ~ Ndakoto ga arimasu

<i>nomimasu</i> no mi masu no mita (transitional form) ↓ no Nda koto ga arimasu	<i>yomimasu</i> yo mi masu yo mita (transitional form) ↓ yo Nda koto ga arimasu
--	--

C. ~ ttakoto ga arimasu

<i>noborimasu</i> nobo ri masu nobo rita (transitional form) ↓ nobo tta koto ga arimasu	<i>utaimasu</i> uta i masu uta ita (transitional form) ↓ uta tta koto ga arimasu
<i>ikimasu</i> i ki masu i kita (transitional form) ↓ i tta koto ga arimasu	

1 Akio-saN



Akio-saN is the leader of the climbing team of Daikyo Daigaku. The climbing team plans to go on a day hike for new members. Akio-saN gives words of cautions and advices to the new members at a meeting of the team.

(when you go to a mountain) (points to be noticed)
Yama ni ikutoki no chuui o shimasu.

(1)
trousers, pants wear (easy to move)
Yama ni ikutoki wa, zuboN o **haite-kudasai**. Ugoki-yasui zuboN o **haite-kudasai**.
(3) (2)

not good sneakers
JiINzu wa, dame desu. Soshite, yama no kutsu ka suniikaa o **haite-kudasai**.

long sleeves cap bring
Shatsu wa, nagasode no shatsu o **kite-kudasai**. Soshite, booshi mo **motteitte-kudasai**.
(3) (4)

rainwear without fail (head lamp)
Amagu o kanarazu **motteitte-kudasai**. Soshite, heddoraito mo **motteitte-kudasai**.

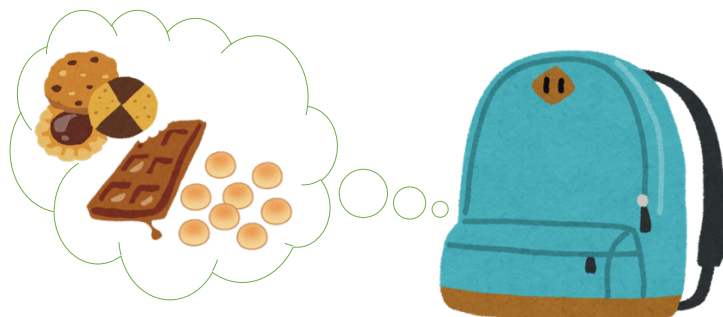
snack biscuit candy
Sukina okashi o **motteitte-kudasai**. Chokoreeto ya bisuketto ya kyandhii ga ii desu.

not supposed to run dangerous pace walk
Yama dewa, **hashitte wa ikemaseN**. Abunaidesu. Onaji peesu de **aruite-kudasai**.
(5)

should not pick (you) may take pictures trash
Yama no hana ya ki wa, **totte wa ikemaseN**. ShashiN wa, **totte mo iidesu**. Gomi wa,
(6) (6)

trash bag put in bring it home with you
jibuNno gomibukuro ni **irete-kudasai**. Soshite, uchi ni **mottekaette-kudasai**.

safe joyful
ANzeN de tanoshii yamanobori o shimashoo.



(1) **chuui o shimasu**

Chuui is “attention” or “points to be noticed”. *Chuui o shimasu* means “give words of caution” or simply “give advice”.

(2) **kimasu, hakimasu, and shimasu**

Haite is *te*-form of *hakimasu* (to wear). While *kimasu* (to wear) for *shatsu* (shirts), *burausu* (blouse), *seetaa* (sweater), *jaketto* (jacket), etc., *hakimasu* is used for *zuboN* (pants), *kutsu* (shoes), *kutsushita* (socks), etc.

(3) **~ te-kudasai**

Te-kudasai simply means “please do ~”. So, *zuboN o haite-kudasai* means “please wear pants”, and *shatsu o kite-kudasai* means “please wear a shirt”. And *mottekite-kudasai* means “please bring (~ with you)”. Please be aware that “please come” is also *kite-kudasai* which is pronounced like *kite-kudasai*.

(4) **motteitte-kudasai**

Booshi is a hat or a cap. So, *booshi o motteitte-kudasai* means “please bring a hat or cap with you”. *Motteitte* is *te*-form of *motteikimasu* which means to “bring ~ with oneself”. *Motteikimasu* is a combined word of *motte* (i.e. *mochimasu* = to hold, to have) and *ikimasu* (to go).

(5) **hashitte wa ikemaseN**

Hashitte is *te*-form of *hashirimasu* (to run). So, *Hashitte wa ikemaseN* means “you should not run” or “you are not supposed to run”. *IkemaseN* is a combination of *ike* and *maseN* which altogether means “not allowed/permitted/entitled to do ~”, “it’s not good to do ~” or simply “you may/should not do ~”. *Ike* is a portion of *ikemasu*, potential form of *ikimasu* (to go), meaning “can go”.

(6) **shashiN wa totte mo iidesu and hana wa totte wa ikemaseN**

Mo is “also”, and *iidesu* is “good”. So, ~ (te) *mo iidesu* altogether means “may ~” or “be allowed to ~”. Therefore, *eego no kotoba o tsukatte-mo iidesu* and *deNshijisho o tsukatte-mo iidesu* means “you may use English words” and “you may use electric dictionary” respectively. While ~ (te) *mo iidesu* means “may ~” or “be allowed to ~”, ~ (te) *wa ikemaseN* is the negative that means “may not ~” or “be not allowed to ~”. *Wa* is a thematic particle, *ike* is “can go”, and *maseN* is “not”. So, ~ (te) *wa ikemaseN* altogether originally means “it will not go” or “it won’t be good”.

2 Nishiyama-seNsee



no.51

In this narrative Nishiyama sensee explains the rules in the classroom. First of all, he asks students not to be late for the class and not to be absent from the class. And he explains e-mail or phone call is expected when a student will be late or absent. Then he asks for students' concentration during the class, and asks students to speak *nihongo* as much as possible. Some use of English and use of electric dictionary is allowed during the class. Next he goes on to eating and drinking rules. During the class only mineral water is allowed to drink. Generally, "No food. No drinks" rule is applied within the classroom.

class rules explain
Nihongo no jugyoo no ruuru o setsumeeshimasu.

(Please don't be late)
Jugyoo wa, hachi-ji gojuppuN ni hajimarimasu. Chikoku shinai-de-kudasai.
(1) (2)

(when you will be late) give a call and also (Please don't
Okureru toki wa, meeru ka deNwa o shite-kudasai. Mata, jugyoo wa, kesseki
(3) (1) (2) (1)
be absent) (when you will be absent) let me know
shinai-de-kudasai. Yasumu toki wa, reNraku o shite-kudasai.
(3) (1) (2)

(instruction, direction)
Jugyoochuu wa, seNsee no hanashi o yoku kiite-kudasai. SeNsee no shiji mo,
(4) (5)
as much as possible
yoku kiite-kudasai. Soshite, dekirusake, nihongo de hanashite-kudasai.
(5)

words you may use
Eego wa, damedesu. Nihongo no naka de eego no kotoba o tsukatte-mo iidesu.
(6) (7)

electric dictionary (when you don't understand)
Jugyoochuu ni, deNshijisho o tsukatte-mo iidesu. Wakaranai toki wa, te o
(4) (7)
raise your hand
agete-kudasai. Wakaranai toki wa, te o agete-kudasai.

loud voice (5) other students
Jugyoochuu wa, sukoshi ookii koe de hanashite-kudasai.
(4)

Hoka no gakusee no hanashi mo, yoku kiite-kudasai.

juice mineral water
Jugyoochuu wa, juusu ya koohii o noNde wa ikemaseN. Mineraruwootaa wa,
(4)
noNde-mo iidesu.

Kyooshitsu dewa, nomimono o noNde-wa ikemaseN. ObeNtoo ya okashi mo, tabete wa ikemaseN.

(1) **chikoku, kesseki, reNraku, deNwa**

All of *chikoku* (being late for school/class/work), *kesseki* (absence), *reNraku* (communication, contact) and *deNwa* (telephone) are nouns. Each of them becomes a verb if you add *~ (o) shimasu*; *chikoku (o) shimasu* (be late), *kesseki (o) shimasu* (be absent), *reNraku (o) shimasu* (have contact) and *deNwa (o) shimasu* (give a call). *O* is optional in these phrases.

(2) **~ shite-kudasai, ~ shinai-de-kudasai**

~ shite-kudasai means “please do ~” and *~ shinai-de-kudasai* means “please don’t do ~”. So, *chikoku shinai-de-kudasai* is “Don’t be late (for the class), and *kesseki shinai-de-kudasai* is “Don’t be absent (from the class). And *reNraku shite-kudasai* is “please contact”, and *deNwa shite-kudasai* is “Please give a call”. As you may have correctly guessed *nai* in *~ shinai-de-kudasai* is close equivalent of “not”.

(3) **okureru toki wa, yasumu toki wa**

Okureru and *yasumu* is another expression of “be late” and “be absent” respectively. *Okureru toki wa* means “when (you/I/he/she) will be late”, and *yasumu toki wa* “when (you/I/he/she) will be absent. As you have already learned in *gohan no toki wa* (when (one) eat rice), *pan no toki wa* (when (one) eat bread), *asagohan no toki wa* (when (one) eat breakfast) in p.19 or *chuugakusee no toki wa* (when (one was) a junior high student) in p.21, the subject of the sentence is not specified and expected to be understood in the context of the situation.

(4) **jugyochuu**

Jugyoo is “the class”, and *chuu* is “in/within/inside/etc. So, *jugyochuu* altogether means “during the class”. You have already studied *naka* in “*ShoppiNgumooru no naka ni niwa* (garden) *ga arimashita*”(There was a garden within the shopping mall.). Same kanji “中” is used to *naka* and *chuu*.

(5) **kiite-kudasai, hanashite-kudasai, te o agete-kudasi**

As you studied in p.66, *~ (te) kudasai* means “please do~”. So, *kiite-kudasai*, *hanashite-kudasai* and *te o agete-kudasai* means “please listen”, “please speak” and “please raise your hand” respectively. *Masu*-form of *agate* is *agemasu*.

(6) **eego wa, dame desu**

Damedesu in this case means “not good”, “not allowed”. The opposite is *iidesu*. Study the following example.

A sees sensee come into the classroom when he is about to drink cola.

A: Sensee, koora, iidesu ka.

May I (drink) cola?

B: Koora wa, dame desu. Ocha (Japanese tea) wa iidesu.

(7) **wakaranai toki wa**

Wakaranai toki wa here means “when you don’t understand”. As you studied (3) in the previous page, the subject of the sentence is not specified. So, this phrase may also be used when you want to say “When I don’t understand, I will ask sensee” as in *Wakaranai toki wa, seNsee ni kikimasu*. *Kikimasu* means both “listen” and “ask”, and here the latter meaning is used. *Wakaranai* is the negative of *wakaru* meaning “to understand”.









Unit 10 Rules and Directions

Grammars and Vocabulary

1. ~ (te) *kudasai*

Shown below are some of the other examples that are often used by the *sensee* during the class. Make sure that you understand them.

(1) Classroom expressions

1. ~ <i>peeji</i> (page) o <i>akete-kudasai</i> . ↑ <i>akemasu</i> (open)		2. ~ <i>peeji</i> o <i>mite-kudasai</i> .	
3. <i>Kiite-kudasai</i> .		4. <i>Itte-kudasai</i> ↑ <i>iimasu</i> (say, tell)	
5. <i>Yukkuri</i> (slowly) <i>itte-kudasai</i> .		6. <i>YoNde-kudasai</i> .	
7. <i>Kaite-kudasai</i> .		8. <i>Hanashite-kudasai</i> .	

2. ~ (te) *kuremaseN ka*

When you ask another person to do something politely, you should say ~ (te) *kuremaseN ka* instead of ~ (te) *kudasai*. Study the following examples.

1. *Mado o akete kuremaseN ka.* Would you open the window?
2. *Shio o totte kuremaseN ka.* Would you pass me the salt?

1 Li-saN



no.52

In this narrative Li-san talks about her life by herself in a foreign country, which is a first experience for her. She says her life is hard and things to do are troublesome. And she lists what she has to do by herself for living and to start studying at school.

life hard / troublesome
Gaikoku deno hitori no seekatsu wa, taiheNdesu.

(1) by myself
Asa wa, jibuN de okinakereba narimaseN. Soshite, asagohaN o tsukuranakereba narimaseN.
(2) (5)

(foodstuff)
BaNgohaN mo, jibuN de tsukuranakereba narimaseN. Soshite, shokuzai mo, kaini ikanakereba narimaseN. Asa no paN ya gyuunyuu ya yooguruto nado mo, kawanakereba narimaseN.

soap shampoo tissue paper
Iroiro na kaimono o shinakereba narimaseN. SekkeNya shaNpuu ya thisshupeeaa nado mo, kawanakereba narimaseN. Sooji ya seNtaku mo, jibuN de shinakerebanarimaseN.
cleaning, sweeping laundry

(since I came to Japan) (bank account) cellular phone
NihoN ni kitekara, atarashii giNkookooza o tsukurimashita. KeetaideNwa mo, keeyaku shimashita. Shiyakusho nimo, ikanakereba narimaseN.
(3) (contract) (city office)

(paperwork)
Gakkoo mo, taiheN deshita. Iroiro na tetsuduki o shinakereba narimaseN deshita.

(course registration) first (curriculum) understand
Jugyootooroku mo, taiheN deshita. Saisho ni, kariyuramu o rikai shinakereba narimaseN. Sorekara, shirbasu o minakereba narimaseN. Soshite, beNkyoo
syllabus subjects that
(4)

I want to study choose
shitai kamoku o erabanakereba narimaseN. TakusaN, nihoNgo o yomanakereba narimaseN deshita. Shigatsu wa, totemo tsukare mashita.



(1) ***gaikoku deno hitori no seekatsu***

Gaikoku de is “in a foreign country”, *no* is a connector particle, *hitori* is “one person” or “by oneself”, *no* is another connector particle, and *seekatsu* is “life”. So, *gaikoku deno hitori no seekatsu* means “a life by oneself in a foreign country”.

(2) ***~ nakereba narimaseN***

Na is a fraction of *nai* (not), *kereba* is “if”, *nari* is “go well” or “work”, and *maseN* is “not”. So, *~ nakereba narimaseN* altogether literally means something like “if not ~, things will not work”. Simply said, *~ nakereba narimaseN* means “one have to do ~”.

(3) ***nihoN ni kite kara***

Kara is “from”. So, *nihoN ni kite kara* means “since one came to Japan” or “after one came to Japan”. As you understand, the subject of the sentence is not specified.

(4) ***beNkyooshitai kamoku***

BeNkyooshitai is “want to study”, and *kamoku* is “subject”. So, *beNkyooshitai kamoku* altogether means “subjects that one wants to study”.

(5) How to construct *~nakereba narimaseN* phrase — uncovering the inflectional system of inflectional verb

As you have already learned there are three types of verbs in Japanese; stem verbs, irregular verbs and inflectional verbs. See Tables 5-7 in pp.168-169 of NEJ. **Stem verb (Table 6)** does not inflect at all. All you have to do is to add appropriate elements after the stem. Therefore, you get *okinakereba narimaseN* (have to get up), *nenakereba narimaseN* (have to sleep/go to bed), or *tabenakereba narimaseN* (have to eat) easily. And there are only two **irregular verbs**, i.e. *shimasu* and *kimasu* (Table 7), and you get *shinakereba narimaseN* and *konakereba narimaseN*. **Inflectional verbs (Table 5)** do inflect, i.e. they change their endings. However, they actually change their **ending vowels along a i o u e o** sequence. Pay attention to the alphabetical expressions of the example verb of each line; *ka* line = *kaku* (*kaku*, to write), *ga* line = *oyogu* (*oyogu*, to swim), *sa* line = *hanasu* (*hanasu*, to talk or speak), *ta* line = *matsu* (*matsu*, to wait), etc. in Table 5.

You will learn *û*-form or *masu*-form and *a*-form or *naí*-form in this unit. And you will learn *naí*-form in connection with *~ nakereba narimaseN*, i.e. *naí*-form of the verb is connected to *~ nakereba narimaseN*. This is because the top *na* within *~nakereba narimaseN* is derived from a fraction of *nai* (not).

ka-line verbs*kaka nakereba narimaseN*

↓

*kaki masu**ika nakereba narimaseN*

↓

*iki masu***sa-line verbs***hanasa nakereba narimaseN*

↓

*hanashi masu***ma-line verbs***yoma nakereba narimaseN*

↓

*yomi masu**noma nakereba narimaseN*

↓

*nomi masu***ba-line verbs***eraba nakereba narimaseN*

↓

*erabi masu***ra-line verbs***tsukura nakereba narimaseN*

↓

*tsukuri masu**haira nakereba narimaseN*

↓

*hairi masu***wa-line verbs****kawa nakereba narimaseN*

↓

kai masu

As suggested above *part, you have to regain latent “w” to get *naí*-form of *kaimasu*, i.e. *kawa* (*nakerebanarimaseN*). You will learn other forms of inflectional verbs in vol. 2 of NEJ.

2 Nishiyama-seNsee



no.53

Gakkoo no sensee no shigoto wa, tanoshiidesu. Demo, nakanaka taiheNdesu.

Jugyoo wa, tanoshiidesu. Demo, hyooka ga taiheNdesu. Saisho ni, tesuto o

tsukuranakereba narimaseN. Soshite, tesuto no ato wa, saiteN o shinakereba

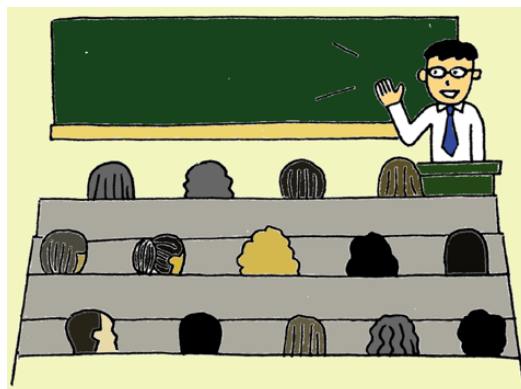
narimaseN. Gakusee no repooto mo, yomanakereba narimaseN. Soshite, hyooka

o shinakereba narimaseN. Gakusee no soodan mo, ukenakreba narimaseN.

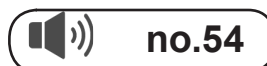
Gakkoo no uNee no shigoto mo shinakerba narimaseN. Iroiro na kaigi ni

denakereba narimaseN. Soshite, iroiro na shorui o kakanakereba narimaseN.

Jugyoo no hoka ni, iroiro na koto o shinakereba narimaseN. Demo, watashi wa, ima no shigoto ga sukidesu.



1 Li-saN



Li-san reflects on her life in the past weeks after she came to Japan and began to study at the university. Her busy life by herself in a foreign country seems to make her very tired. She concludes that she had better take a rest.

^{busy}
Mainichi, totemo isogashiidesu.

Getsuyoobi kara kiNyooobi made wa, mainichi gakkoo ni ikimasu. Jugyoo wa,
^{period} *shuu ni juu-ni koma arimasu. ^{difficult} Jugyoowa, muzukashiidesu. Mainichi, niji kuari*
made beNkyoo shiteimasu.

^(things to do)
Doyoobi wa, iroiro na yooji o shimasu. GiNkoo ni ittari, kaimono ni ittari
⁽¹⁾
shimasu. Nichiyooobi mo, sooji o shitari, seNtaku o shitari shimasu. Soshite, gogo
^{textbook}
kara, kyookasho o yoNdari, repooto o kaitari shimasu.

^{I'd better take a rest} ^{I think}
Mainichi, isogashiidesu. Sukoshi yasunDa hoo ga ii to omoimasu.
⁽²⁾



(1) *～ tari, ～ tarishimasu*

～ tari, (～ tari) ～ tarishimasu is used to list representative activities as examples. You may list as many examples as you like. Study the following examples that appear in the narrative.

1. *Doyoobi wa, giNkoo ni ittari, kaimono ni ittari shimasu.*
2. *Nichiyooobi wa, sooji o shitari, seNtaku o shitari shimasu.*

(2) *～ (ta) hoo ga iidesu/ ～ (ta) hoo ga iito omoimasu*

ta-form is connected to *～ (ta) hoo ga iidesu*. You have already learned *ta*-form when you learned *kyooto ni ittakoto ga arimasu* (one has ever been to Kyoto.) in Unit 9 of NEJ.

Hoo is “direction” or “choice/option”, *ga* is a particle, and *iidesu* is good. So, *～ (ta) hoo ga iidesu* altogether literally means “*～* option is better”. And *～ (ta) hoo ga iidesu* turns out to mean “had better do *～*”. In this narrative Li-san tells herself that she had better take a rest; *Sukoshi yasunDa hoo ga iito omoimasu*. *～ to omoimasu* is simply “I think that *～*”.

2 Akio-saN



no.55

It is very cold during winter here in Japan. Akio-saN gives advices to spend the winter without suffering from a cold.

NihoN no fuyu wa, samu^(get dry)idesu. Soshite, kaNsoo^(so) shimasu. Desukara, yoku

have a cold
kaze o hikimasu.

Samui hi wa, te^{gloves}bukuro o ^{you'd better wear}shita hoo ga ^{muffler}iidesu. Soshite, mafuraa mo, shita hoo ga

iidesu. Ofuro mo, ^{for a long time}nagai jikaN, ha^{for a long time}itta hoo ga iidesu.

Soto niwa, kaze no ^{outside}wirusu ga ^{cold}imasu. Desukara, uchi ni ^(virus)kaettara, ^(so)suguni te o ^(when you get home)aratte-

kudasai. SekkeN de ^(gargle)aratta hooga iidesu. Soshite, ugai o shite-kudasai.

Fuyu wa, totemo kaNsoo^(so) shimasu. Desukara, kashitsuki o ^(humidifier)tsukatta hooga iidesu.



3 Nishiyama-seNsee



no.56

In this narrative Nishiyama sensee gives warnings in case of a typhoon. When a typhoon arrives, strong winds blow and we have a heavy rain. So, umbrella will be useless. We had better wear a raincoat and we had better not to ride a bicycle. And we had better go home early and had better not go out. We had better have sliding shutters shut.

(climate) mild typhoon
NihoN no kikoo wa, odayakadesu. Demo, taifuu ga kimasu.

Maitoshi, natsu kara aki ni, taifuu ga kimasu. Taifuu no toki wa, totemo

strong wind blow rain fall
tsuyoi kaze ga fukimasu. Soshite, takusaN ame ga furimasu. Taifuu no toki wa,
 (2) (2)

umbrella useless (so) rainwear
kasa wa yakuni tachimaseN. Desukara, amagu o tsukatta hoo ga iidesu. JiteNsha
 (3) (1)

you'd better not to ride
*wa, **noranai hoo ga iidesu.***
 (1)

weather forecast (information, report)
Taifuu no toki wa, teNkiyohoo o mite-kudasai. Soshite, taifuujoohoo o yoku kiite-
 (when a typhoon is approaching) you'd better go home early
*kudasai. Soshite, taifuu ga kuru toki wa, hayaku uchi ni **kaetta hoo ga iidesu.***
 (4) (1)

you'd better not to go out window everything shut
*Soshite, soto ni **denai hoo ga iidesu.** Ie no mado wa, zeNbu shimete-kudasai.*
 (1)

(sliding shutter)
*Amado mo, **shimeta hoo ga iidesu.***
 (1)



(1) *~ (ta) hoo ga iidesu* and *~ naihoo ga iidesu*

While *~ (ta) hoo ga iidesu* means “had beter do ~”, *~ naihoo ga iidesu* means “had better not do ~”. Study the following examples of warnings in case of a typhoon.

1. *Kasa wa, tsukawanai hoo ga iidesu. Amagu o tsukatta hoo ga iidesu.*
2. *JiteNsha wa, noranai hoo ga iidesu.*
3. *Hayaku uchi ni kaetta hoo ga iidesu. Soshite, soto ni denai hoo ga iidesu.*
4. *Mado wa zeNbu shimete-kudasai. Amado mo, shimeta hoo ga iidesu.*

Tsukawanai and *noranai* are *naí*-form of *tsukaimasu* (use) and *norimasu* (ride) respectively. And *tsukatta* and *kaetta* are *ta*-form of *tsukaimasu* and *kaerimasu* respectively.

(2) *kaze ga fukimasu, ame ga furimasu*

There are no expressions such as “It blows” or “It rains”. Rather, *kaze ga fukimasu* (literally, wind blows) or *ame ga furimasu* (literally, rain falls) are used.

(3) *yaku ni tachimasu* and *yaku ni tachimaseN*

Yaku is “use”, *ni* is a particle, and *tachimasu* is “stand”. So, *yakuni tachimasu* altogether means “be of use” or “be useful”. And *yakuni tachimaseN* is the negative of *yakuni tachimasu*, and it means “be of no use” or “be useless”.

(4) *taifuu ga kuru toki wa*

Taifuu ga kuru means “a typhoon will come”, and *toki* is “time/opportunity”, and *wa* is a thematic particle. So, *taifuu ga kuru toki wa* altogether means “when a typhoon is approaching”. *Kuru* is the dictionary form of *kimasu*. You will learn dictionary form of different verbs in Unit 14 of NEJ.

