COLLOQUIAL
JAPANESE
The Complete Course for Beginners

Junko Ogawa and Fumitsugu Enokida

MASTER THE EVERYDAY LANGUAGE
UP-TO-DATE CULTURAL SITUATIONS
ACCESSIBLE AND THOROUGH
# CD ONE

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Colloquial Japanese

*Colloquial Japanese* provides a step-by-step course in Japanese as it is written and spoken today. This new edition has been completely rewritten by experienced teachers; it combines a user-friendly approach with a thorough treatment of the language, equipping learners with the essential skills needed to communicate confidently and effectively in Japanese in a broad range of situations. No prior knowledge of the language is required.

Key features include:

- progressive coverage of speaking, listening, reading and writing skills
- jargon-free explanations of grammar, with key structures presented through user-friendly diagrams
- coverage of the different writing systems of Japanese: hiragana, katakana and kanji
- an extensive range of focused and stimulating exercises
- realistic and entertaining dialogues covering a broad variety of scenarios
- useful vocabulary lists throughout the text
- additional resources available at the back of the book, including a full answer key, a grammar summary, a verb/adjective list with conjugation aid, bilingual glossaries and English translations of dialogues.

Balanced, comprehensive and rewarding, *Colloquial Japanese* will be an indispensable resource both for independent learners and for students taking courses in Japanese.

Supplementary exercise sheets for hiragana, katakana and kanji and two additional units are available for free download at www.routledge.com/9780415593304/. The units cover more advanced features of Japanese and incorporate a wide assortment of supporting exercises.

Accompanying audio material is available to purchase separately on two CDs or in MP3 format, or comes included in the great value *Colloquial Japanese* pack. Recorded by native speakers, the audio material complements the book and will help enhance learners’ listening and speaking skills.

By the end of this course, you will be at Level B1 of the Common European Framework for Languages and at the Intermediate-Mid level on the ACTFL proficiency scales.
THE COLLOQUIAL SERIES
Series Adviser: Gary King

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<td>Estonian</td>
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<tr>
<td>Finnish</td>
<td>Portuguese</td>
<td>Yiddish</td>
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<tr>
<td>French</td>
<td>Portuguese of</td>
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</tr>
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I am Japanese

In this unit you will learn about:
• how to introduce yourself (name, nationality, occupation)
• Basic Japanese structure: X wa Y desu
• Japanese names and -san (Mr, Mrs, Ms, Miss)
• asking and answering yes/no questions
• numbers up to 10
• giving and asking for telephone numbers
• hiragana of Unit 1

あいうえお かきくけこ がきぐげご

2 Tanjōbi wa itsu desu ka 22
When is your birthday?

In this unit you will learn about:
• family terms
• numbers 11–99
• how to talk about someone’s age
• time-related expressions (date and month, day of the week, etc.)
• how to give and ask for months and dates
• hiragana of Unit 2

さしすせそ たちつてと さじずぜそ だぢてど
3 Otearai wa doko desu ka
Where is the toilet?

In this unit you will learn about:
• indicating places: koko, soko, asoko
• asking and answering about places: doko
• o'clock and minutes: -ji and -pun/-fun
• telling and asking the time: nan-ji
• from and till: kara and made
• hiragana of Unit 3

4 Ano kamera wa ikura desu ka
How much is that camera over there?

In this unit you will learn about:
• indicating things with the demonstrative words kore “this”, sore “that” and are “that over there”
• asking questions with the interrogatives dore “which one?” dare “who?” and dare no “whose?”
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• hiragana of Unit 4

5 Donna ongaku ga suki desu ka
What kind of music do you like?

In this unit you will learn about:
• two types of adjectives: i-adjectives and na-adjectives
• how to describe things/places/people using adjectives
• adverbs of degree: very/not really . . .
• how to connect sentences using soshite, demo and ga
• how to talk about one’s likes and dislikes
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6 Watashi wa rainen Nihon e ikimasu
I will go to Japan next year

In this unit you will learn about:
- how to conjugate a verb (non-past and past)
- how to talk about where one goes, comes and returns to
- saying “to” (somewhere), “by” (method of transportation) and “with” (someone)
- terms for places, methods of transportation and time
- hiragana: double consonant sound and long vowel sound

7 Watashi wa yoku süpā de hiru-gohan o kaimasu
I often buy lunch at the supermarket

In this unit you will learn about:
- describing one’s daily activities (various verbs)
- describing when and where an action takes place
- saying “nothing”, “no one” and “nowhere”
- how to ask the meaning of an unknown word
- terms of frequency
- katakana of Unit 7

8 Ōsaka ni yūmēna (o)shiro ga arimasu
There is a famous castle in Osaka

In this unit you will learn about:
- describing the existence of things and people using arimasu and imasu
- listing more than two nouns by using ya “and so on”
- counting objects or people: numerals (suffix counters)
- terms of location (on, below, in front of, behind, etc.)
- katakana of Unit 8
9 Nichi-yōbi issho ni ēga o mimosen ka
Won’t you watch a film with me on Sunday?

In this unit you will learn about:
• talking about holidays and travel
• saying “Have you already…?” and “Not yet”
• how to express one’s desire using [Verb-stem] + tai
• how to state the purpose of going to a certain place
• how to invite someone to do something
• katakana of Unit 9

10 Dōshite atarashī pasokon ga hoshī desu ka
Why do you want to have a new PC?

In this unit you will learn about:
• how to express one’s desire to possess an object
• giving and asking reasons
• talking about one’s illness
• stating what one owns, using X wa Y ga arimasu
• expressing one’s gratitude
• giving and receiving things
• katakana of Unit 10: combined sounds

11 Shinjuku Gyo-en wa hirokute kirenā kōen desu
Shinjuku Gyo-en is a spacious and beautiful park

In this unit you will learn about:
• more adjectives
• how to connect sentences which contain i-adjectives, na-adjectives and nouns
• talking about the weather
• how to express a change of state, using adjective + narimasu
• how to change adjectives into adverbs
• kanji of Unit 11

一、二、三、四、五、六、七、
八、九、十、百、千、万、円
12 Musuko-san wa se ga takai desu ne
Your son is tall, isn’t he?

In this unit you will learn about:
• how to describe one’s physical features, using
  the X wa Y ga + adjective structure
• comparative and superlative expressions
• terms for body parts and colours
• kanji of Unit 12

人、山、川、女、子、口、上、下、大、小

13 Koko ni suwatte mo ī desu ka
May I sit down here?

In this unit you will learn about:
• verb grouping: Group 1, Group 2, Group 3
• how to make the te-form of a verb ([V-te]) from the
  masu-form (][V-masu])
• how to make a polite request using [V-te] + kudasai
• saying “how to . . .”
• how to ask, grant and deny permission
• kanji of Unit 13

日、月、火、水、木、土、今、友、少、分

14 Kinō no yoru 8-ji goro ēga o mite imashita
I was watching a film at around 8 p.m. yesterday

In this unit you will learn about:
• stating a sequence of actions, using [V-te] and
  [V-te] + kara
• describing an action in progress: [V-te] + imasu
• describing a present state: [V-te] + imasu
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手、中、外、左、右、文、父、母、田、目
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I do various things such as swimming in the pool and
borrowing books from the library

In this unit you will learn about:
• vocabulary for clothes and accessories
• how to make the ta-form of a verb: [V-ta]
• how to link verb sentences using the [V-ta] + ri [V-ta] +
  ri . . . pattern
• saying “after . . .” using [V-ta] + ato de
• talking about one’s experiences in the past
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16  Sukoshi dake Supein-go o hanasu koto ga dekimasu  189
I can speak a little bit of Spanish

In this unit you will learn about:
• talking about one’s hobbies and leisure activities
• how to make the dictionary form of a verb ([V-dic.])
• how to change a verb into a noun, using [V-dic.] + koto
dekimasu
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dekimasu
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Introduction

About Japan and the Japanese language

Japan is a long country with a population of 127 million (in 2013). It consists of four major islands (Hokkaido, Honshu, Shikoku and Kyushu) but the total number of islands is more than 4,000, if smaller ones are included. The area of Japan is 377,950 square kilometres, which is about the same as that of Germany or Zimbabwe. Japan is divided into 47 prefectures including Tokyo, the capital. Japan has four seasons: spring (March–May), summer (June–August), autumn (September–November) and winter (December–February). Each season offers various beautiful scenery and attractions. For example, people enjoy o-hanami (cherry blossom viewing parties) in spring, fireworks and local festivals in summer, red leaves in autumn and winter sports in winter. As for language, English is taught as a compulsory foreign language at junior and high schools and bilingual signs can be seen in big cities. However, the primary language is still Japanese. Therefore, if you would like to appreciate Japan and its cultural heritage, it is best to learn Japanese.

Japanese has various dialects such as the Kansai dialect and the Tohoku dialect but the Tokyo dialect is recognized as standard and taught in Japanese language classes. According to a survey conducted by the Japan Foundation (2009), the number of Japanese language learners has continued to increase since 1979 and over 36.5 million people are learning Japanese worldwide. The motivation to learn Japanese varies from “I am interested in the Japanese language itself” to “I want to communicate with people in Japanese,” to “I am a big fan of Japanese anime/manga.” Whatever your reason for learning Japanese, knowledge of the language will give you a passport to access the rich Japanese culture and broaden your horizons!
Colloquial Japanese

Course content

This course is for anyone who wishes to acquire the ability to speak, understand, read and write basic Japanese for daily use. It consists of 16 units, covering a wide range of topics including introducing yourself, family, food, transportation, work, hobbies, etc. Each unit has two or three dialogues which introduce frequently used vocabulary and grammar points. You will notice the majority of the grammar points are explained not only explicitly but also visually with diagrams which indicate the key structure. This is to help you to grasp the structure at a glance. The grammar explanation is followed by a range of exercises (reading, listening and writing). If you study Japanese in class, we advise you to use the topics given for speaking practice with your classmates, as well.

The textbook uses transliterated Japanese (i.e. romanized Japanese) throughout the units so that you can read and understand Japanese from the beginning. At the same time, you will be gradually introduced to the scripts (hiragana, katakana and kanji) from Unit 1 and the use of Japanese scripts will increase as you study further to encourage you to decode them. We advise you to write the exercise answers in Japanese scripts even if the exercise itself uses transliteration. Writing Japanese scripts will help you to read and write them much more easily and quickly.

The transliteration of Japanese in this course follows the pronunciation, not the actual spelling. Although the majority of Japanese spelling matches its pronunciation, there are some cases where a discrepancy exists between them. See “Long vowel sounds” (pages 7 and 78) for further explanation.

Key features of the Japanese language

- Nouns in Japanese have no singular/plural distinction.
- Japanese predicates have two tenses: past and non-past. The future tense is indicated by the non-past plus a time-related expression such as “tomorrow”.
• Japanese predicates have either the affirmative or negative form.
• As for word order, a Japanese sentence always ends with a predicate such as a verb or adjective. Apart from that, the word order is flexible. For example, “I went to the supermarket yesterday” could be [I/yesterday/supermarket/went], [Yesterday/I/supermarket/went], or [I/supermarket/yesterday/went].
• Due to the flexibility of the word order, the function of each word in a sentence is marked by a particle (similar to an English preposition). Particles always come after the word to which they relate.
• Words which are obvious from the context or have already been mentioned are often omitted. For example, when you are asked what your occupation is, the answer could be [teacher/is] as well as [my occupation/teacher/is].
• Japanese has three types of script: hiragana, katakana and kanji (Japanese Chinese characters). The writing can be vertical (from top to bottom) as well as horizontal (from left to right).

Two speech styles: polite and plain style

The Japanese language has two speech styles: the polite style and the plain style. The polite style is used in formal situations such as talking to a stranger or senior whereas the plain style is used in casual situations such as talking with a close friend. While both speech styles are important, this book introduces only the polite style. This is because using plain style speech in an appropriate situation is complicated and using it inappropriately could make you sound impolite and upset the listener. As a beginner in Japanese, it would be advisable to use the polite style in most situations. Once you become confident in elementary Japanese and make Japanese friends, you will gradually learn when you can use plain style speech. You can find more detailed information about the plain style of speech at www.routledge.com/books/details/9780415593304/.
Japanese scripts and pronunciation

Japanese scripts

Japanese has three types of script: hiragana, katakana and kanji (Japanese Chinese characters). Hiragana and katakana are phonetic symbols and each script carries one-syllable-sound, whereas kanji, which was imported to Japan from China in the fifth and sixth centuries, carries both sounds and meanings.

<table>
<thead>
<tr>
<th>sound</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiragana わ</td>
<td>wa</td>
</tr>
<tr>
<td>Katakana ワ</td>
<td>wa</td>
</tr>
<tr>
<td>Kanji 私</td>
<td>watashi/shi</td>
</tr>
</tbody>
</table>

Hiragana and katakana have an identical set of 46 basic characters (see hiragana and katakana tables on pages 3–4). Hiragana is used for the grammatical element (such as a particle, the conjugated part of a verb or adjective), whereas katakana is used for words which originate from foreign words. All three types of script can be seen in one sentence as below:

私はスカートを買ったいです。
I want to buy a skirt.

□: hiragana □□: katakana □□□: kanji

Japanese also uses the alphabet as below:

私は日本のDVDを買ったいです。
I want to buy a Japanese DVD.

□: hiragana □□: alphabet □□□: kanji

Kanji is explained in Unit 11.
Pronunciation

The Japanese language has five vowel sounds: a, i, u, e and o. Japanese sounds are either a single vowel, a combination of a consonant and vowel, or of a consonant, [y] sound plus a vowel, with one exception, n, which does not take any vowel.

For example:

- consonant + vowel: m + a = ma p + o = po
- consonant + y + vowel: s + y + u = shu m + y + u = myu

Each sound has one syllable. Therefore, a, ka and kya take the same length of time to pronounce.

1. Basic syllables: vowel, consonant + vowel and n/m (CD 1; 2–7)

Vowel

a like ah i like ink u like cook (do not round your lips too much) e like elephant o like hot

akai red jma now uma horse e picture oka hill

aoi blue ishi stone umi ocean

ehon picture book omoi heavy

Consonant + vowel

k like cut g like goal s like sea, sh like she z like magazine, j like juice t like table, ch like cheese, ts like cats d like dark, j like juice, z like magazine n like noodle h like hut, f like blowing out a candle b like boy p like pink

ka ki ku ke ko ga gi gu ge go sa shi su se so za ji zu ze zo ta chi tsu te to da ji zu de do na ni nu ne no ha hi fu he ho ba bi bu be bo pa pi pu pe po
**Consonant + vowel (cont'd)**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>m</td>
<td>like muffin</td>
</tr>
<tr>
<td>y</td>
<td>like yard</td>
</tr>
<tr>
<td>r*</td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>like wow</td>
</tr>
<tr>
<td>n</td>
<td>similar to one but more nasal</td>
</tr>
</tbody>
</table>

* Note that when you pronounce the Japanese “r” sound, do not touch your tongue at the back of the front teeth like the English “l” or curl it like the English “r”. The tip of your tongue should be lightly tapping the front palate.

† Whereas wo used to keep the “w” sound, it no longer keeps it so its pronunciation is identical to the vowel “o”. This hiragana is used as an object marker only (Unit 7).

The following tables show Japanese syllable sounds. Each line has one of the five vowels in common, e.g. all sounds under the “a-line” have the “a” sound.

<table>
<thead>
<tr>
<th>a-line</th>
<th>i-line</th>
<th>u-line</th>
<th>e-line</th>
<th>o-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman letters</td>
<td>Roman letters</td>
<td>Roman letters</td>
<td>Roman letters</td>
<td>Roman letters</td>
</tr>
<tr>
<td>a</td>
<td>k</td>
<td>s</td>
<td>t</td>
<td>n</td>
</tr>
<tr>
<td>あ</td>
<td>か</td>
<td>さ</td>
<td>た</td>
<td>な</td>
</tr>
<tr>
<td>ア</td>
<td>カ</td>
<td>サ</td>
<td>ナ</td>
<td>ハ</td>
</tr>
</tbody>
</table>

The tables list the sounds in each syllable, showing how Japanese syllables are constructed with the five vowels and consonants.
<table>
<thead>
<tr>
<th>a-line</th>
<th>i-line</th>
<th>u-line</th>
<th>e-line</th>
<th>o-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman letters</td>
<td>Hiragana</td>
<td>Katakana</td>
<td>Roman letters</td>
<td>Hiragana</td>
</tr>
<tr>
<td>g</td>
<td>ga か</td>
<td>gi ぎ</td>
<td>gu ぐ</td>
<td>ge げ</td>
</tr>
<tr>
<td>z</td>
<td>za ざ</td>
<td>ji じ</td>
<td>zu ず</td>
<td>ze ぜ</td>
</tr>
<tr>
<td>d</td>
<td>da だ</td>
<td>ji じ</td>
<td>zu ず</td>
<td>de で</td>
</tr>
<tr>
<td>b</td>
<td>ba ば</td>
<td>bi び</td>
<td>bu ぶ</td>
<td>be べ</td>
</tr>
<tr>
<td>p</td>
<td>pa ぱ</td>
<td>pi ぴ</td>
<td>pu ぷ</td>
<td>pe ぺ</td>
</tr>
</tbody>
</table>

2. Combined sounds: consonant + ya, yu, yo

(Consonant + ya, yu, yo)

The semi-vowels ya, yu and yo can attach to the following consonants and create a one-syllable sound.

- **k + y**
  - kya like ki and ya run together
  - kyu like cube
  - kyo like Tokyo

- **g + y**
  - gya like gi and ya run together
  - gyu like gi and yu run together
  - gyo like gi and yo run together

- **s + y**
  - sha like shower
  - shu like shoes
  - sho like show

- **ch + y**
  - cha like champion
  - chu like chew
  - cho like chop

- **h + y**
  - hya like hi and ya run together
  - hyu like hi and yu run together
  - hyo like hi and yo run together
b + y  
bya like bi and ya run together
byu like beautiful but shorter
byo like bi and yo run together

p + y  
pya like pi and ya run together
pyu like pupil but shorter
pyo like champion

m + y  
mya like mi and ya run together
myu like mew but shorter
myo like mi and yo run together

r + y  
rya like ri and ya run together
ryu like ri and yu run together
ryo like ri and yo run together

<table>
<thead>
<tr>
<th>consonant + ya</th>
<th>consonant + yu</th>
<th>consonant + yo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman letters</td>
<td>Hiragana</td>
<td>Katakana</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>k</td>
<td>kya</td>
<td>ky u</td>
</tr>
<tr>
<td>sh</td>
<td>sha</td>
<td>sh u</td>
</tr>
<tr>
<td>ch</td>
<td>cha</td>
<td>chu</td>
</tr>
<tr>
<td>n</td>
<td>n ya</td>
<td>nu</td>
</tr>
<tr>
<td>h</td>
<td>hya</td>
<td>hyu</td>
</tr>
<tr>
<td>m</td>
<td>mya</td>
<td>myu</td>
</tr>
<tr>
<td>r</td>
<td>rya</td>
<td>ryu</td>
</tr>
<tr>
<td>g</td>
<td>gya</td>
<td>gyu</td>
</tr>
<tr>
<td>j</td>
<td>ja</td>
<td>ju</td>
</tr>
<tr>
<td>b</td>
<td>bya</td>
<td>byu</td>
</tr>
<tr>
<td>p</td>
<td>pya</td>
<td>pyu</td>
</tr>
</tbody>
</table>
In addition to the above combined sounds, katakana has the following combined sounds.

<table>
<thead>
<tr>
<th>a-line</th>
<th>i-line</th>
<th>u-line</th>
<th>e-line</th>
<th>o-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman letters</td>
<td>Katakana</td>
<td>Roman letters</td>
<td>Katakana</td>
<td>Roman letters</td>
</tr>
<tr>
<td>sh</td>
<td>ːshe</td>
<td>t</td>
<td>ːshe</td>
<td>t</td>
</tr>
<tr>
<td>ch</td>
<td>ːche</td>
<td>ʃ</td>
<td>ːche</td>
<td>ʃ</td>
</tr>
<tr>
<td>ts ːtsa</td>
<td>ːtsu</td>
<td>t</td>
<td>ːtse</td>
<td>ʃ</td>
</tr>
<tr>
<td>t</td>
<td>ːti</td>
<td>ʃ</td>
<td>ːfi</td>
<td>ʃ</td>
</tr>
<tr>
<td>f</td>
<td>ːfa</td>
<td>ʃ</td>
<td>ːfi</td>
<td>ʃ</td>
</tr>
<tr>
<td>v</td>
<td>ːva</td>
<td>ʃ</td>
<td>ːfi</td>
<td>ʃ</td>
</tr>
<tr>
<td>j</td>
<td>ːdi</td>
<td>ʃ</td>
<td>ːdu</td>
<td>ʃ</td>
</tr>
<tr>
<td>d</td>
<td>ːdi</td>
<td>ʃ</td>
<td>ːdu</td>
<td>ʃ</td>
</tr>
<tr>
<td>dy</td>
<td>ːwe</td>
<td>ʃ</td>
<td>ːwe</td>
<td>ʃ</td>
</tr>
<tr>
<td>w</td>
<td>ːwi</td>
<td>ʃ</td>
<td>ːwi</td>
<td>ʃ</td>
</tr>
</tbody>
</table>

3. The double consonant character (CD 1; 9)

The double consonant character, 「つ」 or 「ッ」, indicates that a pause exists between the two sounds.

かった bought かた shoulder きて stamp きて please come
ka ta ka ta ki t te ki t te
● ○ ● ● ○ ● ●

Roman letters  kk, ss, pp, tt, gg, etc.

Hiragana つ (1/4 size)*
Katakana ツ (1/4 size)*

* Note that when writing these sounds by hand, they should be one quarter of the usual size.
4. Long vowel sounds (Unit 6) (CD 1: 10)

A horizontal line on top of a vowel (ä, ĩ, ū, ē, ō) means that the vowel is pronounced twice as long as the normal length.

<table>
<thead>
<tr>
<th></th>
<th>a-line</th>
<th>i-line</th>
<th>u-line</th>
<th>e-line</th>
<th>o-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roman letters</td>
<td>ä (or aa)</td>
<td>ĩ (or ii)</td>
<td>ū (or uu)</td>
<td>ē (or ee)</td>
<td>ō (or oo)</td>
</tr>
<tr>
<td>Hiragana</td>
<td>ああ</td>
<td>イー</td>
<td>る</td>
<td>え</td>
<td>わ</td>
</tr>
<tr>
<td>Katakana</td>
<td>アー</td>
<td>イー</td>
<td>ウー</td>
<td>エー</td>
<td>オー</td>
</tr>
</tbody>
</table>

a  obasan middle-aged woman, aunt
i  ojisan middle-aged man, uncle
u  kuki stalk, stem
e  e picture
o  koi koi carp

ä  obāsan elderly woman, grandmother
ī  ojjīsan elderly man, grandfather
ū  kūki air
ē  ē yes
ō  kōi action

Note that although pronunciation of the Japanese language tends to follow its spelling, the following vowel sequence is pronounced differently (the first sound is pronounced longer and the second vowel disappears):

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>えい</td>
<td>[sensē] teacher</td>
</tr>
<tr>
<td>おう</td>
<td>[arigatō] thank you</td>
</tr>
</tbody>
</table>

Also note that when the same vowels appear in sequence, a dash (—) is used for the second vowel in katakana words (e.g. ステーキ [su te e ki]), whereas this is not the case in hiragana words (e.g. いいえ [i i e]).

5. Devoicing the “u” and “i” sounds (CD 1: 11)

When the sounds “u” and “i” appear (1) between unvoiced sounds (k, t, s, ts, ch, h, f, p) or (2) at the end of a word and after an unvoiced sound, they are devoiced (whispered). For example, “u” in tsuki “moon” and “i” in eki “station” are devoiced.

sushi  sushi  tsukue  desk  kiissaten  café
6. The syllable “n” sound (CD 1; 12)

“N” is a syllable which represents nasal sounds. It can be pronounced differently as [m], [n], or [ng] depending on what sound follows it. In the examples below, “n” in manga and ongaku is [ng], whereas “n” in tempura is [m] and “n” in onna and densha is [n].

- te n pu ra  de n sha  ma n ga  o n ga ku
  tempura  train  manga  music

When “n” is followed by a vowel but used as a syllable, not a consonant, the symbol n’ is used.

- ki n’ e n  ki ne n
  non-smoking  commemoration

7. Accent pattern: high–low (CD 1; 13)

Japanese is a language with “pitch accent” (high and low). The first and second syllables always have different pitch as below:

- ho n  wa ta shi  Ni ho n  Ni ho n go
  book  I  Japan  Japanese language

Some words have the same pronunciation but a different high–low accent.

- ame  ame  hashi  hashi  shiken  shiken
  candy  rain  bridge  chopsticks  personal view  exam
Unit One
Watashi wa Nihon-jin desu
I am Japanese

In this unit you will learn about:

- how to introduce yourself (name, nationality, occupation)
- Basic Japanese structure: X wa Y desu
- Japanese names and -san (Mr, Mrs, Ms, Miss)
- asking and answering yes/no questions
- numbers up to 10
- giving and asking for telephone numbers
- hiragana of Unit 1
 あいうえお かきくけこ がきくげご

Dialogue 1

How do you do? I am Honda (CD 1; 14)

Miss Honda is introducing herself.

HONDA

Hajimemashite.
Jikoshōkai shimasu.
Watashi wa Honda desu.
(Watashi wa) Nihon-jin desu.
(Watashi wa) Daigakusē desu.
Dōzo yoroshiku.
MISS HONDA: How do you do?
(I will) introduce (myself).
I am Honda.
(I) am Japanese.
(I) am a university student.
Nice to meet you.

**Vocabulary**

- **hajimemashite**: how do you do?
- **jikoshōkai shimasu**: introduce (oneself)
- **watashi**: I
- **wa** (particle): [topic marker]
- **desu**: desu can be “am”, “are” or “is”
- **Nihon-jin**: Japanese (nationality)
- **daigakusē**: university student
- **dōzo yoroshiku**: pleased to meet you.
- **ohayō (gozaimasu)**: good morning
- **konnichiwa**: good afternoon
- **konbanwa**: good evening

**Language points**

**Basic Japanese structure:** X wa Y desu

One of the basic Japanese structures is “X wa Y desu”. This is equivalent to the English “X is Y”. The word order is different between English and Japanese, as you can see below:

```
I
↓
Watashi (topic)
```

```
wa
```

```
Honda (topic marker)
```

```
desu.
```

The topic marker *wa* is the indicator of what the sentence is talking about (X = topic). In the above case, the sentence is talking about
**watashi** “I”. Then, the information about the topic (Y = comment) follows in the comment section, in the above case, **Honda desu** “am Honda”.

“**X**” and “**Y**” in the **X wa Y desu** structure can take various nouns, such as:

<table>
<thead>
<tr>
<th>topic</th>
<th>comment</th>
<th>desu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(what the sentence is about)</td>
<td>(information about the topic)</td>
<td></td>
</tr>
<tr>
<td><strong>X</strong></td>
<td><strong>wa</strong></td>
<td><strong>Y</strong></td>
</tr>
</tbody>
</table>

a. **Watashi wa Honda desu.** I am **Honda**.
b. **Watashi wa Nihon-jin desu.** I am **Japanese**.
c. **Anata wa kaishain desu.** You are an **office worker**.

The negative form of **desu** is **dewa arimasen**. Therefore, “I am not Honda” is:

d. **Watashi wa Honda dewa arimasen.** I am not **Honda**.

The past affirmative and past negative forms of **desu** are **deshita** and **dewa arimasendeshita** respectively.

**Omitting the topic X wa**

Once the topic is introduced and shared by the speaker and the listener, it is often omitted in subsequent sentences. In the case of Miss Honda’s introduction of herself, she used **watashi wa** the first time but after that, left it out for the second and third sentences. This is because the speaker and listener can assume that both parties know what they are talking about.

**Nationality and occupation**

**Nationality and language (country name + jin/go)**

To say your nationality, you add -**jin** “people” after the country name. Below is a list of country names. Read them out and you will find how similar many sound to their English equivalents!
## Country names

<table>
<thead>
<tr>
<th>Nihon</th>
<th>Japan</th>
<th>Kanada</th>
<th>Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airurando</td>
<td>Ireland</td>
<td>Kankoku</td>
<td>South Korea</td>
</tr>
<tr>
<td>Amerika</td>
<td>USA</td>
<td>Marēshia</td>
<td>Malaysia</td>
</tr>
<tr>
<td>Burajiru</td>
<td>Brazil</td>
<td>Mekishiko</td>
<td>Mexico</td>
</tr>
<tr>
<td>Chūgoku</td>
<td>China</td>
<td>Nyūjīrando</td>
<td>New Zealand</td>
</tr>
<tr>
<td>Doitsu</td>
<td>Germany</td>
<td>Oranda</td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Furansu</td>
<td>France</td>
<td>Ösutoraria</td>
<td>Australia</td>
</tr>
<tr>
<td>Girisha</td>
<td>Greece</td>
<td>Porutogaru</td>
<td>Portugal</td>
</tr>
<tr>
<td>Honkon</td>
<td>Hong Kong</td>
<td>Rosha</td>
<td>Russia</td>
</tr>
<tr>
<td>Igirisu</td>
<td>UK</td>
<td>Suisu</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Indo</td>
<td>India</td>
<td>Supein</td>
<td>Spain</td>
</tr>
<tr>
<td>Itaria</td>
<td>Italia</td>
<td>Toruko</td>
<td>Turkey</td>
</tr>
</tbody>
</table>

### Examples:

- **Nihon-jin**: Japanese  
  **Chūgoku-jin**: Chinese  
  **Igirisu-jin**: British  
  **Amerika-jin**: American

Watashi wa **Kanada-jin desu**.  
I am Canadian.

A country name followed by 
**-go** means its language.

### Examples:

- **Nihon-go**: Japanese language  
  **Chūgoku-go**: Chinese language  
  **Furansu-go**: French  
  **Supein-go**: Spanish

Note: “English” is  Ėgo, not “Igirisu-go” or “Amerika-go”.

## Occupation

Here are some occupation-related words:

- **gakusē**: student  
  **ginkōin**: bank clerk
- **kyōshi**: teacher  
  **shufu**: housewife
- **kaishain**: office worker  
  **enjinia**: engineer
- **isha**: doctor  
  **kankōkyaku**: tourista

Watashi wa **gakusē desu**.  
I am a student.

Watashi wa **kōkōsē desu**.  
I am a high school student.
shōgakusei primary student
chūgakusei secondary/junior high student
kōkosē high school student
daigakusei university student

“○” to make nouns sound politer

Some nouns take “o” in front of them to sound politer.

(o)kuni country (o)nanae name
(o)sushi sushi (o)mizu water
(o)sake alcohol (o)hashi chopsticks

Note that when you talk about your country or name, you cannot use watashi no okuni or watashi no onamae but you should say watashi no kuni and watashi no namae. (See page 15)

Exercise 1

Translate the following sentences into Japanese.

Example I am Japanese. Watashi wa Nihon-jin desu.
1 I am British. Watashi wa
2 I am a student.
3 I am an office worker.

Exercise 2

Write your self-introduction and say it aloud (try it with your classmates if you have any).

Example Hajimemashite. (How do you do?)
Watashi wa 1. __________ desu. (your name)
Watashi wa 2. __________ -jin desu. (your nationality)
Watashi wa 3. __________ desu. (your occupation)
Dōzo 4. __________________. (Pleased to meet you.)
Dialogue 2

What is your occupation? (CD 1; 15)

Miss Taylor has recently moved to Japan. To improve her Japanese, she has found a language exchange partner. This is her first meeting with her partner.

YAMADA  Hajimemashite. Watashi wa Yamada desu. Anata no (o)name wa nan desu ka.
TEIRÄ  Hajimemashite. Watashi wa Teirä desu.
YAMADA  Teirä-san wa nani-jin desu ka.
TEIRÄ  Watashi wa Kanada-jin desu.
YAMADA  (Teirä-san no) (o)shigoto wa nan desu ka.
TEIRÄ  Watashi wa ginkōin desu.

MR YAMADA  How do you do? I am Yamada. What is your name?
MISS TAYLOR  How do you do too? I am Taylor.
MR YAMADA  Miss Taylor, what is your nationality?
MISS TAYLOR  I am Canadian.
MR YAMADA  (Miss Taylor,) what is your occupation?
MISS TAYLOR  I am a bank clerk.

Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>anata</td>
<td>you</td>
</tr>
<tr>
<td>(o)name</td>
<td>name (&quot;o&quot; increases the level of politeness)</td>
</tr>
<tr>
<td>nan/nani</td>
<td>what?</td>
</tr>
<tr>
<td>-jin</td>
<td>nationality (e.g. -ish -ese, -ian, etc.) person from...</td>
</tr>
<tr>
<td>ka (particle)</td>
<td>[question marker]</td>
</tr>
<tr>
<td>nani-jin</td>
<td>what nationality?</td>
</tr>
<tr>
<td>(o)shigoto</td>
<td>work, job, occupation (&quot;o&quot; increases the level of politeness)</td>
</tr>
</tbody>
</table>
Language points

Possessive marker no (of)

The marker no is equivalent to the English “of” or “s” in “Mike’s” and indicates the possessive relationship between two nouns as shown below:

Watashi no nanae my name
Anata no (o)nanae your name

Watashi no shigoto my occupation
Anata no (o)shigoto your occupation

Anata no (o)shigoto wa nan desu ka.
What is your occupation?

Japanese names and titles: -san and -sensei

A Japanese name has the surname first, followed by the first name. In the example of “Yamada Takeshi”, “Yamada” is his surname and “Takeshi” is his first name. When you speak to this person, you have to add san after his name. This san is equivalent to English titles such as “Mr”, “Mrs”, “Ms” and “Miss” and shows your politeness. You can attach san after either the surname or first name, or both of them as shown below:

surname + san      Yamada-san
surname + first name + san  Yamada Takeshi-sensei

Note that you cannot use san after your own name and the names of your family members.

Another commonly used title is sensei. Its original meaning is “teacher” but it is used not only for a teacher but also for a doctor, lawyer, politician, etc. The word sensei can be used in the same way as san (e.g. Yamada sensei) but it can be used alone (e.g. Sensei, ohayō gozaimasu.)
Exercise 3

Translate the following English words into Japanese.

1. My name
2. Your occupation
3. Mr Sasaki's occupation
4. My teacher's name

Language point

Asking and answering questions

Yes/no questions

Unlike English, the Japanese sentence does not change its word order when it becomes interrogative. To change “Mr Yamada is a bank clerk” to “Is Mr Yamada/Are you a bank clerk?”, you simply add the verbal question marker ka at the end of the sentence as below.

a. Yamada-san wa ginkōin desu.
   Mr Yamada is a bank clerk.

b. Yamada-san wa ginkōin desu ka.
   Mr Yamada, are you a bank clerk? / Is Mr Yamada a bank clerk?

How you answer question b is as follows:

b1. Hai, sō desu.
   Yes, that is so.

b2. Hai, ginkōin desu.
   Yes, (I) am a bank clerk. / Yes, (he) is a bank clerk.

b3. Íe, ginkōin dewa arimasen.
   No, (I) am not a bank clerk. / No, (he) is not a bank clerk.

It is common in Japan to address the person to whom you are talking by his or her name (e.g. Yamada-san) instead of using anata “you”, once you know their name. Therefore, sentence b can have two meanings, depending on whether the speaker is asking the question directly to Mr Yamada or not.

Interrogative questions, using “what?”

The Japanese equivalent to the English “what?” has two forms: nan and nani. Which you should use depends on what sound comes after.
nan: nan-ban what number?, nan desu ka what is?, nan-sai how old?, etc.
nani: nani-jin what nationality?, nani o shimasu ka do what?, etc.

Similar to the yes/no question, the interrogative question does not change its word order but you use the interrogative (e.g. nani, nan) in the position of the missing information and add ka as shown below:

a. Yamada-san no (o)shigoto wa ginkōin desu.
   Mr Yamada’s occupation is bank clerk.

b. Yamada-san no (o)shigoto wa nan desu ka.
   Mr Yamada, what is your occupation? / What is Mr Yamada’s occupation?

c. Yamada-san wa Nihon-jin desu.
   Mr Yamada is Japanese.

d. Yamada-san wa nani-jin desu ka.
   Mr Yamada, what is your nationality? / What is Mr Yamada’s nationality?

To answer the above questions, you give the answer without either yes or no.

b1. Ginkōin desu. I am/Mr Yamada is a bank clerk.

d1. Nihon-jin desu. I am/Mr Yamada is Japanese.

Exercise 4

Translate the following sentences into Japanese.

1 Are you an office worker, Mrs Yamada?
2 What is Mr Sasaki’s occupation?
3 What is your name?
4 Is your teacher Japanese, Miss Taylor?

Exercise 5

Read out the following questions and then write your own answer in a full sentence.

1 Anata no (o)nanae wa nan desu ka.
2 Anata wa nani-jin desu ka.
3 Anata no (o)shigoto wa nan desu ka.
Dialogue 3

My telephone number is 093-542-3981 (CD 1; 16)

Miss Sato and Mr White are talking.

HOWAITO Hai, genki desu. Satō-san wa?
SATŌ Hai, genki desu. Howaito-san no denwa-bangō wa nan-ban desu ka.
HOWAITO Watashi no denwa-bangō wa 093-542-3981 desu.
SATŌ 093-542-3982 desu ka.
HOWAITO Ōe, 3982 dewa arimasen. 3981 desu.

MISS SATO Mr White. Hello. How are you?
MR WHITE Yes, I am fine. What about you, Miss Sato?
MISS SATO Yes, I am fine. What is your telephone number, Mr White?
MR WHITE My telephone number is 093-542-3981.
MISS SATO Is (it) 093-542-3982?
MR WHITE No, (it) is not 3982. (It) is 3981.

Vocabulary

konnichiwa hello, good 
afternoon

genki desu ka how are you?
hai yes

denwa telephone
bangō number
denwa-bangō telephone number
nan-ban what number?
be

te no

Language points

Numbers (up to ten)

Here, you will learn how to count up to ten. The English words alongside have a similar sound to the number and are there to help
you to remember the Japanese numbers. Please note that numbers four and seven have two pronunciations. Most of the time they are interchangeable but sometimes you need to choose a specific one (for example, shi and shichi are used to say the months April shi-gatsu and July shichi-gatsu).

<table>
<thead>
<tr>
<th>0</th>
<th>zero</th>
<th>6</th>
<th>roku</th>
<th>lock the door</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ichi</td>
<td>7</td>
<td>nana</td>
<td>granny, “nana”</td>
</tr>
<tr>
<td>2</td>
<td>ni</td>
<td>8</td>
<td>shichi</td>
<td>ship chip</td>
</tr>
<tr>
<td>3</td>
<td>san</td>
<td>9</td>
<td>hachi</td>
<td>to hatch</td>
</tr>
<tr>
<td>4</td>
<td>yon</td>
<td>10</td>
<td>kyū</td>
<td>a long queue</td>
</tr>
<tr>
<td></td>
<td>shi</td>
<td></td>
<td></td>
<td>jū</td>
</tr>
<tr>
<td>5</td>
<td>go</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Giving and asking for telephone numbers

X wa Y desu is used to say “my telephone number is 0123-45-6789” or “Mr Yamada’s telephone number is 9876-54-3210” in Japanese, using “my/Mr Yamada’s telephone number” as the topic of the sentence as below:

a. Watashi no denwa-bangō wa 0123-45-6789 desu.

b. Yamada-san no denwa-bangō wa 9876-54-3210 desu.

“No” in watashi no denwa bangō is the possessive marker no as explained on page 15. “-” in “0123-45-6789” is read as no as well but does not carry any specific meaning.

0123-45-6789 = zero ichi ni san no yon go no roku nana hachi kyū

To ask for a telephone number, you can either simply add the verbal question marker ka at the end of the sentence to make a yes/no question (sentence c) or use nan-ban (which number) along with ka (sentence d).

c. Q: Anata no denwa-bangō wa 0123-45-6789 desu ka.

Is your telephone number 0123-45-6789?

A1: Hai, sō desu. Yes, that is so.

A2: Íe, sō dewa arimasen. No, that is not so.
d. Q: Anata no denwa-bangō wa nan-ban desu ka.
   What is your telephone number?

   A: (Watashi no denwa-bangō wa) 0123-45-6789 desu.
   My telephone number is 0123-45-6789.

Exercise 6 (CD 1; 17)

Say the following telephone numbers in Japanese. Then listen to the recording and circle the telephone numbers that you hear.

1 a. 090-824-571  b. 090-824-175
2 a. 080-335-6663  b. 080-335-4443
3 a. 0139-712-4728  b. 0139-712-4782

Exercise 7

Write the answers to the following questions in Japanese. For questions 2 and 3, use the information given below. If you are working with your classmates, ask each other.

1 Anata no denwa-bangō wa nan-ban desu ka.
2 Howaito-san no dewna-bangō wa 784-0394 desu ka. (Mr White: 784-0394)
3 Katō-san no denwa-bangō wa nan-ban desu ka. (Miss Kato: 021-6658)

Exercise 8 (CD 1; 18)

Read out the following text. Then, write ✓ if the statement agrees with the text. Write ✗ if not.


1 ( ) Julie is Australian.
2 ( ) She is a university student.
3 ( ) Her telephone number is 0139-667-2417.

Vocabulary

daigaku  university
Hiragana of Unit 1

In this unit, you will learn ten new hiragana plus five voiced counterparts. The first five are the Japanese basic vowels and they do not have a voiced version. Practise each hiragana as many times as you want with a spare sheet of paper. To check the stroke order of each hiragana and download an extra exercise sheet, go to www.routledge.com/books/details/9780415593304/.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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</tr>
</tbody>
</table>

Exercise 9

Read out the following Japanese words written in hiragana and write how to read them in the brackets below as shown in the example.

1 あき autumn, fall (e.g. あ, き) 2 あい love (___ ___) 3 いけ pond (___ ___)
4 うえ top/above (___ ___) 5 あげ jaw (___ ___) 6 かお face (___ ___)
7 きいろ yellow (___ ___ ro) 8 おかね money (___ ___ ne) 9 こむぎこ flour (___ mu ___)
Unit Two

Tanjōbi wa itsu desu ka

When is your birthday?

In this unit you will learn about:

- family terms
- numbers 11–99
- how to talk about someone’s age
- time-related expressions (date and month, day of the week, etc.)
- how to give and ask for months and dates
- hiragana of Unit 2

さしすせそ　たちつてと　さじずぜひそ　たちづてど

Dialogue 1

How old is your father? (CD 1; 19)

Mrs Tanaka and Mr Smith are talking about their family members.

<table>
<thead>
<tr>
<th>TANAKA</th>
<th>Sumisu-san wa nan-sai desu ka.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMISU</td>
<td>Watashi wa sanjūsan-sai desu.</td>
</tr>
<tr>
<td>TANAKA</td>
<td>Sō desu ka. Jā, Sumisu-san no otōsan wa nan-sai desu ka.</td>
</tr>
<tr>
<td>SUMISU</td>
<td>Watashi no chichi wa rōkujūgo-sai desu.</td>
</tr>
<tr>
<td>TANAKA</td>
<td>Sō desu ka. Watashi no chichi mo rōkujūgo-sai desu.</td>
</tr>
</tbody>
</table>
Mrs. Tanaka: Mr. Smith, how old are you?
Mr. Smith: I am 33 years old.
Mrs. Tanaka: Really? Then, how old is your father?
Mr. Smith: My father is 65 years old.
Mrs. Tanaka: Really? My father is also 65 years old.

**Vocabulary**

<table>
<thead>
<tr>
<th>nan</th>
<th>what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>-sai</td>
<td>years old</td>
</tr>
<tr>
<td>nan-sai</td>
<td>how old?</td>
</tr>
<tr>
<td>jä</td>
<td>then</td>
</tr>
<tr>
<td>otōsan</td>
<td>(someone’s) father</td>
</tr>
<tr>
<td>chichi</td>
<td>(one’s own) father</td>
</tr>
<tr>
<td>sō desu ka</td>
<td>really?, is that so?, I see.</td>
</tr>
<tr>
<td>mo</td>
<td>(particle) also, too</td>
</tr>
</tbody>
</table>

**Language points**

**Family terms**

Japanese has two words for each family member, one for your own family member and another for someone else’s family member.

<table>
<thead>
<tr>
<th>Own family member</th>
<th>Other’s family member</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td>kazoku</td>
</tr>
<tr>
<td>mother</td>
<td>haha</td>
</tr>
<tr>
<td>father</td>
<td>chichi</td>
</tr>
<tr>
<td>parents</td>
<td>ryōshin</td>
</tr>
<tr>
<td>elder sister</td>
<td>ane</td>
</tr>
<tr>
<td>younger sister</td>
<td>imōto</td>
</tr>
<tr>
<td>elder brother</td>
<td>ani</td>
</tr>
<tr>
<td>younger brother</td>
<td>otōto</td>
</tr>
<tr>
<td>grandmother</td>
<td>sobo</td>
</tr>
<tr>
<td>grandfather</td>
<td>sofu</td>
</tr>
<tr>
<td></td>
<td>gokazoku</td>
</tr>
<tr>
<td></td>
<td>okāsan</td>
</tr>
<tr>
<td></td>
<td>otōsan</td>
</tr>
<tr>
<td></td>
<td>goryōshin</td>
</tr>
<tr>
<td></td>
<td>onēsan</td>
</tr>
<tr>
<td></td>
<td>imōtosan</td>
</tr>
<tr>
<td></td>
<td>onīsan</td>
</tr>
<tr>
<td></td>
<td>otōtosan</td>
</tr>
<tr>
<td></td>
<td>obāsan</td>
</tr>
<tr>
<td></td>
<td>ojīsan</td>
</tr>
</tbody>
</table>

**Examples:**

- watashi no ane: my elder sister
- Sumisu-san no onēsan: Mr/Ms Smith’s elder sister
Numbers 11–99

In Unit 1, you learned the numbers from zero to ten (page 18–19). For numbers from 11 to 99, you combine the numbers as below.

11 \(10 + 1 = \text{jūichi}\)  
12 \(10 + 2 = \text{jūni}\)  
13 \(10 + 3 = \text{jūsan}\)  
14 \(10 + 4 = \text{jūyon}\)  
15 \(10 + 5 = \text{jūgo}\)  
16 \(10 + 6 = \text{jūroku}\)  
17 \(10 + 7 = \text{jūshichi}\)  
18 \(10 + 8 = \text{jūhachi}\)  
19 \(10 + 9 = \text{jūkyū}\)  

25 = \(2 \times 10 + 5 = \text{nijūgo}\)  
68 = \(6 \times 10 + 8 = \text{rokujūhachi}\)

Exercise 1 (CD 1; 20)
Say the following numbers in Japanese. Then listen to the recording and circle the numbers that were read out.

1 23 32 2 41 14 3 17 71 4 85 58 5 60 16 6 19 99

Language point

Talking about someone’s age

The Japanese word for “years old” is -sai and it attaches to the number.

a. \text{Watashi wa 29 (nijūkyū)-sai desu.}  
I am 29 years old.

To ask Mrs Tanaka whether she is 29 years old or not, you simply add ka, the verbal question marker, at the end of the sentence.

b. \text{Tanaka-san wa 29 (nijūkyū)-sai desu ka.}  
Are you 29 years old, Mrs Tanaka?
The Japanese word for “how old” is nan-sai. To ask someone’s age, you do not change the word order but use the X wa nan-sai desu ka structure.

c. Q: Yamada-san wa nan-sai desu ka.
How old is Mr Yamada?

A: Yamada-san wa 32 (sanjūni)-sai desu.
He is 32 years old.

Note that the pronunciation of the following numbers will change with -sai.

1 year old: is-sai (instead of “ichi-sai”)
31 years old: sanjūis-sai
8 years old: has-sai (instead of “hachi-sai”)
18 years old: jūhas-sai
10 years old: jus-sai (instead of “jū-sai”)
40 years old: yonjus-sai

Also note that “20 years old” has two patterns: nijus-sai and hatachi. This age is very special in Japan because people are treated legally as adults when they reach this age.

Exercise 2

Write how old you and two of your family members are. Remember that you are supposed to use the family term for your own family.

1 (your age)
2
3

Exercise 3 (CD 1; 21)

Suppose you are asking your Japanese friend, Satoshi, how old he and his family members are. First write how you would ask those questions. Then listen to the recording and write their ages in the brackets.

Example

Satoshi  Q: Satoshi-san wa nan-sai desu ka. (28)

1 Satoshi’s father  Q:  ( )
2 Satoshi’s mother  Q:  ( )
3 Satoshi’s elder sister  Q:  ( )
4 Satoshi’s younger brother  Q:  ( )
Language point

Also mo

Mo means "also". To say "I am also 29 years old", you replace wa with mo as below.

   Mr/Mrs Tanaka is 29 years old. I am also 29 years old.

b. Watashi wa kaishain desu. Sumisu-san mo kaishain desu.
   I am a company employee. Mr Smith is also a company employee.

Dialogue 2

Happy birthday! (CD 1; 22)

Mrs Tanaka and Mr Smith are talking in the street.

| TANAKA | Sumisu-san, kyō wa Sumisu-san no tanjōbi desu ne. Tanjōbi omedetō gozaimasu. |
| SUMISU | Arigatō gozaimasu. |
| TANAKA | Sumisu-san wa nan-sai desu ka. |
| SUMISU | Watashi wa 33-sai desu. Tanaka-san no tanjōbi wa nan-gatsu nan-nichi desu ka. |
| TANAKA | Watashi no tanjōbi wa 9-gatsu 17-nichi desu. |
| SUMISU | Sō desu ka. |

MRS TANAKA  Mr Smith, today is your birthday, isn’t it? Happy birthday.
MR SMITH    Thank you.
MRS TANAKA  How old are you, Mr Smith?
MR SMITH    I am 33 years old. What day is your birthday, Mrs Tanaka?
MRS TANAKA  My birthday is September 17th.
MR SMITH    Is that so?/Really?
Vocabulary

kyō today
		
tanjōbi birthday
	
e (particle) isn’t it?, aren’t they?, aren’t you? etc.
	
omedetō (gozaimasu) congratulations (with gozaimasu, this becomes	politer)
	
arigatō (gozaimasu) thank you (with gozaimasu, this becomes	politer)
		
-gatsu month
	
nan-gatsu which month? (lit. “what month?”)
	
-nichi day of the month
	
nan-nichi which date? (lit. “what date?”)

Language points

Date and month

The suffixes for months and dates are -gatsu and -nichi. In Japanese, the month comes before the date, e.g. 1-gatsu 28-nichi
“January the 28th”.

Some months and dates (as marked by *) change their pronunciation as below.

January ichi-gatsu
February ni-gatsu
March san-gatsu
April shi-gatsu (not yon-gatsu)
May go-gatsu
June roku-gatsu
July shichi-gatsu (not nana-gatsu)
August hachi-gatsu
September ku-gatsu (not kyū-gatsu)
October jū-gatsu
November jūichi-gatsu
December jūni-gatsu
Give the month and date, you use the **X wa Y desu** structure. Note that in Japanese, the month comes first, e.g. **10-gatsu (October) 25-nichi** (25th).

a. **Kyō wa 10-gatsu 25-nichi desu.**
Today is October 25th.

b. **Ashita wa 10-gatsu 26-nichi desu ka.**
Is tomorrow October 26th?

To ask what the date is, you can use either **nan-gatsu** “what month?”, **nan-nichi** “what day?” or **itsu** “when?”. If you use **nan-gatsu nan-nichi**, the answer should be specifically the month and date whereas if **itsu** is used, the answer could be date, month, time or year.
c. Q: **Kinō wa nan-gatsu nan-nichi deshita ka.**
   What date was it yesterday?

   A: **Kinō wa ni-gatsu mikka deshita.**
   Yesterday was February 3rd.

d. Q: **Tomu-san no tanjōbi wa itsu desu ka.**
   When is your birthday, Tom?

   A1: (Watashi no tanjōbi wa) **san-gatsu futsuka desu.**
   My birthday is March 2nd.

   A2: (Watashi no tanjōbi wa) **ashita desu.**
   My birthday is tomorrow.

An interrogative word **itsu** “when?” is also used to ask when something will happen (or happened) like a birthday, national holidays or some specific days.

### Exercise 4

Read aloud the following questions. Then say or write the answers in Japanese, using the information below and your own.

1. Anata no tanjōbi wa nan-gatsu nan-nichi desu ka.
2. Anata no okāsan/otōsan no tanjōbi wa itsu desu ka.
3. Jon-san no imōtosan no tanjōbi wa nan-gatsu nan-nichi desu ka.
4. Jon-san no otōsan no tanjōbi wa itsu desu ka.
5. Jon-san no onīsan no tanjōbi wa go-gatsu jūhachi-nichi desu ka.

   - John’s father (November 10th)
   - John’s mother (March 16th)
   - John’s elder brother (April 18th)
   - John’s younger brother (August 14th)
   - John’s elder sister (January 1st)
   - John’s younger sister (December 29th)

### Exercise 5 (CD 1; 23)

Listen to the dialogues and write down the birthdays of Tomoko and Satoshi.

1. Tomoko __________
2. Satoshi __________
Dialogue 3

What date is it next Friday? (CD 1; 24)

Mrs Tanaka and Mr Smith are talking about the company’s Christmas party.

SUMISU    Tanaka-san, kaisha no kurisumasu pātī wa itsu desu ka.
TANAKA    Raishū no kin-yōbi desu.
SUMISU    Raishū no kin-yōbi wa nan-gatsu nan-nichi desu ka.
TANAKA    12-gatsu 15-nichi desu.
SUMISU    Sō desu ka. Wakarimashita. Arigatō.

MR SMITH   Mrs Tanaka, when is (our) company’s Christmas party?
MRS TANAKA (It is) next Friday.
MR SMITH   Which month and which date is it next Friday?
MRS TANAKA (It is) December 15th.
MR SMITH   Really? I see. Thank you.

Vocabulary

kaisha       company
kurisumasu   Christmas
pātī          party
raishū       next week
kin-yōbi     Friday
wakarimashita understand, understood, I see.

Language point

Days of the week and other time-related words

The suffix for the day of the week is -yōbi and “which day of the week” is nan-yōbi.
Unit 2: When is your birthday?

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

what day of the week

day kinō yesterday
week senshū last week
month sengetsu last month
year kyonen last year

Senshū no nichī-yōbi
Konshū no getsu-yōbi

Ashta tomorrow
kyō today
konshū this week
kongetsu this month
kotoshi this year
rainen next year

Exercise 6

Read the following sentences and write ✓ if they agree with the calendar below and ✗ if not. Today is Thursday, August 14th.

1 ( ) Kyō wa moku-yōbi desu.
2 ( ) Hachi-gatsu mikka wa do-yōbi desu.
3 ( ) Raishū no kin-yōbi wa nijūni-nichi desu.
4 ( ) Kinō wa getsu-yōbi deshita.
5 ( ) Raigetsu wa ku-gatsu desu.

Vocabulary

deshita was, were
Exercise 7

Circle the word which does not belong to the category of other words, as in the example.

Example

ashita  kinō  [raishū]  kyō

1  getsu-yōbi  sui-yōbi  kin-yōbi  kotoshi
2  senshū  ashita  kinō  sengetsu  kyōnen
3  nan-yōbi  nan-nichi  moku-yōbi  nan-gatsu  nan-sai
4  raishū  kinō  ashita  raigetsu  rainen

Hint: Are the above words “past” or “non-past”?

Exercise 8 (CD 1: 25)

Read out the following text. Then write ✓ if the statement agrees with the text. Write ✗ if not.


1 ( ) Today is Thursday 17th October.
2 ( ) Today is Yoshiko’s elder brother’s birthday.
3 ( ) Yoshiko’s elder brother is 31 years old.
4 ( ) His birthday party will be held tonight.

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>purezento</td>
<td>present</td>
</tr>
<tr>
<td>chokorēto</td>
<td>chocolate</td>
</tr>
<tr>
<td>to</td>
<td>and (connecting nouns)</td>
</tr>
<tr>
<td>kādo</td>
<td>card</td>
</tr>
</tbody>
</table>
In this unit, you will learn ten new Hiragana plus their voiced counterparts. Practise each Hiragana as many times as you want on a spare sheet of paper.

<table>
<thead>
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<th>3</th>
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</thead>
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<td></td>
<td></td>
</tr>
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<td>ji じ じ じ</td>
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<td></td>
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<td>de で で で</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to と と と</td>
<td>do ど ど ど</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 9**

Read out the following Japanese words written in hiragana and write how to read them in the brackets below.

1 すし sushi 2 さし み sliced raw fish 3 ともだち friend
   ( ___ ) ( ___ mi) ( ___ mo ___ )

4 อัศิ tomorrow 5 ちず map 6 すいえい swimming
   ( ___ ___ ) ( ___ ) ( ___ ___ )

7 ちかつ subway 8 かぜ cold 9 そうですか Really?
   ( ___ ___ ___ ) ( ___ ) ( ___ ___ ___ )
Unit Three
Otearai wa doko desu ka
Where is the toilet?

In this unit you will learn about:

- indicating places: koko, soko, asoko
- asking and answering about places: doko
- o’clock and minutes: -ji and -pun/-fun
- telling and asking the time: nan-ji
- from and till: kara and made
- hiragana of Unit 3

Dialogue 1

Where is the toilet? (CD 1; 26)

Mr White has recently moved to Tokyo to start working for a Japanese company. Today, his friend, Miss Sato, has taken him to her place for the first time.

SATŌ    Howaito-san. Koko wa watashi no uchi desu. Dōzo.
HOWAITO Dōmo. Anō sumimasen. Otearai wa doko desu ka.
SATŌ    Otearai wa asoko desu.
HOWAITO Mō ichido yukkuri onegai shimasu.
SATŌ    Hai, otearai wa asoko desu.
HOWAITO Sō desu ka. Dōmo arigatō gozaimasu.
MISS SATO  Mr White, here is my home. Please (come in).
MR WHITE  Thank you. Um, excuse me but where is the toilet?
MISS SATO  The toilet is over there.
MR WHITE  Please say it again slowly.
MISS SATO  Certainly, the toilet is over there.
MR WHITE  I see. Thank you very much.

Vocabulary

<table>
<thead>
<tr>
<th>koko</th>
<th>here, this place</th>
</tr>
</thead>
<tbody>
<tr>
<td>uchi</td>
<td>home, house</td>
</tr>
<tr>
<td>dōzo</td>
<td>please, here</td>
</tr>
<tr>
<td></td>
<td>you are</td>
</tr>
<tr>
<td>dōmo</td>
<td>thank you</td>
</tr>
<tr>
<td>anō</td>
<td>ah, er, uh, um</td>
</tr>
<tr>
<td>sumimasen</td>
<td>excuse me (but)</td>
</tr>
<tr>
<td>otearai</td>
<td>toilet</td>
</tr>
<tr>
<td>doko</td>
<td>where?</td>
</tr>
<tr>
<td>asoko</td>
<td>that place over there</td>
</tr>
<tr>
<td>mō ichido</td>
<td>once more</td>
</tr>
<tr>
<td>yuukuri</td>
<td>slowly</td>
</tr>
<tr>
<td>onegai shimasu</td>
<td>please</td>
</tr>
</tbody>
</table>

Language points

**Indicating places:** koko, soko and asoko

Key words for indicating places are koko “this place”, soko “that place near the listener” and asoko “that place over there”. The X wa Y desu structure is used to indicate places.

a. Otearai wa asoko desu.  The toilet is over there.
b. Soko wa watashi no uchi desu. That place is my home.
c. Howaito-san wa watashi no uchi desu. Mr White is in my house.

Here are some place-related words.
Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>machi</td>
<td>town, city</td>
</tr>
<tr>
<td>konbini</td>
<td>convenience store</td>
</tr>
<tr>
<td>süpā</td>
<td>supermarket</td>
</tr>
<tr>
<td>depāto</td>
<td>department store</td>
</tr>
<tr>
<td>resutoran</td>
<td>restaurant</td>
</tr>
<tr>
<td>kissaten</td>
<td>coffee shop</td>
</tr>
<tr>
<td>ginkō</td>
<td>bank</td>
</tr>
<tr>
<td>toshokan</td>
<td>library</td>
</tr>
<tr>
<td>gakkō</td>
<td>school</td>
</tr>
<tr>
<td>hoteru</td>
<td>hotel</td>
</tr>
<tr>
<td>eki</td>
<td>station</td>
</tr>
<tr>
<td>kūkō</td>
<td>airport</td>
</tr>
<tr>
<td>taishikan</td>
<td>embassy</td>
</tr>
<tr>
<td>byōin</td>
<td>hospital</td>
</tr>
<tr>
<td>chikatetsu</td>
<td>underground</td>
</tr>
<tr>
<td>yūbinkyoku</td>
<td>post office</td>
</tr>
<tr>
<td>kōban</td>
<td>koban (a neighbourhood police station)</td>
</tr>
</tbody>
</table>

Asking and answering about places: doko

The Japanese word for “where” is doko. To ask where Tokyo station is, you do not change the word order but use the X wa doko desu ka structure as below:

a. Q: Tōkyō eki wa doko desu ka.
   Where is Tokyo station?
   
   A: (Tōkyō eki wa) asoko desu.
   Tokyo station is over there.

b. Q: Kimura-san wa doko desu ka.
   Where is Mr Kimura?
   
   A: Kimura-san wa kissaten desu.
   He is in the coffee shop.

Koko, soko, asoko and doko have politer counterparts. The politer versions can often be heard in shops, hotels, restaurants, etc.

<table>
<thead>
<tr>
<th>Normal version</th>
<th>Polite version</th>
</tr>
</thead>
<tbody>
<tr>
<td>this place</td>
<td>koko</td>
</tr>
<tr>
<td>that place</td>
<td>soko</td>
</tr>
<tr>
<td>that place over there</td>
<td>asoko</td>
</tr>
<tr>
<td>where</td>
<td>doko</td>
</tr>
<tr>
<td></td>
<td>kochira</td>
</tr>
<tr>
<td></td>
<td>sochira</td>
</tr>
<tr>
<td></td>
<td>achira</td>
</tr>
<tr>
<td></td>
<td>dochira</td>
</tr>
</tbody>
</table>
Customer: **Sumimasen. Otearai wa doko desu ka.**
Excuse me but where is the toilet?

Receptionist: **Otearai wa achira desu.**
The toilet is over there.

Customer: **Sō desu ka. Dōmo.**
I see. Thank you.

**Exercise 1**

Choose the right word and underline it as shown in the example.

*Example*  
(Koko Soko) wa otearai desu.  
(That place is a toilet.)

1 Konbini wa (koko asoko) desu.  
(The convenience store is here.)

2 Eki wa (koko soko) dewa arimasen. (Doko Asoko) desu.  
(The train station is not there, but over there.)

3 Igirisu taishikan wa (asoko doko) desu ka?  
(Where is the British Embassy?)

4 Nihon resutoran wa (achira sochira) desu.  
(The Japanese restaurant can be found over there.)

5 Yamamoto-san wa (kochira dochira) desu ka.  
(Where is Mr Yamamoto?)

**Exercise 2**

Where are they? Answer the questions as shown in the example.

*Example*  
Satō-san wa doko desu ka. (in the hotel)  
Satō-san wa hoteru desu.

1 Ueda-san wa doko desu ka. (in the hospital)

2 Kimura-san wa doko desu ka. (in the station)

3 Otearai wa doko desu ka. (over there)

**Exercise 3 (CD 1; 27)**

A male speaker and a female speaker are talking about where Mrs Lee and Mr Yamada are now. Listen to their conversation and write where they are in Japanese.

1 Lī-san ___________  
2 Yamada-san ___________
Dialogue 2

What time is it now in Canada? (CD 1; 28)

Mr White and Miss Sato are in a cafeteria.

HOWAITO Ima, gozen 9-ji han desu.
SATÔ  Sō desu ka. Dōmo arigatō gozaimasu. Howaito-san no (o)kuni wa Kanada desu ne. Kanada wa ima nan-ji desu ka.
HOWAITO Ēto, Kanada wa ima gogo 5-ji han desu.
SATÔ  Sō desu ka.

MISS SATÔ  Excuse me, Mr White. What time is it now?
MR WHITE  It is 9:30 a.m.
MISS SATÔ  Really? Thank you very much. You are from Canada, aren’t you? What time is it now in Canada?
MR WHITE  Let me see . . . , it is 5:30 p.m.
MISS SATÔ  I see./Really?

Vocabulary

| ima       | now |
| nan-ji    | what time? |
| -ji       | o’clock |
| gozen     | a.m.  |

| han       | half |
| (o)kuni   | country |
| ēto       | let me see . . . |
| gogo      | p.m.  |

Language points

O’clock and minutes: -ji and -pun/-fun

“O’clock” and “minute” in Japanese are ji and pun/-fun respectively. Both come after the number. As for minutes, fun is used when the number ends with 2, 5, 7 or 9 and pun is used otherwise.

Note that some of the numbers (marked by *) are read differently from what you learned in Unit 1.
O’clock (-ji)

1  ichi-ji  4  yo-ji*  7  shichi-ji*  10  jū-ji
2  ni-ji  5  go-ji  8  hachi-ji  11  jū ichi-ji
3  san-ji  6  roku-ji  9  ku-ji*  12  jū ni-ji

Minutes (-pun/-fun)

-pun  -fun
1  ip-pun  6  rop-pun  2  ni-fun  9  kyū-fun
3  san-pun  8  hap-pun  5  go-fun
4  yon-pun  10  jup-pun  7  nana-fun

a.m. is gozen and p.m. is gogo. They come before the time. Sanjup-pun “30 minutes” can be replaced by han “half”.

2:00 a.m. = gozen ni-ji  4:15 p.m. = gogo yo-ji jūgo-fun
6:30 a.m. = gozen roku-ji sanjup-pun or gozen roku-ji han
(han means “half”)

Telling and asking the time: nan-ji and nan-pun

Telling and asking the time uses the X wa Y desu pattern, though X wa is usually omitted when the local time is asked. “What time?” in Japanese is nan-ji. To ask the time, you say ima nan-ji desu ka. Ima means “now”.

```
X (place) wa ima Y (time) desu.
```

   A: Ima go-ji desu.
      Excuse me? What time is it now?
      It is 5 o’clock.

b. Q: Tōkyō wa ima nan-ji desu ka.
   A: Ima gozen hachi-ji han desu.
      What time is it now in Tokyo?
      It is 8:30 a.m.

Additional expression:

c. Ima gozen ku-ji go-fun mae desu.
   It is 5 minutes to 9 a.m.

d. Ima gogo shichi-ji jup-pun mae desu.
   It is 10 minutes to 7 p.m.
Exercise 4
What time is it now? Read out the time and spell it out, e.g. ichi-ji.

1  1:20  2  4:35  3  8:50  4  6:30
5  2:40 p.m.  6  9:05 a.m.  7  11:15 p.m.  8  5:55 p.m.

Exercise 5 (CD 1; 29)
Listen to the conversations and write the time. For 3 and 4, include a.m. or p.m. as well.

1  ______________________  2  ______________________
3  ______________________  4  ______________________

Exercise 6
Answer the following questions using the information given. If you work with your classmates, ask each other the time in the various places.

Example  UK (1:45 p.m.)
Igirisu wa ima nan-ji desu ka.
Igirisu wa ima gogo 1-ji 45-fun desu.

1  Chūgoku wa ima nan-ji desu ka.
2  Nihon wa ima nan-ji desu ka.
3  Amerika wa ima nan-ji desu ka.
4  Ōsutoraria wa ima nan-ji desu ka.
5  Indo wa ima nan-ji desu ka.

India (5:40 a.m.), China (7:50 a.m.), Japan (8:25 p.m.),
America (6:10 a.m.), Australia (3:00 p.m.)

Dialogue 3

From what time to what time are department stores open in Japan? (CD 1; 30)

Mr White plans to go to a Japanese department store this weekend for the first time. Now he asks his friend, Miss Sato, about its opening time.
Unit 3: Where is the toilet?

HOWAITO Satō-san, Nihon no depāto wa nan-ji kara desu ka.
SATŌ Futsū gozen 10-ji kara desu.
HOWAITO Sō desu ka. Jā, nan-ji made desu ka.
SATŌ Sō desu ne. Futsū gogo 8-ji goro made desu.
HOWAITO Do-yōbi mo gozen 10-ji kara gogo 8-ji made desu ka.
SATŌ Ōe, do-yōbi wa gogo 8-ji han made desu.

MR WHITE Miss Sato, what time do Japanese department stores open?
MISS SATO They usually open at 10 a.m.
MR WHITE Really? Then, until what time are they (open)?
MISS SATO Well . . . , (they are open) until around 8 p.m.
MR WHITE Are they open from 10 a.m. to 8 p.m. on Saturdays as well?
MISS SATO No, they are open until 8.30 p.m. on Saturdays.

Vocabulary

<table>
<thead>
<tr>
<th>kara (particle)</th>
<th>from</th>
<th>made (particle)</th>
<th>to, until</th>
</tr>
</thead>
<tbody>
<tr>
<td>futsū</td>
<td>usually, normally</td>
<td>goro</td>
<td>about, around</td>
</tr>
</tbody>
</table>

Language point

From and till: kara and made

Both kara “from” and made “until” are postpositions.

a. Ginkō wa gozen 10-ji kara desu. The bank is (open) from 10 a.m.
b. Ginkō wa gogo 4-ji made desu. The bank is (open) until 4 p.m.

To combine the above sentences, you delete the repeated words desu and ginkō as below:

c. Ginkō wa gozen 10-ji kara gogo 4-ji made desu. The bank is (open) from 10 a.m. to 4 p.m.

To ask the time, you simply replace the time with nan-ji “what time” as shown below:

d. Ginkō wa nan-ji kara desu ka. From what time is the bank (open)?
Exercise 7 (CD 1; 31)
You will hear a series of conversations about the opening times of the following places. First, write the name of the place in English. Then, listen to the dialogue and write down the time as shown in the example.

Example  Kokura byōin (Kokura hospital)  
8:30 a.m.-5:30 p.m.

1 Hoteru no kissaten (
2 Sakura toshokan (
3 Sakura süpā (  

Exercise 8
Choose the appropriate interrogatives from the box below and write them in the spaces. You can use the same interrogative more than once.

1 Kissaten wa ______ desu ka.  Asoko desu.
2 Anata no tanjōbi wa ______ desu ka.  11-gatsu 15-nichi desu.
3 Nihon wa ima ______ desu ka.  Gogo 1-ji han desu.
4 Sumisu-san wa ______ desu ka.  Amerika-jin desu.
5 Toshokan wa ______ kara desu ka.  Gozen 9-ji kara desu.
6 Yamada-san wa ______ desu ka.  31-sai desu.

nan nan-sai nan-yōbi doko nan-ji itsu nani-jin

Hiragana of Unit 3

In this unit, you will learn ten new hiragana plus their voiced counterparts. Practise each hiragana as many times as you want on a spare sheet of paper.
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>na な な な</td>
<td>ba ぱ ぱ ぱ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ni に に に</td>
<td>bi び び び</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nu ぬ ぬ ぬ</td>
<td>bu ぶ ぶ ぶ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ne ね ね ね</td>
<td>be べ べ べ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no の の の</td>
<td>bo ぽ ぽ ぽ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ha は は は</td>
<td>pa ぱ ぱ ぱ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hi ひ ひ ひ</td>
<td>pi ぴ ぴ ぴ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fu ふ ふ ふ</td>
<td>pu ぷ ぷ ぷ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he へ へ へ</td>
<td>pe ぺ ぺ ぺ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ho ほ ほ ほ</td>
<td>po ぽ ぽ ぽ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 9**

Read out the following Japanese words written in Hiragana and write how to read them in the brackets below.

1 なに what  2 はね wing  3 にく meat  
(____) (____) (____)

4 ねこ cat  5 ひので sunrise  6 ほうせき jewellery  
(____) (_______) (_______)

7 せいふく uniform  8 ほうし cap/hat  9 へび snake  
(_______) (_______) (____)
Unit Four

Ano kamera wa ikura desu ka

How much is that camera over there?

In this unit you will learn about:

- indicating things with the demonstrative words kore “this”, sore “that” and are “that over there”
- asking questions with the interrogatives dore “which one?”, dare “who?” and dare no “whose?”
- giving and asking a price, using ikura “how much?”
- numbers up to 1,000,000
- hiragana of Unit 4

Dialogue 1

What is this? (CD 1; 32)

Miss Garcia is working at a Japanese company as an intern. Mr Kimura, her supervisor, is now showing her around one of the rooms, which has many remote controls.

<table>
<thead>
<tr>
<th>GARUSHIA</th>
<th>Kimura-san. Kore wa nan desu ka.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIMURA</td>
<td>Sore wa terebi no rimokon desu.</td>
</tr>
<tr>
<td>GARUSHIA</td>
<td>Are mo terebi no rimokon desu ka.</td>
</tr>
<tr>
<td>KIMURA</td>
<td>Dore desu ka.</td>
</tr>
<tr>
<td>GARUSHIA</td>
<td>Are desu.</td>
</tr>
<tr>
<td>KIMURA</td>
<td>Å, are wa eakon no rimokon desu.</td>
</tr>
<tr>
<td>GARUSHIA</td>
<td>Sō desu ka. Nite imasu ne.</td>
</tr>
</tbody>
</table>
MISS GARCIA  Mr Kimura. What is this?
MR KIMURA  That is a TV remote control.
MISS GARCIA  Well then, is that one over there also for the TV?
MR KIMURA  Which one?
MISS GARCIA  That one over there.
MR KIMURA  Ah, that one over there is for the air conditioning.
MISS GARCIA  Really? They look similar.

Vocabulary

<table>
<thead>
<tr>
<th>kore</th>
<th>this, this one</th>
</tr>
</thead>
<tbody>
<tr>
<td>sore</td>
<td>that, that one (near the listener)</td>
</tr>
<tr>
<td>terebi</td>
<td>television</td>
</tr>
<tr>
<td>rimokon</td>
<td>remote control</td>
</tr>
<tr>
<td>are</td>
<td>that one over there</td>
</tr>
<tr>
<td>dore</td>
<td>which one?</td>
</tr>
<tr>
<td>eakon</td>
<td>air conditioning</td>
</tr>
<tr>
<td>nite imasu</td>
<td>be similar</td>
</tr>
</tbody>
</table>

Language points

Indicating things (1): kore, sore and are

Kore, sore and are are demonstrative words which indicate things. Which one you should use is determined by the location of the item from the speaker's viewpoint. The sentence pattern is again X wa Y desu, as below:

a. Kore wa pen desu.
   This is a pen.

b. Sore wa ringo desu.
   That is an apple.

c. Are wa Nihon-go no jisho desu.
   That over there is a Japanese dictionary.

Kore, sore and are can take the position of Y as well.

d. Watashi no jisho wa kore desu.
   My dictionary is this one.
Asking questions with interrogatives (1): dore and dochira

There are two interrogative words for “which one”: dore and dochira. The former is used when you ask “which one?” among several, while the latter is used when you ask “which one?” out of two. Note that the demonstrative used in the answer is different, as shown in the following examples:

There are several remote controls on the table.
Q: Sumimasen. Terebi no rimokon wa dore desu ka.
   Excuse me. Which one is the remote control for the TV?
A: (Terebi no rimokon wa) kore desu.
   This one is.

There are two remote controls on the table.
Q: Sumimasen. Terebi no rimokon wa dochira desu ka.
   Excuse me. Which one is the remote control for the TV?
A: (Terebi no rimokon wa) kochira desu.
   This one is.

The polite versions of kore, sore, are and dore are kochira, sochira, achira and dochira respectively. They are also used as the polite versions of koko “this place”, soko “that place”, asoko “that place over there” and doko “where”, as learned in Unit 3 (page 36–37).

Various nouns and loan words

*Items*

<table>
<thead>
<tr>
<th>Item</th>
<th>Meaning</th>
<th>Item</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pasupōto</td>
<td>passport</td>
<td>pasokon</td>
<td>personal computer</td>
</tr>
<tr>
<td>tokē</td>
<td>clock, watch</td>
<td>dejikame</td>
<td>digital camera</td>
</tr>
<tr>
<td>udedokē</td>
<td>wristwatch</td>
<td>(kētai) denwa</td>
<td>(mobile) phone</td>
</tr>
<tr>
<td>shinbun</td>
<td>newspaper</td>
<td>hon</td>
<td>book</td>
</tr>
<tr>
<td>megane</td>
<td>(a pair of) glasses</td>
<td>kaban</td>
<td>bag</td>
</tr>
<tr>
<td>saifu</td>
<td>wallet</td>
<td>kasa</td>
<td>umbrella</td>
</tr>
<tr>
<td>kutsu</td>
<td>(a pair of) shoes</td>
<td>bōrupen</td>
<td>ball-point pen</td>
</tr>
<tr>
<td>denchi</td>
<td>battery</td>
<td>zasshi</td>
<td>magazine</td>
</tr>
</tbody>
</table>
Food and drink

kōhī  coffee
ocha  green tea
hanbāgā  hamburger
sakana  fish
kudamono  fruit
jūsu  juice
kōcha  English tea
niku  meat
yasai  vegetable
ringo  apple

Japanese uses many loan words (i.e. foreign-origin words) and some are used in a shortened form as below:

convenience store  →  konbiniensu sutoā  →  konbini
personal computer  →  pāsonaru konpyūta  →  pasokon
digital camera  →  dejitaru kamera  →  dejikame
remote controller  →  rimōto kontorōrā  →  rimokon
air conditioner  →  eā kondishonā  →  eakon

Exercise 1

Translate the following sentences into Japanese.

1  This is my wallet.
2  That one over there is Mr Jones’ Japanese book.
3  Which one (out of two) is your dictionary?
4  What is that one over there?
5  This is not my umbrella.

Dialogue 2

That umbrella is mine (CD 1; 33)

Miss Garcia found several umbrellas beside her office desk. She wonders whose umbrellas they are and asks questions to Mr Kimura, who is sitting next to her.

GARUSHIA  Kimura-san. Kono kasa wa dare no kasa desu ka.
KIMURA  Sono kasa wa watashi no desu.
GARUSHIA  Sō desu ka. Jā, sono kasa mo Kimura-san no desu ka.
KIMURA  Æ, kono kasa wa watashi no dewa arimasen. Yamada-san no desu.
GARUSHIA: Yamada-san?
KIMURA: Yamada-san wa watashi no tonari no hito desu.

MISS GARCIA: Mr Kimura. Whose umbrella is this (umbrella)?
MR KIMURA: That umbrella is mine.
MISS GARCIA: Really? Then, is that umbrella (by your desk) yours, as well?
MR KIMURA: No, this umbrella isn’t mine. (This is) Mrs Yamada’s.
MISS GARCIA: Mrs Yamada?
MR KIMURA: Mrs Yamada is the person (who is sitting) next to me.

---

**Vocabulary**

<table>
<thead>
<tr>
<th>kono</th>
<th>this (+ noun)</th>
<th>sono</th>
<th>that (+ noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>dare</td>
<td>who?</td>
<td>tonari</td>
<td>next to</td>
</tr>
<tr>
<td>dare no</td>
<td>whose? (+ noun)</td>
<td>hito</td>
<td>person</td>
</tr>
</tbody>
</table>

---

**Language point**

**Indicating things (2): kono/sono/ano + noun**

When the demonstratives are used with a noun, “re” in kore/sore/are becomes “no” as kono/sono/ano (+ noun). The interrogative for “which?” is dono (+ noun).

- kore this + hon book → kono hon this book
- sore that + hon → sono hon that book
- are that over there + hon → ano hon that over there
- dore which + hon → dono hon which book

a. **Kono shinbun wa Nihon no shinbun desu.**
   This newspaper is a Japanese newspaper.

b. **Sono pasokon to ano terebi o kudasai.**
   Please give me that computer and that TV over there.

c. **Yamada-san wa dono tokē o kaimashita ka.**
   Which watch did Mr Yamada buy?
Exercise 2
Choose the right demonstrative and underline it as shown in the example.

Example (Kore Kono) hon wa watashi no hon desu.

1 (Are Ano) hito wa watashi no ane desu.
2 (Sore Sono) wa Nihon no kētaī denwa desu ka.
3 Anata no kaban wa (dore dono) kaban desu ka.
4 (Kore Kono) wa nan no denchi desu ka.

Language point

Asking questions with interrogatives (2): dare and dare no

The interrogative dare is equivalent to the English “who?”. When the possessive marker no is attached to it (i.e. dare no), it means “whose?”. The politer counterparts are donata and donata no respectively. The noun after the possessive marker no can be omitted.

a. Q: Ano hito wa dare (donata) desu ka.
   Who is that person?
   A: (Ano hito wa) Yamada-san desu.
   That person is Mr Yamada.

b. Q: Kore wa dare no (donata no) hon desu ka.
   Whose book is this?
   A: (Sore wa) watashi no (hon) desu.
   That is my book.

Exercise 3
Rearrange the word order so that the sentences make sense.

Example denwa/watashi/no/desu/kono/wa
   Kono denwa wa watashi no desu.

1 desu/ka/kore/wa/no/dare/jūsu Kore
2 wa/sono/hito/desu/ka/dare
3 ano/no/jisho/watashi/wa/desu
Exercise 4 (CD 1; 34)

You will hear a series of conversations between a male and a female. They are talking about who owns which item. First write the name of the item in Japanese. Then listen to their conversation and indicate the owner of the item by choosing the correct letter from the box below.

Example  a pair of shoes  \textit{kutsu} [c]

1 a battery  
2 a pair of glasses  
3 a watch  

\begin{center}{a. Sumisu-san  b. Yamamoto-san  
c. Howaito-san  d. Honda-san}\end{center}

Dialogue 3

How much is that camera over there? (CD 1; 35)

Miss Garcia has come to a department store to buy a new camera. She is now being served by a male shop clerk.

\begin{tabular}{ll}
  TEN'IN  & Irasshaimase. \\
  GARUSHIA  & Sumimasen. Ano kamera wa ikura desu ka. \\
  TEN'IN  & Ano kamera wa sanman-nisen-en desu. \\
  GARUSHIA  & Jā, kono kamera wa ikura desu ka. \\
  TEN'IN  & Sono kamera wa niman-kyūsen-kyūhyaku-en desu. \\
  GARUSHIA  & Sō desu ka. Jā, kono kamera o kudasai. \\
  TEN'IN  & Dōmo arigatō gozaimasu. \\
\end{tabular}

\begin{tabular}{ll}
  SHOP CLERK  & \textit{May I help you?} \\
  MISS GARCIA  & \textit{Excuse me but how much is that camera over there?} \\
  SHOP CLERK  & \textit{That camera over there is 32,000 yen.} \\
  MISS GARCIA  & \textit{Then, how much is this camera?} \\
  SHOP CLERK  & \textit{That camera is 29,900 yen.} \\
  MISS GARCIA  & \textit{Is that so? Well then, can I have this camera, please?} \\
  SHOP CLERK  & \textit{Thank you very much indeed.} \\
\end{tabular}
### Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
<th>Japanese</th>
<th>English</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ten’in</td>
<td>shop clerk/assistant</td>
<td>sen</td>
<td>(one) thousand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>irasshaimase</td>
<td>Welcome, May I help you?</td>
<td>hyaku</td>
<td>(one) hundred</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ikura</td>
<td>how much?</td>
<td>-en</td>
<td>yen (Japanese currency)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-man</td>
<td>ten thousand</td>
<td>-o kudasai</td>
<td>please give me...,</td>
<td>I will have...</td>
<td></td>
</tr>
</tbody>
</table>

### Language point

**Numbers up to 1,000,000**

<table>
<thead>
<tr>
<th>hyaku (100)</th>
<th>sen (1000)</th>
<th>man (10,000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>hyaku</td>
<td>1,000</td>
</tr>
<tr>
<td>200</td>
<td>ni hyaku</td>
<td>2,000</td>
</tr>
<tr>
<td>300*</td>
<td>san byaku</td>
<td>3,000*</td>
</tr>
<tr>
<td>400</td>
<td>yon hyaku</td>
<td>4,000</td>
</tr>
<tr>
<td>500</td>
<td>go hyaku</td>
<td>5,000</td>
</tr>
<tr>
<td>600*</td>
<td>rop-pyaku</td>
<td>6,000</td>
</tr>
<tr>
<td>700</td>
<td>nana hyaku</td>
<td>7,000</td>
</tr>
<tr>
<td>800*</td>
<td>hap-pyaku</td>
<td>8,000*</td>
</tr>
<tr>
<td>900</td>
<td>kyū hyaku</td>
<td>9,000</td>
</tr>
</tbody>
</table>

193 = 100 + 90 + 3 = **hyaku-kyūjū-san**
3,765 = 3000 + 700 + 60 + 5 = **sanzen-nana-kyaku-roku-jū-go**
84,201 = 80,000 + 4,000 + 200 + 1 = **hachiman-yonsen-ni-kyaku-ichi**

10,000 0,000

- 10,000: hyaku sen jū ichi man
- 0,000: hyaku sen jū ichi man
Exercise 5

Read out the following numbers in Japanese and spell them out as shown in the example.

Example 1,204 sen-ni hyaku-yon

1 159 2 382
3 790 4 1,654
5 3,725 6 98,900

Language point

Giving and asking a price

The Japanese currency is en. To say “This book is 630 yen”, you use the X wa Y desu structure as below:

a. Kono hon wa 630(roppyaku-sanjū)-en desu.
   This book is 630 yen.

The Japanese word for “how much?” is ikura. To ask the price of a certain item, you do not change the word order but use the X wa ikura desu ka structure.

b. A: Kono hon wa ikura desu ka.  How much is this book?
   B: (Sono hon wa) 630-en desu.  That book is 630 yen.

Exercise 6

Complete the following dialogues between you and a shop clerk as shown in the example.

Example that pair of shoes over there/5,800 yen

YOU Sumimasen. Ano kutsu wa ikura desu ka.
SHOP CLERK Ano kutsu wa 5,800-en desu.
YOU Sō desu ka. Jā, ano kutsu o kudasai.

1 this bag/22,900 yen

YOU
SHOP CLERK
YOU
Exercise 7

Choose the appropriate interrogatives from the box below and write them in the spaces as shown in the example.

Example  Kono pasokon wa **dare no** desu ka.
            Yamamoto-san no desu.

1  Kore wa _____ no zasshi desu ka.  Kamera no zasshi desu.
2  Sumisu-san no kasa wa _____ desu ka.  Kore desu.
3  Ano hito wa _____ desu ka.  Honda-san desu.
4  Kore wa _____ kamera desu ka.  Nihon no kamera desu.
5  Howaito-san no kōhī wa _____ desu ka.  Kochira desu.
6  Resutoran wa _____ desu ka.  Soko desu.
7  Kono bīru wa _____ desu ka.  480-en desu.

nan, ikura, **dare no**, doko, dore, dochira, doko no, dare

Vocabulary

| **doko no** + noun | which company's/country's |

Exercise 8 (CD 1; 36)

The following is a monologue by Miss Tanaka. Read it out and complete the following English text accordingly.


The item near Miss Tanaka is ¹______. That item belongs to ²______ and cost ³______. The item far from Miss Tanaka is ⁴______ and is from ⁵______. Its price is ⁶______. 
Hiragana of Unit 4

In this unit, you will learn the last 16 new hiragana. None of them has a voiced counterpart. Practise each Hiragana as many times as you want on a spare sheet of paper.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma</td>
<td>ma</td>
<td>ra</td>
</tr>
<tr>
<td>mi</td>
<td>mi</td>
<td>ri</td>
</tr>
<tr>
<td>mu</td>
<td>mu</td>
<td>ru</td>
</tr>
<tr>
<td>me</td>
<td>me</td>
<td>re</td>
</tr>
<tr>
<td>mo</td>
<td>mo</td>
<td>ro</td>
</tr>
<tr>
<td>ya</td>
<td>ya</td>
<td>wa</td>
</tr>
<tr>
<td>yu</td>
<td>yu</td>
<td>o</td>
</tr>
<tr>
<td>yo</td>
<td>yo</td>
<td>n</td>
</tr>
</tbody>
</table>

Exercise 9

Read out the following Japanese words written in hiragana and write how to read them in the brackets below.

1 もやし beansprout (___ ___)
2 ゆみ bow (___)
3 わに crocodile (___)

4 わたし I (___ ___)
5 よそら night sky (___ ___)
6 やま mountain (___)

7 むかし long time ago (___ ___)
8 ゆうめい famous (___ ___)
9 ほうれんそう spinach (___ ___ ___ ___)

10 わたしは にほんごの がくせいです。
I am a Japanese language student.
(___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ 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___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ____
Unit Five

Donna ongaku ga suki desu ka
What kind of music do you like?

In this unit you will learn about:
- two types of adjectives: i-adjectives and na-adjectives
- how to describe things/places/people using adjectives
- adverbs of degree: very/not really . . .
- how to connect sentences using soshite, demo and ga
- how to talk about one’s likes and dislikes
- hiragana of Unit 5

Dialogue 1

How is life in Japan? (CD 1; 37)

It has been two months since Mr Johnson started work in Tokyo. He is now talking with Mrs Imai, his colleague and mentor.

IMAI Jonson-san. Nihon no sēkatsu wa dō desu ka.
JONSON Nihon no sēkatsu wa tanoshī desu.
IMAI Sō desu ka. Jā, Nihon no tabemono wa dō desu ka.
JONSON Nihon no kappu rāmen wa totemo oishī desu. Soshite totemo yasui desu.
IMAI Sō desu ne.
MRS IMAI: Mr Johnson, how is life in Japan?
MR JOHNSON: It is enjoyable.
MRS IMAI: Is that so? Then, what do you think of Japanese food?
MR JOHNSON: Japanese cup (instant) noodles are very tasty. And they are very cheap.
MRS IMAI: That is true. I think so, too.

---

**Vocabulary**

<table>
<thead>
<tr>
<th>sēkatsu</th>
<th>life</th>
<th>totemo</th>
<th>very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>tabemono</td>
<td>food</td>
<td>oishī (i-adj.)</td>
<td>delicious, tasty</td>
</tr>
<tr>
<td>kappu rāmen</td>
<td>instant noodles</td>
<td>soshite</td>
<td>and (sentence link)</td>
</tr>
<tr>
<td>tanoshī (i-adj.)</td>
<td>enjoyable</td>
<td>yasui (i-adj.)</td>
<td>cheap</td>
</tr>
<tr>
<td>dō</td>
<td>how?</td>
<td>sō desu ne</td>
<td>That is true, I agree with you.</td>
</tr>
</tbody>
</table>

---

**Language point**

**Adjectives (1): i-adjectives and na-adjectives**

There are two types of Japanese adjective: i-adjectives and na-adjectives. The general rule is that i-adjectives have the “i” sound before desu, whereas na-adjectives do not, with a few exceptions (marked by “*”).

**i-adjectives**

<table>
<thead>
<tr>
<th>ōkī</th>
<th>big</th>
<th>shinsetsu(na)</th>
<th>kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>chīsai</td>
<td>small</td>
<td>*1yūmē(na)</td>
<td>famous</td>
</tr>
<tr>
<td>atarashī</td>
<td>new</td>
<td>nigiyaka(na)</td>
<td>lively</td>
</tr>
<tr>
<td>furui</td>
<td>old</td>
<td>*2kirē(na)</td>
<td>beautiful, clean</td>
</tr>
<tr>
<td>ī (or yoi)</td>
<td>good</td>
<td>shizuka(na)</td>
<td>quiet</td>
</tr>
<tr>
<td>warui</td>
<td>bad</td>
<td>benri(na)</td>
<td>convenient</td>
</tr>
<tr>
<td>takai</td>
<td>expensive, high, tall</td>
<td>fuben(na)</td>
<td>inconvenient</td>
</tr>
<tr>
<td>yasui</td>
<td>cheap</td>
<td>suki(na)</td>
<td>like</td>
</tr>
<tr>
<td>hikui</td>
<td>low</td>
<td>*kirai(na)</td>
<td>dislike</td>
</tr>
</tbody>
</table>
i-adjectives | na-adjectives
---|---
yasashī | jōzu(na)
muzukashī | heta(na)
at sui | hima(na)
samui | *genki(na)
tsumetai | cold (temperature)
omoshiroii | interesting, funny
tsumaranai | boring, uninteresting
oishī | delicious, tasty
mazui | tasteless
good at
poor at
free (time)
vigorous, lively, fine

Notes:
*1 Yūmē is spelled as yuumei in hiragana.
*2 Kirei is spelled as kirei in hiragana.

Exercise 1

Are they i-adjectives or na-adjectives? Write “i” or “na” in the brackets.

Example: samui (I)

1 jōzu ( ) 2 oishī ( ) 3 takai ( )
4 shizuka ( ) 5 omoshiroii ( ) 6 furui ( )
7 shinsetsu ( ) 8 nigiyaka ( ) 9 fuben ( )
10 ᵁ ( ) 11 kirai ( ) 12 yasui ( )

Language points

Adjectives (2): non-past/past and affirmative/negative

I-adjectives and na-adjectives inflect differently as shown below:

i-adjectives

| takai | desu | is/are expensive |
| takakunai | desu | is/are not expensive |
| takakatta | desu | was/were expensive |
| takakunakatta | desu | was/were not expensive |

Note that “i” is dropped from the last three inflections.
**na-adjectives**

- **shizuka な** desu
  - is/are quiet
- **shizuka な** dewa* arimasen
  - is/are not quiet
- **shizuka な** deshita
  - was/were quiet
- **shizuka な** dewa* arimasendeshita
  - was/were not quiet

*“Dewa” becomes ja in colloquial Japanese.*

Note that た as “good” inflects irregularly.

- **た desu** good
- **yokunai desu** not good
- **yokatta desu** was good
- **yokunakatta desu** was not good

**Adjectives (3): X wa + adjective**

A sentence which takes an adjective uses the following pattern:

\[
X \quad wa \quad \text{adjective}
\]

a. **Kono hon wa takai desu.**
   - This book is expensive.

b. **Ano hon wa omoshirokatta desu.**
   - That book was funny.

c. **Yamada-san wa shinsetsu desu.**
   - Mr Yamada is kind.

The interrogative for adjectives is どう, equivalent to English “how”.

d. **Q: Sono hon wa dō desu ka.**
   - How is that book?
   
   **A:** (Kono hon wa) omoshiroi desu.
   - This book is interesting.

e. **Q: Kinō no pātī wa dō deshita ka.**
   - How was yesterday’s party?
   
   **A:** (Kinō no pātī wa) nigiyaka deshita.
   - It was lively.
Exercise 2

Complete the following adjective form table.

<table>
<thead>
<tr>
<th>Non-past affirmative</th>
<th>Non-past negative</th>
<th>Past affirmative</th>
<th>Past negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>i atarashī desu</td>
<td>1)</td>
<td>2)</td>
<td>3)</td>
</tr>
<tr>
<td>takai desu</td>
<td>4)</td>
<td>5)</td>
<td>6)</td>
</tr>
<tr>
<td>samui desu</td>
<td>7)</td>
<td>8)</td>
<td>9)</td>
</tr>
<tr>
<td>na hima desu</td>
<td>10)</td>
<td>11)</td>
<td>12)</td>
</tr>
<tr>
<td>genki desu</td>
<td>13)</td>
<td>14)</td>
<td>15)</td>
</tr>
<tr>
<td>benri desu</td>
<td>16)</td>
<td>17)</td>
<td>18)</td>
</tr>
</tbody>
</table>

Exercise 3

Complete the following sentences as shown in the example.

Example Watashi wa genki desu. (I am fine.)

1 Kinō wa ________________ (It was cold yesterday.)
2 Kono jisho wa ________________ (This dictionary is not good.)
3 (O)sushi wa ________________ (Sushi is not cheap.)
4 Tōkyō wa ________________ (Tokyo was lively.)
5 Kyōto no hoteru wa ________________ (The hotel that I stayed at in Kyoto was not expensive.)

Language point

Adverbs of degree: very/not really . . .

The adverb of degree is placed right before the adjective. Note that amari “not so much” and zenzen “not at all” always take the negative form of the adjective (★).
Unit 5: Donna ongaku ga suki desu ka

100% high totemo very (much) ōkī desu

70% māmā quite, so so ōkī desu

50% chotto slightly, a little ōkī desu

30% ★ amari not so/very (much) ōkikunai desu

10-20% ★ zenzen not at all ōkikunai desu

0% low

a. Kono machi wa totemo ōkī desu.
This town is very big.

b. Kono machi wa māmā ōkī desu.
This town is reasonably big.

c. Kono machi wa chotto ōkī desu.
This town is a bit big.

d. Kono machi wa amari ōkikunai desu.
This town is not so big.

e. Kono machi wa zenzen ōkikunai desu.
This town is not big at all.

Exercise 4

Answer the following questions, using the adjectives given in the brackets. Use the adverbs of degree (totemo, māmā, chotto, amari and zenzen) as well.

Example  Nihon-go wa omoshiroi desu ka. (yes, very much)
Hai, Nihon-go wa totemo omoshiroi desu.

1 Kinō no tenki wa yokatta desu ka. (no, not good at all)
2 Hiragana wa dō desu ka. (not so difficult)
3 Nihon no tabemono wa dō desu ka. (a little bit expensive)

Vocabulary

tenki  weather
Dialogue 2

What kind of town is Asakusa? (CD 1; 38)

Mr Johnson and Mrs Imai have just finished a meeting and are now walking back to the office.

JONSON Imai-san no uchi wa doko desu ka.
IMAI Asakusa desu.
JONSON Asakusa wa donna machi desu ka.
IMAI Totemo omoshiroi machi desu. Soshite nigiyakana machi desu.
JONSON Sō desu ka. Ī desu ne.

MR JOHNSON Where is your home, Mrs Imai?
MRS IMAI It is in Asakusa.
MR JOHNSON What kind of town/city is Asakusa?
MRS IMAI It is a very interesting city. And it is a very lively city.
MR JOHNSON Really? That is good.

Vocabulary

<table>
<thead>
<tr>
<th>Asakusa</th>
<th>Asakusa, a place in Tokyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>donna + noun</td>
<td>what kind of? (+ noun)</td>
</tr>
</tbody>
</table>

Language point

Adjectives (4): i/na-adjective + noun

i-adjective + noun

When i-adjectives modify a noun, desu is dropped as below:

omoshiroi hon an interesting book

| takai hon | an expensive book |

| an interesting book | an expensive book |
**na-adjective + noun**

When *na*-adjectives modify a noun, *desu* is dropped and *na* is inserted as below:

- kirē *na* hon  a beautiful book
- yūmē *na* hon  a famous book

The tense and affirmative/negative can be expressed at the end of the sentence.

a. Ashita wa ī hi desu.  Tomorrow is a good day.

b. Kinō wa ī hi deshita.  Yesterday was a good day.

The interrogative for an adjective + noun is *donna*, equivalent to the English “what kind of”. Note that *donna* is always followed by a noun.

c. Q: Nihon wa Donna kuni desu ka.  What kind of country is Japan?

   A: (Nihon wa) kirēna kuni desu.  It is a beautiful country.

d. Q: Kinō no ēga wa Donna ēga deshita ka.  What kind of film was yesterday’s film?

   A: (Kinō no ēga wa) omoshiroi ēga deshita.  It was an enjoyable film.

---

**Exercise 5**

Choose the correct answer and circle it.

1. (a. oishī) b. oishīna) tabemono  (delicious food)
2. (a. suki) b. sukinana) ongaku  (favourite music)
3. (a. omoshiroi) b. omoshiroina) ēga  (an interesting film)
4. (a. kirē) b. kirēna) hana  (a beautiful flower)
5. (a. warui) b. waruina) tenki  (bad weather)
6. (a. shinsetsu) b. shinsetsuna) hito  (a kind person)

---

**Vocabulary**

| ongaku | music |
| ēga    | film  |
| hana   | flower |
Language point

Connecting sentences: soshite, demo and ga

Soshite connects sentences which have the same value (i.e. positive–positive or negative–negative) or a casual relationship (i.e. I am Japanese. And I am a student), whereas demo and ga link sentences which have an opposite or contrastive meaning. Note that a sentence before soshite and demo must be ended firmly, but this is not the case with ga.

a. Imai-san wa genki desu. Soshite shinsetsu desu. Mrs Imai is energetic. And she is kind.


c. Nihon-go wa omoshiroi desu ga, muzukashī desu. Japanese is interesting but difficult.

Dialogue 3

Do you like Russian music? (CD 1; 39)

During a lunch break, Mr Johnson is browsing in a CD store, when Mrs Imai happens to enter and sees him examining one of the CDs.

IMAI Ā, Jonson-san. Sore wa doko no ongaku desu ka.
JONSON Kore wa Roshia no ongaku desu.
IMAI Jonson-san wa Roshia no ongaku ga suki desu ka.
JONSON Hai, daisuki desu. Roshia no ongaku wa totemo kirē desu.

MRS IMAI Oh, Mr Johnson. What country's music is that?
MR JOHNSON This is Russian music.
MRS IMAI Do you like Russian music, Mr Johnson?
MR JOHNSON Yes, I like it very much. Russian music is very beautiful.
Language point

Likes and dislikes

The Japanese equivalent of "like" and "dislike" are suki(na) and kirai(na) respectively. Unlike English, they are adjectives and inflect in the same way as na-adjectives. The X wa Y ga adjective structure is used to express one's likes and dislikes, with X indicating who has such a feeling and Y indicating towards what or whom such a feeling is directed. Y is marked by ga, the subject marker.

a. Watashi wa Nihon no ongaku ga suki desu.
   I like Japanese music.

b. Jonson-san wa (o)sushi ga amari suki dewa arimasen.
   Mr Johnson does not like sushi much.

Jōzu(na) and heta(na), which mean "be good at" and "be poor at", also take the above pattern.

c. Imai-san wa Ōgo ga totemo jōzu desu.
   Mrs Imai is very good at English.

Exercise 6

What does Karen like/dislike? What is she good/poor at?

*Example* (like/tennis) Karen-san wa tenisu ga suki desu.

1 (like/music)
2 (dislike/TV)
3 (be good at/piano)
4 (be poor at/sports)
Vocabulary

| tenisu | tennis          | supōtsu | sports          |
| piano  | piano           |

Exercise 7 (CD 1; 40)

Listen to the conversation between Taro (male) and Mariko (female) and complete the following sentences.

1. Taro likes _______ but dislikes _______.
2. Mariko is good at _______ but poor at _______.

Exercise 8 (CD 1; 41)

Michael (Maikeru) sent the following postcard to Michiko, his Japanese friend. Read out his letter and write ✓ if the statement agrees with the content and ✗ if not.

Michiko-san e,


Jā, mata.

Maikeru yori

Vocabulary

| [name] + e  | dear (used in a letter)          | o tabemashita | ate (something)          |
| tanoshimi(na) (na-adj.) | to look forward to                  |
| mata          | again                               |
| [name] + yori | from (used in a letter)            |

Tōkyō     | Tokyo                   |
Ōsaka     | Osaka                   |
okonomiyaki | Japanese pizza          |
1 ( ) Michael thinks Osaka is a very interesting place.
2 ( ) The weather has been good for the last couple of days in Osaka.
3 ( ) Michael tried Japanese pizza, which he thought was tasty but slightly expensive.

Hiragana of Unit 5

“や” “ゆ” and “よ” can be attached to another hiragana to create a combined sound. For example, き (ki) + や (ya) becomes きゃ (kyaa) and に (ni) + ゆ (yu) becomes にゅ (nyuu). In such cases, “や”, “ゆ” and “よ” are written one quarter of the usual size.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>kya</td>
<td>kya</td>
<td>kya</td>
<td>nya</td>
<td>nya</td>
<td>nya</td>
</tr>
<tr>
<td>kyu</td>
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<td>nyu</td>
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</tr>
<tr>
<td>cho</td>
<td>cho</td>
<td>cho</td>
<td>myo</td>
<td>myo</td>
<td>myo</td>
</tr>
</tbody>
</table>
Exercise 9

Read out the following Japanese words written in hiragana and write how to read them in the brackets below.

1 かしゅ singer (___ ___)
2 きょう today (___ ___)
3 しゃちょう company CEO (___ ___ ___)
4 ぎゅうにゅう milk (___ ___ ___)
5 きょうかしょ textbook (___ ___ ___ ___)
6 ちゅうしゃじょう car park (___ ___ ___ ___)
Unit Six

Watashi wa rainen Nihon e ikimasu

I will go to Japan next year

In this unit you will learn about:

• how to conjugate a verb (non-past and past)
• how to talk about where one goes, comes and returns to
• saying “to” (somewhere), “by” (method of transportation) and “with” (someone)
• terms for places, methods of transportation and time
• hiragana: double consonant sound and long vowel sound

Dialogue 1

Where will you go this winter? (CD 1; 42)

Miss Walker is an exchange student at a Japanese university in Tokyo. She is now talking with her Japanese friend, Mr Suzuki, about the winter holiday.

SUZUKI

Wōkā-san wa kotoshi no fuyu doko e ikimasu ka.

WŌKÄ

Watashi wa Igirisu e kaerimasu. Suzuki-san wa?

SUZUKI

Watashi wa doko(e)mo ikimasen. Demo watashi wa rainen Igirisu e ikimasu.

WŌKÄ

Itsu ikimasu ka.

SUZUKI

Rainen no natsu ikimasu.

MR SUZUKI

Where are you going this winter, Miss Walker?

MISS WALKER

I am going back to the UK. How about you?
MR SUZUKI  I am not going anywhere. But I am going to the UK next year.
MISS WALKER  When are you going?
MR SUZUKI  I am going (there) next summer.

### Vocabulary

<table>
<thead>
<tr>
<th>fuyu</th>
<th>winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>e (particle)</td>
<td>to [direction marker]</td>
</tr>
<tr>
<td>ikimasu</td>
<td>to go</td>
</tr>
<tr>
<td>kaerimasu</td>
<td>to go back, return</td>
</tr>
<tr>
<td>doko(e)mo</td>
<td>nowhere, anywhere</td>
</tr>
<tr>
<td>ikimasen</td>
<td>do not (does not) go</td>
</tr>
<tr>
<td>natsu</td>
<td>summer</td>
</tr>
</tbody>
</table>

### Places

In Units 1 and 3 you learned various “place” nouns such as those below:

<table>
<thead>
<tr>
<th>Nihon</th>
<th>Japan</th>
<th>yūbinkyoku</th>
<th>post office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Igirisu</td>
<td>UK</td>
<td>gakkō</td>
<td>school</td>
</tr>
<tr>
<td>Amerika</td>
<td>USA</td>
<td>kaisha</td>
<td>company</td>
</tr>
<tr>
<td>Chūgoku</td>
<td>China</td>
<td>uchi</td>
<td>house</td>
</tr>
</tbody>
</table>

In this unit, you will learn more place-related nouns.

**Buildings**

- dōbutsuen  zoo
- suizokukan  aquarium
- hakubutsukan  museum
- bijutsukan  art gallery
- kenchō  prefectural office
- shiyakusho  city hall, town hall

**Area**

- ajia  Asia
- yōroppa  Europe
- gaikoku  foreign country

### Going places (1): verb conjugation

Unit 6 introduces three Japanese verbs:

- ikimasu  to go
- kimasu  to come
- kaerimasu  to go back, return
Iki-, ki- and kaeri- are the verb stems and remain unchanged whereas masu changes according to the meaning as shown below:

- iki masu  go  (non-past affirmative)
- iki masen  do/does not go  (non-past negative)
- iki mashita  went  (past affirmative)
- iki masendeshita  did not go  (past negative)

**Exercise 1**

Write the following verbs appropriately as in the example.

*Example* (went)  ikimashita

1. (came)  2. (did not go)
3. (returned)  4. (will come)
5. (do not come)  6. (will go back)

**Language points**

**Going places (2): direction marker e + go/come/return**

The particle e is a direction marker and indicates which direction one moves towards. To say where someone goes, you use the following pattern:

```
noun 1  noun 2  e  verb
(person)  (place)  (go, come, return)
```

a. Watashi wa shiyakusho e ikimasu.  I will go to the city hall.
b. Kimura-san wa uchi e kaerimashita.  Mr Kimura went home.

To ask where someone goes, you use doko “where?” in the position of Noun 2.

Q: Jonson-san wa doko e ikimashita ka.
Where has Mr Johnson gone?

A: (Jonson-san wa) bijutsukan e ikimashita.
He has gone to the art gallery.
Note that the spelling for the particle は is は (ha).

わたしは しゅうしゅうへ いきます。 I go to the city hall.

**Time-related vocabulary**

In Unit 2, you learned time-related vocabulary such as “day of the week”, “month”, “date”, etc. Here is some new vocabulary:

**Seasons and holidays**

- **haru** spring
- **natsu** summer
- **aki** autumn
- **fuyu** winter
- **yasumi** holiday
- **natsu-yasumi** summer holiday

**Words with mai (every)**

- **mainichi** every day
- **maiaasa** every morning
- **maiban** every evening
- **maishuu** every week
- **maitsuki** every month
- **maitoshi** every year

**Others**

- **shumatsu** (this/last) weekend
- **saikin** recently

**Going places (3): when**

The diagram below shows where to put the time-related information in a sentence:

![Diagram: noun 1 (person) wa noun 2 (time) e noun 3 (place) verb]

a. Watashi wa shumatsu dobuttsuen e ikimashita.

   I go to the zoo at the weekend.

b. Watashi wa natsu-yasumi yoroppa e ikimashita.

   I went to Europe during the summer holiday.
To ask when one goes to a certain place, you use *itsu* "when" in the place of the time.

c. **Q:** Maiku-san wa *itsu* Kyōto e ikimashita *ka*.  
When did you go to Kyoto, Mike?

**A:** *(Watashi wa)* *kinō* ikimashita.  
I went there *yesterday*.

**Exercise 2**

Translate the following English sentences into Japanese.

1. I go to Japan every year.
2. My friend didn’t come to my house yesterday.
3. Mr Suzuki will go to the museum this weekend.
4. Do you go to school every day, Miss Akita?

**Exercise 3 (CD 1; 43)**

Listen to the conversation and find out where and when Yoko and Mike are going.

1. **Yoko**  
a) what city: ________  
b) when: ________

2. **Mike**  
a) what city: ________  
b) when: ________

**Dialogue 2**

I went to the art gallery with my friend *(CD 1; 44)*

Mr Suzuki and Miss Walker are talking about what they did yesterday.

**WÔKÅ**  
Suzuki-san wa kinō doko e ikimashita ka.

**SUZUKI**  
Watashi wa kinō bijutsukan e ikimashita.

**WÔKÅ**  
Dare to ikimashita ka.

**SUZUKI**  
Tomodachi to ikimashita.

**WÔKÅ**  
Nani de ikimashita ka.

**SUZUKI**  
Densha de ikimashita.

**WÔKÅ**  
Sō desu ka.
MISS WALKER: Where did you go yesterday, Mr Suzuki?
MR SUZUKI: I went to the art gallery yesterday.
MISS WALKER: Who did you go there with?
MR SUZUKI: I went there with my friend.
MISS WALKER: How did you go there?
MR SUZUKI: I went there by train.
MISS WALKER: Really?

** VOCABULARY **

dare to with whom?
to (particle) with
tomodachi friend(s)
nani de by what? how?
de (particle) by (means or tools)
densha electric train

** Language points **

** Going places (4): how **

The particle which indicates the means of transportation or method is **de**.

\[
\text{noun 1 (person) wa noun 2 (method) de noun 3 (place) e verb}
\]

a. *Watashi wa basu de uchi e kaerimashita.*
   I went home by bus.

b. *Watashi wa mainichi jitensha de eki e ikimasu.*
   I go to the station by bicycle every day.

To ask the means of transportation or method, either **nani de** or **nan de** is used.

c. Q: *Maiku-san wa nani de kaisha e ikimasu ka.*
   How do you commute to the company, Mike?

   A: *Watashi wa densha de kaisha e ikimasu.*
   I go there by train.
Unit 6: **Watashi wa rainen Nihon e ikimasu**

Note that “on foot” and “running” do not take de but are aruite and hashitte respectively.

d. *Watashi wa aruite gakkō e ikimasu.*
   I go to school on foot.

Here is a list of words for means of transportation:

- **kuruma** car
- **ōtobai** motorcycle
- **shinkansen** bullet train
- **hikōki** aeroplane
- **densha** train
- **basu** bus
- **takushī** taxi
- **jitensha** bicycle

**Going places (5): with whom**

The particle to is equivalent to the English “with” and is used as below:

```
noun 1 (person)  wa  noun 2 (person)  to  noun 3 (place)  e  verb
```

a. *Watashi wa Li-san to toshokan e ikimasu.*
   I go to the library with Miss Lee.

The interrogative to ask “who?” is dare. And “with whom?” is dare to.

b. Q: *Maiku-san wa kinō dare to resutoran e ikimashita ka.*
   With whom did you go to the restaurant yesterday, Mike?

   A: *Watashi wa tomodachi to ikimashita.*
   I went there with my friends.

Note that de is used instead of to when indicating “with how many people”.

- **hitori de** alone
- **futari de** (as) two people

Q: *Maiku-san wa tomodachi to sūpā e ikimashita ka.*
   Do you go to the supermarket with your friends, Mike?

A: *Īe, (watashi wa) hitori de ikimasu.*
   No, I go there on my own.
Exercise 4

Answer the following questions, using the information about Mrs Imai’s holiday plans for this year.

<table>
<thead>
<tr>
<th>When</th>
<th>How</th>
<th>With whom</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring holiday</td>
<td>by train</td>
<td>with friends</td>
<td>London</td>
</tr>
<tr>
<td>Summer holiday</td>
<td>by aeroplane</td>
<td>with family</td>
<td>Italy</td>
</tr>
</tbody>
</table>

Example: Imai-san wa haru-yasumi doko e ikimasu ka. 
Rondon e ikimasu.

1. Imai-san wa haru-yasumi nani de Rondon e ikimasu ka.
2. Imai-san wa haru-yasumi dare to Rondon e ikimasu ka.
3. Imai-san wa itsu Itaria e ikimasu ka.
4. Imai-san wa nani de Itaria e ikimasu ka.
5. Imai-san wa dare to Itaria e ikimasu ka.

Exercise 5 (CD 1; 45)

Read out the following sentences and translate them into English.

1. わたしは きのう ひとりで あるいは ゆうびんきょくへ いきました。
2. たなかさんは まいにち ともだちと でんしゃで がっこうへ いきます。

Dialogue 3

How long does it take from London to Tokyo? (CD 1; 46)

Mr Suzuki is asking Miss Walker about the distance between Japan and the UK.

SUZUKI: Wôtä-san no Igirisu no uchi wa doko desu ka.
WÔKÄ: Rondon desu.
SUZUKI: Rondon kara Tôkyô made hikõki de donokurai kakarimasu ka.
SUZUKI: Tôi desu ne.
MR SUZUKI: Miss Walker, where is your home in the UK?
MISS WALKER: It is in London.
MR SUZUKI: How long does it take from London to Tokyo by plane?
MISS WALKER: Well, it takes around 10 hours.
MR SUZUKI: It is a long way, isn’t it?

### Vocabulary

<table>
<thead>
<tr>
<th>Rondon</th>
<th>London</th>
<th>kakarimasu</th>
<th>to take (time/cost)</th>
</tr>
</thead>
<tbody>
<tr>
<td>kara</td>
<td>(particle)</td>
<td>-jikan</td>
<td>hours</td>
</tr>
<tr>
<td>made</td>
<td>(particle)</td>
<td>gurai (or kurai)</td>
<td>about, around</td>
</tr>
<tr>
<td>donokurai</td>
<td>how long? (time)</td>
<td>tōi (i-adj.)</td>
<td>far</td>
</tr>
</tbody>
</table>

### Language point

**Going places (6): how long**

“How long?” in Japanese is donokurai. To ask how long it is from X to Y, you say X kara Y made donokurai desu ka.

a. Q: Tōkyō kara Ōsaka made donokurai desu ka.
   How long does it take from Tokyo to Osaka?

   A: Shinkansen de 2-jikan han desu.
   It is 2.5 hours by bullet train.

The answer could take various units of time, such as:

- year: -nен(кен) (nenkan)
- month: -кагетсу(кен) (kagetsukan)
- week: -しゅ(кен) (shukan)
- day: -ничи (кен) (nichikan)
- hour: -じかん (jikan)
- minute: -ふん/pun

Gurai (or kurai) means “about, approximately” and comes after the unit of time. Although they are now used interchangeably, the general rule is that gurai follows nouns whereas kurai is used after pronouns such as kono, sono, or ano.

b. Shinkansen de 2-jikan han gurai (or kurai) desu.
   It is about 2.5 hours by bullet train.
Desu in the above pattern can be replaced by the verb kakarimasu “to take”.

c. Tōkyō kara Ōsaka made shinkansen de 2-jikan han kurai kakarimasu.
   It takes about 2.5 hours from Tokyo to Osaka by bullet train.

Exercise 6

Choose the appropriate interrogatives from the box below and write them in the spaces as shown in the example.

Example Kono pasokon wa dare no desu ka.
   Yamamoto-san no desu.

1 Imai-san wa _________ e ikimasu ka.
   Shiyakusho e ikimasu.

2 _________ to ikimasu ka.
   Hitori de ikimasu.

3 Jonson-san wa _________ Kyōto e ikimashita ka.
   Shūmatsu ikimashita.

4 _________ de ikimashita ka.
   Densha de ikimashita.

5 Ōsaka kara Kyōto made _________ deshita ka.
   Densha de 15-fun kurai deshita.

| nani | donokurai | dare no | doko | dare | itsu |

Exercise 7

Put the appropriate word in the space as shown in the example. Write X if nothing is required.

Example Watashi wa shūmatsu sūpā ________ ikimashita.

1 Tanaka-san wa Jonson-san ____ uchi e kaerimashita.
2 Watashi wa basu ____ densha ____ kaisha e ikimasu.
3 Yōko-san wa hitori ____ gakkō e ikimasu.
4 Maiku-san wa mainichi aruite ____ kōen e ikimasu.
5 Watashi wa saikin kazoku ____ gaikoku ____ ikimashita.
Long vowel sound

A vowel with the symbol ー, pronounced longer than its counterpart without the symbol, is spelled out with two hiragana. The second hiragana is usually from the same vowel row as the first one, e.g. ああ (a a) for あ, すう (su u) for すう.

Note that えい (えい) and おう (おう) spellings are pronounced as え and お respectively. Therefore a word which contains えい or おう is pronounced differently from how it is spelled. However, they use hiragana from different vowel rows to lengthen the vowel sounds.

<table>
<thead>
<tr>
<th>spelling</th>
<th>pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>あ: おかあさん</td>
<td>お か あ さ ん</td>
</tr>
<tr>
<td>い: おいしい</td>
<td>お い し い</td>
</tr>
<tr>
<td>う: ぎゅうにゅう</td>
<td>ぎ ゅ う に ゅ う</td>
</tr>
<tr>
<td>え: ええ</td>
<td>え ゛</td>
</tr>
<tr>
<td>お: がくせい</td>
<td>が く せい</td>
</tr>
<tr>
<td>たんじょうび</td>
<td>た ん じ ょ う び</td>
</tr>
</tbody>
</table>

Double consonant sound: つ

Two identical consonants such as きき, てて or ささ mean that you insert a pause between the previous and the following sound. For instance, きっ て has a short pause between き and て. This pause is represented by small つ as below:

<table>
<thead>
<tr>
<th>kitte</th>
<th>きっ て</th>
<th>kite</th>
<th>きっ て</th>
</tr>
</thead>
<tbody>
<tr>
<td>a postage stamp</td>
<td>○●○</td>
<td>please come</td>
<td>○●○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>matte</th>
<th>ま って</th>
<th>mate</th>
<th>ま って</th>
</tr>
</thead>
<tbody>
<tr>
<td>please wait</td>
<td>○●○</td>
<td>wait (command)</td>
<td>○●○</td>
</tr>
</tbody>
</table>
## Exercise 8

Circle the correct hiragana spelling for the transliterated Japanese words.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>gakkō (school)</td>
<td>a. がこう</td>
<td>b. がっこう</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>sumō (sumo wrestling)</td>
<td>a. すもう</td>
<td>b. すうも</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>tokē (watch, clock)</td>
<td>a. とけ</td>
<td>b. とけい</td>
<td>c. とけい</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>yukkuri (slowly)</td>
<td>a. ゆっくり</td>
<td>b. ゆっくり</td>
<td>c. ゆっくり</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>issai (one year old)</td>
<td>a. いいさい</td>
<td>b. いさい</td>
<td>c. いっさい</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>motto (more)</td>
<td>a. もっと</td>
<td>b. もうど</td>
<td>c. もど</td>
<td></td>
</tr>
</tbody>
</table>
Unit Seven

Watashi wa yoku sūpā de hiru-gohan o kaimasu

I often buy lunch at the supermarket

In this unit you will learn about:

- describing one’s daily activities (various verbs)
- describing when and where an action takes place
- saying “nothing”, “no one” and “nowhere”
- how to ask the meaning of an unknown word
- terms of frequency
- katakana of Unit 7

Dialogue 1

What time did you get up yesterday? (CD 1; 47)

Mr Ito and Mrs Parker are talking about what they did yesterday.

ITŌ  Pākā-san wa kinō nan-ji ni okimashita ka.
PĀKĀ  Watashi wa gozen 7-ji ni okimashita.
ITŌ  Sorekara nani o shimashita ka.
PĀKĀ  Shinbun o yomimashita. Soshite, asa-gohan o tabemashita.
ITŌ  Sō desu ka. Sorekara doko e ikimashita ka.
PĀKĀ  Doko(e)mo ikimasendeshita.
MR ITO  Mrs Parker, what time did you get up yesterday?
MRS PARKER  I got up at 7 a.m.
MR ITO  And what did you do?
MRS PARKER  I read the newspaper. Then I ate breakfast.
MR ITO  Is that so? Where did you go after that?
MRS PARKER  I did not go anywhere.

Vocabulary

| ni (particle) | at, on, in [time marker] | shinbun | newspaper |
| sorekara | and then, also, after that | yomimashita | read (past tense) |
| o (particle) | [object marker] | asa-gohan | breakfast |
| shimasita | did (something) | tabemashita | ate |
| | | doko(e)mo | nowhere |

Language points

Verbs for daily activities

okimasu  to wake up, get up  kikimasu  to listen (to), hear
nemasu  to go to bed, sleep  kakimasu  to write
tabemasu  to eat  yomimasu  to read
nomimasu  to drink  kaimasu  to buy
mimasu  to see, watch, look  shimasu  to do

Some nouns can attach shimasu “do” to become a verb.

benkyō  study  benkyō shimasu  to study
ryōri  cooking  ryōri shimasu  to cook
shigoto  occupation, work  shigoto shimasu  to work
kaimono  shopping  kaimono shimasu  to do some shopping
unten  driving  unten shimasu  to drive
Particle お: object marker

The particle お marks the object of a sentence such as “an apple” in “I eat an apple.” The object and its marker tend to come just before the verb.

```
  noun 1
     (person)  wa
        noun 2
       (object)  お
             verb
```

a. Watashi wa maiasa ringo o tabemasu.
   I eat an apple every morning.

b. Watashi no otōto wa kuruma o unten shimasen.
   My younger brother does not drive a car.

c. Watashi wa kinō Nihon no hon o yomimashita.
   I read a Japanese book yesterday.

Note that the spelling for the particle お is を, not お.

わたしたちは まいあさ りんごを たべます。
I eat an apple every morning.

To ask for information about the object, you use nani “what?” in the position of Noun 2.

d. Q: Anata wa kinō nani o benkyō shimashita ka.
   What did you study yesterday?

   A: Watashi wa kinō Nihon-go o benkyō shimashita.
      I studied Japanese language yesterday.

The following is a list of new vocabulary that could be used as the object of the verbs introduced in this unit:

**Food and drink**

<table>
<thead>
<tr>
<th>tabemono</th>
<th>food</th>
<th>nomimono</th>
<th>drink, beverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>gohan</td>
<td>meal, cooked rice</td>
<td>(o)sake</td>
<td>alcohol, Japanese sake</td>
</tr>
<tr>
<td>asa-gohan</td>
<td>breakfast</td>
<td>bīru</td>
<td>beer</td>
</tr>
<tr>
<td>hiru-gohan</td>
<td>lunch</td>
<td>wain</td>
<td>wine</td>
</tr>
<tr>
<td>ban-gohan</td>
<td>supper, dinner</td>
<td>sūpu</td>
<td>soup</td>
</tr>
<tr>
<td>okashi</td>
<td>confectionery</td>
<td>(o)mizu</td>
<td>water</td>
</tr>
</tbody>
</table>
Things

tegami letter
mēru email
intānetto the Internet

Exercise 1

Which verbs in the box below can be used for the following objects? Write them in the spaces. The numbers in the brackets indicate how many verbs you need to write.

Example asa-gohan (breakfast) o tabemasu/kaimasu (2)

1 tegami (letter) o ____________________________ (2)
2 (o)sake (alcohol) o ____________________________ (2)
3 mēru (email) o ______________________________ (2)
4 raijo (radio) o ______________________________ (2)
5 kuruma (car) o ______________________________ (2)
6 Nihon-go (Japanese) o ________________________ (4)

tabemasu nomimasu yomimasu kikimasu kakimasu
okimasu shimasu kaimasu unten shimasu benkyō shimasu

Language point

Particle ni: time marker

The particle ni is attached to a time-related word to indicate a specific time.

noun 1 wa noun 2 ni verb

(person) (time) ni

a. Watashi wa maiasa gozen 7-ji ni okimasu.
   I wake up at 7 a.m. every morning.

Ni is optional for some time-related words such as days of the week, holidays, etc.
b. Watashi wa do-yōbi (ni) kaisha e ikimasen.
   I do not go to work (lit. the company) on Saturdays.

c. Anata wa natsu-yasumi (ni) doko e ikimasu ka.
   Where do/will you go during the summer holiday?

Note that ni cannot follow words such as kyō “today”, senshū “last week”, rainen “next year”, mainichi “every day”.

d. Watashi wa (✓ kyō    x kyō ni) sūpā e ikimasu.
   I will go to the supermarket today.

Note: flexible word order

Japanese word order is flexible as long as the predicate of the sentence (such as a verb, adjective, etc.) is at the end of the sentence. Hence, the following three sentences are all correct for “I studied Japanese from 10 to 1 yesterday”:

a. Watashi wa kinō 10-ji kara 1-ji made Nihon-go o benkyō shimashita.
b. Kinō watashi wa 10-ji kara 1-ji made Nihon-go o benkyō shimashita.
c. Watashi wa kinō Nihon-go o 10-ji kara 1-ji made benkyō shimashita.

Exercise 2

Write Miss Yamada’s schedule for tomorrow in Japanese, based on the information below.

Example

wake up at 7.30 a.m.  Yamada-san wa ashita gozen 7-ji han ni okimasu.
Yamada-san no ashita

1 watch TV
2 work from 9 a.m. to 5 p.m.
3 eat lunch with friends
4 listen to music
5 go to bed at 10.30 p.m.
Language point

Interrogative word + mo

When mo is attached to an interrogative word such as nani, doko and dare, it adds a negative meaning as below (except for itsumo, which means "always"):  
nani (a question word for things) + mo = nanimo (nothing)  
doko (a question word for places) + mo = dokomo (nowhere)  
dare (a question word for people) + mo = daremo (no one)

The object marker o is not used with these words (sentence a), whereas the direction marker e can be used (sentence b).

a. Watashi wa ashita nanimo shimasen.  
   I will not do anything tomorrow.

b. Watashi wa kinō doko(e)mo ikimasendeshita.  
   I didn't go anywhere yesterday.

Exercise 3 (CD 1; 48)

Taro and Maria are talking about what they did at the weekend. Listen and write a ✓ if the statement agrees with what they say. Write a ✗ if not.

1 ( ) Taro woke up at 9 a.m. last Saturday.
2 ( ) Taro ate sushi with his friend last Sunday.
3 ( ) Maria watched a Japanese film and drank Japanese sake last Saturday.

Dialogue 2

I eat sushi with my hands (CD 1; 49)

Mr Ito and Mrs Parker are talking about how they eat sushi.

ITÔ       Pākā-san wa donna tabemono ga suki desu ka.
PĀKĀ       Watashi wa Nihon no (o)sushi ga totemo suki desu.
ITÔ       Sō desu ka. Nani de (o)sushi o tabemasu ka.
PĀKĀ       Watashi wa (o)hashi de (o)sushi o tabemasu. Itō-san wa nani de (o)sushi o tabemasu ka.
ITŌ            Watashi wa te de (o)sushi o tabemasu.
PĀKĀ           Sō desu ka.

MR ITO         Mrs Parker, what kind of food do you like?
MRS PARKER     I like Japanese sushi very much.
MR ITO         Really? How do you eat sushi?
MRS PARKER     I eat sushi with chopsticks. How do you eat sushi, Mr Ito?
MR ITO         I eat sushi with my hands.
MRS PARKER     Really?

Vocabulary

(o)sushi     Japanese sushi
(o)hashi     chopsticks
nani de      how to . . . , by what means, with what
             te             hand

Language point

Particle de (1): "using . . . " or "in"

In Unit 6 (page 73–74), you learned the particle de as the marker for the means of transportation (e.g. basu de). Here, you see more examples of de:

(tol) + de

a. Watashi wa (o)hashi de gohan o tabemasu.
   I eat meals with (a pair of) chopsticks.

b. Q: Nani de (o)sushi o tabemasu ka.
   With what do you eat sushi?

   A: Watashi wa te de sushi o tabemasu.
   I eat sushi with my hands.

naifu        knife
fōku         fork
supūn        spoon
(o)hashi     (a pair of) chopsticks
te           hand
enpitsu      pencil
(language) + de

When you want to know how to say a word or phrase in a certain language, the following pattern is used:

c. Q: “Lunch” wa Nihon-go de nan desu ka.
   What is “lunch” in Japanese?
   A: “Hiru-gohan” desu.
   It is “hiru-gohan”.

d. Q: “Tabehōdai” wa Ēgo de nan desu ka.
   What is “tabehōdai” in English?
   A: “Eat as much as you can” desu.
   It is “Eat as much as you can.”

Exercise 4

Answer the following questions in Japanese, using any information given in brackets.

1. Anata wa nani de rāmen o tabemasu ka. (a pair of chopsticks)
   Watashi wa (    ) de rāmen o tabemasu.

2. Anata wa nani de hanbāgā o tabemasu ka. (hands)

3. “Shinkansen” wa Ēgo de nan desu ka.

4. “Family” wa Nihon-go de nan desu ka.

Dialogue 3

Where did you read the book? (CD 1; 50)

Mr Ito is asking Mrs Parker what she did yesterday.

ITŌ     Pākā-san wa kinō nani o shimashita ka.
PĀKĀ    Watashi wa kinō hitori de hon o yomimashita.
ITŌ     Doko de hon o yomimashita ka.
PĀKĀ    Toshokan de hon o yomimashita.
ITŌ     Pākā-san wa yoku toshokan e ikimasu ka.
PĀKĀ    Īe, yoku ikimasen ga, tokidoki ikimasu.
ITŌ     Sō desu ka.
Mrs Parker, what did you do yesterday?
I read a book (alone) yesterday.
Where did you read the book?
I read it at the library.
Do you often go to the library, Mrs Parker?
Not often, but sometimes.
Really?

Vocabulary

d (particle) at, in [place marker] yoku often
doko de where?, at what place? tokidoki sometimes

Language point

Particle de (2): place marker

The particle de is attached to a place-related word to indicate the place where an action occurs.

a. Watashi wa kyō resutoran de ban-gohan o tabemasu.
   I will eat dinner at a restaurant today.

b. Watashi wa kinō toshokan de Nihon-go o benkyō shimashita.
   I studied Japanese in the library yesterday.

The question phrase for this is doko de.

c. Q: Jon-san wa doko de kono jisho o kaimashita ka.
   John, where did you buy this dictionary?

   A: Nihon de kaimashita.
   I bought it in Japan.

Do not confuse this particle with the direction marker e (Unit 6, page 70–71).

d. Watashi wa resutoran e ikimasu. I go to the restaurant.
Exercise 5
Change the word order so that the sentences make sense.
1 watashi/de/kissaten/o/nomimasu/wa/kōhī
2 Pākā-san/terebi/uchi/mimasen/o/de/wa
3 ka/doko/kaimono shimasu/anata/de/wa

Language point

Frequency

Here is a list of words which indicate frequency. *Note that a sentence with amari or zenzen always ends with the negative form.

always itsumo occasionally tamani
often yoku not very often amari*
sometimes tokidoki never, not at all zenzen*

a. Watashi wa yoku hon o yomimasu. I often read books.
b. Watashi wa zenzen hon o yomimasen. I never read books.

Exercise 6

Put the appropriate particle or word in the brackets. Write X if no particle is required.

Example Watashi wa supūn (de) sūpu (o) nomimashita.

1 Watashi wa tokidoki intānetto (____) ongaku o kikimasu.
2 Watashi wa mainichi (a) kuruma (b) unten shimasu.
3 Watashi wa kyonen Nihon (____) sushi o tabemashita.
4 Anata wa maiasa nan-ji (___) okimasu ka.
5 Watashi wa kinō nani (____) kaimasendeshita.

Exercise 7 (CD 1; 51)

Following is an extract from Maria’s diary. Read out the text and complete the following English text accordingly.

Watashi wa sengetsu Nihon e ikimashita. Nihon de yoku rāmen o tabemashita. Rāmen wa totemo oishikatta desu. Sorekara, Tōkyō

Maria went to Japan 1 ___________. She often 2 ___________. She found it very tasty. In Tokyo, she 3 ___________. In Kyoto, she watched a film in 4 ___________. She found it difficult but enjoyable.

Vocabulary

| rāmen | Japanese ramen noodle soup |

Katakana of Unit 7

Katakana is used to transcribe words which are originally foreign words. Katakana is also used for the names of some animals and plants. You will learn the basic 48 katakana characters plus combined sounds and special sounds from Unit 7 to Unit 10. To check the stroke order of each katakana and download an extra exercise sheet, go to www.routledge.com/books/details/9780415593304/.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>ア</td>
<td>ア</td>
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<tr>
<td>i</td>
<td>イ</td>
<td>イ</td>
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<td>e</td>
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<td>ケ</td>
</tr>
<tr>
<td>ko</td>
<td>コ</td>
<td>コ</td>
</tr>
</tbody>
</table>

Voiced sound

K → G
S → Z, SH → J

ka (ka) → ガ (ga)
キ (ki) → ギ (gi)
ク (ku) → グ (gu)
ケ (ke) → ゲ (ge)
コ (ko) → ゴ (go)

サ (sa) → ザ (za)
シ (shi) → ジ (ji)
ス (su) → ズ (zu)
セ (se) → ゼ (ze)
ソ (so) → ゾ (zo)
Exercise 8

Read out the following Japanese words written in katakana and write how to read them in the brackets below.

1 アイス ice cream (___ ___ ___)
2 コイ koi carp (___ ___)
3 カキ persimmon (___ ___)
4 スイカ watermelon (___ ___ ___)
5 キウイ kiwi (___ ___ ___)
6 クイズ quiz (___ ___ ___)
7 アサガオ morning glory (___ ___ ___ ___)
8 ジグザグ zigzag (___ ___ ___ ___)
Unit Eight

Ōsaka ni yūmēna (o)shiro ga arimasu

There is a famous castle in Osaka

In this unit you will learn about:

- describing the existence of things and people using arimasu and imasu
- listing more than two nouns by using ya “and so on”
- counting objects or people: numerals (suffix counters)
- terms of location (on, below, in front of, behind, etc.)
- katakana of Unit 8

Dialogue 1

There is a castle in Osaka (CD 2; 1)

Mr Miller is a friend of Miss Ogawa from work. He told her that he has never visited Osaka, so she has taken him there.

MIRĀ     Ogawa-san. Ōsaka wa nigiyaka desu ne.
OGAWA    Hai. Ōsaka ni i resutoran ya omoshiroi (o)mise ga takusan arimasu.
MIRĀ     Oshiro mo arimasu ka.
OGAWA    Hai, yūmēna (o)shiro ga arimasu. Itsumo (o)shiro ni kankōkyaku ga imasu.
MIRĀ     Jā, totemo nigiyaka desu ne.
OGAWA    Hai.
MR MILLER: Miss Ogawa, Osaka is lively, isn’t it?
MISS OGAWA: Yes, Osaka has many things such as good restaurants and interesting shops.
MR MILLER: Is there also a castle (in Osaka)?
MISS OGAWA: Yes, there is. There are always tourists there.
MR MILLER: Then, it (Osaka castle) is very lively, isn’t it?
MISS OGAWA: Yes.

Vocabulary

<table>
<thead>
<tr>
<th>ni (particle)</th>
<th>in, at [location marker]</th>
<th>ya (particle)</th>
<th>and (among other things)</th>
</tr>
</thead>
<tbody>
<tr>
<td>takusan</td>
<td>many, a lot</td>
<td>(o)mise</td>
<td>shop, store</td>
</tr>
<tr>
<td>arimasu</td>
<td>to be, there is (something)</td>
<td>(o)shiro</td>
<td>castle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>imasu</td>
<td>to be, there is (someone)</td>
</tr>
</tbody>
</table>

Language point

Existence of things and people (1): arimasu and imasu

The Japanese equivalents of the English “there is/are” are arimasu and imasu. The former is used for inanimate things (e.g. a chair, a book) or animate things which cannot move at will (e.g. plants), whereas the latter is used for animate things (e.g. a boy, a cat). Remember that there is no plural/singular distinction in Japanese, unlike English (see Introduction p. xii). The particle ni indicates the location of something or someone.
The question word for Noun 2 is either **nani** “what?” or **dare** “who?”.

a. Q: **Tōkyō ni nani ga arimasu ka.**
   What is in Tokyo?
   
   A: **Tōkyō ni Tōkyō Sukai Tsurī ga arimasu.**
   Tokyo has Tokyo Sky Tree Tower.
   
b. Q: **Tōkyō ni dare ga imasu ka.**
   Who is in Tokyo?
   
   A: **Tōkyō ni watashi no kazoku ga imasu.**
   My family is in Tokyo.

Do you remember how to say “nothing” and “nobody”? (Unit 7)

**Nani mo arimasen.** There is nothing.
**Dare mo imasen.** There is nobody.

### Vocabulary

#### Nouns used with **imasu**

**People**
- onna no hito: woman
- otoko no hito: man
- onna no ko: girl
- otoko no ko: boy
- kankōkyaku: tourist

**Animals**
- inu: dog
- neko: cat
- usagi: rabbit

#### Nouns used with **arimasu**

**In town/nature**
- ēgakan: cinema
- (o)mise: store, shop
- -noriba: rank, stop
- (takushī noriba): (taxi rank)
- chizu: map
- (o)shiro: castle
- (o)tera: temple
- Fujisan: Mt. Fuji
- hana: flower

**In the house**
- heya: room
- niwa: garden
- ima: living room
- genkan: entrance hall
- shinshitsu: bedroom
- daidokoro: kitchen
- beddo: bed
- tsukue: desk
Exercise 1
Choose the appropriate verb and underline it as shown in the example.

Example  Kono machi ni eki ga (a. imasu  b. arimasu).

1  Kōen ni onna no ko ga (a. imasu  b. arimasu).
2  Asoko ni nani ga (a. imasu  b. arimasu) ka.
3  Ŭgakan ni dare mo (a. imasen  b. arimasen).
4  Watashi no shinshitsu ni beddo to pasokon ga (a. imasu  b. arimasu).

Exercise 2
Add the missing words and complete the sentences.

Example  There is a cinema in my town.
         Watashi no machi ni ūgakan ga arimasu.

1  A man and a woman are in the restaurant.
    ________ ni otoko no hito to ________ ga ________.

2  There was a bicycle in the garden this morning.
    Kesa ________ ni jitensha ________ arimashita.

3  There is nobody in the kitchen.
    ________ ni ________ imasen.

4  What is in the entrance hall?
    ________ ni ________ ga arimasu ________.

Vocabulary
kesa  this morning

Language point
Listing more than two nouns by using ya “and so on”

The particle ya means “and so on” and implies that the nouns given are a couple of examples.
a. Watashi no heya ni beddo to tsukue ga arimasu.
   There are a bed and a desk in my room.

b. Watashi no heya ni beddo ya tsukue ga arimasu.
   There are several objects such as a bed and a desk in my room.

---

Dialogue 2

I bought three apples and two bottles of wine (CD 2; 2)

Mr Miller was on the way home when he saw Miss Ogawa outside the supermarket. She had a big shopping bag which looked heavy.

MIRÅ Konnichiwa, Ogawa-san. Takusan kaimono shimashita ne.
OGAWA Hai, iiro no mono o kaimashita.
MIRÅ Sūpā de nani o kaimashita ka.
OGAWA Ringo o mittsu to wain o ni-hon kaimashita. Sorekara, zasshi mo kaimashita.
MIRÅ Wain wa ikura deshita ka.
OGAWA Wain wa ip-pon 1000-en deshita.

MR MILLER Hello, Miss Ogawa. You bought a lot, didn’t you?
MISS OGAWA Yes, I bought various things.
MR MILLER What did you buy at the supermarket?
MISS OGAWA I bought three apples and two bottles of wine there. And I also bought a magazine.
MR MILLER How much was the wine?
MISS OGAWA It was 1000 yen per bottle.

---

Vocabulary

| iroiro na | various |
| mono      | thing(s) |
| -tsu (counter suffix) | counter for material things in general |
| -hon (counter suffix) | counter for long, slender things |
Language point

Counting objects or people: numerals
(suffix counters)

When you count objects or people, you need to use the appropriate counter for the item. Here are some of the counters (more can be found in the Grammar Summary):

<table>
<thead>
<tr>
<th>Counter</th>
<th>Type of object</th>
<th>1–10</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ko</td>
<td>Small object (egg, apple, etc.)</td>
<td>ikko/niko/sanko/yonko/goko</td>
<td>Nan-ko</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rokko/nanako/hakko/kyūko/jukko</td>
<td></td>
</tr>
<tr>
<td>-hon</td>
<td>Long, slender object</td>
<td>ippon/nihon/sanbon/yonhon/gohon</td>
<td>Nan-bon</td>
</tr>
<tr>
<td>(pon,</td>
<td></td>
<td>roppon/nanahon/happon/kyūhon/juppon</td>
<td></td>
</tr>
<tr>
<td>bon)</td>
<td>(pen, bottle, umbrella, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-dai</td>
<td>Machinery (car, computer, etc.)</td>
<td>ichidai/nidai/sandai/yondai/godai</td>
<td>Nan-dai</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rokudai/nanadai/hachidai/kyūdai/jūdai</td>
<td></td>
</tr>
<tr>
<td>-mai</td>
<td>Thin, flat object (paper, CD, shirt, etc.)</td>
<td>ichimai/nimai/sanmai/yonmai/gomai</td>
<td>Nan-mai</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rokumai/nanamai/hachimai/kyūmai/jūmai</td>
<td></td>
</tr>
<tr>
<td>-nin</td>
<td>People</td>
<td>hitori/futari/sannin/yonin/gonin</td>
<td>Nan-nin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rokunin/nananin/hachinin/kyūnin/jūnin</td>
<td></td>
</tr>
<tr>
<td>-kai</td>
<td>Time</td>
<td>ikkai/nikai/sankai/yonka/gokai</td>
<td>Nan-kai</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rokkai/nanakai/hakkai/kyūkai/jukkai</td>
<td></td>
</tr>
</tbody>
</table>

Note that “one person” and “two persons” are “hitori” and “futari” respectively and do not use “-nin”.

Another counter is -tsu. This counter covers material things in general. Note that the -tsu system is used only up to ten. Eleven and higher are counted by using the numbers introduced on page 24. The interrogative for this is ikutsu.

1 hitotsu  4 yotts  7 nanatsu  10 tō
2 futatsu  5 itsutsu  8 yattsu
3 mittsu  6 muttsu  9 kokonotsu  ? ikutsu
Exercise 3

Write the appropriate counter for the following items, using the number in the brackets. Avoid -tsu.

Example  kuruma (3) san-dai

1 ringo (5) ________  2 otoko no ko (4) ________
3 kasa (1) ________  4 chizu (2) ________
5 kētai denwa (4) ________  6 enpitsu (7) ________

Language point

Using counters in a sentence

Here are some examples of how to use a counter in a sentence. Note that a counter does not take any particle.

```
noun 1 (place) ni noun 2 (object, people) ga counter arimasu
```

a. Watashi no uchi ni terebi ga 2-dai arimasu.
   There are two TVs in my house.

b. Kōen ni hito ga 10-nin imasu.
   There are ten people in the park.

c. Otōto wa mainichi kono CD o ik-kai kikimasu.
   My younger brother listens to this CD once every day.

Kudasai is used when you request someone to give you something or when you have decided to purchase something.

d. Kyōto no chizu o 1-mai kudasai.
   Please give me a map of Kyoto.

Exercise 4

Translate the following sentences into Japanese.

Example  I ate an apple yesterday.
   Watashi wa kinō ringō o hitotsu tabemashita.
1 Please give me three Kyoto maps.
2 I study Japanese two hours every day.
3 There are three men in my house.

**Exercise 5 (CD 2; 3)**

How many of the following items are in Taro’s house? Write the answers with the appropriate counters.

*Example*  
CD 20-mai

<table>
<thead>
<tr>
<th>1 toké</th>
<th>2 hito</th>
<th>3 pasokon</th>
<th>4 kasa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**

zenbu de  in total  minna de  everyone

**Dialogue 3**

The post office is next to that book store over there (CD 2; 4)

Mr Miller is in Okinawa on vacation. He is looking for a post office to send a postcard. When he left the hotel, the receptionist told him that there was a post office around here.

---

**MIRÁ**  Sumimasen, yūbinkyoku wa doko ni arimasu ka.
**TSŪKŌNIN**  Yūbinkyoku desu ka. Asoko ni hon-ya ga arimasu ne.
**MIRÁ**  Hai.
**TSŪKŌNIN**  Yūbinkyoku wa ano hon-ya no tonari ni arimasu.
**MIRÁ**  Sō desu ka. Dōmo arigatō gozaimasu.
**TSŪKŌNIN**  Ōe, dō itashimashite.

**MR MILLER**  *Excuse me but where is the post office?*
**PASSEr-BY**  *Post office? You can see a book store over there, can’t you?*
**MR MILLER**  Yes.
PASSER-BY  The post office is next to that book store.
MR MILLER  Is it? Thank you very much.
PASSE-BY  You are welcome.

Vocabulary

<table>
<thead>
<tr>
<th>tsūkōnin</th>
<th>passer-by</th>
<th>-ya</th>
<th>store, shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>hon-ya</td>
<td>book store</td>
<td>dō itashimashite</td>
<td>you are welcome</td>
</tr>
</tbody>
</table>

Language point

Location

The following words are used to indicate the location of an item or people.

ue  on, above  shita  under, below
hidari  left  migi  right
mae  in front of  ushiro  behind, back
naka  inside  chikaku  near
soto  outside  tonari  next to

a. Tēburu no ue ni ringo ga arimasu.
   There is an apple on the table.

b. Hito no mae ni ringo ga arimasu.
   There is an apple in front of the person.

c. Kaban no naka ni ringo ga arimasu.
   There is an apple in the bag.

Exercise 6

Translate the following sentences into Japanese. The first word is given.

1. There are two boys behind the person.  \( \text{Hito} \)
2. There is one mobile phone in the bag.  \( \text{Kaban} \)
3 There is a big house next to the building.

Biru

Vocabulary

biru building

Language point

Existence of things and people (2):
X wa Y ni arimasu/imasu

When you talk about something or someone and both you and the listener know about them, the item (or person) is taken up as the topic of the sentence and marked by wa instead of ga.

In the following dialogues, Speaker Q1 uses wa on the assumption that a) there must be a post office in the town and that Speaker A1 also assumes so, whereas Speaker Q2 uses ga because he or she does not know whether or not there is a post office nearby.

a. Q1: Yūbinkyoku wa doko ni arimasu ka.
Where is the post office?

A1: Yūbinkyoku wa ano hon-ya no tonari ni arimasu.
It is next to that book store.

b. Q2: Kono chikaku ni yūbinkyoku ga arimasu ka.
Is there a post office near here?

A2: Hai, asoko ni arimasu.
Yes, it is over there.
Exercise 7

Answer the following questions, using the information in the brackets.

Example

Yūbinkyoku wa doko ni arimasu ka. (opposite the station)
Eki no mae ni arimasu.

1 Anata wa doko ni imasu ka. (inside the station)
2 Hon-ya wa doko ni arimasu ka. (to the left of the bank)
3 Kōen wa doko ni arimasu ka. (between the convenience store and the hotel)
4 Takushī noriba wa doko desu ka. (near the library)

Vocabulary

X to Y no aida  between X and Y

Exercise 8 (CD 2; 5)

Read out the following text and write ✓ if the statement agrees with it. Write X if not.

わたしのはちえすびですが、べんりな まちです。まちのなかにおみせがたくさん あります。えきのまえにほんやが あります。
わたしはよくそこでほんをかいます。ほんやのとなりにきっさてんが
あります。そのうちょうはとてもおいしいです。きっさてんのうしどに
えいかんが あります。わたしはそこでときどき えいかんをみます。

Watashi no machi wa chīsai desu ga benrina machi desu. Machi
no naka ni omise ga takusan arimasu. Eki no mae ni hon-ya ga
arimasu. Watashi wa yoku soko de hon o kaimasu. Hon-ya no tonari
ni kissaten ga arimasu. Soko no kōcha wa totemo oishī desu. Kissaten
no ushiro ni ēgakan ga arimasu. Watashi wa soko de tokidoki ēga
o mimasu.

1 ✓ There are many shops in my town.
2 ✓ There is a library in front of the station.
3 ✓ There is a cinema behind the café.
### Katakana of Unit 8

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta</td>
<td>タ</td>
<td>タ</td>
<td>ha</td>
<td>ハ</td>
<td>ハ</td>
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<tr>
<td>chi</td>
<td>チ</td>
<td>チ</td>
<td>hi</td>
<td>ヒ</td>
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</tr>
<tr>
<td>tsu</td>
<td>ツ</td>
<td>ツ</td>
<td>fu</td>
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<td>te</td>
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<td>he</td>
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<td>to</td>
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<td>ho</td>
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<td>ヌ</td>
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<td>ne</td>
<td>ネ</td>
<td>ネ</td>
</tr>
<tr>
<td>no</td>
<td>ノ</td>
<td>ノ</td>
<td>no</td>
<td>ノ</td>
<td>ノ</td>
</tr>
</tbody>
</table>

**Voiced sounds**

T→D, Ch→J, Ts→Z  
H/F→B, H→P

| タ (ta) → ダ (da)  | ハ (ha) → パ (ba) |
| チ (chi) → チ (ji) | ヒ (hi) → ヒ (bi) |
| ツ (tsu) → ツ (zu) | フ (fu) → ブ (bu) |
| テ (te) → テ (de)  | ヘ (he) → ペ (be) |
| ト (to) → ド (do)   | ホ (ho) → ポ (po) |

### Exercise 9

Read out the following Japanese words written in katakana and write how to read them in the brackets below.

1. イヌ dog  (______)
2. ネコ cat  (______)
3. ドイツ Germany (______)
4. テニス tennis (______)
5. ポテト potato (______)
6. カナダ Canada (______)
7. ネクタイ tie (______)
8. ピアニスト pianist (______ ____)
Unit Nine

Nichi-yōbi issho ni ēga o mimasen ka

Won’t you watch a film with me on Sunday?

In this unit you will learn about:

- talking about holidays and travel
- saying “Have you already…?” and “Not yet”
- how to express one’s desire using [Verb-stem] + tai
- how to state the purpose of going to a certain place
- how to invite someone to do something
- katakana of Unit 9

マミムメモ やゆ うラ リリ レロ ワラン

Dialogue 1

I want to take a lot of photos (CD 2: 6)

Emma and Norio are members of the same tennis club. The club has an annual training trip to Nagano prefecture and they are in charge of the arrangements this year.

NORIO Ema-san, mō densha no kippu o kaimashita ka.
EMA Íe, mada desu. Kyō no gogo intānetto de kaimasu.
NORIO Sō desu ka. Ema-san, Nagano wa hajimete desu ka.
EMA Hai, hajimete desu.
NORIO  Nagano de nani o shitai desu ka.
EMA  Takusan shashin o toritai desu. Soshite onsen ni hairitai desu.

**Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mō</td>
<td>already</td>
</tr>
<tr>
<td>kippu</td>
<td>ticket</td>
</tr>
<tr>
<td>mada</td>
<td>not yet</td>
</tr>
<tr>
<td>hajimete</td>
<td>(for) the first time</td>
</tr>
<tr>
<td>(verb)-tai desu</td>
<td>want to (+ verb)</td>
</tr>
<tr>
<td>ikitai desu</td>
<td>want to go</td>
</tr>
<tr>
<td>shashin</td>
<td>photo</td>
</tr>
<tr>
<td>torimasu</td>
<td>to take (a photo)</td>
</tr>
<tr>
<td>onsen</td>
<td>hot spring</td>
</tr>
<tr>
<td>hairimasu</td>
<td>to enter</td>
</tr>
</tbody>
</table>

**Dialogue 1 exercise**

Write ✔ if the statement agrees with the dialogue. Write ✗ if not.

1 (✔) Emma has not bought the train tickets yet but will do so this afternoon.
2 (✗) Emma once went to Nagano prefecture and took a lot of photos.

**Language points**

**Holidays and travel**

**Noun**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>shashin</td>
<td>picture, photo</td>
</tr>
<tr>
<td>onsen</td>
<td>hot spring</td>
</tr>
<tr>
<td>sumō</td>
<td>sumo wrestling</td>
</tr>
<tr>
<td>kankō</td>
<td>tourist</td>
</tr>
<tr>
<td>annaijo</td>
<td>information</td>
</tr>
<tr>
<td>ryokan</td>
<td>Japanese style hotel</td>
</tr>
<tr>
<td>washitsu</td>
<td>Japanese style room</td>
</tr>
<tr>
<td>yōshitsu</td>
<td>Western style room</td>
</tr>
</tbody>
</table>

**Verb**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>torimasu</td>
<td>to take (a picture)</td>
</tr>
<tr>
<td>hairimasu</td>
<td>to enter</td>
</tr>
<tr>
<td>yasumimasu</td>
<td>to rest</td>
</tr>
<tr>
<td>kaemasu</td>
<td>to change</td>
</tr>
<tr>
<td>(ni) tomarimasu</td>
<td>to stay</td>
</tr>
<tr>
<td>yoyaku shimasu</td>
<td>overnight (at)</td>
</tr>
<tr>
<td>kyanse su</td>
<td>to reserve</td>
</tr>
<tr>
<td>shimasu</td>
<td>to cancel</td>
</tr>
<tr>
<td>chūmon</td>
<td>to order</td>
</tr>
<tr>
<td>shimasu</td>
<td></td>
</tr>
</tbody>
</table>
Have you already...? Not yet.

Mō means “already” and is used to say that or ask whether someone has completed a certain action. Therefore, the sentence always takes the past tense ([V-mashita]).

\[
\begin{array}{c}
\text{noun 1} \\
(\text{person})
\end{array}
\quad \text{wa} \\
\quad \begin{array}{c}
\text{mō} \\
(\text{already})
\end{array}
\quad \begin{array}{c}
V\text{-}mashita
\end{array}
\]

a. Watashi wa mō densha no kippu o kaimashita.
   I have already bought the train ticket.

b. Katō-san wa mō hoteru o yoyaku shimashita ka.
   Have you already reserved a hotel, Mr/Ms Kato?

How to answer such a question positively and negatively:

b1. Hai, mō yoyaku shimashita.
   Yes, I have already reserved it.

b2. Íe, mada desu.
   No, not yet.

Note that mada “yet” takes either desu (as above) or [V-te] + imasen.

How to make the te-form from the masu-form of the verb will be introduced in Unit 13 (pages 156–7).

Exercise 1

Write the answer as indicated in the brackets.

1. Anata wa mō kippu o kaimashita ka. (Yes)
2. Anata wa mō ryokan ni tomarimashita ka. (No)
3. Anata wa mō sumō o mimashita ka. (No)

Language point

Expressing one’s desire (action): (Verb-stem) + tāi

[Verb-stem] + tāi expresses the speaker’s desire to do something. The verb stem [V-stem] is what is left after removing masu from the
verb. For instance, the verb stems of *tabemasu* and *mimasu* are *tabe* and *mi* respectively. The tense is indicated in the *tai* part and *tai* inflects as an i-adjective.

<table>
<thead>
<tr>
<th>verb</th>
<th>desu</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ta i</em></td>
<td>desu</td>
<td>want to</td>
</tr>
<tr>
<td>Verb <em>masu + ta kunai</em></td>
<td>desu</td>
<td>do/does not want to</td>
</tr>
<tr>
<td><em>ta katta</em></td>
<td>desu</td>
<td>wanted to</td>
</tr>
<tr>
<td><em>ta kunakatta</em></td>
<td>desu</td>
<td>did not want to</td>
</tr>
</tbody>
</table>

The object in this structure can be followed by either *o* or *ga*.

![Diagram](image)

- **a. Watashi wa sushi o/ga tabetai desu.**
  I want to eat sushi.

- **b. Watashi wa kyō terebi o/ga mitakunai desu.**
  I do not want to watch TV today.

Particles such as the direction marker (*e*) or location marker (*de*) remain unchanged. The person who you meet (*aimasu*) is marked by *ni*.

- **c. Watashi wa Nihon e ikitakatta desu.**
  I wanted to go to Japan.

- **d. Watashi wa kyō kissaten de kōhī o/ga nomitai dsu.**
  I want to drink coffee at the café today.

- **e. Watashi wa Tanaka-san ni aitai desu.**
  I want to see/meet Mr Tanaka.

Note that [V-stem] + *tai* can be made into a question by adding the question marker *ka*. However, asking a person (especially someone senior) what they wish to do using this structure is often considered impolite. A simple question is often used instead.

**Sensē wa bīru o (X nomitai desu ka) ✓ nomimasu ka.**
Teacher, would you have some beer?
Exercise 2
Fill in the blanks with the appropriate forms.

<table>
<thead>
<tr>
<th>masu form</th>
<th>want to</th>
<th>do not want to</th>
<th>wanted to</th>
<th>did not want to</th>
</tr>
</thead>
<tbody>
<tr>
<td>yasumimasu (rest)</td>
<td>1)</td>
<td>2)</td>
<td>yasumitakatta desu</td>
<td>3)</td>
</tr>
<tr>
<td>toritai desu (take a picture)</td>
<td>4)</td>
<td>5)</td>
<td>toritakunakatta desu</td>
<td>6)</td>
</tr>
<tr>
<td>hairitakunai desu (enter)</td>
<td>7)</td>
<td>8)</td>
<td>9)</td>
<td>10)</td>
</tr>
</tbody>
</table>

Exercise 3
Translate the following sentences into Japanese.

Example: I want to read Japanese books.
Watashi wa Nihon no hon o (or ga) yomitai desu.

1 I want to talk with my friend.
2 I want to see my family.
3 I want to exercise in the park.

Vocabulary

| (to/ni) hanashimasu | to talk (with/to) |
| (ni) aimasu | to meet/see (someone) |
| undō shimasu | to exercise |

Dialogue 2
I went to America to see my friend in New York (CD 2; 7)

Emma and Norio are talking about how their summer holidays were.

NORIO: Ema-san wa natsu-yasumi ni doko e ikimashita ka.
EMA: Watashi wa natsu-yasumi ni Amerika e ikimashita.
NORIO     Nani o shi ni Amerika e ikimashita ka.
EMA       Nyūyōku no tomodachi ni ai ni ikimashita.
NORIO     Nyūyōku de nani o shimashita ka.
EMA       Tomodachi to Nyūyōku o kankō shimashita.

Vocabulary

Nyūyōku     New York
kankō shimasu to go sightseeing

Dialogue 2 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 (  ) Emma went to New York with her friend last summer.
2 (  ) Emma and her friend went sightseeing in New York.

Language point

Indicating the purpose of “go”, “come” and “return”

This pattern is used to give one’s purpose of going (ikimasu), coming (kimasu) or returning (kaerimasu). The purpose is marked with the particle ni. Nouns which themselves entail an action (e.g. studying, cooking, travelling) can appear before ni.

a. Watashi wa ashita sūpā e pan to yasai o kai ni ikimasu.  
   I will go to the supermarket to buy bread and vegetables tomorrow.

b. Watashi wa Nihon e Nihon-go o benkyō shi ni kimashita.  
   I came to Japan to study Japanese.

c. Watashi wa Nihon e Nihon-go no benkyō ni kimashita.  
   I came to Japan for the purpose of studying Japanese.
Exercise 4

Write your plan for today in Japanese.

*Example* (noon/café/eat lunch)

Watashi wa hiru kissaten e hiru-gohan o tabe ni ikimasu.

1 (morning/library/read books)
2 (noon/park/run)
3 (evening/cinema/watch a film)

Vocabulary

<table>
<thead>
<tr>
<th>hiru</th>
<th>noon</th>
<th>ban or yoru</th>
<th>evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>asa</td>
<td>morning</td>
<td>hashirimasu</td>
<td>to run</td>
</tr>
</tbody>
</table>

Dialogue 3

Won’t you go to see sumo with me? *(CD 2; 8)*

It is Friday afternoon. Emma and Norio have played tennis together at the tennis club and are now talking in the club lounge.

NORIO Ema-san wa Nihon de mō sumō o mimashita ka.
EMA Ōe, mada desu. Totemo mitai desu ga…
NORIO Jā, konshūmatsu issho ni sumō o mi ni ikimasen ka.
EMA Hontō desu ka. Ureshī desu. Demo sumō wa nan-yōbi desu ka.
NORIO Nichi-yōbi desu. Ema-san wa nichi-yōbi isogashī desu ka.
EMA Ōe, hima desu.
NORIO Watashi no tomodachi mo issho ni ikimasu ga, ō desu ka.
EMA Mochiron desu.
NORIO Jā, issho ni ikimashō.
Vocabulary

<table>
<thead>
<tr>
<th>issho ni</th>
<th>together</th>
<th>urashii (i-adj.)</th>
<th>happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>masen ka</td>
<td>[V-stem] +</td>
<td>isogashii (i-adj.)</td>
<td>busy</td>
</tr>
<tr>
<td>ikimasen ka</td>
<td>won't you...?</td>
<td>mochiron</td>
<td>of course</td>
</tr>
<tr>
<td>hontou desu ka</td>
<td>would you like</td>
<td>[V-stem] + masho</td>
<td>let's</td>
</tr>
<tr>
<td></td>
<td>to...</td>
<td>ikimasho</td>
<td>let's go</td>
</tr>
</tbody>
</table>

Dialogue 3 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) Emma has already watched sumo in Japan.
2 ( ) Emma and Norio are going to watch sumo together this Sunday.

Language point

Suggesting doing something together:
(V-stem) + masen ka

[V-stem] + masen ka is used when one suggests doing something together with someone. Issho ni “together” is often used in this structure.

Issho ni
(together)

[V-stem] masen ka
(shall we?)

a. Issho ni tenisu o shimasen ka.
   Shall we/would you like to play tennis together?

b. Issho ni Fujisan e ikimasen ka.
   Won’t you/would you like to go to Mt. Fuji with me?

c. Issho ni resutoran e tabe ni ikimasen ka.
   Won’t you/would you like to go to the restaurant together [with me] to eat?
Exercise 5

Suggest to your friend Masako that you do the following activities in the brackets together.

*Example* (play basketball)

*Masako-san, issho ni basuketteboru o shimasesen ka.*

1. (watch a DVD at my house)
2. (go to a hot spring next month)
3. (run every morning)

Vocabulary

<table>
<thead>
<tr>
<th>basuketteboru</th>
<th>basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD</td>
<td>(pronounced as dī bui dī)</td>
</tr>
</tbody>
</table>

Language point

**Accepting or rejecting suggestions:**

**(V-stem) + mashō**

To accept a suggestion, you add *mashō* after the verb stem ([V-stem] + *mashō*). This expression is equivalent to the English “let’s”.

a. Q: *Issho ni ban-gohan o tabemasen ka.*  
   Won’t you eat dinner with me?

   A: *Hai, (issho ni) tabemashō.*  
   Yes, let’s eat together.

b. Q: *Issho ni ēga o mi ni ikimasen ka.*  
   Won’t you go to the cinema together with me?

   A: *Ī desu ne. (Issho ni) ikimashō.*  
   That sounds good. Let’s go.

An unfinished sentence such as below is often used for rejecting the suggestion politely. *Chotto* means “a little” and it is a part of *chotto tsugō ga warui desu* “it is slightly inconvenient”. Saying *chotto* with
some hesitation will lead the listener to understand that you cannot accept their invitation.

c. Q: **Issho ni tenisu o shimasen ka.**
   Won’t you play tennis with me?

A1: **Zannen desu ga, chotto…** It is unfortunate but…
A2: **Sumimasen ga, chotto…** I am sorry but…

**Useful expressions**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>chotto…</td>
<td>a little</td>
</tr>
<tr>
<td>tsugō ga warui desu</td>
<td>(the time/schedule) is unsuitable for me</td>
</tr>
<tr>
<td>zannen desu ga</td>
<td>It is regrettable/unfortunate but…</td>
</tr>
</tbody>
</table>

**Exercise 6 (CD 2; 9)**

What are Toshiko (female) and Mark going to do together on the following days? Choose the activities they will do together from the list below.

**Example** Friday _____

1. Saturday ________ 2. Sunday ________

a. play a game at Toshiko’s house
b. watch tennis on TV
c. go to the park to run
d. watch a Japanese film at Toshiko’s house
e. play tennis in the park

**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gēmu</td>
<td>game</td>
</tr>
</tbody>
</table>

**Exercise 7 (CD 2; 10)**

Read out the following text and answer the questions in English.

わたしたちはらいねん2がつにほっかいどうへいきたいです。
ほっかいどうへ「ゆきまつり」をみにいきたいです。「ゆきまつり」は、
ほっかいどうのとてもゆうめいなおまつりです。ゆきのそうが
takusanあります。わたしたちはゆきまつりのしぐしんをたくさん
とりたいです。そして、ほっかいどうでおいしいたべものをたべたいです。

例: Friday _____

1. Saturday ________ 2. Sunday ________

a. play a game at Toshiko’s house
b. watch tennis on TV
c. go to the park to run
d. watch a Japanese film at Toshiko’s house
e. play tennis in the park

**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gēmu</td>
<td>game</td>
</tr>
</tbody>
</table>

1 Why does this person want to go to Hokkaido?
2 What is Yuki matsuri?
3 What does this person want to do in Hokkaido? Give two activities.

Vocabulary

<table>
<thead>
<tr>
<th>ほっかいどう</th>
<th>Hokkaidō</th>
<th>Hokkaido prefecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>ゆき</td>
<td>yuki</td>
<td>snow</td>
</tr>
<tr>
<td>(お)まつり</td>
<td>(o)matsuri</td>
<td>festival</td>
</tr>
<tr>
<td>そうち</td>
<td>zō</td>
<td>statue</td>
</tr>
</tbody>
</table>

Katakana of Unit 9

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma</td>
<td>マ</td>
<td>マ</td>
</tr>
<tr>
<td>mi</td>
<td>ミ</td>
<td>ミ</td>
</tr>
<tr>
<td>mu</td>
<td>ム</td>
<td>ム</td>
</tr>
<tr>
<td>me</td>
<td>メ</td>
<td>メ</td>
</tr>
<tr>
<td>mo</td>
<td>モ</td>
<td>モ</td>
</tr>
<tr>
<td>ya</td>
<td>ヤ</td>
<td>ヤ</td>
</tr>
<tr>
<td>yu</td>
<td>ユ</td>
<td>ユ</td>
</tr>
<tr>
<td>yo</td>
<td>ヨ</td>
<td>ヨ</td>
</tr>
</tbody>
</table>
Exercise 8

Read out the following Japanese words written in katakana and write how to read them in the brackets below.

1 ウイン wine 2 メダル medal
（_ _ _）（_ _ _）

3 アメリカ America 4 ロンドン London
（_ _ _ _）（_ _ _ _）

5 パソコン personal computer 6 ライオン lion
（_ _ _ _）（_ _ _ _）

7 デジタルカメラ digital camera 8 レストラン restaurant
（_ _ _ _ _ _）（_ _ _ _ _）
Unit Ten

Dōshite atarashī pasokon ga hoshī desu ka

Why do you want to have a new PC?

In this unit you will learn about:

- how to express one’s desire to possess an object
- giving and asking reasons
- talking about one’s illness
- stating what one owns, using X wa Y ga arimasu
- expressing one’s gratitude
- giving and receiving things
- katakana of Unit 10: combined sounds

Dialogue 1

What do you want? (CD 2; 11)

Mr Clark and Miss Akita work at the same company. Tomorrow they will receive a bonus from the company.

KURĂKU Akita-san, ashita wa bōnasu-bi desu ne. Akita-san wa bōnasu de nani ga hoshī desu ka.
AKITA Watashi wa atarashī pasokon ga hoshī desu.
KURĂKU Dōshite atarashī pasokon ga hoshī desu ka.
AKITA Ima no pasokon wa mō furui desu kara. Soreni, ima no pasokon wa sukoshi osoi desu kara.
KURĂKU Sō desu ka.
Vocabulary

| bōnasu-bi | bonus day            | soren | besides          |
| hoshī (i-adj.) | want (an object) | osoi (i-adj.) | slow, late          |
| dōshite | why?            | sukoshi | a little          |
| kara | because          |

Dialogue 1 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ✓ Mr Clark is going to buy a new PC with the bonus.
2 ✗ Miss Akita's current PC is old and slow.

Language point

Expressing one's desire to possess an object: hoshī

Hoshī is an adjective which expresses the speaker's desire to possess an object. It can also be used to ask what the listener wants. The object of this sentence is marked by ga. Hoshī is an i-adjective and inflects as below:

- want: hoshi i desu
- do not want: hoshi kunai desu
- wanted: hoshi katta desu
- did not want: hoshi kunakatta desu

a. Watashi wa tanjōbi purezento ni hana ga hoshī desu.
   I want flowers for my birthday present.

b. Kekkon iwai ni nani ga hoshī desu ka.
   What do you want for your wedding gift?
Exercise 1

Answer the following questions, using the information given in the brackets.

1. Anata wa tanjōbi ni nani ga hoshī desu ka. (Japanese dictionary)
2. Anata wa donna kuruma ga hoshī desu ka. (fast car)
3. Anata wa kekkon iwai ni nani ga hoshī desu ka. (lovely photo frame)

Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>hayai (i-adj.)</td>
<td>fast, early</td>
</tr>
<tr>
<td>kekkon iwai</td>
<td>wedding gift</td>
</tr>
<tr>
<td>kawai (i-adj.)</td>
<td>cute, lovely, pretty</td>
</tr>
<tr>
<td>shashin tate</td>
<td>photo frame</td>
</tr>
</tbody>
</table>

Language point

Giving and asking reasons (1): dōshite and - kara

The interrogative dōshite is used to ask for reasons. Dōshite can appear both in the middle of a sentence and at the beginning of a sentence.

a. Kurāku-san wa dōshite Nihon-go o benkyō shimasu ka.
   Why do you study Japanese, Mr Clark?

b. Dōshite Fujita-san wa kinō isogashikatta desu ka.
   Why were you busy yesterday, Mrs Fujita?

“Because” in Japanese is kara. Note that a statement which explains a reason comes before kara.

c. Q: Fujisan wa dōshite yūmē desu ka.
   Why is Mt. Fuji famous?

   A: (Fujisan wa) Nihon de ichi-ban takai yama desu kara.
   Because it is the highest mountain in Japan.
Exercise 2

Answer the following questions, using the information given in the brackets.

Example Anata wa dōshite Nihon-go o benkyō shimasu ka.
(I like Japanese books.)
Watashi wa Nihon no hon ga suki desu kara.

1 Anata wa dōshite kinō pātī e kimasendeshita ka.
(I was ill last night. lit. I was illness last night.)

2 Anata wa dōshite Kyōto e ikitai desu ka.
(I want to see old temples.)

3 Anata wa dōshite yoku Rondon e ikimasu ka.
(My family are in London.)

Vocabulary

byōki illness, sickness

Dialogue 2

I am going home because I have a headache (CD 2; 12)

It is Friday. Mr Clark and Miss Akita have just finished the day’s work and are tidying up their desks.

KURĀKU Akita-san, korekara tomodachi to karaoke ni ikimasu. Akita-san mo issho ni ikimasen ka.

AKITA Ikitai desu ga, sukoshi atama ga itai desu kara, kyō wa uchi e kaerimasu.

KURĀKU Sore wa ikemasen ne. Watashi wa kusuri ga arimasu ga, nomimasu ka.

AKITA Arigatō gozaimasu. Jā, hitotsu kudasai.
Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>karaoke</td>
<td>karaoke</td>
</tr>
<tr>
<td>atama ga itai</td>
<td>to have a headache</td>
</tr>
<tr>
<td>atama</td>
<td>head</td>
</tr>
<tr>
<td>itai (i-adj.)</td>
<td>ache, painful</td>
</tr>
<tr>
<td>sore wa ikemasen</td>
<td>that is bad</td>
</tr>
<tr>
<td>kusuri</td>
<td>medicine, drug</td>
</tr>
<tr>
<td>arimasu</td>
<td>to have, own</td>
</tr>
</tbody>
</table>

Dialogue 2 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ✓ ) Miss Akita will not go to karaoke with Mr Clark because she has a headache.
2 ( ✗ ) Miss Akita will take some medicine she has bought before.

Language points

Illness

Here are some illness-related expressions. Note that itai “painful” and warui “bad” are i-adjectives, whereas arimasu “to have” is a verb.

- atama ga itai        have a headache
- ha ga itai           have a toothache
- kimochi ga warui     feel unwell, feel sick
- netsu ga arimasu     have a fever
- nodo ga itai         have a sore throat
- onaka ga itai        have a stomachache

a. **Atama ga itai desu. Kusuri o kudasai.**
    I have a headache. Please give me some medicine.

b. **Q: Kinō dōshite pātī e kimasendeshita ka.**
   Why didn’t you come to the party yesterday?

   **A: Onaka ga itakatta desu kara.**
   Because I had a stomachache.
Ownership: arimasu

In Unit 8, you learned arimasu as “there is/are” (pages 93–94). This arimasu is also used to express ownership.

\[
\text{noun 1} \quad \text{wa} \quad \text{noun 2} \quad \text{ga} \quad \text{arimasu}
\]

a. Watashi wa netsu ga arimasu.
   I have a fever.

b. Q: Kurāku-san wa Nihon no chizu ga arimasu ka.
   Do you have a map of Japan, Mr Clark?

A: Īe, arimasen.
   No, I do not have one.

Giving and asking reasons (2)

When two sentences are connected and one of them states the reason for the other, they are connected by kara “because, so, so that”. Note that the reason appears in the first sentence, as shown below.

\[
\text{sentence 1} \quad \text{kara} \quad \text{sentence 2}
\]

a. Fujisan wa kirē desu kara, yūmē desu.
   Mt. Fuji is beautiful so it is famous.

b. Kimochi ga warui desu kara, nanimo tabetakunai desu.
   I feel unwell so I do not want to eat anything.

Exercise 3

Connect the first and second parts of the sentence so that they make sense, using the phrases in the box below.

Example  Kyō wa yasumi desu kara ( Lesbian)

1. Watashi wa Nihon no ēga ga suki desu kara (   )
2. Kinō netsu ga arimashita kara (   )
3. Watashi wa ryokō ga suki desu **kara**
4. Jikan ga arimasen **kara**

| a. asa kara ban made uchi de nemashita. |
| b. kaisha e ikimasen:             |
| c. isogimashō.                   |
| d. yoku uchi de mimasu.          |
| e. yoku gaikoku e ikimasu.       |

**Vocabulary**

| ryokō | travel, trip |
| jikan | time         |
| isogimashō | to hurry   |

**Dialogue 3**

A doctor gave me some medicine (CD 2, 13)

It is Monday morning. Miss Akita and Mr Clark have just arrived at work.

AKITA: Kurāku-san, senshū no kin-yōbi wa kusuri o arigatō gozaimashita.

KURĀKU: Dō itashimashite. Akita-san wa mō daijōbu desu ka.

AKITA: Hai, do-yōbi oisha-san ni kusuri o moraimashita kara.

KURĀKU: Sō desu ka. Sore wa yokatta desu.

AKITA: Tokorode, kin-yōbi no karaoke wa dō deshita ka.

KURĀKU: Totemo tanoshikatta desu. Kondo Akita-san mo issho ni ikimashō.

AKITA: Hai, zehi.

**Vocabulary**

| daijōbu(na) | all right, OK |
| kara (na-adj.) |
| oisha-san | (medical) doctor |
| moraimashita | received |
| tokorode | by the way |
| kondo | next time |
| zehi | by all means, definitely |
Dialogue 3 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) Miss Akita went to see a doctor to receive some medicine last Saturday.
2 ( ) Mr Clark did not go to karaoke last Friday.

Language points

Expressing one's gratitude

Arigatō gozaimashita is an expression to show one's gratitude. It is different from arigatō gozaimasu in that arigatō gozaimashita is used when the action that you feel grateful for has been completed.

a. Kinō wa arigatō gozaimashita.
   Thank you for yesterday.

b. Kinō wa kusuri o arigatō gozaimashita.
   Thank you for giving me the medicine yesterday.

Giving and receiving

The verbs agemasu and moraimasu mean “to give” and “to receive”. The recipient of the action is marked by ni.

![Diagram]

a. Kurāku-san wa Akita-san ni kusuri o agemashita.
   Mr Clark gave Miss Akita some medicine.

b. Akita-san wa Kurāku-san ni kusuri o moraimashita.
   Miss Akita received some medicine from Mr Clark.

Note that when you are involved in this action as a giver or receiver, the action must be described from your viewpoint.
Exercise 4
Underline the right word as in the example.

Example  Yamada-san wa Kurāku-san ni DVD o (a. agemashita b. moraimashita). (receiver: Kurāku-san)

1 Watashi wa Yamada-san ni Igirisu no omiyage o (a. agemashita b. moraimashita). (receiver: Yamada-san)
2 Watashi wa Yamada-san ni hana o (a. agemashita b. moraimashita). (receiver: I)
3 (a. Maria-san  b. Watashi) wa (c. Maria-san d. watashi) ni Nihon no hon o agetai desu. (giver: I)
4 Sensē wa maishū gakusei ni shukudai o (a. agemasu b. moraimasu). (giver: sensē)

Vocabulary
omiyage  souvenir, gift
shukudai  homework

Exercise 5 (CD 2; 14)

Mariko has recently moved house. As house-warming presents, she received a lot of things from her friends but she also gave some of her belongings to them. Now another friend, Bob, has come to her house. Listen to their conversation and find out who gave what to whom.

Mariko

(Example c)  (3)  (2)  (1)

Shun  Ken  Mai

a. tokē  b. terebi  c. shashin-tate  d. denwa  e. hana
Exercise 6

Put the correct particle or word in the space. Write × if nothing is needed.

1. Watashi wa ima (o)mizu _______ hoshi desu.
2. Atama ga itai desu _______, kusuri o nomimasu.
3. Watashi wa tomodachi _______ omoshiroi hon o moraimashita.
4. Watashi wa yoku toshokan _______ shukudai o shimasu.
5. Watashi wa kuruma a_______ ichi-dai b_______ arimasu.

Exercise 7 (CD 2; 15)

Read out the following text and write ✓ if the statement agrees with the text and × if not.

はるこさんは わたしの ともだちです。あしたは はるこさんの
tanjōbiです。はるこさんは はなが すきですから、わたしが
はるこさんに きれいな はなを あげます。そして、はるこさんは
かびんが ありませんから、かびんも あげます。

Haruko-san wa watashi no tomodachi desu. Ashita wa Haruko-san
no tanjōbi desu. Haruko-san wa hana ga suki desu kara, watashi wa
Haruko-san ni kirēna hana o agemasu. Soshite, Haruko-san wa kabin
ga arimasen kara, kabin mo agemasu.

1 ( ) I will give Haruko some beautiful flowers because she likes flowers.
2 ( ) I will give her a vase as well because I found a really nice one.

Vocabulary

kabin  vase
As with hiragana, “や” “ゅ” and “ョ” can be attached to another katakana to create a combined sound. “や” “ゅ” and “ョ” are written one quarter of the usual size.

キャ(kya) キュ(kyu) キョ(kyo) ギャ(gya) ギュ(gyu) ギョ(gyo)
シャ(sha) シュ(shu) ショ(sho) ジャ(ja) ジュ(ju) ジョ(jo)
チャ(cha) チュ(chu) チョ(cho) チャ(ja) チュ(ju) チョ(jo)
ニャ(nya) ニュ(nyu) ニョ(nyo) ニャ(bya) ニュ(byu) ニョ(byo)
ヒャ(hya) ヒュ(hyu) ヒョ(hyo) ビャ(bya) ビュ(byu) ビョ(byo)
ビャ(pya) ビュ(pyu) ビョ(pyo)
ミャ(mya) ミュ(myu) ミョ(myo)
リャ(rya) リュ(ryu) リョ(ryo)

In addition, “ア”, “イ”, “エ” and “オ” can be used with other Katakana.

ウイ: [ui] in ウィキペディア Wikipedia
ウェ: [ue] in ウェンディ Wendy
ウオ: [uo] in ウォーカー Walker

シェ: [she] in ミシェル Michelle ティ: [ti] in ティム Tim
ジェ: [je] in ジェニー Jennie デイ: [di] in ジュディス Judith

ファ: [fa] in クリストファー Christopher
フィ: [fi] in フィリップ Philip
フェ: [fe] in フェスティバル festival
フォ: [fo] in フォックス fox

[v] sound is spelled as either [B] (バビブペポ) or [V] (ヴァヴィヴヴェヴォ).
[ths] sound is spelled out as ソ [so] or ボ [to]. ザザンズトン
[ths] sound is spelled out as サ [su] サウサンプトン

[tha/the] sound is spelled out as サ [sa]. キャサリン
[fa/fi/fe/fo] and [pha/phi/phe/pho] become ファ、フィ、フ、フェ、フォ。
[or/er/ar/ir/ur] become long sounds (一). ジョージ、ロバート
Exercise 8

A. Which English names do the following names in katakana represent?

Example キャサリン (d)

1 エリザベス ( )  2 ピピアン／ヴィヴィアン ( )
3 ジェームズ ( )  4 ベンジャミン ( )
5 マシュー ( )

a. Vivian   b. Matthew   c. Benjamin
d. Catherine e. Elizabeth f. James

B. Which places do the following names in katakana represent?

1 カルフォルニア ( )  2 リオデジャネイロ ( )
3 バンクーバー ( )  4 バーミンガム ( )
5 ニューデリー ( )

a. Vancouver b. Birmingham c. California
d. New Delhi e. Rio de Janeiro
Unit Eleven

Shinjuku Gyoen wa hirokute kirēna kōen desu

Shinjuku Gyoen is a spacious and beautiful park

In this unit you will learn about:

- more adjectives
- how to connect sentences which contain i-adjectives, na-adjectives and nouns
- talking about the weather
- how to express a change of state, using adjective + narimasu
- how to change adjectives into adverbs
- kanji of Unit 11

一、二、三、四、五、六、七、八、九、十、百、千、万、円

Dialogue 1

Shinjuku Gyoen is a spacious and beautiful park
(CD 2; 16)

Mr Tanaka and Miss Smith are friends. They are discussing their plans for this weekend.

たなか 　スミスさんは きゅうじつ よく なにを しますか。
スミス　わたしたち　よく こうえんへ　さんぽに　いきます。
たなか 　そうですか。じゃあ、こんしゅうの　どうしよう　いっしょに　しんじゅく　ぎょえんへ　いきませんか。
スミス　しんじゅくぎょえんは　なんですか。
たなか しんじゅくぎょえんは ひろくて きれいな こうえんです。
すみす しんじゅくに あります。
たなか いいえ、ちかいですよ。
すみす それは ぺんりですね。
じゃあ、こんしゅうの どようび いっしょに いきましょう。

TANAKA Sumisu-san wa kyūjitsu yoku nani o shimasu ka.
SUMISU Watashi wa yoku kōen e sanpo ni ikimasu.
TANAKA Sō desu ka. Jā, konshū no do-yōbi, issho ni Shinjuku Gyoen e ikimasen ka.
SUMISU Shinjuku Gyoen wa nan desu ka.
TANAKA Shinjuku Gyoen wa hirokute kirēna kōen desu. Shinjuku ni arimasu.
SUMISU Shinjuku eki kara tōi desu ka.
TANAKA Æ, chikai desu yo. Shinjuku eki kara aruite 10-pun gurai desu.
SUMISU Sore wa benri desu ne. Jā, konshū no do-yōbi, issho ni ikimashō.

Vocabulary

| きょうじつ | kyūjitsu | off-duty day, day off |
| さんぽ   | sanpo    | walk, stroll          |
| (さんぽします) | (sanpo shimasu) | to go for a walk |
| しんじゅくぎょえん | Shinjuku Gyoen | one of the parks in Tokyo |
| ひろい (i-adj.) | hiroi | spacious |
| ちかい (i-adj.) | chikai | near, close |

Dialogue 1 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) Shinjuku Gyoen is a beautiful and spacious park.
2 ( ) Shinjuku Gyoen is far from Shinjuku station.
Language point

Adjectives

As you learned in Unit 5, Japanese adjectives have two types: i-adjectives and na-adjectives (pages 56–57). All i-adjectives have い (i) at the end whereas na-adjectives end with various sounds.

i-adjectives

あまい amai sweet あかるい akarui bright
からい karai hot, spicy くらい kurai dark
やわらかい yawarakai soft おい おおい おり many
ひろい hiroi spacious すくない sukunai few
せまい semai narrow うるさい urusai noisy
おもい omoi heavy こわい kowai scary
かるい karui light (weight) うつくしい うつくし うつく介 beautiful

na-adjectives

けんこう（な） kenkō(na) healthy あんぜん（な） anzen(na) safe
じゅう（な） jiyū(na) free

Exercise 1

Circle the appropriate adjective which matches the English translation.

1 (a. せまい b. はやい c. おそい) でんしゃ (a fast train)
2 (a. おもい b. かるい c. こわい) かばん (a light-weight bag)
3 (a. あかるい b. うるさい c. くらい) へや (a dark room)
4 (a. けんこうな b. あんぜんな c. じゅうな) じかん (free time)
5 (a. あまい b. からい c. ちかい) コーヒー (sweet coffee)

Language point

Connecting sentences which contain i-adjectives, na-adjectives and nouns

So far, you have learned how to connect nouns or sentences in the following ways: to, as in hon to zasshi “a book and a magazine” and
soshite/sorekara, as in Kono kōen wa hiroi desu. Soshite, kirē desu “This park is spacious. And it is beautiful”. In this unit, you will learn how to join two or more sentences into one by using the te-form.

i-adjectives

When i-adjectives are followed by another predicate such as another adjective, “i” in the i-adjective (e.g. atarashii) becomes kute (kunakute for the negative form).

Examples

(i-adj.) → (drop i) → (add kute)  (add kunakute for negative)
ōki big  ōki  ōkikute  ōkikunakute
atarashii new atarashi atarashikute atarashikunakute

a. Kono resutoran no tabemono wa oishikute, yasui desu.
The food at this restaurant is delicious and cheap.

b. Watashi wa amakute oishī kōhī ga suki desu.
I like sweet and tasty coffee.

Note that ii desu “good” becomes yokute instead of ikute.

ii good  yokute good  yokunakute not good

na-adjectives and nouns

When na-adjectives or nouns are followed by another predicate, desu after the na-adjectives/nouns (e.g. shizuka desu, gakusē desu) becomes de (dewanakute for the negative form).

Examples

na-adjectives

(na-adj.) → (drop na) → (affirmative / negative)
anzenna safe  anzen  anzen de  anzen dewanakute
benrīna convenient  benrī  benrī de  benrī dewanakute
shizukana quiet  shizuka  shizuka de  shizuka dewanakute

Nouns

(noun) → (affirmative / negative)
gakusē student  gakusē de  gakusē dewanakute
21-sai 21 years old  21-sai de  21-sai dewanakute
a. Yamada-san wa shizuka de, shinsetsuna hito desu. 
Mrs Yamada is a quiet and kind person.

b. Kono machi wa anzen de benri desu. 
This town is safe and convenient.

c. Watashi no ane wa 21-sai dewanakute, 22-sai desu.
My elder sister is not 21 but 22 years old.

Note that ga “but” is used when the connected sentences disagree with each other in terms of the positive/negative value.

Kono resutoran wa kirē dewa arimasen ga oishī desu. 
This restaurant is not clean but its food is tasty.

Watashi no uchi wa benri desu ga chotto semai desu. 
My house is convenient but short of space.

---

**Exercise 2**

Fill in the blanks with the appropriate forms.

<table>
<thead>
<tr>
<th>i-adj.</th>
<th>Connective form (affirmative)</th>
<th>Connective form (negative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>atsui desu</td>
<td>atsukute</td>
<td>atsukunakute</td>
</tr>
<tr>
<td>chikai desu</td>
<td>1)</td>
<td>2)</td>
</tr>
<tr>
<td>tī desu</td>
<td>3)</td>
<td>4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>na-adj.</th>
<th>Connective form (affirmative)</th>
<th>Connective form (negative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>daijōbu desu</td>
<td>daijōbu de</td>
<td>daijōbu dewanakute</td>
</tr>
<tr>
<td>suki desu</td>
<td>5)</td>
<td>6)</td>
</tr>
<tr>
<td>kenkō desu</td>
<td>7)</td>
<td>8)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noun</th>
<th>Connective form (affirmative)</th>
<th>Connective form (negative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>gakusē desu</td>
<td>gakusē de</td>
<td>gakusē dewanakute</td>
</tr>
<tr>
<td>kaisha desu</td>
<td>9)</td>
<td>10)</td>
</tr>
</tbody>
</table>

---

**Exercise 3**

Connect the following two sentences into one, using the appropriate connective form.

*Example* Kono kōen wa (hiroj) hirōkute kirē desu.  
(This park is spacious and beautiful.)
1 Nihon-go wa (omoshiroi) tanoshī desu.
   (Japanese is interesting and enjoyable.)
2 Nihon no tabemono wa karada ni (ī) oishī desu.
   (Japanese food is healthy and tasty.)
3 Kinō no pāti wa (nigiyaka) tanoshikatta desu.
   (The party yesterday was lively and fun.)
4 Yamada-san wa sakkā ga (jōzu) furansu-go ga wakarimasu.
   (Mr Yamada is good at football and understands French.)
5 Kore wa (watashi no tokē) sore wa otōto no tokē desu.
   (This is my watch and that is my younger brother's watch.)

Vocabulary
karada ni ī healthy (lit. “good for one’s body”)
sakkā football

Dialogue 2
It became warmer in the afternoon (CD 2; 17)

Mr Tanaka and Miss Smith are talking about last weekend.

たなか スミスさんは せんしゅうの しゅうまつ なにを しましたか。
スミス ともだちと ちかくの やまへ いきました。
たなか そうですね。てんきは どうでしたか。
スミス よかったですよ。ごぜんは すこし くもりで、さむかったですが、
   ごこから わたたくし なりました。
たなか やまの ちょうじょうまで いきましたか。
スミス はい。あるいは いきましたから 2じかん かかりました。
たなか それは たいへんでしたね。
スミス はい。でも、ちょうじょうからの けしきは ほんとうに
   うつくしかったです。
たなか ちょうじょうは ひとりが おおかったですか。
スミス いいえ、すくなかったです。

TANAKA Sumisu-san wa senshū no shūmatsu nani o shimashita ka.
SUMISU Tomodachi to chikaku no yama e ikimashita.
TANAKA  Sō desu ka. Tenki wa dō deshita ka.
SUMISU  Yokatta desu yo. Gozen wa sukoshi kumori de, samukatta desu ga, gogo kara atatakaku narimashita.
TANAKA  Yama no chōjō made ikimashita ka.
SUMISU  Hai. Aruite ikimashita kara, 2-jikan kakarimashita.
TANAKA  Sore wa taihen deshita ne.
SUMISU  Hai. Demo, chōjō kara no keshiki wa hontō ni utsukushikatta desu.
TANAKA  Chōjō wa hito ga ōkatta desu ka.
SUMISU  Źe, sukunakatta desu.

Vocabulary

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>やま</td>
<td>yama</td>
</tr>
<tr>
<td>くもり</td>
<td>kumori</td>
</tr>
<tr>
<td>あたたかい (i-adj.)</td>
<td>atatakai</td>
</tr>
<tr>
<td>なります</td>
<td>narimasu</td>
</tr>
<tr>
<td>ちょうじょう</td>
<td>chōjō</td>
</tr>
<tr>
<td>けしき</td>
<td>keshiki</td>
</tr>
</tbody>
</table>

Dialogue 2 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) On the day when Miss Smith went to the nearby mountain, it was cold in the morning but became warm in the afternoon.

2 ( ) Miss Smith could not see any view from the top of the mountain because of the cloud.

Language points

**Vocabulary for weather**

- **hare** sunny
- **kumori** cloudy
- **kaze** wind
- **ame** rain
- **yuki** snow
a. Kyō wa hare desu.
   It is fine weather today.

b. Kinō wa yuki deshita kara, samukatta desu.
   Yesterday it was snowy so it was cold.

c. Ashita no tenki wa, kumori tokidoki ame desu.
   As for tomorrow’s weather, it will be cloudy with occasional rain.

Expressing a change of state: adjective + narimasu

Adjective + narimasu “become” is used to indicate a change of state of something, someone, or some place. The form before narimasu differs between i-adjectives and na-adjectives/nouns as below:

i-adjective + narimasu

When i-adjectives are in front of narimasu, you change i to ku as below:

   a. Gogo kara atatakaku narimasu.
      It will become warm from the afternoon.

   b. Saikin gogo 8-ji kara kuraku narimasu.
      It has been getting dark after 8 p.m. recently.

Note that ī “good” becomes yoku instead of “iku”.

   c. Tenki ga yoku narimashita.
      The weather has become better.

na-adjective/noun + narimasu

When na-adjectives or nouns are in front of narimasu, you add ni as below:

d. Kusuri o nomimashita kara, genkini narimashita.
   I have got better (lit. become well), because I took some medicine.

e. Watashi wa tenisu ga jōzuni narimashita.
   I became good at playing tennis.
f. **Sengetsu 21-sai ni narimashita.**
   I became 21 years old last month.

g. **Watashi wa ōgo no sensē ni naitai desu.**
   I want to become an English teacher.

**Exercise 4**

Change the words in the brackets appropriately as shown in the example.

*Example*  Watashi no ane wa *(isha)* *isha ni* narimashita.

1 Kinō kara *(samui)*________ narimashita.
2 Watashi wa Nihon no ōga ga *(suki)*________ narimashita.
3 Watashi wa raigetsu *(25-sai)*________ narimasu.
4 Ashita kara kyūjitsu desu kara *(hima)*________ narimasu.

**Language point**

**Changing adjectives into adverbs**

Adjectives can be changed into adverbs as shown below:

**i-adjectives: change i to ku**

- karui light – karuku lightly
- yawarakai soft – yawarakaku softly

a. **Ashita kara ryokō desu kara, watashi wa konban hayaku nemasu.**
   Because I am going on a trip from tomorrow, I will go to bed early tonight.

b. **Watashi wa namae o ōkiku kakimashita.**
   I wrote my name in large print. *(lit. “I wrote my name large”).*
na-adjectives: change na to ni

shizuka(na) quiet – shizukani quietly
anzen(na) safe – anzenni safely

c. Kinō watashi wa toshokan de shizukani Nihon-go o
   benkyō shimashita.
   Yesterday, I studied Japanese quietly at the library.

d. Ano hito wa jōzuni te de sushi o tabemasu.
   That person eats sushi with his/her hands well.

Exercise 5

Change the following adjectives in the brackets into adverbs appropriately.

1. Watashi wa kesa (hayai)____ okimashita.
   (I woke up early this morning.)
2. Buraun-san wa Nihon no uta o totemo (jōzu)____ utaimasu.
   (Miss Brown sings a Japanese song very well.)
3. Watashi wa kinō (osoil)____ nemashita.
   (I went to bed late yesterday.)
4. Kodomo ga (jiyū)____ e o kakimasu.
   (A child draws a picture freely.)

Vocabulary

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>uta</td>
<td>song</td>
</tr>
<tr>
<td>utaimasu</td>
<td>to sing</td>
</tr>
<tr>
<td>kodomo</td>
<td>child, children, kid</td>
</tr>
</tbody>
</table>

Exercise 6 (CD 2; 18)

Listen to the conversation between Mr Tanaka and Miss Smith and write ✓ if the statement agrees with it and ✗ if not.

1 ( ) It has become cold and dark.
2 ( ) Mr Tanaka and Miss Smith have decided to go to a coffee shop.
Kanji: Historical background and kun-yomi/on-yomi

Kanji, which is commonly used along with hiragana and katakana, was imported from China to Japan around 2,000 years ago by Japanese monks. At that time, the Japanese language did not have its own writing system. After importing kanji, the Japanese people developed hiragana and katakana by simplifying or taking a part of a kanji. Nowadays, Japanese pupils learn 2,136 kanji set by the Ministry of Education, Culture, Sports, Science and Technology in 2010 before completing their nine-year compulsory education. This book will introduce you to approximately 60 kanji.

One of the characteristics of kanji is that it carries both sound and meaning. For example, kanji 「私」 tells you that its sound is *watashi* and it means I. What makes learning kanji slightly difficult is that the majority of kanji characters have multiple sounds and meanings. Those whose sounds have come from Japanese pronunciation are called *kun-yomi* and those whose sounds have come from Chinese pronunciation are called *on-yomi*. This book gives both readings, as shown in the following table. Hiragana and katakana are used for kun-yomi and on-yomi respectively, as found in Japanese dictionaries. However, you use hiragana when you transcribe kanji in order to read it.

<table>
<thead>
<tr>
<th>Kan-ji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>私</td>
<td>わたし</td>
<td>シ</td>
<td>I, private</td>
</tr>
<tr>
<td>ナナメ私私</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As for when to use *kun/on-yomi*, the basic rule is that you use *kun-yomi* when the kanji is used either on its own or with hiragana but you use *on-yomi* when the kanji appears in conjunction with other kanji. For instance, you use *kun-yomi* for 私 when it appears on its own, whereas you use *on-yomi* for 私学 “private school” as it is used together with another kanji. Note, however, that a lot of
exceptions exist so it is advisable that you remember the kanji as part of your vocabulary.

It is very important to follow the stroke order when you write kanji. The basic rules regarding stroke order include (a) draw from left to right (e.g. 「一」), (b) draw from top to bottom (e.g. 「人」) and (c) draw from left component (e.g. for 「休」, draw 「丶」 first) or top component (e.g. 「売」, draw 「土」 first).

**Exercise 7**

A. Write “K” when the underlined kanji uses kun-yomi and “O” when it uses on-yomi.

*Example* 富士山 (O) あの山 (K) 男子 (O) 男の子 (K)

1 この人 this person ( )
2 日本人 Japanese people ( )
3 休日 day off ( )
4 休みます to rest ( )
5 木 a tree ( )
6 木曜日 Thursday ( )
7 強いです strong ( )
8 勉強します to study ( )

B. Draw 私 in the boxes below, according to the stroke order. Note that the right half of the character 「ム」 consists of only two strokes.

Extra kanji exercise sheets for Units 11–16 are free to download at: www.routledge.com/books/details/9780415593304.
# Kanji of Unit 11: Kanji for numbers

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>一</td>
<td>ひと(つ)</td>
<td>イチ</td>
<td>one</td>
<td>八</td>
<td>やっ(つ)</td>
<td>ハチ</td>
<td>eight</td>
</tr>
<tr>
<td>二</td>
<td>ふた(つ)</td>
<td>に</td>
<td>two</td>
<td>九</td>
<td>ここの(つ)</td>
<td>ニャク/キュウク</td>
<td>nine</td>
</tr>
<tr>
<td>三</td>
<td>みっ(つ)</td>
<td>サン</td>
<td>three</td>
<td>十</td>
<td>とお</td>
<td>ジュウ</td>
<td>ten</td>
</tr>
<tr>
<td>四</td>
<td>よっ(つ)</td>
<td>ヨン/シ</td>
<td>four</td>
<td>百</td>
<td>ヒャク/ピャク</td>
<td>hundred</td>
<td></td>
</tr>
<tr>
<td>五</td>
<td>いっ(つ)</td>
<td>ゴ</td>
<td>five</td>
<td>千</td>
<td>セン/ゼン</td>
<td>thousand</td>
<td></td>
</tr>
<tr>
<td>六</td>
<td>むっ(つ)</td>
<td>ロク</td>
<td>six</td>
<td>万</td>
<td>マン</td>
<td>ten thousand</td>
<td></td>
</tr>
<tr>
<td>七</td>
<td>なな(つ)</td>
<td>ナナ/シンチ</td>
<td>seven</td>
<td>円</td>
<td>エン</td>
<td>Yen, circle</td>
<td></td>
</tr>
</tbody>
</table>

## Exercise 8

Write how to read the following numbers in hiragana as the example shows. Japanese is read right to left when written vertically.

**Example** ななじゅうかくえん

週 九 八 七 六 五 四 三 二 一

百 円 万 円 千 円 万円 千円 万 円 万 円
Unit Twelve

Musuko-san wa se ga takai desu ne

Your son is tall, isn’t he?

In this unit you will learn about:

- how to describe one’s physical features, using the X wa Y ga + adjective structure
- comparative and superlative expressions
- terms for body parts and colours
- kanji of Unit 12

人、山、川、女、子、口、上、下、大、小

Dialogue 1

He is tall (CD 2; 19)

Mrs Kato is showing a picture of her son to her friend, Mr Jones.

かとう ジョーンズさん、これは はすこの しゃしんです。
ジョーンズ かとうさんに そっくりですね。いま なんさいですか。
かとう せんげつ 16さいに なりました。
ジョーンズ はすこさんは あしが ながいですね。そして せが たかいですね。
かとう はい、かぞくのなかで いちばん せが たかいです。
ジョーンズ いま、なんセンチぐらい ですか。
かとう たぶん 185センチぐらい です。
KATÔ Jônzu-san, kore wa musuko no shashin desu.
JÔNZU Katô-san ni sokkuri desu ne. Ima nan-sai desu ka.
KATÔ Sengetsu 16-sai ni narimashita.
JÔNZU Musuko-san wa ashi ga nagai desu ne. Soshite se ga takai desu ne.
KATÔ Hai, kazoku no naka de ichi-ban se ga takai desu.
JÔNZU Ima, nan-senchi gurai desu ka.
KATÔ Tabun 185-senchi gurai desu.

Vocabulary

むすこ musuko son
そっくり (な) (na-adj.) sokkuri(na) to closely resemble someone
あし ashi leg, foot
ながい (i-adj.) nagai long
せが たかい se ga takai tall
せ se stature, height
〜のなかで ... no naka de among
いちばん ichi-ban first, best, top, most
センチ senchi centimetre
たぶん tabun probably, maybe

Dialogue 1 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) Mrs Kato’s son has long legs.
2 ( ) Mrs Kato’s son is smallest in the family.
Language points

Body parts

Describing things with the X wa Y ga + adjective structure

In the X wa Y ga + adjective structure, X takes the main topic of the sentence and Y takes what is related to X, followed by the adjective which describes Y. For instance, you want to talk about Japan, particularly about its fish, which you find tasty. In this case, Nihon “Japan” is the main topic of the sentence (X) and sakana “fish” the related topic (Y) as in Nihon wa sakana ga oishī desu.

<table>
<thead>
<tr>
<th>X (topic)</th>
<th>wa</th>
<th>Y (subject of the adjective)</th>
<th>ga</th>
<th>adjective</th>
</tr>
</thead>
</table>

a. Nihon wa sakana ga oishī desu.
   Talking about Japan, its fish is tasty.

b. Yamamoto-san wa kami ga kirē desu.
   Miss Yamada has beautiful hair.

c. Kimura-san wa me ga ōkī desu.
   Mrs Kimura has big eyes.
Exercise 1

Write the appropriate body parts in the brackets and adjectives on the line according to the English meaning.

Example  Tokiko-san wa (se) ga takai desu. (Tokiko is tall.)

1 Tokiko-san wa ( ) ga ______ (Tokiko has long hair.)
2 Tokiko-san wa ( ) ga ______ (Tokiko has black eyes.)
3 Tokiko-san wa ( ) ga ______ (Tokiko has small hands.)
4 Tokiko-san wa ( ) ga ______ (Tokiko is clever. [lit. “Tokiko’s head/brain is good”])

Exercise 2

Answer the following questions, using the cue in the brackets. For question 4, write your own answer.

Example  Nihon wa nani ga benri desu ka. (bullet train)

Nihon wa shinkansen ga benri desu.

1 Nihon wa nani ga yūmē desu ka. (Mt. Fuji)
2 Kyōto wa nani ga ōi desu ka. (old temples)
3 Nihon no tabemono wa nani ga oishī desu ka. (sushi)
4 Anata no kuni wa nani ga yūmē desu ka.

Language point

Superlative expressions: ichi-ban + adjective

When you want to say “the most + adjective”, you use ichi-ban “the best, the most” before the adjective. For instance, “I like tennis the most” in Japanese is Watashi wa tenisu ga ichi-ban suki desu. To specify what items are compared, ... no naka de “among ...” is used in two ways: 1) listing all the items (X to Y to Z no naka de) or 2) stating the category which X, Y and Z belong to ([Category] no naka de).
Unit 12: Your son is tall, isn’t he?

- **Tenisu to sakkā to basuketobōru no naka de** (watashi wa) **tenisu ga ichi-ban suki desu.**
  I like tennis the best among tennis, football and basketball.

- **Supōtsu no naka de (watashi wa) tenisu ga ichi-ban suki desu.**
  I like tennis the most among sports.

To ask a question with this structure, you put an interrogative word in the position of Y as shown above, followed by the verbal question marker **ka** at the end of the sentence. The interrogative word is determined by what is being asked (time, place, person, etc.).

- **Q:** **Hiragana to katakana to kanji no naka de dore ga ichi-ban muzukashī desu ka.**
  Which do you find most difficult, Hiragana, Katakana or Kanji?

  **A:** **Kanji ga ichi-ban muzukashī desu.**
  Kanji is most difficult.

- **Q:** **Kuni no naka de doko ga ichi-ban ōkī desu ka.**
  Which country/where is the biggest country?

  **A:** **Roshia ga ichi-ban ōkī desu.**
  Russia is the biggest.

Note that when the **~wa ~ga** + adjective structure is used in this pattern, **ga** will appear twice.

- **Q:** **Kazoku no naka de, dare ga ichi-ban se ga takai desu ka.**
  Who is the tallest of the family?

  **A:** **Watashi ga ichi-ban se ga takai desu.**
  I am the tallest.

- **Q:** **Tomodachi no naka de dare ga ichi-ban ashi ga hayai desu ka.**
  Who is the fastest among your friends?

  **A:** **Shinji-san ga ichi-ban ashi ga hayai desu.**
  Shinji is the fastest.
Exercise 3

Translate the following English sentences into Japanese.

Example I like “な” the most among all the Hiragana.

Watashi wa hiragana no naka de 「な」
ga ichiban suki desu.

1 August is the hottest [month] of the year.
2 Wednesday is the busiest [day] of the week.
3 Of Spanish, Japanese and French, I am best at French.

Vocabulary

<table>
<thead>
<tr>
<th>ichi-nen</th>
<th>a year</th>
<th>「」 Japanese quotation marks equivalent to English “ ”</th>
</tr>
</thead>
<tbody>
<tr>
<td>is-shūkan</td>
<td>a week</td>
<td></td>
</tr>
</tbody>
</table>

Dialogue 2

I prefer the brighter coloured one (CD 2; 20)

Mr Jones is buying a new pair of glasses and Mrs Kato is helping him to choose them.

ジョンズ かとうさん、このめがねやは おきゃくさんが おおいですね。
かとう ここは やすくて にんきが ありますから。
ジョンズ いろいろな めがねが ありますね。
かとう そうですね。ジョンズさんは あかるい いろと くらい
いろと どちらのほうが すきですか。
ジョンズ あかるい いろ のほうが すきです。
かとう じゃあ、この あかい めがねは どうですか。
ジョンズ ちょっと はでですね。
かとう じゃあ、この はやくもの めがねは どうですか。
ジョンズ すてきですね。それに します。

JÔNŽU Katô-san, kono megane-ya wa okyakusan ga ōi desu ne.
KATÔ Koko wa yasukute ninki ga arimasu kara.
JÔNŽU Iroiro na megane ga arimasu ne.
Katō  Sō desu ne. Jōnzu-san wa akarui iro to kurai iro to dochira no hō ga suki desu ka.
Jōnzu  Akarui iro no hō ga suki desu.
Katō  Jā, kono akai megane wa dō desu ka.
Jōnzu  Chotto hade desu ne.
Katō  Jā, kono chairoi megane wa dō desu ka.
Jōnzu  Suteki desu ne. Sore ni shimasu.

**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>okyakusan</td>
<td>visitor, customer</td>
</tr>
<tr>
<td>ninki</td>
<td>popularity</td>
</tr>
<tr>
<td>iro</td>
<td>colour</td>
</tr>
<tr>
<td>dochira</td>
<td>which one of the two</td>
</tr>
<tr>
<td>... no hō ga ... yori + adj.</td>
<td>be more (adj.) than ...</td>
</tr>
<tr>
<td>akai</td>
<td>red</td>
</tr>
<tr>
<td>hade(na)</td>
<td>showy, gaudy</td>
</tr>
<tr>
<td>chairoi</td>
<td>brown</td>
</tr>
<tr>
<td>suteki(na)</td>
<td>wonderful</td>
</tr>
<tr>
<td>... ni shimasu</td>
<td>I will take . . . , an</td>
</tr>
<tr>
<td></td>
<td>expression for stating</td>
</tr>
<tr>
<td></td>
<td>one's own choice</td>
</tr>
</tbody>
</table>

**Dialogue 2 exercise**

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 (  ) Mr Jones prefers bright colours to dark colours.
2 (  ) Mr Jones has decided to buy a red pair of glasses.

**Language points**

**Colours**

The majority of colour terms are i-adjectives but there are some which are nouns. When “i” is dropped from the i-adjective colour term, it becomes a colour noun.
## Comparing two things: X wa Y yori + adjective

A sentence which compares two items (X and Y) takes the X wa Y yori + adjective structure. Yori is equivalent to the English “than” and is attached to the noun (Y) which is less [adjective]. Therefore, X is more [adjective] than Y.

<table>
<thead>
<tr>
<th>i-adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>akai</td>
<td>red</td>
</tr>
<tr>
<td>aoi</td>
<td>blue</td>
</tr>
<tr>
<td>kuroi</td>
<td>black</td>
</tr>
<tr>
<td>shiroi</td>
<td>white</td>
</tr>
<tr>
<td>kīroi</td>
<td>yellow</td>
</tr>
<tr>
<td>chairoi</td>
<td>brown</td>
</tr>
</tbody>
</table>

### a. Nihon wa Igirisu yori ōkī desu.
Japan is bigger than the UK.

### b. Kyō wa kīnō yori samui desu.
Today is colder than yesterday.

The interrogative for this pattern is dochira (no hō), meaning “which one of the two”. The sentence pattern for questioning is X to Y to dochira (no hō) ga + adjective ka, whereas the pattern for replying is X no hō ga + adjective. No hō can be omitted in the question sentence, but not in the reply.

### c. Q: Akarui iro to kurai iro to dochira (no hō) ga suki desu ka.
Which do you prefer, bright colours or dark colours?

**A:** Akarui iro no hō ga suki desu.
I prefer bright colours.

To answer “both of them”, you say dochira mo. Note that you do not use ga after dochira mo.
d. Q: Shinkansen to hikōki to dochira (no hō) ga benri deshita ka.
Which was more convenient, the bullet train or aeroplane?

A: Dochira mo benri deshita.
Both were convenient.

Exercise 4 (CD 2: 21)

Read out the following sentences and answer the questions by indicating either a) or b) as shown in the example.

Example  この本は あの本より おもしろです。
Which is heavier, this book or that book over there?
   a. この本   b. あの本

1  ひのでスーパーは  あさひスーパーより  たかいです。
Which supermarket is more expensive?
   a. ひのでスーパー   b. あさひスーパー

2  でんしゃは  バスより はやいです。
Which is faster, train or bus?
   a. でんしゃ   b. バス

3  ほんださんは  もりさんより かみが ながいです。
Who has shorter hair, Miss Honda or Miss Mori?
   a. ほんださん   b. もりさん

4  きのうは  きょうより あたたかったです。
Which was colder, today or yesterday?
   a. きょう   b. きのう

Exercise 5

Answer the following questions in Japanese.

Example  Basu to densha to dochira no hō ga suki desu ka.
(densha)
Densha no hō ga suki desu.

1  Getsu-yōbi to ka-yōbi to dochira no hō ga hima desu ka.
(getsu-yōbi)

2  Hiragana to katakana to dochira no hō ga muzukashī desu ka.
(katakana)

3  Umi to yama to dochira no hō ga suki desu ka. (both, like)
Vocabulary

umī  sea, ocean

Exercise 6 (CD 2; 22)

Listen to a series of conversations between Kelley and Kenji and answer the following questions.

1. Who is tallest in Kenji’s family?

2. Which guitar does Kenji use most often?
   a. the new white guitar  b. the old white guitar  c. the big new guitar

3. What month does Kelley like most?
   a. April  b. July  c. December

Vocabulary

wakai (i-adj.)  young  gitā  guitar

Exercise 7

Put the appropriate word in the space from the box below. The same word can be used more than once.

Example  Tanaka-san wa me ga kirē desu.

1. Supōtsu no naka a _____ tenisu b _____ ichi-ban suki desu.
2. Ashita wa kyō _____ atatakai desu.
3. Nihon a _____ yama b _____ ōi desu.
4. Q: Akai megane a _____ chairoi megane b _____ dochira no hō c _____ ō desu ka.
   A: Chairoi megane no hō d _____ ō desu.
5. Q: Bīru a _____ wain b _____ dochira no hō c _____ suki desu ka.
   A: Dochira d _____ suki dewa arimasen.

   ga mo wa o
   yori no de to
### Kanji of Unit 12: Kanji with two or three strokes

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>人</td>
<td>ひと</td>
<td>ジン/ニン</td>
<td>person</td>
<td>口</td>
<td>くち</td>
<td>コウ</td>
<td>mouth</td>
</tr>
<tr>
<td>人</td>
<td>ひと</td>
<td>サン/サン</td>
<td>mountain</td>
<td>上</td>
<td>かみ</td>
<td>ジョウ</td>
<td>above, on, up</td>
</tr>
<tr>
<td>山</td>
<td>やま</td>
<td>サン/サン</td>
<td>mountain</td>
<td>上</td>
<td>うえ</td>
<td>ジョウ</td>
<td>above, on, up</td>
</tr>
<tr>
<td>川</td>
<td>かわ/がわ</td>
<td>セン</td>
<td>river</td>
<td>下</td>
<td>した</td>
<td>ケ</td>
<td>below, under</td>
</tr>
<tr>
<td>川</td>
<td>かわ/がわ</td>
<td>セン</td>
<td>river</td>
<td>下</td>
<td>した</td>
<td>ケ</td>
<td>below, under</td>
</tr>
<tr>
<td>女</td>
<td>おんな</td>
<td>ショ</td>
<td>woman</td>
<td>大</td>
<td>おお (大きい)</td>
<td>ダイ</td>
<td>big</td>
</tr>
<tr>
<td>女</td>
<td>おんな</td>
<td>ショ</td>
<td>woman</td>
<td>大</td>
<td>おお (大きい)</td>
<td>ダイ</td>
<td>big</td>
</tr>
<tr>
<td>子</td>
<td>こ</td>
<td>シ</td>
<td>child</td>
<td>小</td>
<td>ちい (小さい)</td>
<td>ショウ</td>
<td>small</td>
</tr>
<tr>
<td>子</td>
<td>こ</td>
<td>シ</td>
<td>child</td>
<td>小</td>
<td>ちい (小さい)</td>
<td>ショウ</td>
<td>small</td>
</tr>
</tbody>
</table>

### Exercise 8

Write how to read the underlined kanji in hiragana.

1. あの女の人は デパートで ローション (lipstick) を 買います。
2. 富士山は 日本の山です。*Mt. Fuji
3. あかちゃん (baby) は 手が 小さいです。
4. このエレベーターは 上に 行きますか。下に 行きますか。
5. あの人は イギリス人ですか。アメリカ人ですか。
6. 昨日、一人で 大きいケーキを 食べました。*alone
7. 私は 昨日 川で 遊びました。
Unit Thirteen
Koko ni suwatte mo i desu ka
May I sit down here?

In this unit you will learn about:

- verb grouping: Group 1, Group 2, Group 3
- how to make the te-form of a verb ([V-te]) from the masu-form ([V-masu])
- how to make a polite request using [V-te] + kudasai
- saying “how to . . .”
- how to ask, grant and deny permission
- kanji of Unit 13

Dialogue 1

Please tell me how to read this kanji (CD 2; 23)

Mr Holmes is at a Japanese noodle bar (udon-ya), examining a menu written in Japanese.

ホームズ あのう、すみませんが、このかんじの よみかたを
おしえてください。
てんいん ああ、そのかんじは 「てんぷら」です。
ホームズ そうですか。じゃあ、「てんぷらうどん」を ください。
てんいん はい、かしこまりました。
ホームズ それから、「てんぷらうどん」といっしょに ビールも いっぱん
もってきてください。
てんいん はい、かしこまりました。
HÖMUZU Anō sumimasen ga, kono kanji no yomikata o oshiete kudasai.

TEN’IN Ā, sono kanji wa “tenpura” desu.

HÖMUZU Sō desu ka. Jā, “tenpura udon” o kudasai.

TEN’IN Hai, kashikomarimashita.

HÖMUZU Sorekara, “tenpura udon” to issho ni bīru mo ippon motte kite kudasai.

TEN’IN Hai, kashikomarimashita.

---

**Vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yomikata</td>
<td>how to read</td>
</tr>
<tr>
<td>[V-stem] + kata</td>
<td>how to...</td>
</tr>
<tr>
<td>oshiete kudasai</td>
<td>please tell me</td>
</tr>
<tr>
<td>[V-te] + kudasai</td>
<td>please (do)</td>
</tr>
<tr>
<td>tenpura</td>
<td>tempura (a Japanese dish)</td>
</tr>
<tr>
<td>udon</td>
<td>Japanese noodles made of wheat flour</td>
</tr>
<tr>
<td>motte kite kudasai</td>
<td>please bring (something)</td>
</tr>
<tr>
<td>motte kimasu</td>
<td>to bring (something to somewhere)</td>
</tr>
<tr>
<td>kashikomarimashita</td>
<td>certainly</td>
</tr>
</tbody>
</table>

---

**Dialogue 1 exercise**

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) Mr Holmes asked the waitress how to cook “tenpura udon”.
2 ( ) Mr Holmes asked the waitress to bring both “tenpura udon” and beer together.

---

**Language point**

**Verb grouping**

Just as there are two types of adjective (i-adjectives and na-adjectives), there are three groups of Japanese verbs: Group 1, Group 2 and Group 3. This grouping is very important when it comes to making
various forms such as the **te-form** (which you will learn in this unit), the **ta-form** (Unit 15) and the **dictionary form** (Unit 16). Below is a list of the new verbs in this unit. The numbers 1, 2 and 3 indicate which group each verb belongs to. Can you find any rule for each group?

**Vocabulary**

| はらいます | haraimasu | 1 | to pay                        |
| おきます   | okimasu   | 1 | to put (something)           |
| おくります  | okurimasu | 1 | to send (e.g. an email)      |
| もっていきます | motte ikimasu | 1 | to take (something to somewhere) |
| つれていきます | tsurete ikimasu | 1 | to take (someone to somewhere) |
| おもいだします | omodashimasu | 1 | to remember, recall         |
| がんばります | ganbarimasu | 1 | to hang on, work hard to do, try one’s best |
| よびます   | yobimasu  | 1 | to call (a taxi)             |
| きをつけます | ki o tsukemasu | 2 | to be careful               |
| とめます   | tomemasu  | 2 | to pull up (a car), stop    |
| たすけます  | tasukemasu | 2 | to help, rescue             |
| みせます   | misemasu   | 2 | to show                     |
| おぼえます  | oboemasu   | 2 | to remember, memorize       |
| どどけます  | todokemasu | 2 | to deliver                  |
| おしえます  | oshiemasu  | 2 | to teach, tell              |
| つれてきます | tsurete kimasu | 3 | to bring (someone to somewhere) |
| クリックします | kurikku shimasu | 3 | to click                    |

The following shows how to tell which group each verb belongs to from its **masu**-form.

**Group 1 verbs**

Verbs that end with the “い” sound before **masu**:

| いきます | go         |
| ikimasu | yomi masu  |
| あいます | meet       |
Note that some verbs such as those below belong to Group 2, though they end with the “i” sound before masu.

おきます  get up  かります  borrow  おります  get off
okimasu  karimasu  orimasu

Group 2 verbs

Verbs with only one Hiragana syllable before masu:

みます  see, watch  います  be, exist  ねます  sleep
misumasu  imasu  nemasu

Verbs that end with the “e” sound before masu:

たべます  eat  あげます  give  かけます  make a call
tabemasu  agemasu  kakenemasu

Group 3 verbs (irregular)

There are only two irregular verbs plus verbs with shimasu (e.g. benkyō shimasu).

きます  come  します  do
kimasu  shimasu

You can find a full list of verbs with groupings and various conjugations in the Appendix.

Exercise 1

Indicate which group the following verbs belong to.

Example  motte ikimasu  (take something to somewhere)  [1]

1 oboemasu  (to remember)  [ ]
2 okimasu  (to put)  [ ]
3 okurimasu  (to send)  [ ]
4 kurikku shimasu  (to click)  [ ]
5 haraimasu  (to pay)  [ ]
6 kimasu  (to come)  [ ]
7 shimasu  (to do)  [ ]
8 misemasu  (to show)  [ ]
Language point

Verb te-form (1): how to make the “te-form”

So far, you have learned four types of masu-form conjugation.

<table>
<thead>
<tr>
<th>non-past</th>
<th>non-past</th>
<th>past</th>
<th>past</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td>negative</td>
<td>affirmative</td>
<td>negative</td>
</tr>
<tr>
<td>たべます</td>
<td>たべません</td>
<td>たべました</td>
<td>たべませんでした</td>
</tr>
<tr>
<td>tabemasu</td>
<td>tabemasen</td>
<td>tabemashita</td>
<td>tabemasendeshita</td>
</tr>
</tbody>
</table>

In this unit, you will learn a new form, the te-form. The te-form ([IV-te]) is very useful because with it, you can express more, such as a polite request (e.g. “Please tell me...”), asking permission (e.g. “May I use...?”), action in progress (“I am writing...”), etc.

How to make the te-form from the masu-form is determined by which group the verb belongs to.

Group 1 verbs

In order to make the te-form from a group 1 verb, find the sound before masu and change it according to the rules below:

- い (i), ち (chi), リ (ri) → って (tte)
- あいます aimasu meet → あって atte
- まちます machimasu wait → まって matte
- *いきます ikimasu go → いって itte
- び (bi), み (mi), に (ni) → んで (nde)
- あそびます asobimasu play → あそんで asonde
- のみます nomimasu drink → のんで nonde
- き (ki), ぎ (gi) → いて (ite), いで (ide)
- かきます kakimasu write → かいて kaite
- いそぎます isogimasu hurry → いそいで isoide
- し (shi) → して (shite)
- はなします hanashimasu talk → はなして hanashite

Note that the te-form of いきます ikimasu “go” is いって itte, not いきて ikite.
Group 2 and 3 verbs

In order to make the te-form from group 2 and 3 verbs, you delete masu and add te as below:

ま (masu) → て (te)

2 たべます tabemasu eat → たべて tabete
2 みます mimasu see → みて mite
2 ねます nemasu sleep → ねて nete
3 きます kimasu come → きて kite
3 します shimasu do → して shite

Exercise 2

Change the following verbs into the te-form. For Group 1, look at the sound before masu.

1 あそびます 2 つれてきます
2 いきます 4 がんばります
5 おぼえます 6 みせます
7 もっていきます 8 いそглас
9 おくります 10 クリックします

Language point

Verb te-form (2): polite requests using (V-te) + kudasai

[V-te] + kudasai is an expression used to make a polite request.

<table>
<thead>
<tr>
<th>verb-te</th>
<th>kudasai</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sono shashin o misete kudasai. Please show me that photo.</td>
<td></td>
</tr>
<tr>
<td>b. Kasa o motte kite kudasai. Please bring an umbrella with you.</td>
<td></td>
</tr>
<tr>
<td>c. Sumimasen ga kono kanji no kakikata o oshiete kudasai. Excuse me but please tell me how to write this kanji.</td>
<td></td>
</tr>
</tbody>
</table>
Omitting kudasai makes the request sound very casual, which is suitable only among those in a close relationship, such as friends.

d. Sono shashin o misete. Show me that photo.

Exercise 3

Connect the following verbs and kudasai appropriately and write the English meaning in the brackets.

Example misemasu + kudasai = misete kudasai
(please show (me))

1 kakimasu + kudasai = ________________________________ ( )
2 kyanseru shimasu + kudasai = ________________________________ ( )
3 ki o tsukemasu + kudasai = ________________________________ ( )
4 oshiemasu + kudasai = ________________________________ ( )
5 okimasu + kudasai = ________________________________ (please wake up)
6 okimasu + kudasai = ________________________________ (please put (something))

Exercise 4 (CD 2; 24)

Listen to the conversation between a male speaker and a female speaker and underline what the male speaker has agreed to do.

Example a. takushī o yobimasu b. takushī o tomemasu

1 a. shashin o misemasu b. shashin o torimasu
2 a. chizu o okurimasu b. chizu o kakimasu

Language point

How to...

To say “how to . . .”, simply take away masu from the verb and add kata to form a noun.
yomimasu + kata = yomikata how to read
oboemasu + kata = oboekata how to remember

Note that the object of the verb is marked by no, not o.

a. Kono kanji no yomikata o oshiete kudasai.
   Please tell me how to read this kanji.

Exercise 5
Suppose you are in the following situation. Make a polite request in Japanese.

1. You are in a restaurant. You want the restaurant staff to tell you how to use chopsticks.
2. You want to know how to go to the Fuji Hotel. Ask a passer-by politely.

Dialogue 2
You must not wear the slippers in the room (CD 2; 25)

Mr Holmes has just arrived at a Japanese inn (ryokan) with his colleagues. This is his first time staying at a Japanese inn. Now he is asking a couple of questions of his colleague and friend, Mrs Nagano, who has taken him to his room.

なぜの ホームズさんのヘやは ここです。
ホームズ ここですか。ひろいですね。あれ、ヘやのなかに げんかんが
あまりね。どうしてですか。
なぜの ヘやのなかで くつを はいてはいけませんから。
ホームズ そうですね。あれ、げんかんに スリッパが ありますね。
ヘやのなかで スリッパを はきますか。
なぜの いいえ、ヘやのなかで はいてはいけません。
ヘやのそとで はいてください。
ホームズ わかりました。ところで、ヘやのなかで たばこを すてもいいですか。
なぜの いいえ、ホームズさんのヘやは きんえんですから、たばこを
すっては いけません。でも、りょかんの ロビーで
すってもいいですよ。
NAGANO  Hōmuzu-san no heya wa koko desu.
HŌMUZU  Koko desu ka. Hiroi desu ne. Are, heya no naka ni
genkan ga arimasu ne. Dōshite desu ka.
NAGANO  Heya no naka de kutsu o haitewa ikemasen kara.
HŌMUZU  Sō desu ka. Are, genkan ni surippa ga arimasu ne. Heya
no naka de surippa o hakimasu ka.
NAGANO  Ōe, heya no naka de haitewa ikemasen. Heya no soto de
haite kudasai.
HŌMUZU  Wakarimashita. Tokorode, heya no naka de, tabako o
sutte mo ī desu ka.
NAGANO  Ōe, Hōmuzu-san no heya wa kin’en desu kara, tabako o
suttewa ikemasen. Demo, ryokan no robī de sutte mo ī
desu yo.

Vocabulary

| あれば   | are      | Look!, Oh no! |
| はきません | hakimasu | to wear (shoes, trousers, etc.) |
| はいてもいいです | haite mo ī desu | (one) may wear |
| [V-て]もいいです | [V-te] + mo ī desu | (you) may do |
| はいてはいけません | haitewa ikemasen | (one) must not wear |
| [V-て]はいけません | [V-te] + wa ikemasen | must not |
| たばこ   | tabako   | tobacco, cigarette |
| すいます  | suimasu  | to smoke |
| スリッパ  | surippa  | (a pair of) slippers |
| きんえん | kin’en   | non-smoking |
| ロビー  | robī    | lobby |

Dialogue 2 exercise

Write ✔ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) The slippers in the entrance room are for Mr Holmes to use inside the room.
2 ( ) A smoking area can be found in the lobby of the inn.
Language point

**Verb te-form (3): asking, granting and denying permission**

[V-te] + **mo ī desu** is used to grant permission. To ask permission, simply add **ka** at the end as [V-te] + **mo ī desu ka**.

<table>
<thead>
<tr>
<th>verb-te</th>
<th>mo ī desu (may)</th>
</tr>
</thead>
</table>

a. Q: **Pārī ni tomodachi o tsurete kite mo ī desu ka.**  
May I bring my friends to the party?

   A1: **Hai, (tsurete kite mo) ī desu yo.**  
   Yes, you can.

   A2: **Hai, dōzo.**  
   Yes, please do.

b. Q: **Koko ni kuruma o tomete mo ī desu ka.**  
May I park a car here?

   A: **Sumimasen ga chotto...**  
   I am afraid that it is slightly [problematic].

[V-te] + **wa ikemasen** is used to deny permission. This expression is a strong denial (prohibition) and its usage is usually restricted to cases such as stating the law, regulations, etc.

<table>
<thead>
<tr>
<th>verb-te</th>
<th>wa ikemasen (must not)</th>
</tr>
</thead>
</table>

c. **Kono tatemono no naka de tabako o suttewa ikemasen.**  
No smoking is permitted in this building.

**Exercise 6**

Translate the following English sentences into Japanese.

*Example*  
May I read books here?  
**Koko de hon o yonde mo ī desu ka.**

1. May I pay by credit card?
2. May I use this pen?
3. You must not drink alcohol here.
Unit 13: Koko ni suwatte mo i desu ka

Vocabulary

kādo de  by (credit) card

Exercise 7

Connect the first and second parts of the sentence appropriately using the phrases in the box below. The first part is the reason why one is asking for permission.

Example  Atama ga itai desu kara (c)

1 Kono kaban wa omoi desu kara ( )
2 Kono kotoba ga wakarimasen kara ( )
3 Sukoshi samui desu kara ( )

a. koko ni oite mo i desu ka.  b. mado o shimete mo i desu ka.
  c. kaette mo i desu ka.  d. jisho o mite mo i desu ka.

Vocabulary

kotoba  word
mado  window
shimemasu  to close, shut

Exercise 8 (CD 2; 26)

The following text describes a certain place. Read out the text and guess where it is.

ここは ぱしょです。とても ひろい ぱしょです。たくさん いすが あります。
ここで はんを よんでもいいです。ビールや ワインを のんでもいいです。
そして、えいがを みながら、ごはんを たべてもいいです。しかし、たばこを
すってはいけません。それから、けいたいでんわで はなしてはいけません。
まどを あけてもいけません。あぶないですから、このなかで はしてはいけ
ません。このなかには たくさん ひとが いますから、うるさくしてはいけません。
ここは どこですか。
### Vocabulary

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ばしょ</td>
<td>place</td>
</tr>
<tr>
<td>いす</td>
<td>chair</td>
</tr>
<tr>
<td>しかし</td>
<td>but</td>
</tr>
<tr>
<td>あぶない (i-adj.)</td>
<td>dangerous</td>
</tr>
<tr>
<td>みながら</td>
<td>while watching, while seeing</td>
</tr>
<tr>
<td>～ながら</td>
<td>while doing...</td>
</tr>
<tr>
<td>あれす</td>
<td>to open</td>
</tr>
<tr>
<td>うるさくします</td>
<td>to make a noise</td>
</tr>
</tbody>
</table>

### Kanji of Unit 13: Kanji with 3 or 4 strokes

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>日</td>
<td>ひびか</td>
<td>ニチ/ニジツ</td>
<td>day, sun</td>
<td>土</td>
<td>つちド</td>
<td>ground, soil</td>
<td></td>
</tr>
<tr>
<td>一月</td>
<td>にがつ</td>
<td>ゲツ/ガツ</td>
<td>month, moon</td>
<td>今</td>
<td>いまコン</td>
<td>now</td>
<td></td>
</tr>
<tr>
<td>九月</td>
<td>むか め</td>
<td>ノヘム今</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>火</td>
<td>ひ カ</td>
<td>カ</td>
<td>fire</td>
<td>友</td>
<td>ともユウ</td>
<td>friend</td>
<td></td>
</tr>
<tr>
<td>いざ イ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>水</td>
<td>みず</td>
<td>スイ</td>
<td>water</td>
<td>少</td>
<td>すく(ない)ショウ</td>
<td>little, few</td>
<td></td>
</tr>
<tr>
<td>一〇〇水</td>
<td>100 小少</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>木</td>
<td>き</td>
<td>モク</td>
<td>tree</td>
<td>分</td>
<td>わ(ける)フン/プン</td>
<td>divide, minute</td>
<td></td>
</tr>
<tr>
<td>一〇〇木</td>
<td>100 分</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 9

Write how to read the underlined kanji in hiragana.

1 今日は**です。昨日は月曜日**でした。*今日, meaning “today” is read irregularly and does not use either on-yomi or kun-yomi. **日 in this case uses kun-yomi.

2 私は 少し 水が 飲みたいです。

3 あの木の下に 私の友達*が います。*友 in this case uses kun-yomi.

4 明日は 土曜日です。

5 この漢字の読み方が 分かりません。

6 日本は 今、3時15分です。

7 「今月」は英語で this month です。
Unit Fourteen

Kinō no yoru 8-ji goro ēga o mite imashita

I was watching a film at around 8 p.m. yesterday

In this unit you will learn about:

- stating a sequence of actions, using [V-te] and [V-te] + kara
- describing an action in progress: [V-te] + imasu
- describing a present state: [V-te] + imasu
- describing habitual actions: [V-te] + imasu
- kanji of Unit 14

手、中、外、左、右、文、父、母、田、目

Dialogue 1

Please get on the bus and then get off at the stop “In front of Sakura Hospital” (CD 2; 27)

Mr Enokida is giving his colleague, Ms Kim, directions to his house because she is visiting his place this Saturday for the first time.

えのきだ キムさんは どうぶ なにで わたしのうちへ きますか。
キム でんしゃで いきます。
えのきだ じゃあ、「さくらえき」で でんしゃを おいて、みなみぐちから でてください。みなみぐちの まえに バスていが ありますから、そこで 73ばんの バスに のって 「さくらびょういんまえ」で おりてください。
キム 「さくらびょういんまえ」はいくつめのバスていですか。
えのきだ 4つめのバスていです。

ENOKIDA Kimu-san wa do-yōbi nani de watashi no uchi e kimasu ka.
KIMU Densha de ikimasu.
ENOKIDA Jā, “Sakura eki” de densha o orite, minami-guchi kara
dete kudasai. Minami-guchi no mae ni basutē ga arimasu
kara, soko de 73-ban no basu ni notte “Sakura Byōin
Mae” de orite kudasai.
KIMU “Sakura Byōin Mae” wa ikutsu-me no basutē desu ka.
ENOKIDA Yottsu-me no basutē desu.

Vocabulary

| おります | orimasu | to get off |
| みなみぐち | minami-guchi | south exit |
| みなみ | minami | south |
| ～ぐち | -guchi | exit |
| バスてい | basutē | bus stop |
| でます | demasu | to leave, get out |
| のります | norimasu | to get on, ride |
| いくつめ | ikutsu-me | how many |
| ～め | -me | order in numbers |

Dialogue 1 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 (✓) Mr Enokida lives in front of Sakura station.
2 (✗) Ms Kim will have to take a train and then catch a bus to get
to Mr Enokida’s house.
Language point

Giving directions

Here is some vocabulary related to directions. Check with the pictures below which particle is used with which movement.

**Vocabulary**

- みち michi: street, road
- かど kado: corner
- はし hashi: bridge
- こうさてん kōsaten: crossroads
- しんごう shingō: traffic lights
- つぎ tsugi: next
- のります norimasu: to get on
- おります orimasu: to get off
- のりかえます norikaemasu: to change (means of transportation)
- わたります watarimasu: to cross
- まがります magarimasu: to turn

- basu ni norimasu
- basu o orimasu
- A kara B ni norikaemasu
- michi o watarimasu
- hashi o watarimasu
- kado o (migi ni) magarimasu

-me is used to indicate the order with numbers.

hitotsu-me/futatsu-me/mittsu-me (no kado)
first/second/third (corner)
Exercise 1 (CD 2; 28)
Which buildings are the following hotels?

Example
Fuji Hoteru (a)

1. ABC Hoteru ( )
2. Sakura Hoteru ( )

Vocabulary
massugu straight on, ahead

Language point

Verb te-form (4): actions in succession

The te-form of a verb is used when a sentence has more than one verb and the actions in the sentence happen (or happened) in succession. For example, “I wake up, eat and go” are okite, tabete, ikimasu. The tense of the sentence is indicated by the last verb.

<table>
<thead>
<tr>
<th>verb-te</th>
<th>verb-te</th>
</tr>
</thead>
<tbody>
<tr>
<td>(action 1)</td>
<td>(action 2)</td>
</tr>
</tbody>
</table>

V-masu/mashita
V-tai desu (want to)
[V-te] + mo i desu (may)
[V-te] + kudasai (please), etc.

a. Ane wa ashita machi e itte, Nihon-go no jisho o kaimasu.
   My elder sister will go into town and buy a Japanese dictionary tomorrow.

b. Watashi wa kinō gohan o tabete, shawā o abite, nemashita.
   I ate supper, took a shower and went to bed yesterday.

c. Watashi wa itsuka Nihon ni itte, Nihon no kaisha de hatarakitai desu.
   I want to go to Japan and work for a Japanese company some day.
d. Basu ni notte, yottsu-me no basutē de orite kudasai.  
Please catch a bus and get off at the fourth stop.

**Vocabulary**

<table>
<thead>
<tr>
<th>shawā</th>
<th>shower</th>
<th>sumimasu</th>
<th>to live</th>
</tr>
</thead>
<tbody>
<tr>
<td>abimasu</td>
<td>to take (a shower)</td>
<td>hatarakimasu</td>
<td>to work</td>
</tr>
</tbody>
</table>

**Exercise 2**

Make a sentence using the information in the brackets as shown in the example. All sentences start with watashi.

*Example*  (ashita/tomodachi ni aimasu/sushi o tabemasu)  
Watashi wa ashita tomodachi ni atte, sushi o tabemasu.

1. (kinō/toshokan e ikimashita/hon o karimashita)  
2. (kyō/7-ji ni okimashita/shawā o abimashita/terebi o mimashita)  
3. (rainen/Nihon e ikitai desu/Fujisan ni noboritai desu)

**Vocabulary**

| noborimasu | to climb |

**Language point**

**Verb te-form (5): after doing...**

When kara follows the te-form of a verb, it emphasizes the completion of the action.

```
verb-te
(first action)   kara   verb
(second action)
```

a. Watashi wa itsumo ha o migaitte kara nemasu.  
I always brush my teeth and then go to bed.
b. Q: **Uchi ni kaette kara nani o shimasu ka.**
   What do you do after returning home?

   A: **30-pun kuri yasumimasu.**
   I take a rest for about 30 minutes.

---

**Vocabulary**

<table>
<thead>
<tr>
<th>ha</th>
<th>teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>migakimasu</td>
<td>to brush</td>
</tr>
</tbody>
</table>

**Exercise 3**

Make a sentence using the information in the brackets as shown in the example. All sentences start with **watashi**.

*Example* (wash clothes → watch DVD)

Watashi wa sentaku shite kara DVD o yasumimasu.

1 (have a meal → take a shower)
2 (cleaned my room → had a rest)
3 (arrived in Japan → phoned Mr Mori)

---

**Vocabulary**

| sentaku shimasu | to wash clothes |
| shokuji shimasu | to have a meal |
| sōji shimasu    | to clean (a room, house, park, etc.) |
| (ni) tsukimasu  | to arrive (at) |

---

**Dialogue 2**

I was watching a Korean film at home *(CD 2; 29)*

Mr Enokida and Ms Kim are talking in the company office.

えのきだ キムさん、こんにちは。
キム あ、えのきさん、こんにちは。
えのきだ  キムさんは きのうのよる 8じごろ なにを していっていましたか。
キム きのうは あめが ふっていましたから うちで かんこくの
えいかを みていました。
えのきだ おもしろかったですか。
キム はい、とても おもしろかったです。わたしな DVDを
もっていますから、いつか えのきださんも みてください。

ENOKIDA  Kimu-san, konnichiwa.
KIMU  A, Enokida-san, konnichiwa.
ENOKIDA  Kimu-san wa kinō no yoru 8-ji goro nani o shite imashita
ka.
KIMU  Kinō wa ame ga futte imashita kara, uchi de Kankoku no
ēga o mite imashita.
ENOKIDA  Omoshirokatta desu ka.
KIMU  Hai, totemo omoshirokatta desu. Watashi wa DVD
o motte imasu kara, itsuka Enokida-san mo mite
kudasai.

**Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>していました</td>
<td>shite imashita was/were doing</td>
</tr>
<tr>
<td>[V-て]います</td>
<td>[V-te] + imasu be [verb]-ing (present progressive action)</td>
</tr>
<tr>
<td>もっています</td>
<td>motte imasu to own, possess</td>
</tr>
<tr>
<td>もちます</td>
<td>mochimasu to hold, have, own</td>
</tr>
<tr>
<td>[V-て]います</td>
<td>[V-te] + imasu describing a state of someone or something</td>
</tr>
<tr>
<td>いつか</td>
<td>itsuka one day, some day</td>
</tr>
</tbody>
</table>

**Dialogue 2 exercise**

Write ✓ if the statement agrees with the dialogue. Write X if not.

1 ( ) Ms Kim was watching a Korean film at 8 p.m. last night.
2 ( ) It was Mr Enokida who recommended that film to Ms Kim.
Language point

**Verb te-form (6): describing an action in progress**

[Verb-te] + *imasu* is used to describe an action in progress.

a. Watashi wa ima kōhī o **nonde imasu**.  
I am drinking a cup of coffee now.

b. Watashi wa kyonen no ima goro Nihon o **ryokō shite imashita**.  
I was travelling in Japan this time last year.

**Exercise 4**

Complete the following sentences, using the information in brackets.

*Example*  
Ai-san wa ima (sing a song)  
*uta o utatte imasu.*

1. Yōko-san wa ima (brush her teeth)  
2. Li-san wa ima (write an email)  
3. Tōmasu-san wa kinō no 6-ji goro (work)  
4. Kenji-san wa kinō no 10-ji goro (take a shower)

Language point

**Verb te-form (7): describing a state**

[V-te] + *imasu* is also used to describe a state of someone or something. Verbs such as *suwarimasu* “sit down”, *tachimasu* “stand up”, *kekkon shimasu* “marry” and *sumimasu* “live” are often used with this pattern.

a. Otoko no hito ga asoko ni **suwatte imasu**.  
A man is seated over there.

b. Watashi wa **kekkon shite imasen**.  
I am not married.
## Vocabulary

<table>
<thead>
<tr>
<th>Action</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>mochimasu</td>
<td>to hold</td>
</tr>
<tr>
<td>sumimasu</td>
<td>to live</td>
</tr>
<tr>
<td>shirimasu</td>
<td>to get to know</td>
</tr>
<tr>
<td>tachimasu</td>
<td>to stand up</td>
</tr>
<tr>
<td>suwarimasu</td>
<td>to sit down</td>
</tr>
<tr>
<td>iremasu</td>
<td>to put (something) in</td>
</tr>
<tr>
<td>kekkon</td>
<td>to marry</td>
</tr>
<tr>
<td>shimasu</td>
<td></td>
</tr>
<tr>
<td>motte imasu</td>
<td>to own, possess</td>
</tr>
<tr>
<td>sunde imasu</td>
<td>to live</td>
</tr>
<tr>
<td>shitte imasu</td>
<td>to know</td>
</tr>
<tr>
<td>tatte imasu</td>
<td>to be standing</td>
</tr>
<tr>
<td>suwatte imasu</td>
<td>to be seated</td>
</tr>
<tr>
<td>irete imasu</td>
<td>to have (something) in</td>
</tr>
<tr>
<td>kekkon shite</td>
<td>to be married</td>
</tr>
<tr>
<td>imasu</td>
<td></td>
</tr>
</tbody>
</table>

The following examples show the difference between *sumimasu/*
*sunde imasu* “live” and *mochimasu/motte imasu* “have”:

**c1. Watashi no ani wa ima Nihon ni sunde imasu.**
My elder brother currently *lives* in Japan.

**c2. Watashi wa rainen kara Nihon ni sumimasu.**
I will *live* in Japan from next year.

**d1. Watashi wa Nihon-go no jisho o motte imasu.**
I *own* a Japanese dictionary.

**d2. Yamada-san, kaban o mochimashō ka.**
Shall I *carry* your bag, Mrs Yamada?

Note that the negative form of *shitte imasu* “know” is *shirimasen*,
instead of *shitte imasen*.

**e. Q: Yamada-san o shitte imasu ka.**
Do you *know* Mrs Yamada?

**A: Íe, shirimasen.**
No, I *do not know* her.
Exercise 5
Translate the following into Japanese.
1 Mr Mori is seated in a car.
2 Mrs Okada owns two PCs.
3 Mr Takeda is married.
4 I do not know this song but I know that song.

Dialogue 3
I eat vegetables every day (CD 2; 30)
Mr Enokida and Ms Kim are talking about how they keep fit.

キム えのきださんは けんこうのために なにを していますか。
えのきだ わたしは まいにち やさいを たべています。それから
ジョギングも しています。キムさんは。
キム わたしは まいしゅうまつ ちかくの プールで よいでいます。
えのきだ どのくらい およいでいますか。
キム 1じかんぐらい およいでいます。
えのきだ すごいですね。

KIMU Enokida-san wa kenkō no tame ni nani o shite imasu ka.
ENOKIDA Watashi wa mainichi yasai o tabete imasu. Sorekara
jogingu mo shite imasu. Kimu-san wa.
KIMU Watashi wa maishūmatsu chikaku no pūru de oyoide imasu.
ENOKIDA Donokurai oyoide imasu ka.
KIMU 1-jikan gurai oyoide imasu.
ENOKIDA Sugo desu ne.

Vocabulary
[noun] のために [noun] no tame ni for the benefit of [noun]
ジョギングをします jogingu o shimasu to jog
まいしゅうまつ maishūmatsu every weekend
ちかくの chikaku no nearby
すごい (i-adj.) sugoi great
Dialogue 3 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) Mr Enokida keeps fit by eating vegetables and jogging every day.
2 ( ) Ms Kim has decided to swim from the coming weekend.

Language point

**Verb te-form (8): habitual action (V-te)**
+ imasu

An activity which is done regularly or habitually is also expressed by [V-te] + imasu.

a. Watashi wa Nihon no kaisha de hataraitte imasu.
   I work for a Japanese company.

b. Watashi no tomodachi wa daigaku de Ego o oshiete imasu.
   (My friend teaches English at university.

c. Kono kaisha wa kuruma o tsukutte imasu.
   This company manufactures cars.

Exercise 6

What does Ms Kim do every day to improve her Japanese? Write what she does, using the information in the brackets.

*Example* (write Kanji 10 times)
Kimu-san wa mainichi kanji o 10-kai kaite imasu.

1 (listen to Japanese music)
2 (memorize words)
3 (watch Japanese TV)
4 (sing her favourite Japanese songs)
### Kanji of Unit 14: Kanji with 4 or 5 strokes

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>手 て</td>
<td>シュ</td>
<td>hand</td>
<td></td>
<td>文 ぶん/モン</td>
<td>letter,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ヌーヌ手</td>
<td></td>
<td></td>
<td></td>
<td>ーナ文</td>
<td>sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>中 なか</td>
<td>チュウ</td>
<td>middle, inside</td>
<td></td>
<td>父 ちち</td>
<td>father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ロロ中</td>
<td></td>
<td></td>
<td></td>
<td>ハハ父</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>外 そと</td>
<td>ガ/ガイド</td>
<td>out, other, foreign</td>
<td></td>
<td>母 ははボ</td>
<td>mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>クタ々外</td>
<td></td>
<td></td>
<td></td>
<td>母母母母</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>左 ひだり</td>
<td>サ</td>
<td>left</td>
<td></td>
<td>田ただ</td>
<td>DEN</td>
<td>rice field</td>
<td></td>
</tr>
<tr>
<td>ナナ左左</td>
<td></td>
<td></td>
<td></td>
<td>田田田田</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>右 みぎ</td>
<td>ウ/ユウ</td>
<td>right</td>
<td></td>
<td>目めモク</td>
<td>eye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ナナ右右</td>
<td></td>
<td></td>
<td></td>
<td>目目目目</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Exercise 7
Write how to read the underlined kanji in hiragana.

1. 私の父と母は今 外国にいます。*abroad
2. 山田さんとは 友ととても きれいです。*Japanese name uses Kun-yomi.
3. 田中さんのお父さんは レストランの中にいます。
4. マリアさんは テニスが ふうです。*be good at
5. 私は手で すしを 食べます。
6. この文を 読んでください。
7. あのコンビニの右に 郵便局があります。コンビニの左に おいしいレストランがあります。
Unit Fifteen

Pūru de oyoidari, toshokan de hon o karitari shimasu

I do various things such as swimming in the pool and borrowing books from the library

In this unit you will learn about:

- Vocabulary for clothes and accessories
- how to make the ta-form of a verb: [V-ta]
- how to link verb sentences using the [V-ta] + ri [V-ta] + ri...pattern
- saying "after..." using [V-ta] + ato de
- talking about one's experiences in the past
- kanji of Unit 15

本、先、生、学、好、何、字、年、車、毎

Dialogue 1

I want to do various things such as swimming in the pool, borrowing books from the library, etc. (CD 2; 31)

Miss Inoue is Mr Hancock’s friend. They are now talking about their plans for this weekend.

ハンコック: いのうえさんは、こんしゅうまつ なにを したいですか。
いのうえ: そうですね。プールで おおよたり、としょかんで ほんを かりたり したいたいです。ハンコックさんは。
ハンコック　わたしは まちへ ふくを かいて いきたいです。
いのうえ　なにを かいたいですか。
ハンコック　あたらしい ズボンや セーターを かいたいです。
いのうえ　そうですか。

HANKOKKU　Inoue-san wa konshûmatsu nani o shitai desu ka.
INOUE　Sō desu ne. Pûru de oyoidari, toshokan de hon o karitari shitai desu. Hankokku-san wa?
HANKOKKU　Watashi wa machi e fuku o kai ni ikitai desu.
INOUE　Nani o kaitai desu ka.
HANKOKKU　Atarashî zubon ya sētā o kaitai desu.
INOUE　Sō desu ka.

### Vocabulary

| およびます  | oyogimasu  | to swim |
| [V-た]り | [V-ta] + ri, [V-ta] + ri | verb, verb, etc. |
| ふく   | fuku       | clothes |
| ズボン  | zubon      | trousers |
| セーター | sētā      | sweater |

### Dialogue 1 exercise

Write ✓ if the statement agrees with the dialogue. Write × if not.

1 ( ) Miss Inoue does not want to swim this weekend.
2 ( ) Mr Hancock wants to buy some clothes this weekend.

### Language points

**Vocabulary for clothes and accessories**

ふく fuku is a generic term for clothes. There are several verbs for “wear, put on” in Japanese: きます kimasu, はきます hakimasu, かぶります kaburimasu, かけます kakemasu and します shimasu. The type of the clothes or accessories determines which verb should be used.
Vocabulary

Items used with *kimasu*

- sētā sweater, shatsu shirt, kōto coat, sūtsu suit, shitagi underwear, kimono Japanese clothes, kimono

Items used with *hakimasu*

- zubon trousers, sukāto skirt, kutsu shoes, kutsushita socks

Items used with *kaburimasu*

- bōshi cap, hat

Items used with *kakemasu*

- megane glasses

Items used with *shimasu*

- nekutai tie, nekkuresu necklace, tokē watch

The [V-te] + imasu pattern is used to describe what one wears (state).

a. Yamada-san wa akai sētā o kite imasu.
   Mr Yamada wears a red sweater.

b. Jonson-san wa megane o kakete imasu.
   Miss Johnson wears a pair of glasses.

**How to make the verb ta-form**

Like the te-form, you use the ta-form ([V-ta]) to make various expressions such as talking about one’s experience, listing representative activities, etc. To form the ta-form from the masu-form, you apply the te-form rule (Unit 13, pages 156–7) but change te or de to ta or da respectively, as shown below:

**Group 1 verbs**

Change the sound before masu according to the rules below:

a. い (i), ち (chi), と (ri) → た (tta)

<table>
<thead>
<tr>
<th>verb</th>
<th>masu</th>
<th>te</th>
<th>ta</th>
</tr>
</thead>
<tbody>
<tr>
<td>meet</td>
<td>あいます</td>
<td>āmasu</td>
<td>あった</td>
</tr>
<tr>
<td>wait</td>
<td>まちます</td>
<td>machimasu</td>
<td>まったく</td>
</tr>
<tr>
<td>go</td>
<td>いきます</td>
<td>ikimasu</td>
<td>いった</td>
</tr>
</tbody>
</table>
b. び (bi), み (mi), に (ni) → んだ (nda)

play あそびます asobimasu → あそんだ asonda
drink のみます nomimasu → のんだ nonda

c. き (ki) → いた (ita), ぎ (gi) → いた (ida)

write かきます kakimasu → かいた kaita
hurry いそぎます isogimasu → いそいた isода

d. し (shi) → した (shita)

talk はなします hanashimasu → はなした hanashita

Note that the ta-form of いきます ikimasu “go” is いった itta, not いきた “ikita”.

Group 2 and 3 verbs

Simply change masu to ta as below:

Group 2

eat たべます tabemasu → たべた tabeta
watch みます mimasu → みた mita
sleep ねます nemasu → ねた neta

Group 3

come きます kimasu → きた kita
do します shimasu → した shita

Exercise 1

Change the following verbs from the masu-form to the ta-form. The number in the brackets indicates which verb group they belong to.

Example たべます (2) たべた

1 きます (2) 2 きます (3)
*to wear 3 します (3) 4 かけます (2)
5 はなします (1) 6 いきます (1)
7 およぎます (1) 8 かかります (2)
9 はさます (1) 10 かぶります (1)
Language point

**Verb ta-form (1): linking verb sentences**

In Unit 14 (pages 168–9), you learned how to link verbs with the verb te-form ([V-te]). In this unit, you will learn another way of linking verbs with the verb ta-form: [V-ta] + ri, [V-ta] + ri... This [V-ta] + ri [V-ta] + ri... pattern implies that the activities mentioned are merely an example of what the agent of the action does (or did, etc.), whereas the [V-te], [V-te]... pattern does not have such an implication, as shown below:

a. Watashi wa kinō terebi o mitari, hon o yondari shimasita.
   Yesterday, I did various activities such as watching TV, reading a book.

b. Watashi wa kinō terebi o mitē, hon o yomimashita.
   Yesterday, I watched TV and then read a book.

Note that this pattern requires shimasu and its variations at the end.

c. Koko de tabako o suttari shashin o tottari shitewa ikemasen.
   You must not smoke, take photos, and so on.

d. Watashi wa ashitā ēga o mitari, pūru de oyoidari shitai desu.
   I want to do various things tomorrow such as watching a film, swimming in the pool.

Exercise 2

Change the verb in the brackets appropriately.

*Example*  Konban tomodachi to denwa de (hanashimasu) hanashita ri, tegami o (kakimasu) kaita ri shita desu.

1 Kinō wa heya o (sōji shimasu) a) ____________, (sentaku shimasu) b) ____________ ri shimasita.

2 Ashita gyūnyū o (kaimasu) a) ____________ ri, toshokan de hon o (karimasu) b) ____________ ri shimasu.
3 Watashi wa shūmatsu yoku machi e kaimono ni (ikimasu) 
a) ___________ ri, naitokurabu de (odorimasu) b) ___________ ri shimasu.
4 Kinō mēru o (chekku shimasu) a) ___________ ri, tomodachi ni denwa o (kakemasu) b) ___________ ri shimashita.

Vocabulary

<table>
<thead>
<tr>
<th>gyūnyū</th>
<th>milk</th>
<th>denwa o</th>
<th>to make a</th>
</tr>
</thead>
<tbody>
<tr>
<td>naitokurabu</td>
<td>nightclub</td>
<td>kakemasu</td>
<td>phone call</td>
</tr>
<tr>
<td>odorimasu</td>
<td>to dance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3 (CD 2; 32)

Kenji is talking to Mariko about what he did last weekend. Listen to their conversation and put a X for the activities which Kenji did over the weekend.

a. watch a DVD (  )  b. buy a hat (  )
c. study English (  )  d. swim (  )
e. eat at a restaurant (  )  f. rest (  )

Dialogue 2

What did you do after graduating? (CD 2; 33)

Mr Hancock is asking Miss Inoue about her university.

ハンコック いのうえさんは いつ だいがくを そつぎょうしましたか。
いのうえ わたしは おととし そつぎょうしました。
ハンコック そつぎょうしたあと(で)、なにを しましたか。
いのうえ いろいろな くにを りょこうしました。
ハンコック そうですか。いいですね。

HANKOKKU Inoue-san wa itsu daigaku o sotsugyō shimasu ka.
INOUE Watashi wa ototoshi sotsugyō shimasu.
HANKOKKU Sotsugyō shita ato (de), nani o shimashita ka.
INOUE Iroiro na kuni o ryokō shimasu.
HANKOKKU Sō desu ka. Ī desu ne.
Vocabulary

そつぎょうします sotsugyō shimasu to graduate
そつぎょうしたあとで sotsugyō shita ato de after graduating
～あとで ... ato de after...

Dialogue 2 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) Miss Inoue graduated from university two years ago.
2 ( ) Miss Inoue went back to Japan after her graduation.

Language point

Verb ta-form (2): after ~

"After" in Japanese is ato de. This can be used with nouns and verbs as below:

<table>
<thead>
<tr>
<th>[noun] no</th>
<th>ato de (after)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[verb-ta]</td>
<td></td>
</tr>
</tbody>
</table>

a. Daigaku o sotsugyō shita ato de nani o shitai desu ka.
   What do you want to do after graduating from university?

b. Q: Itsu shukudai o shimasu ka.
   When do you do your homework?

   A1: Gohan no ato de shimasu.
   I do it after the meal.

   A2: Gohan o tabeta ato de shimasu.
   I do it after eating the meal.

Note that de in ato de is often omitted in informal speech.
Exercise 4
Describe Miss Inoue’s daily morning routine, using the information in brackets.

Example  (jog for 30 minutes → rest)
Inoue-san wa asa 30-pun jogingu o shita ato de, yasumimasu.

1 (rest → take a shower)
2 (drink tea → cook breakfast)
3 (eat breakfast → brush her teeth)
4 (brush her teeth → put on her clothes)

Vocabulary

**tsukurimasu**  to make, cook

Dialogue 3

Have you ever borrowed a book from this library? (CD 2; 34)
Miss Inoue has taken Mr Hancock to a local library.

いのうえ  ハンコックさん、このところかんで  ほんを  かりたことが
ありますか。

ハンコック  いいえ、ありません。としかんカードが  ありませんから。

いのうえ  じゃあ、きょう  カードを  つくりましょう。

ハンコック  むずかしくないですか。

いのうえ  いいえ、かんたんですよ。

**INOU**  Hankokku-san wa kono toshokan de hon o karita koto ga arimasu ka.

**HANKOKKU**  Íe, arimasen. Toshokan kādo ga arimasen kara.

**INOU**  Já, kyō kādo o tsukurimashō.

**HANKOKKU**  Muzukashikunai desu ka.

**INOU**  Íe, kantan desu yo.
Vocabulary

<table>
<thead>
<tr>
<th>Japanese phrase</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>かれたことがあります</td>
<td>have borrowed</td>
</tr>
<tr>
<td>[V-ta] ことがあります</td>
<td>have (done)</td>
</tr>
<tr>
<td>(としかん) カード</td>
<td>(library) card</td>
</tr>
<tr>
<td>かんたん (な) (na-adj.)</td>
<td>easy</td>
</tr>
</tbody>
</table>

Dialogue 3 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) Mr Hancock has never borrowed books from the library where he is now.
2 ( ) Miss Inoue is going to make Mr Hancock’s library card today.

Language point

Verb た-form (3): talking about one’s experiences in the past

[V-ta] + koto ga arimasu is an expression used to describe one’s experiences. To negate this sentence pattern, you simply change arimasu to arimasen.

| verb-ta | koto | ga | arimasu |

a. Watashi wa kimono o kita koto ga arimasu.
   I have worn Kimono in the past. (lit. “I have an experience of wearing Kimono”.)

b. Q: Jon-san wa Fujiisan ni nobotta koto ga arimasu ka.
   Have you ever climbed Mt. Fuji, John?
   Yes, I have.
A2: Ťe, (nobotta koto ga) arimasen.
   No, I have not.
[V-ta] + koto ga arimasu and [V-mashita] differ in that the former focuses on whether or not one has had a certain experience but the latter simply indicates that a certain action took place in the past.

c. Watashi wa kimono o kita koto ga arimasu.
I have an experience of wearing kimono.

d. Watashi wa kyonen kimono o kimashita.
I wore Kimono last year.

Exercise 5
Translate the following sentences into Japanese, using [V-ta] + koto ga arimasu/arimasen.

Example I have been to Japan.
Watashi wa Nihon e itta koto ga arimasu.

1 I have climbed Mt. Fuji.
2 My younger sister has not worn kimono.
3 Have you ever eaten sushi, Mr Hancock?
4 I have made sushi.

Exercise 6 (CD 2; 35)
Read out the following text and write ✓ for the activities Mrs Lee has done before and ✗ for what she has not done yet.

わたしたちはリーです。きょうねんまでにほんにすんでいました。にほんのせいかつはとてもたのしかったです。わたしたちはにほんでふじさんのにぼったり、かぶきをみたりしました。そしてももちとすしをつくったりてんぷらをたべたりしました。でも、わたしたちはまだおんせんにはいったことがありません。そして、にほんのおまつりをみたこともありません。ですから、ことしひなつまたにほんへいきたいです。

1 climbing Mt. Fuji ( ✓ )
2 eating tempura ( ✗ )
3 seeing Japanese festivals ( _ )
4 watching kabuki ( _ )
5 going to a hot spring ( _ )
6 making sushi ( _ )
### Kanji of Unit 15: Kanji with more than 5 strokes

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>本</td>
<td>もと</td>
<td>ボン</td>
<td>book, origin</td>
<td>何</td>
<td>なに/なん</td>
<td>ジョー</td>
<td>what</td>
</tr>
<tr>
<td>一つ</td>
<td>かた</td>
<td>サン</td>
<td>previous</td>
<td>生</td>
<td>いきる/さい</td>
<td>ネン</td>
<td>year, age</td>
</tr>
<tr>
<td>どの</td>
<td>どの</td>
<td>どん　</td>
<td>birth, live</td>
<td>每</td>
<td>まい</td>
<td>サイ</td>
<td>every</td>
</tr>
<tr>
<td>学</td>
<td>まな（ぶ）</td>
<td>ガク/ガッ</td>
<td>study</td>
<td>好</td>
<td>すき</td>
<td>コウ</td>
<td>like</td>
</tr>
<tr>
<td>学</td>
<td>まな（ぶ）</td>
<td>ガク/ガッ</td>
<td>study</td>
<td>好</td>
<td>すき</td>
<td>コウ</td>
<td>like</td>
</tr>
<tr>
<td>女</td>
<td>にょ</td>
<td>キツ</td>
<td>car</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 7

Write how to read the underlined Kanji in Hiragana.

1. あの女の人は 私の 日本語の 先生です。
2. 日本語の学生は 漢字を 勉強しています。
3. かばんの中に 何が ありますか。
4. 私は 一年(間)、日本に 住んでいました。
5. 私は 日本人の友達に この本を もらいました。
6. 私の友達は 日本の車が 好きです。
7. あなたは 毎日 電車に 乗りますか。
Unit Sixteen

Sukoshi dake Supein-go o hanasu koto ga dekimasu

I can speak a little bit of Spanish

In this unit you will learn about:

- talking about one's hobbies and leisure activities
- how to make the dictionary form of a verb (V-dic.)
- how to change a verb into a noun, using V-dic. + koto
- describing one's ability or possibility: V-dic. + koto ga dekimasu
- kanji of Unit 16

姉、妹、兄、弟、男、前、後、金、週、曜

Dialogue 1

My hobby is collecting guitars (CD 2; 36)

Mr Yanagi and Miss White are talking about their hobbies.

ホワイト　　やなぎさんは　たくさん　ギターを　もっていますね。
やなぎ　　はい。わたしのしゅみは　ギターを　あつめることですから。
ホワイト　　さんのは　なんですか。
やなぎ　　わたしのしゅみは　ピアノを　ひくことです。
ホワイト　　そうですか。じゃあ　いつか　いっしょに　ピアノのコンサートへ　
　　いきませんか。
ホワイト　　いいですね。ぜひ　　いきましょう。

HOWAITO Yanagi-san wa takusan gitā o motte imasu ne.
YANAGI Hai, watashi no shumi wa gitā o atsumeru koto desu kara. Howaito-san no shumi wa nan desu ka.
HOWAITO Watashi no shumi wa piano o hiku koto desu.
YANAGI Sō desu ka. Jā, itsuka issho ni piano no konsāto e ikimasen ka.
HOWAITO Ō desu ne. Zehi ikimashō.

**Vocabulary**

| しぐみ  | shumi          | hobby      |
| あつめること  | atsumeru koto | collecting |
| あつめます  | atsumemasu   | to collect |
| ひくこと  | hiku koto     | playing    |
| ひきます  | hikimasu      | to play (a keyboard or stringed instrument) |
| コンサート  | konsāto       | concert    |

**Dialogue 1 exercise**

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ✓ Mr Yanagi’s hobby is playing the guitar.
2 ✗ Miss White’s hobby is playing the piano.

**Language points**

**Hobbies and leisure activities**

*Shumi* means “hobby”. Below is some vocabulary relating to hobbies and leisure activities:

**Exercise-related activities**

- suiē  swimming
- suki  skiing
- sukēto  skating
- karate  karate
- jūdō  judo
- gorufu  golf

**Indoor activities**

- piano  piano
- gitā  guitar
- dokusho  reading
- ikebana  flower arrangement
- sadō  tea ceremony
- shodō  calligraphy
a. Watashi no shumi wa dokusho desu.
   My hobby is reading.

b. Q: Kitamura-san no shumi wa nan desu ka.
   What is your hobby, Mr Kitamura?
   A: Watashi no shumi wa suiē desu.
   My hobby is swimming.

The dictionary form of a verb

The dictionary form of a verb, referred to as the verb dictionary form ([V-dic.]), is the basic form of the verb. This form is called “dictionary form” because the Japanese dictionary uses this form. Like the te-form (Unit 13, pages 156–7), and the ta-form (Unit 15, pages 179–80), the verb dictionary form is used along with other expressions to make various meanings.

The following shows how to make the dictionary form from the masu-form.

Group 1 verbs: Replacing -imasu with the -u sound

<table>
<thead>
<tr>
<th>masu-form</th>
<th>replace -imasu with -u</th>
<th>dictionary form</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaerimasu</td>
<td>kaer + u</td>
<td>kaeru</td>
</tr>
<tr>
<td>kakhimasu</td>
<td>kakh + u</td>
<td>kaku</td>
</tr>
<tr>
<td>nomimasu</td>
<td>nom + u</td>
<td>nomu</td>
</tr>
</tbody>
</table>

Group 2 verbs: Replacing -masu with the -ru sound

<table>
<thead>
<tr>
<th>masu-form</th>
<th>replace -masu with -ru</th>
<th>dictionary form</th>
</tr>
</thead>
<tbody>
<tr>
<td>tabemasu</td>
<td>tabe + ru</td>
<td>taberu</td>
</tr>
<tr>
<td>misemasu</td>
<td>mise + ru</td>
<td>miseru</td>
</tr>
<tr>
<td>nemasu</td>
<td>ne + ru</td>
<td>neru</td>
</tr>
</tbody>
</table>
Group 3 verbs: They follow an irregular pattern

<table>
<thead>
<tr>
<th>masu-form</th>
<th>dictionary form</th>
</tr>
</thead>
<tbody>
<tr>
<td>shimasu do</td>
<td>suru</td>
</tr>
<tr>
<td>kimasu come</td>
<td>kuru</td>
</tr>
</tbody>
</table>

Exercise 1

Change the following verbs from the masu-form to the dictionary form.
The number in the brackets indicates which verb group they belong to.

1 よみます (1) 2 します (3)
3 いきます (1) 4 ひきます (1)
5 もってきます (3) 6 しらべます (2)

Vocabulary

| しらべます | shirabemasu | to investigate, examine, check, study |

Language point

Verb dictionary form (1): (V-dic.) + koto as a noun

As "-ing" is added to an English verb to change it from a verb to a noun (e.g. playing, watching), koto "thing" is added to a Japanese verb to turn it into an action or noun. Note that the form of the verb needs to be the dictionary form as in [V-dic.] + koto.

- kikimasu → kiku koto (listening)
- mimasu → miru koto (watching)
- benkyō shimasu → benkyō suru koto (studying)
- tegami o → tegami o kaku (writing)
- kakimasu → a letter koto (a letter)
Exercise 2

Change the following verbs to nouns, using [V-dic.] + koto and then write their English meaning.

Example  (a) かきます  かくこと writing
          (b) でがみを  かきます  でがみを  かくこと
              writing a letter

1 ひきます ____________________________ ____________________________
2 およざいます ____________________________ ____________________________
3 します ____________________________ ____________________________
4 テレビを みます ____________________________ ____________________________
5 しかしんを とります ____________________________ ____________________________
6 ほんを 読みます ____________________________ ____________________________
7 きってを あつめます ____________________________ ____________________________

Language point

Verb dictionary form (2): X wa (V-dic.) + koto desu

[V-dic.] + koto can appear in Y in the X wa Y desu structure.

a. Watashi no shumi wa sakkā desu.
   My hobby is football.

b. Watashi no shumi wa sakkā o suru koto desu.
   My hobby is playing football.

c. Watashi no yume wa kashu ni naru koto desu.
   My dream is becoming a singer.
Exercise 3

What are their hobbies/dreams? Write an appropriate sentence as shown in the example. For 5, write your own hobbies or dreams.

*Example* Mr Yoshida/playing the piano

Yoshida-san no shumi wa piano o hiku koto desu.

1. Mr Honda/hobby/cooking
2. Miss White/dream/making films
3. My friend/hobby/taking photos
4. My younger brother/dream/becoming a baseball player
5. ...

Vocabulary

<table>
<thead>
<tr>
<th>yume</th>
<th>dream</th>
</tr>
</thead>
<tbody>
<tr>
<td>yakyū senshu</td>
<td>a baseball player</td>
</tr>
</tbody>
</table>

Exercise 4 (CD 2; 37)

Listen to the dialogue and choose the male speaker’s hobby.

1. Yamamoto-san: a. playing golf  b. skiing
2. Morita-san: a. going to concerts  b. going to plays at the theatre
3. Hōmuzu-san: a. creating music  b. listening to music

Vocabulary

<table>
<thead>
<tr>
<th>geki</th>
<th>theatre play</th>
</tr>
</thead>
<tbody>
<tr>
<td>kashu</td>
<td>singer</td>
</tr>
</tbody>
</table>

Language point

**Verb dictionary form (3): X wa (V-dic.) + koto ga + adjective**

The nominalized verb [V-dic.] + koto can appear in Y in the X wa Y ga + adjective structure as well. Adjectives in this pattern are suki “like”, kirai “dislike”, jōzu “good at” and heta “poor at”.

a. **Watashi wa Nihon no ongaku o kiku koto ga suki desu.**
   I like *listening* to Japanese music.

b. **Watashi wa sakka o suru koto ga amari jōzu dewa arimasen.**
   I am not so good *at playing* football.

**Exercise 5**

Translate the following sentences into Japanese.

1. I like watching Japanese films.
2. My friend is good at playing the guitar.
3. I do not like driving a car so much.
4. My younger sister is good at drawing pictures.

**Dialogue 2**

**Can you speak Spanish? (CD 2: 38)**

Mr Yanagi is asking Miss White about her past before coming to Japan.

<table>
<thead>
<tr>
<th>YANAGI</th>
<th>Howaito-san wa Nihon e kuru mae ni doko ni sunde imashita ka.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOWAITO</td>
<td>Watashi wa Mekishiko ni sunde imashita.</td>
</tr>
<tr>
<td>YANAGI</td>
<td>Jā, Supein-go o hanasu koto ga dekimasu ka.</td>
</tr>
<tr>
<td>HOWAITO</td>
<td>Hai, sukoshi dake hanasu koto ga dekimasu.</td>
</tr>
<tr>
<td>YANAGI</td>
<td>Sugoi desu ne.</td>
</tr>
</tbody>
</table>
Vocabulary

くるまえに  kuru mae ni  before coming
[V-dic.] まえに  [V-dic.] mae ni  before [+ verb]
だけ  dake  only
はなすことができます  hanasu koto ga dekimasu  can speak
できます  dekimasu  can

Dialogue 2 exercise

Write ✓ if the statement agrees with the dialogue. Write ✗ if not.

1 ( ) Miss White lived in Mexico before coming to Japan.
2 ( ) Miss White cannot speak Spanish at all.

Language point

Verb dictionary form (4): before . . .

Mae ni means “before”. Like ato de “after”, which you learned in Unit 15 (page 183), it can be used with nouns and verbs. Note that while ato de takes the verb ta-form before it ([V-ta] + ato de), mae ni takes the dictionary form ([V-dic.] + mae ni).

<table>
<thead>
<tr>
<th>[noun] no</th>
</tr>
</thead>
<tbody>
<tr>
<td>mae ni</td>
</tr>
<tr>
<td>[V-dic.] (before)</td>
</tr>
</tbody>
</table>

a. Gohan no mae ni shukudai o shimasu.
   I do my homework before the meal.

b. Gohan o taberu mae ni te o aratte kudasai.
   Please wash your hands before eating the meal.

Note that the numeric counter such as -nen “year” and -jikan “hour” does not take no when it is used with this expression.

c. Howaito-san wa san-nen mae ni Nihon e kimashita.
   Miss White came to Japan three years ago.
d. Watashi wa ni-jikan mae ni gohan o tabemashita.
   I ate the meal two hours ago.

Exercise 6

Complete the following sentences according to the English meaning in the brackets.

Example Watashi wa taberu mae ni te o araimasu.
   (I wash my hands before eating.)

1 Kimura-san wa ___________ uchi o tatemashita.
   (Mr Kimura built a house before marrying.)

2 Watashi wa hon o ___________ denki o tsukemasu.
   (I switch on the light before reading a book.)

3 Watashi wa kami o ___________ kami o araimasu.
   (I have my hair washed before it is cut (lit. “cutting”).)

4 Watashi wa ___________ nikki o kakimasu.
   (I write my diary before going to bed.)

5 Howaito-san wa ___________ Nihon e kimashita.
   (Miss White came to Japan five years ago.)

Vocabulary

<table>
<thead>
<tr>
<th>araimasu</th>
<th>to wash</th>
</tr>
</thead>
<tbody>
<tr>
<td>tatemashita</td>
<td>to build</td>
</tr>
<tr>
<td>denki</td>
<td>light, electricity</td>
</tr>
<tr>
<td>tsukemasu</td>
<td>to turn on</td>
</tr>
<tr>
<td>kirimasu</td>
<td>to cut</td>
</tr>
<tr>
<td>nikki</td>
<td>diary</td>
</tr>
</tbody>
</table>

Language point

Verb dictionary form (5): describing ability or possibility

Dekimasu is a verb meaning “can do”. The X wa Y ga dekimasu pattern is used to describe one’s ability. Y takes either a noun or a nominalized verb ([V-dic.] + koto).
a. Kimura-san wa gitā ga dekimasu.
   Mr Kimura can play the guitar.

b. Kimura-san wa piano o hiku koto ga dekimasen.
   Mr Kimura cannot play the piano.

c. Q: Kimu-san wa oyogu koto ga dekimasu ka.
   Can you swim, Miss Kim?
   A-1: Hai, (watashi wa oyogu koto ga) dekimasu.
       Yes, I can.
   A-2: Íe, (watashi wa oyogu koto ga) dekimasen.
       No, I cannot.

This pattern is also used to express whether or not something is possible/allowed.

d. Q: Koko de oyogu koto ga dekimasu ka.
   Is swimming allowed here?
   A: Íe, dekimasen.
   No, it is not allowed.

Exercise 7

Complete the following dialogues appropriately as shown in the example.

Example

MICHIKO Tomu-san wa piano o hiku koto ga dekimasu ka. (play the piano)
TOMU Hai, dekimasu.

1 MICHIKO ____________________________ (speak French)
   TOMU Íe, dekimasen.

2 MICHIKO ____________________________ (sing a Japanese song)
   TOMU Hai, dekimasu.

3 MICHIKO ____________________________ (skiing)
   TOMU Hai, dekimasu.
Exercise 8 (CD 2; 39)
Michiko is talking with her Chinese friend, Mr Chen. He recently bought a new mobile phone. Listen to their conversation and write ✓ for the functions the mobile phone has.

1 ( ) play golf  2 ( ) play tennis  3 ( ) create music
4 ( ) write Chinese  5 ( ) read Chinese  6 ( ) watch TV
7 ( ) check Kanji pronunciation

Exercise 9 (CD 2; 40)
Mr Brown, who is currently on holiday, wrote a postcard to his friend Miss Machida. Read the card aloud first and write ✓ if the statements below agree with it, and ✗ if not.

まちださん
げんきですか。わたしは とても げんきです。いま おきなわに います。うみのまえの ホテルに とまってます。とても すてきな ホテルですね。ホテルから うみまで あるいは いくことが できますから、わたしはまいにち うみへ いきます。でも、まだ すこし さむいですから うみでよくことが できません。さんねんですね。
らいしゅう どうきょうへ かえります。どうきょうへ かえるまえに、たくさんおみやげを かいまます。まちださんの おみやげも かいまますから たのしみに してくださいね。
じゃあ、また。

プラウンより

Vocabulary
たのしみにします tanoshimini shimasu to look forward to
1 ( ) Mr Brown is staying at a hotel from where he can walk to the beach.
2 ( ) Mr Brown enjoys swimming in Okinawa every day.
3 ( ) Mr Brown has not bought a souvenir for Miss Machida yet.

**Kanji of Unit 16: Kanji with more than 5 strokes**

<table>
<thead>
<tr>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
<th>Kanji</th>
<th>Kun-yomi</th>
<th>On-yomi</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>姉</td>
<td>あね</td>
<td>シ</td>
<td>elder sister</td>
<td>前</td>
<td>まえ</td>
<td>セン</td>
<td>front, before</td>
</tr>
<tr>
<td>妹</td>
<td>いもうと</td>
<td>マイ</td>
<td>younger sister</td>
<td>後</td>
<td>あと/</td>
<td>ゴ</td>
<td>behind, after</td>
</tr>
<tr>
<td>姉</td>
<td>いもうと</td>
<td>マイ</td>
<td>younger sister</td>
<td>妹</td>
<td>いもうと</td>
<td>マイ</td>
<td>younger sister</td>
</tr>
<tr>
<td>兄</td>
<td>あに</td>
<td>キョウ/ケイ</td>
<td>elder brother</td>
<td>金</td>
<td>かね</td>
<td>キン</td>
<td>money, gold</td>
</tr>
<tr>
<td>弟</td>
<td>おとうと</td>
<td>ダイ</td>
<td>younger brother</td>
<td>週</td>
<td>シュウ</td>
<td></td>
<td>week</td>
</tr>
<tr>
<td>弟</td>
<td>おとうと</td>
<td>ダイ</td>
<td>younger brother</td>
<td>男</td>
<td>おとこ</td>
<td>ダン/ナン</td>
<td>man, male</td>
</tr>
<tr>
<td>女</td>
<td>おとこ</td>
<td>ダン/ナン</td>
<td>man, male</td>
<td>男</td>
<td>おとこ</td>
<td>ダン/ナン</td>
<td>man, male</td>
</tr>
</tbody>
</table>
Exercise 10

Write how to read the underlined kanji in hiragana.

1 私の妹は 駅の前に た

2 私は 弟が 二人います。

3 あなたは 毎週 金曜日 何を しますか。

4 あの木の下の男の人は 私の兄です。

5 私のポケットの中に お金が 入っています。

6 テストの後、一緒に 遊びに行きましょう。

7 兄弟 (brothers) と姉妹 (sisters)
Translations of dialogues

This section contains translations of dialogues in Units 9 to 16. Translations of earlier dialogues can be found in the units.

Unit 9

Dialogue 1

NORIO  Emma, have you already bought the train tickets?
EMMA  No, not yet. I am going to buy them online this afternoon.
NORIO  Really? Is this your first time going to Nagano, Emma?
EMMA  Yes, this is my first time.
NORIO  What do you want to do in Nagano?
EMMA  I want to take a lot of photos. And I want to try the hot spring.

Dialogue 2

NORIO  Where did you go over the summer holiday, Emma?
EMMA  I went to America in the summer holiday.
NORIO  Why did you go there?
EMMA  I went there to see my friend in New York.
NORIO  What did you do in New York?
EMMA  I went sightseeing in New York with my friend.

Dialogue 3

NORIO  Emma, have you ever watched sumo before?
EMMA  No, not yet. I would love to watch it.
**Translations of dialogues**

NORIO  Then why don’t you go to watch sumo with me this weekend?
EMMA  Really? I would be delighted to. But what day of the week is it?
NORIO  It is Sunday. Are you busy this Sunday, Emma?
EMMA  No, I am free.
NORIO  My friend is also coming but is that OK for you?
EMMA  Of course.
NORIO  Then let’s go together.

**Unit 10**

**Dialogue 1**

MR CLARK  Miss Akita, tomorrow is bonus day, isn’t it? What do you want with that bonus?
MISS AKITA  I want a new computer.
MR CLARK  Why do you want a new computer?
MISS AKITA  Because my current computer is already old. Besides, the current one is slightly slow.
MR CLARK  Is that so?

**Dialogue 2**

MR CLARK  I am going to go to karaoke with the others. Won’t you come with us as well, Miss Akita?
MISS AKITA  I want to go but I will go home today because I have a headache.
MR CLARK  That is bad. I have some medicine. Would you like to take it?
MISS AKITA  Thank you. (Then,) please give me some.

**Dialogue 3**

MISS AKITA  Mr Clark, thank you for giving me the medicine last Friday.
MR CLARK  You’re welcome. Are you all right now?
MISS AKITA: Yes, I received some medicine from a doctor last Saturday.
MR CLARK: Really? That was good.
MISS AKITA: By the way, how was karaoke last Friday?
MR CLARK: It was very enjoyable. Let's go (to karaoke) together next time.
MISS AKITA: Yes, by all means.

Unit 11

Dialogue 1

MR TANAKA: Miss Smith, what do you usually do on your days off?
MISS SMITH: I often go to the park for a walk.
MR TANAKA: Really? Then, shall we go to Shinjuku Gyoen together this Saturday?
MISS SMITH: What is Shinjuku Gyoen?
MR TANAKA: It is a spacious and beautiful park. It is in Shinjuku ward.
MISS SMITH: Is it far from Shinjuku station?
MR TANAKA: No, it is nearby. It is about a ten-minute walk from Shinjuku station.
MISS SMITH: That is handy. Then, let's go (there) together this Saturday.

Dialogue 2

MR TANAKA: Miss Smith, what did you do last weekend?
MISS SMITH: I went to a mountain nearby with my friend.
MR TANAKA: Really? How was the weather?
MISS SMITH: It was good. It was slightly cloudy and cold in the morning, but it became warm in the afternoon.
MR TANAKA: Did you go to the top of the mountain?
MISS SMITH: Yes. It took two hours because we walked.
MR TANAKA: That must be tough.
MISS SMITH: Yes. But the view from the top was really beautiful.
MR TANAKA: Were there a lot of people there?
MISS SMITH: No, there were not many (lit. few) people.
Unit 12

Dialogue 1

MRS KATO Mr Jones, this is a photo of my son.
MR JONES He looks very like you. How old is he now?
MRS KATO He became 16 years old last month.
MR JONES Really? He has long legs. And he is tall.
MRS KATO Yes, he is the tallest in the family.
MR JONES How tall is he?
MRS KATO He is probably around 185cm.

Dialogue 2

MR JONES Mrs Kato, this optician has many customers hasn’t it.
MRS KATO It is because this place is cheap and popular.
MR JONES There are glasses with various colours.
MRS KATO Indeed. Which colour do you prefer, a bright colour or a dark colour?
MR JONES I prefer bright colours.
MRS KATO Then, how about this red pair of glasses?
MR JONES It is a little gaudy.
MRS KATO Then, how about this brown pair of glasses?
MR JONES They are lovely. I will take them.

Unit 13

Dialogue 1

MR HOLMES Excuse me but please tell me how to read this kanji.
A WAITRESS Ah, that kanji is “tenpura”.
MR HOLMES Really? Then, I will have “tenpura udon”.
A WAITRESS Certainly.
MR HOLMES And please bring a bottle of beer with it.
A WAITRESS Certainly.
Dialogue 2

MRS NAGANO  Mr Holmes, this is your room.
MR HOLMES  Is this it? It is spacious. Oh, there is an entrance hall in the room. Why?
MRS NAGANO  It is because you must not wear shoes inside the room.
MR HOLMES  Really? Oh, there are slippers in the entrance hall. Do I wear slippers inside the room?
MRS NAGANO  No, you must not wear slippers inside the room. Please use them outside the room.
MR HOLMES  I see. By the way, may I smoke in the room?
MRS NAGANO  No, you must not smoke because your room is “non-smoking”. But you can smoke in the lobby.

Unit 14

Dialogue 1

MR ENOKIDA  Ms Kim, how are you coming to my place this Saturday?
MS KIM  I am going by train.
MR ENOKIDA  Then, please get off at Sakura station and go out of the south exit. A bus stop is in front of the south exit so please take a 73 bus and get off at the bus stop called “In front of Sakura Hospital”.
MS KIM  How many stops do I have before arriving at “In front of Sakura Hospital”?
MR ENOKIDA  It is the fourth stop.

Dialogue 2

MR ENOKIDA  Hello, Ms Kim.
MS KIM  Oh hello, Mr Enokida.
MR ENOKIDA  Ms Kim, what were you doing at 8 p.m. in the evening yesterday?
MS KIM  I was watching a Korean film at home because it was raining yesterday.
MR ENOKIDA  Was it enjoyable?
MS KIM    Yes, it was very enjoyable. I have the DVD of that film
           so please watch it some day.

Dialogue 3

MS KIM     Mr Enokida, what do you do for your health?
MR ENOKIDA I eat vegetables every day. And I also go jogging every
            weekend. How about you, Ms Kim?
MS KIM     I swim at the pool nearby.
MR ENOKIDA How long do you swim?
MS KIM     I swim for about one hour.
MR ENOKIDA That is great.

Unit 15

Dialogue 1

MR HANCOCK Miss Inoue, what do you want to do this weekend?
MISS INOUE Well, I want to do various things such as swimming
            in the pool, borrowing some books from the library.
            How about you, Mr Hancock?
MR HANCOCK I want to go to the city centre to buy some clothes.
MISS INOUE What do you want to buy?
MR HANCOCK I want to buy clothes such as a new pair of trousers
            and a sweater.
MISS INOUE Really?

Dialogue 2

MR HANCOCK Miss Inoue, when did you graduate from university?
MISS INOUE I graduated from university the year before last.
MR HANCOCK What did you do after graduating?
MISS INOUE  I travelled in various countries.
MR HANCOCK  Really. That sounds nice.

Dialogue 3

MISS INOUE  Mr Hancock, have you ever borrowed a book from this library?
MR HANCOCK  No, I have not. (It is) because I do not have a library card.
MISS INOUE  Then, let’s create one today.
MR HANCOCK  Isn’t it difficult?
MISS INOUE  No, it is easy.

Unit 16

Dialogue 1

MISS WHITE  Mr Yanagi, you have many guitars, haven’t you?
MR YANAGI  Yes. That is because my hobby is collecting guitars. What about your hobby, Miss White?
MISS WHITE  My hobby is playing the piano.
MR YANAGI  Really? Then, shall we go to a piano concert some day?
MISS WHITE  That is great. Definitely.

Dialogue 2

MR YANAGI  Where did you live before coming to Japan?
MISS WHITE  I lived in Mexico.
MR YANAGI  Then, can you speak Spanish?
MISS WHITE  Yes, I can speak it only a little.
MR YANAGI  That is great.
Grammar summary

1 Topic marker \textit{wa}

Unlike English, Japanese word order is very flexible (for example, “I study Japanese at the library every day” could be \texttt{[I/every day/at the library/Japanese/study]}, \texttt{[I/at the library/Japanese/every day/study]}, \texttt{[every day/at the library/I/Japanese/study]}, or \texttt{[Japanese/every day/at the library/study]}). Hence, the word order does not specify the function of the word in the sentence but the particles do (a full list of the particles can be found in section 7). One of the most important particles is the topic marker \textit{wa}. The word followed by \textit{wa} indicates what the sentence is talking about. For example, when you are talking about yourself (\textit{watashi}) or the Japanese language (\textit{Nihon-go}), you start the sentence with \texttt{Watashi wa} or \texttt{Nihon-go wa}, respectively. What follows the topic marker \textit{wa} is the comment about the topic.

\begin{center}
\begin{tabular}{c}
\texttt{topic} \hspace{0.5cm} \textit{wa} \hspace{0.5cm} \texttt{comment}
\end{tabular}
\end{center}

2 Sentence pattern

Although word order is flexible in Japanese, a Japanese sentence always ends in either a verb, an adjective, or a copula. The following shows how they conjugate (or inflect).
Noun + copula (desu)

I am/am not/was/was not Japanese.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>Copula</td>
</tr>
<tr>
<td>desu</td>
<td>(non-past affirmative)</td>
</tr>
<tr>
<td>dewa/ja arimasen</td>
<td>(non-past negative)</td>
</tr>
<tr>
<td>deshita</td>
<td>(past affirmative)</td>
</tr>
<tr>
<td>dewa/ja arimasendeshita</td>
<td>(past negative)</td>
</tr>
</tbody>
</table>

i-adjectives and na-adjectives

Japanese has two types of adjective: i-adjectives and na-adjectives. They inflect differently as shown below:

i-adjectives

Japan is/is not/was/was not small.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-adjective</td>
<td></td>
</tr>
<tr>
<td>chīsai desu</td>
<td>(non-past affirmative)</td>
</tr>
<tr>
<td>chīsakunai desu</td>
<td>(non-past negative)</td>
</tr>
<tr>
<td>chīsakatta desu</td>
<td>(past affirmative)</td>
</tr>
<tr>
<td>chīsakunakatta desu</td>
<td>(past negative)</td>
</tr>
</tbody>
</table>
**na-adjectives**

Japan is/is not/was/was not beautiful/clean.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>na-adjective</strong></td>
<td></td>
</tr>
<tr>
<td>kirē desu</td>
<td>(non-past affirmative)</td>
</tr>
<tr>
<td>kirē dewa/ja arimasen</td>
<td>(non-past negative)</td>
</tr>
<tr>
<td>kirē deshita</td>
<td>(past affirmative)</td>
</tr>
<tr>
<td>kirē dewa/ja arimasendeshita</td>
<td>(past negative)</td>
</tr>
</tbody>
</table>

When adjectives precede nouns, i-adjectives (e.g. ⁱ desu “good”) drop desu whereas na-adjectives (e.g. yūmē desu “famous”) drop desu but take na as shown below:

**i/na-adjective + noun**

This is a good/famous book.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>adjective</strong></td>
<td><strong>noun</strong></td>
</tr>
<tr>
<td>ⁱ</td>
<td>desu</td>
</tr>
<tr>
<td>dewa/ja arimasen</td>
<td>(non-past negative)</td>
</tr>
<tr>
<td>deshita</td>
<td>(past affirmative)</td>
</tr>
<tr>
<td>dewa/ja arimasendeshita</td>
<td>(past negative)</td>
</tr>
</tbody>
</table>

**Verbs**

Japanese verbs, which conjugate as follows: -masu, -masen, -mashita and -masendeshita, appear at the end of the sentence. The object of the verb usually appears between the topic and the verb and it is marked by the object marker o.
I eat/do not eat/ate/did not eat an apple.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td>Verb</td>
</tr>
<tr>
<td>Watashi wa ringo o</td>
<td>tabemasu (non-past affirmative)</td>
</tr>
<tr>
<td></td>
<td>tabemasen (non-past negative)</td>
</tr>
<tr>
<td></td>
<td>tabemashita (past affirmative)</td>
</tr>
<tr>
<td></td>
<td>tabemasendeshita (past negative)</td>
</tr>
</tbody>
</table>

3 Asking questions

To change a sentence into a question, the word order remains the same but ka is added at the end of the sentence.

a. Yamada-san wa Nihon-jin desu.
   Mr Yamada is Japanese.

b. Yamada-san wa Nihon-jin desu ka.
   Is Mr Yamada Japanese?

For a non-yes/no-question, the appropriate interrogative is used in the place of the missing information in addition to ka at the end of the sentence.

a. Yamada-san wa Nihon-jin desu.
   Mr Yamada is Japanese.

b. Yamada-san wa nani-jin desu ka.
   What nationality is Mr Yamada?

A full list of interrogative words can be found in section 8.

4 Plain style form

While the desu/masu form (shown in section 2) is a polite form which can be used in a formal situation, there is a plain style form counterpart. Plain style form is often used in conversation in a close relationship such as between friends or family members. If you want to learn more about this form, visit the website www.routledge.com/books/details/9780415593304/.
5 Other expressions

Japanese verbs take more forms such as:

Verb stem ([V-stem]): **tabe** (the remaining part of the verb without **masu**)

Verb **te**-form ([V-te]): **tabete** (Units 13, 14)

Verb **ta**-form ([V-ta]): **tabeta** (Unit 15)

Verb dictionary form ([V-dic.]): **taberu** (Unit 16)

Along with other expressions, they make a variety of meanings, as shown below:

**(V-stem) +**

<table>
<thead>
<tr>
<th>[V-stem] + masen ka</th>
<th>Won’t you [V]?</th>
<th>Nichi-yōbi issho ni ēga o mimasen ka.</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>[V-stem] + mashō</td>
<td>Let’s [V]</td>
<td>Hai, (issho ni) tabemashō.</td>
<td>9</td>
</tr>
<tr>
<td>[V-stem] + mashō ka</td>
<td>Shall I [V]??</td>
<td>Yamada-san, kaban o mochimashō ka.</td>
<td>14</td>
</tr>
<tr>
<td>[V-stem] + ni ikimasu</td>
<td>The purpose of going/coming/returning</td>
<td>Watashi wa süpā e pan o kai ni ikimasu.</td>
<td>9</td>
</tr>
<tr>
<td>[V-stem] + tai desu</td>
<td>I want to [V]</td>
<td>Watashi wa sushi o/ga tabetai desu.</td>
<td>9</td>
</tr>
</tbody>
</table>

**(V-te) +**

<table>
<thead>
<tr>
<th>[V-te] + imasu</th>
<th>be [V]-ing</th>
<th>Ai-san wa ima Nihon-go o benkyō shite imasu.</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>[V-te] + continuing state imasu</td>
<td></td>
<td>Watashi wa kekkon shite imasen.</td>
<td>14</td>
</tr>
<tr>
<td>[V-te] + habitual action imasu</td>
<td></td>
<td>Watashi wa Nihon no kaisha de hataraitte imasu.</td>
<td>14</td>
</tr>
<tr>
<td>[V-te] + kara . . . [V1], do [V2]</td>
<td>After [V1], do</td>
<td>Watashi wa itsumo ha o migaitte kara nemasu.</td>
<td>14</td>
</tr>
</tbody>
</table>
### (V-te) +

<table>
<thead>
<tr>
<th>V-te</th>
<th>Meaning</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>[V-te] + kudasai</td>
<td>Please [V]</td>
<td>Sono shashin o misete kudasai.</td>
</tr>
<tr>
<td>[V-te] + mo i desu</td>
<td>(You) may [V]</td>
<td>Koko ni suwatte mo i desu ka.</td>
</tr>
<tr>
<td>[V-te], . . .</td>
<td>to connect verb sentences</td>
<td>Watashi wa kinō gohan o tabete, shawā o abite, nemashita.</td>
</tr>
<tr>
<td>[V-te] + wa ikemasen</td>
<td>(You) must not [V]</td>
<td>Kutsu o haitewa ikemasen.</td>
</tr>
</tbody>
</table>

### (V-ta) +

<table>
<thead>
<tr>
<th>V-ta</th>
<th>Meaning</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>[V-ta] + koto ga arimasu</td>
<td>have experience of [V]-ing</td>
<td>Watashi wa kimono o kita koto ga arimasu. Jon-san wa Fujisan ni nobotta koto ga arimasu ka.</td>
</tr>
<tr>
<td>[V-ta] + ri, [V-ta] + ri</td>
<td>[V] and [V] and etc.</td>
<td>Watashi wa kinō terebi o mitari, hon o yondari shimashita.</td>
</tr>
<tr>
<td>[V-ta] + ato de . . .</td>
<td>after [V]</td>
<td>Sotsugyō shita ato de nani o shimashita ka.</td>
</tr>
</tbody>
</table>

### (V-dic.) +

<table>
<thead>
<tr>
<th>V-dic.</th>
<th>Meaning</th>
<th>Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>[V-dic.] + koto ga dekimasu</td>
<td>can [V]</td>
<td>Sukoshi dake Supein-go o hanasu koto ga dekimasu.</td>
</tr>
<tr>
<td>[V-dic.] + koto</td>
<td>changing verbs into nouns</td>
<td>Watashi no shumi wa piano o hiku koto desu.</td>
</tr>
<tr>
<td>[V-dic.] + mae ni . . .</td>
<td>before [V]</td>
<td>Gohan o taberu mae ni te o aratte kudasai.</td>
</tr>
</tbody>
</table>
6 ko, so, a, do

<table>
<thead>
<tr>
<th>Thing</th>
<th>Place</th>
<th>Place and direction (polite expression)</th>
<th>People</th>
<th>Demonstrative (ko-so-a-do + noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ko</td>
<td>kore</td>
<td>koko</td>
<td>kochira</td>
<td>kono hon</td>
</tr>
<tr>
<td></td>
<td>this</td>
<td>here</td>
<td>here/this way</td>
<td>this person</td>
</tr>
<tr>
<td>so</td>
<td>sore</td>
<td>soko</td>
<td>sochira</td>
<td>sono hon</td>
</tr>
<tr>
<td></td>
<td>that</td>
<td>there</td>
<td>there/that way</td>
<td>that person</td>
</tr>
<tr>
<td>a</td>
<td>are</td>
<td>asoko</td>
<td>achira</td>
<td>ano hon</td>
</tr>
<tr>
<td></td>
<td>that one</td>
<td>over there</td>
<td>that place/way</td>
<td>that person</td>
</tr>
<tr>
<td></td>
<td>over there</td>
<td>over there</td>
<td>over there</td>
<td>over there</td>
</tr>
<tr>
<td>do</td>
<td>dore</td>
<td>doko</td>
<td>dochira</td>
<td>dono hon</td>
</tr>
<tr>
<td></td>
<td>which one</td>
<td>where</td>
<td>where</td>
<td>who</td>
</tr>
</tbody>
</table>

7 Particles

<table>
<thead>
<tr>
<th>Particle</th>
<th>Meaning and example</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>wa</td>
<td>sentence topic marker</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Watashi wa Nihon-jin desu</td>
<td></td>
</tr>
<tr>
<td>mo</td>
<td>also, to, as well as, even</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Tanaka-san wa 29-sai desu. Watashi mo 29-sai desu.</td>
<td></td>
</tr>
<tr>
<td>kara</td>
<td>from (beginning point in time or place, origin)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ginkō wa gozen 10-ji kara desu.</td>
<td></td>
</tr>
<tr>
<td>made</td>
<td>until (up to and including)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ginkō wa gogo 4-ji made desu.</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>1) of</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Anata no shigoto wa nan desu ka.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sore wa terebi no rimokon desu.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2) possessive marker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sono kasa wa watashi no desu.</td>
<td>4</td>
</tr>
<tr>
<td>Particle</td>
<td>Meaning and example</td>
<td>Unit</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>------</td>
</tr>
</tbody>
</table>
| de で    | 1) means, method (by, with)  
*Watashi wa basu de uchi e kaerimashita.*  
*Watashi wa te de sushi o tabemasu.* | 6  
7 |
|         | 2) in, at (location in/at which the action occurs or is done)  
*Watashi wa yoku sūpā de hirugohan o kaimasu.* | 7 |
| o を     | direct object marker (thing acted upon)  
*Watashi wa yoku sūpā de hiru-gohan o kaimasu.* | 7 |
| ni に     | 1) indirect object (“receiver” of the action)  
*Watashi wa Akita-san ni purezento o agemasu.* | 10 |
|         | 2) location in/at which something exists, resides, etc.  
*Ōsaka ni yūmē na oshiro ga arimasu.*  
*Watashi no anī wa ima Nihon ni sunde imasu.* | 8  
14 |
|         | 3) time (at, in)  
*Watashi wa maiasa gozen 7-ji ni okimasu.* | 7 |
|         | 4) purpose (to)  
*Watashi wa ashita sūpā e pan o kai ni ikimasu.* | 9 |
|         | 5) with  
*Nichi-yōbi issho ni ēga o mimasen ka?* | 9 |
| ga が     | subject marker  
*Ōsaka ni yūmē na oshiro ga arimasu.*  
*Donna ongaku ga suki desu ka.*  
*Musuko-san wa se ga takai desu ne.*  
*Dōshite atarashī pasokon ga hoshī desu ka.* | 8  
5  
12  
10 |
| e へ     | direction (to, towards)  
*Watashi wa renen Nihon e ikimasu.* | 6 |
| ya や     | . . . , . . . , etc.  
*Watashi no heya ni beddo ya tsukue ga arimasu.* | 8 |
### Particle

<table>
<thead>
<tr>
<th>Particle</th>
<th>Meaning and example</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>to と</td>
<td>1) ... and ... (for nouns) &lt;br&gt;hon to zasshi</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>2) together with &lt;br&gt;Watashi wa tomodachi to ikimasu.</td>
<td>6</td>
</tr>
<tr>
<td>yo よ</td>
<td>emphasis &lt;br&gt;īe, chikai desu yo.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Yo is used for assertion. Some English equivalents are “I tell you”, “you know”, “believe me” and “I’d say”.</td>
<td></td>
</tr>
<tr>
<td>ne ね</td>
<td>tag question marker &lt;br&gt;Musuko-san wa se ga takai desu ne.</td>
<td>12</td>
</tr>
<tr>
<td>yori より</td>
<td>than, more... than... &lt;br&gt;Nihon wa Igrisu yori ōkī desu.</td>
<td>12</td>
</tr>
<tr>
<td>dake だけ</td>
<td>only &lt;br&gt;Sukoshi dake Supein-go o hanasu koto ga dekimasu.</td>
<td>16</td>
</tr>
</tbody>
</table>

### Other grammatical markers (conjunctions, etc.)

<table>
<thead>
<tr>
<th>Marker</th>
<th>Meaning and example</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ga が</td>
<td>but (conjunctive usage) &lt;br&gt;Nihon-go wa omoshiroi desu ga, muzukashī desu.</td>
<td>5</td>
</tr>
<tr>
<td>demo でも</td>
<td>however, but &lt;br&gt;Nihon-go wa omoshiroi desu. Demo muzukashī desu.</td>
<td>5</td>
</tr>
<tr>
<td>soshite そして</td>
<td>and, and then &lt;br&gt;Totemo oishī desu. Soshite totemo yasui desu.</td>
<td>5</td>
</tr>
<tr>
<td>sorekara それから</td>
<td>after that, and then &lt;br&gt;Sorekara nani o shimashita ka.</td>
<td>7</td>
</tr>
</tbody>
</table>
### 8 Interrogatives

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>English</th>
<th>Example</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>dare</td>
<td>だれ</td>
<td>who</td>
<td>Ano hito wa <strong>dare</strong> (donata) desu ka.</td>
</tr>
<tr>
<td>dare ga</td>
<td>だれが</td>
<td>who</td>
<td>(O)shiro ni <strong>dare ga</strong> imasu ka.</td>
</tr>
<tr>
<td>dare ni</td>
<td>だれに</td>
<td>to whom</td>
<td>Dare ni hon o agemashita ka.</td>
</tr>
<tr>
<td>dare no</td>
<td>だれの</td>
<td>whose</td>
<td>Kono kasa wa <strong>dare no</strong> kasa desu ka.</td>
</tr>
<tr>
<td>dare to</td>
<td>だれと</td>
<td>with whom</td>
<td>Imai-san wa <strong>dare to</strong> Itaria e ikimasu ka.</td>
</tr>
<tr>
<td>Interrogative</td>
<td>English</td>
<td>Example</td>
<td>Unit</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>dō どう</td>
<td>how</td>
<td>Nihon no sēkatsu wa dō desu ka.</td>
<td>5</td>
</tr>
<tr>
<td>doko どこ</td>
<td>where</td>
<td>(O)tearai wa doko desu ka.</td>
<td>3</td>
</tr>
<tr>
<td>doko de どこで</td>
<td>where (at/in/on)</td>
<td>Doko de hon o yomimashita ka.</td>
<td>7</td>
</tr>
<tr>
<td>doko ni どこに</td>
<td>(in) where</td>
<td>Biggu Ben wa doko ni arimasu ka.</td>
<td>8</td>
</tr>
<tr>
<td>doko no どこの</td>
<td>from where</td>
<td>Sore wa doko no ongaku desu ka.</td>
<td>5</td>
</tr>
<tr>
<td>donna どんな</td>
<td>what kind of</td>
<td>Donna ongaku ga suki desu ka.</td>
<td>5</td>
</tr>
<tr>
<td>dono どの</td>
<td>which</td>
<td>Yamada-san wa dono tokē o kaimashita ka.</td>
<td>4</td>
</tr>
<tr>
<td>donokurai どのくらい</td>
<td>how much/how long/how far</td>
<td>Rondon kara Tōkyō made hikōki de donokurai kakarimasu ka.</td>
<td>6</td>
</tr>
<tr>
<td>dore どれ</td>
<td>which (one)</td>
<td>Terebi no rimokon wa dore desu ka.</td>
<td>4</td>
</tr>
<tr>
<td>dōshite どうして</td>
<td>why</td>
<td>Fujisan wa dōshite yūmē desu ka.</td>
<td>10</td>
</tr>
<tr>
<td>ikura いくら</td>
<td>how much</td>
<td>Ano kamera wa ikura desu ka.</td>
<td>4</td>
</tr>
<tr>
<td>ikutsu いくつ</td>
<td>how many</td>
<td>Ringo ga ikutsu arimasu ka.</td>
<td>8</td>
</tr>
<tr>
<td>itsu いつ</td>
<td>when</td>
<td>Tanjōbi wa itsu desu ka.</td>
<td>2</td>
</tr>
<tr>
<td>nan なん</td>
<td>what</td>
<td>Anata no onamae wa nan desu ka.</td>
<td>1</td>
</tr>
<tr>
<td>nan/なん/なにで</td>
<td>how, by what means</td>
<td>Nani de bijutsukan e ikimashita ka.</td>
<td>6</td>
</tr>
<tr>
<td>nani de nan-ban なんばん</td>
<td>what number</td>
<td>Anata no denwa bangō wa nan-ban desu ka.</td>
<td>1</td>
</tr>
<tr>
<td>nan-gatsu なんがつ</td>
<td>what month</td>
<td>Kinō wa nan-gatsu nnnichi deshita ka.</td>
<td>2</td>
</tr>
<tr>
<td>nani ga なにが</td>
<td>what (subject)</td>
<td>Tōkyō ni nani ga arimasu ka.</td>
<td>8</td>
</tr>
<tr>
<td>nani o なにを</td>
<td>what (object)</td>
<td>Kekkon iwai ni nani ga hoshī desu ka.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sorekara nani o shimashita ka.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sūpā de nani o kaimashita ka.</td>
<td>8</td>
</tr>
</tbody>
</table>
### 9 Adverbs and adverbial expressions

#### Degree

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>English</th>
<th>Example</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>nan-ji</td>
<td>なんじ</td>
<td>what time</td>
<td>3</td>
</tr>
<tr>
<td>nan-nichi</td>
<td>なんにち</td>
<td>what day of the month</td>
<td>2</td>
</tr>
<tr>
<td>nan-sai</td>
<td>なんさい</td>
<td>how old</td>
<td>2</td>
</tr>
<tr>
<td>nan-yōbi</td>
<td>なんようび</td>
<td>what day of the week</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>English</th>
<th>Example</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>totemo</td>
<td>とても</td>
<td>very (much)</td>
<td>5</td>
</tr>
<tr>
<td>chotto</td>
<td>ちょっと</td>
<td>slightly, a little</td>
<td>5</td>
</tr>
<tr>
<td>amari</td>
<td>あまり</td>
<td>not so much</td>
<td>5</td>
</tr>
<tr>
<td>zenzen</td>
<td>ぜんぜん</td>
<td>not at all</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Quantity

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>English</th>
<th>Example</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>takusan</td>
<td>たくさん</td>
<td>a lot, many</td>
<td>8</td>
</tr>
<tr>
<td>sukoshi</td>
<td>すこし</td>
<td>a few, a little</td>
<td>10</td>
</tr>
<tr>
<td>amari</td>
<td>あまり</td>
<td>not much, not many</td>
<td>5</td>
</tr>
<tr>
<td>zenzen</td>
<td>ぜんぜん</td>
<td>none at all</td>
<td>5</td>
</tr>
</tbody>
</table>
## Frequency

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>itsumo</td>
<td>always</td>
<td>Watashi wa itsumo kissetten e ikimasu.</td>
</tr>
<tr>
<td>yoku</td>
<td>often</td>
<td>Watashi wa yoku kissetten e ikimasu.</td>
</tr>
<tr>
<td>tokidoki</td>
<td>sometimes</td>
<td>Watashi wa tokidoki kissetten e ikimasu.</td>
</tr>
<tr>
<td>tamani</td>
<td>occasionally</td>
<td>Watashi wa tamani kissetten e ikimasu.</td>
</tr>
<tr>
<td>amari</td>
<td>not very often</td>
<td>Watashi wa amari kissetten e ikimasen.</td>
</tr>
<tr>
<td>zenzen</td>
<td>never</td>
<td>Watashi wa zenzen kissetten e ikimasen.</td>
</tr>
</tbody>
</table>

## Other adverbs and adverbial expressions

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>ichi-ban</td>
<td>first, best, most</td>
<td>Watashi wa gitā ga ichi-ban suki desu.</td>
</tr>
<tr>
<td>mada</td>
<td>not yet</td>
<td>Ìe, mada desu.</td>
</tr>
<tr>
<td>mata</td>
<td>again</td>
<td>Jā mata, ashita.</td>
</tr>
<tr>
<td>mō</td>
<td>already</td>
<td>Mō hoteru o yoyaku shimasita ka.</td>
</tr>
<tr>
<td>mochiron</td>
<td>of course</td>
<td>Hai, mochiron ì desu yo.</td>
</tr>
<tr>
<td>mō ichido</td>
<td>once more</td>
<td>Mō ichido yakkuri onega shimasu.</td>
</tr>
<tr>
<td>motto</td>
<td>more</td>
<td>Motto yakkuri onegaishimasu.</td>
</tr>
<tr>
<td>tabun</td>
<td>probably, maybe</td>
<td>Tabun 185-senchi kurai desu.</td>
</tr>
<tr>
<td>yakkuri</td>
<td>slowly</td>
<td>Mō ichido yakkuri onega shimasu.</td>
</tr>
<tr>
<td>zehi</td>
<td>by all means, definitely</td>
<td>Ì desu ne. Zehi ikimashō.</td>
</tr>
<tr>
<td>zenbu de</td>
<td>in total</td>
<td>Zenbu de ikutsu heya ga arimasu ka.</td>
</tr>
</tbody>
</table>
## 10 Numbers

<table>
<thead>
<tr>
<th>Roman letters</th>
<th>Hiragana</th>
<th>Kanji</th>
<th>Roman letters</th>
<th>Hiragana</th>
<th>Kanji</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  ichi</td>
<td>いち</td>
<td>一</td>
<td>50 gojū</td>
<td>ごじゅう</td>
<td>五十</td>
</tr>
<tr>
<td>2  ni</td>
<td>に</td>
<td>二</td>
<td>60 rokujū</td>
<td>ろくじゅう</td>
<td>六十</td>
</tr>
<tr>
<td>3  san</td>
<td>さん</td>
<td>三</td>
<td>70 nanajū</td>
<td>ななじゅう</td>
<td>七十</td>
</tr>
<tr>
<td>4  yon/shi</td>
<td>よん/し</td>
<td>四</td>
<td>80 hachijū</td>
<td>はちじゅう</td>
<td>八十</td>
</tr>
<tr>
<td>5  go</td>
<td>ご</td>
<td>五</td>
<td>90 kyūju</td>
<td>きゅうじゅう</td>
<td>九十</td>
</tr>
<tr>
<td>6  roku</td>
<td>ろく</td>
<td>六</td>
<td>99 kyūjū kyū</td>
<td>きゅうじゅうきゅう</td>
<td>九十九</td>
</tr>
<tr>
<td>7  nana/shichi</td>
<td>なな/しち</td>
<td>七</td>
<td>100 hyaku</td>
<td>ひゃく</td>
<td>百</td>
</tr>
<tr>
<td>8  hachi</td>
<td>はち</td>
<td>八</td>
<td>200 niyaku</td>
<td>にゃく</td>
<td>二百</td>
</tr>
<tr>
<td>9  kyū/ku</td>
<td>きゅう/く</td>
<td>九</td>
<td>300 sanbyaku</td>
<td>さんびゃく</td>
<td>三百</td>
</tr>
<tr>
<td>10 jū</td>
<td>じゅう</td>
<td>十</td>
<td>400 yonhyaku</td>
<td>よんひゃく</td>
<td>四百</td>
</tr>
<tr>
<td>11 jū ichi</td>
<td>じゅういち</td>
<td>十一</td>
<td>500 gohyaku</td>
<td>ごひゃく</td>
<td>五百</td>
</tr>
<tr>
<td>12 jū ni</td>
<td>じゅうに</td>
<td>十二</td>
<td>600 roppyaku</td>
<td>ろっぱやく</td>
<td>六百</td>
</tr>
<tr>
<td>13 jū san</td>
<td>じゅうさん</td>
<td>十三</td>
<td>700 nanahyaku</td>
<td>ななひゃく</td>
<td>七百</td>
</tr>
<tr>
<td>14 jū yon</td>
<td>じゅうよん</td>
<td>十四</td>
<td>800 happyaku</td>
<td>はっぴゃく</td>
<td>八百</td>
</tr>
<tr>
<td>15 jū shi</td>
<td>じゅうし</td>
<td>十五</td>
<td>900 kyūhyaku</td>
<td>きゅうひゃく</td>
<td>九百</td>
</tr>
<tr>
<td>16 jū go</td>
<td>じゅうご</td>
<td>十六</td>
<td>1,000 sen</td>
<td>せん</td>
<td>千</td>
</tr>
<tr>
<td>17 jū nana</td>
<td>じゅうなな</td>
<td>十七</td>
<td>2,000 nisen</td>
<td>にせん</td>
<td>二千</td>
</tr>
<tr>
<td>jū shichi</td>
<td>じゅうしち</td>
<td>はち</td>
<td>3,000 sanzen</td>
<td>さんぜん</td>
<td>三千</td>
</tr>
<tr>
<td>18 jū hachi</td>
<td>じゅうはち</td>
<td>十八</td>
<td>4,000 yonsen</td>
<td>よんせん</td>
<td>四千</td>
</tr>
<tr>
<td>19 jū kyū</td>
<td>じゅうきゅう</td>
<td>十九</td>
<td>5,000 gosen</td>
<td>ごせん</td>
<td>五千</td>
</tr>
<tr>
<td>jū ku</td>
<td>じゅうく</td>
<td>十十</td>
<td>6,000 rokusen</td>
<td>ろくせん</td>
<td>六千</td>
</tr>
<tr>
<td>20 nijū</td>
<td>にじゅう</td>
<td>二十</td>
<td>7,000 nanasen</td>
<td>ななせん</td>
<td>七千</td>
</tr>
<tr>
<td>30 sanjū</td>
<td>さんじゅう</td>
<td>三十</td>
<td>8,000 hassan</td>
<td>はっせん</td>
<td>八千</td>
</tr>
<tr>
<td>40 yonjū</td>
<td>よんじゅう</td>
<td>四十</td>
<td>9,000 kyūsen</td>
<td>きゅうせん</td>
<td>九千</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10,000 ichiman</td>
<td>いちまん</td>
<td>一万</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100,000 jūman</td>
<td>じゅまん</td>
<td>十万</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,000,000 hyakuman</td>
<td>ひゃくまん</td>
<td>百万</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10,000,000 issenman</td>
<td>いっせんまん</td>
<td>一万万</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100,000,000 ichioku</td>
<td>いちおく</td>
<td>一億</td>
</tr>
</tbody>
</table>
### 11 Counters

<table>
<thead>
<tr>
<th>tsu-system (general things)</th>
<th>Thin, flat objects (paper, stamps, shirts, CDs, DVDs, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tsu/〜つ</td>
<td>-mai/〜まい/〜枚</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q</th>
<th>ikutsu いくつ</th>
<th>いつ</th>
<th>Q</th>
<th>nan-mai なんまい</th>
<th>何枚</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>hitotsu ひとつ</td>
<td>一つ</td>
<td>1</td>
<td>ichi-mai いちまい</td>
<td>一枚</td>
</tr>
<tr>
<td>2</td>
<td>futatsu ふたつ</td>
<td>二つ</td>
<td>2</td>
<td>ni-mai にまい</td>
<td>二枚</td>
</tr>
<tr>
<td>3</td>
<td>mittsu みっつ</td>
<td>三つ</td>
<td>3</td>
<td>san-mai さんまい</td>
<td>三枚</td>
</tr>
<tr>
<td>4</td>
<td>yottsu よっつ</td>
<td>四つ</td>
<td>4</td>
<td>yon-mai よんまい</td>
<td>四枚</td>
</tr>
<tr>
<td>5</td>
<td>itsutsu いつつ</td>
<td>五つ</td>
<td>5</td>
<td>go-mai ごまい</td>
<td>五枚</td>
</tr>
<tr>
<td>6</td>
<td>muttsu むっつ</td>
<td>六つ</td>
<td>6</td>
<td>roku-mai ろくまい</td>
<td>六枚</td>
</tr>
<tr>
<td>7</td>
<td>nanatsu なぁつ</td>
<td>七つ</td>
<td>7</td>
<td>nana-mai ななまい</td>
<td>七枚</td>
</tr>
<tr>
<td>8</td>
<td>yattsu やっつ</td>
<td>八つ</td>
<td>8</td>
<td>hachi-mai はちまい</td>
<td>八枚</td>
</tr>
<tr>
<td>9</td>
<td>kokonotsu ここのつ</td>
<td>九つ</td>
<td>9</td>
<td>kyū-mai きゅうまい</td>
<td>九枚</td>
</tr>
<tr>
<td>10</td>
<td>tō とお</td>
<td>十</td>
<td>10</td>
<td>jū-mai じゅまい</td>
<td>十枚</td>
</tr>
<tr>
<td>11</td>
<td>jūichi じゅいち</td>
<td>十一</td>
<td>11</td>
<td>jūichi-mai じゅいいちまい</td>
<td>十一枚</td>
</tr>
<tr>
<td>12</td>
<td>jūni じゅうに</td>
<td>十二</td>
<td>12</td>
<td>jūni-mai じゅうにまい</td>
<td>十二枚</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small things (eggs, apples, dice, etc.)</th>
<th>Long, slender objects (pens, bottles, umbrellas, belts, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ko/〜こ〜個</td>
<td>-pon, hon, bon/〜ほん、ほん、ほん、〜一本</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q</th>
<th>nan-ko なんこ</th>
<th>何個</th>
<th>Q</th>
<th>nan-bon なんぼん</th>
<th>何本</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ik-ko いっこ</td>
<td>一個</td>
<td>1</td>
<td>ip-pon いっぱい</td>
<td>一本</td>
</tr>
<tr>
<td>2</td>
<td>ni-ko にこ</td>
<td>二個</td>
<td>2</td>
<td>ni-hon にほん</td>
<td>二本</td>
</tr>
<tr>
<td>3</td>
<td>san-ko さんこ</td>
<td>三個</td>
<td>3</td>
<td>san-bon さんぼん</td>
<td>三本</td>
</tr>
<tr>
<td>4</td>
<td>yon-ko よんこ</td>
<td>四個</td>
<td>4</td>
<td>yon-hon よんほん</td>
<td>四本</td>
</tr>
<tr>
<td>5</td>
<td>go-ko ごこ</td>
<td>五個</td>
<td>5</td>
<td>go-hon ごほん</td>
<td>五本</td>
</tr>
<tr>
<td>6</td>
<td>rok-ko ろっこ</td>
<td>六個</td>
<td>6</td>
<td>rop-pon ろっぽん</td>
<td>六本</td>
</tr>
<tr>
<td>7</td>
<td>nana-ko ななこ</td>
<td>七個</td>
<td>7</td>
<td>nana-hon ななほん</td>
<td>七本</td>
</tr>
<tr>
<td>8</td>
<td>hak-ko はっこ</td>
<td>八個</td>
<td>8</td>
<td>hap-pon はっぽん</td>
<td>八本</td>
</tr>
<tr>
<td>9</td>
<td>kyū-ko きゅうこ</td>
<td>九個</td>
<td>9</td>
<td>kyū-hon きゅうほん</td>
<td>九本</td>
</tr>
<tr>
<td>10</td>
<td>juk-ko じゅっこ</td>
<td>十個</td>
<td>10</td>
<td>jup-pon じゅっぽん</td>
<td>十本</td>
</tr>
<tr>
<td>11</td>
<td>jūik-ko じゅいっこ</td>
<td>十個</td>
<td>11</td>
<td>jūip-pon じゅいっぽん</td>
<td>十一本</td>
</tr>
<tr>
<td>12</td>
<td>jūni-ko じゅうにこ</td>
<td>十二個</td>
<td>12</td>
<td>jūni-hon じゅうにほん</td>
<td>十二本</td>
</tr>
</tbody>
</table>
### Person, people

<table>
<thead>
<tr>
<th>-nin/〜にん/〜人</th>
<th>-dai/〜だい/〜台</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q nan-nin なんにん 何人</td>
<td>Q nan-dai なんだい 何台</td>
</tr>
<tr>
<td>1 hitori ひとり 一人</td>
<td>1 ichi-dai いちだい 一台</td>
</tr>
<tr>
<td>2 futari ふたり 二人</td>
<td>2 ni-dai にだい 二台</td>
</tr>
<tr>
<td>3 san-nin さんにん 三人</td>
<td>3 san-dai さんだい 三台</td>
</tr>
<tr>
<td>4 yo-nin よにん 四人</td>
<td>4 yon-dai よんだい 四台</td>
</tr>
<tr>
<td>5 go-nin ごにん 五人</td>
<td>5 go-dai ごだい 五台</td>
</tr>
<tr>
<td>6 roku-nin ろくにん 六人</td>
<td>6 roku-dai ろくだい 六台</td>
</tr>
<tr>
<td>7 nana-nin ななにん 七人</td>
<td>7 nana-dai なんだい 七台</td>
</tr>
<tr>
<td>shichi-nin しちにん</td>
<td>8 hachi-dai はちだい 八台</td>
</tr>
<tr>
<td>8 hachi-nin はちにん 八人</td>
<td>9 kyū-dai きゅうだい 九台</td>
</tr>
<tr>
<td>9 kyū-nin きゅうにん 九人</td>
<td>10 jū-dai じゅだい 十台</td>
</tr>
<tr>
<td>ku-nin くにん</td>
<td>11 jūichi-dai じゅいだい 十一台</td>
</tr>
<tr>
<td>10 jū-nin じゅうにん 十人</td>
<td>12 jūni-dai じゅうにだい 十二台</td>
</tr>
<tr>
<td>11 jūichi-nin じゅいちにん 十一人</td>
<td></td>
</tr>
<tr>
<td>12 jūni-nin じゅうににん 十二人</td>
<td></td>
</tr>
</tbody>
</table>

### Floors of a house or building

<table>
<thead>
<tr>
<th>-kai/〜かい/〜階</th>
<th>-kai/〜かい/〜回</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q nan-gai なんがい 何階</td>
<td>Q nan-kai なんかい 何回</td>
</tr>
<tr>
<td>1 ik-kai いきかい 一階</td>
<td>1 ik-kai いきかい 一回</td>
</tr>
<tr>
<td>2 ni-kai にかい 二階</td>
<td>2 ni-kai にかい 二回</td>
</tr>
<tr>
<td>3 san-gai さんがい 三階</td>
<td>3 san-kai さんかい 三回</td>
</tr>
<tr>
<td>4 yon-kai よんかい 四階</td>
<td>4 yon-kai よんかい 四回</td>
</tr>
<tr>
<td>5 go-kai ごかい 五階</td>
<td>5 go-kai ごかい 五回</td>
</tr>
<tr>
<td>6 rok-kai ろっかい 六階</td>
<td>6 rok-kai ろっかい 六回</td>
</tr>
<tr>
<td>7 nana-kai ななかい 七階</td>
<td>7 nana-kai なかかい 七回</td>
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<td>12 jūni-kai じゅうにかい 十二階</td>
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### Machines, vehicles

(TVs, PCs, cameras, cars, bicycles, etc.)
## 12 Time expressions

### Minutes

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### Hours

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### Days

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### Weeks

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### Months

<table>
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<td>10 jū-nen じゅうねん 十年</td>
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### Day

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<td>ototoi おととい</td>
<td>kinō きのう</td>
<td>kyō きょう</td>
</tr>
<tr>
<td>昨日</td>
<td>昨日</td>
<td>今日</td>
</tr>
<tr>
<td>the day before yesterday</td>
<td>yesterday</td>
<td>today</td>
</tr>
<tr>
<td>sensenshū せんせんしゅう</td>
<td>senshū せんしゅう</td>
<td>konshū こんしゅう</td>
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<td>先々週</td>
<td>先週</td>
<td>今週</td>
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<td>this week</td>
</tr>
<tr>
<td>Month</td>
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<td>sengetsu せんげつ</td>
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<td>先々月</td>
<td>先月</td>
<td>今月</td>
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<tr>
<td>the month before last</td>
<td>last month</td>
<td>this month</td>
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<td>Year</td>
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<td>kyonen きょねん</td>
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<tr>
<td>一年</td>
<td>去年</td>
<td>今年</td>
</tr>
<tr>
<td>the year before last</td>
<td>last year</td>
<td>this year</td>
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# 13 Additional vocabulary

## Food

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>aisukurīmu</td>
<td>アイスクリーム</td>
<td>ice cream</td>
</tr>
<tr>
<td>bēkon</td>
<td>ペーコン</td>
<td>bacon</td>
</tr>
<tr>
<td>butaniku</td>
<td>ぶたにく</td>
<td>pork</td>
</tr>
<tr>
<td>chokorēto</td>
<td>チョコレート</td>
<td>chocolate</td>
</tr>
<tr>
<td>gyūniku</td>
<td>ぎゅうにく</td>
<td>beef</td>
</tr>
<tr>
<td>hamu</td>
<td>ハム</td>
<td>ham</td>
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<tr>
<td>karēraisu</td>
<td>カレーライス</td>
<td>curry and rice</td>
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<tr>
<td>kēki</td>
<td>ケーキ</td>
<td>cake</td>
</tr>
<tr>
<td>pan</td>
<td>パン</td>
<td>bread</td>
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<tr>
<td>piza</td>
<td>ピザ</td>
<td>pizza</td>
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<tr>
<td>potato chippusu</td>
<td>ポテトチップス</td>
<td>crisps</td>
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<tr>
<td>sandoitchi</td>
<td>サンドイッチ</td>
<td>sandwich</td>
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<tr>
<td>sōsāji</td>
<td>ソーセージ</td>
<td>sausage</td>
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<tr>
<td>supagetti</td>
<td>スパゲッティー</td>
<td>spaghetti</td>
</tr>
<tr>
<td>toriniku</td>
<td>とりにく</td>
<td>chicken</td>
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## Vegetables

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<td>だいこん</td>
<td>Japanese radish</td>
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<td>hakusai</td>
<td>はくさい</td>
<td>Chinese leaves</td>
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<td>hōrensō</td>
<td>ほうれんそう</td>
<td>spinach</td>
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<td>じゃがいも</td>
<td>potato</td>
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<td>きのこ</td>
<td>mushroom</td>
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<td>kyabetsu</td>
<td>キャベツ</td>
<td>cabbage</td>
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<td>きゅうり</td>
<td>cucumber</td>
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<td>mame</td>
<td>まめ</td>
<td>beans</td>
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<td>もやし</td>
<td>beansprouts</td>
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<td>なす</td>
<td>aubergine</td>
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<td>ねぎ</td>
<td>leek</td>
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<td>たまねぎ</td>
<td>onion</td>
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<td>トマト</td>
<td>tomato</td>
</tr>
<tr>
<td>tōmorokoshi</td>
<td>とうもろこし</td>
<td>(sweet) corn</td>
</tr>
<tr>
<td>Fruit</td>
<td>Drinks</td>
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<tr>
<td>kudamono/くだもの</td>
<td>nomimono/のみもの</td>
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<td><strong>jūsu</strong></td>
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<td><strong>orenji jūsu</strong></td>
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<td><strong>ringo jūsu</strong></td>
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## Appendix

### i-Adjectives

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## Verb conjugation: Group 1 verbs

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<td>au</td>
<td>atte</td>
<td>atta</td>
<td>awanai</td>
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<td>araimasu</td>
<td>arau</td>
<td>aratte</td>
<td>aratta</td>
<td>arawanai</td>
<td>to wash</td>
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<tr>
<td>arimasu</td>
<td>aru</td>
<td>atte</td>
<td>atta</td>
<td>*nai</td>
<td>to be/there's something (exist)</td>
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<td>aru</td>
<td>atte</td>
<td>atta</td>
<td>*nai</td>
<td>to have/own</td>
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<td>asobimasu</td>
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<td>asonda</td>
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<td>to do (try) one's best</td>
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<td>to wear (shoes, trousers, etc.)</td>
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<td>hashiranai</td>
<td>to run</td>
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<td>hatarakanai</td>
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<td>hita</td>
<td>hikanai</td>
<td>to play (keyboard and stringed instruments)</td>
<td>16</td>
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</table>

ikimasu iku itte itta ikanai to go 6

isogimasu isogu isoide isoida isoganai to hurry 10

kaburimasu kaburu kabutte kabutta kaburanai to wear (hat, cap, etc.) 15

kaerimasu kaeru kaette kaetta kaeranai to go back/return 6

kaimasu kau katte katta kawanai to buy 7

An explanation of how to make the nai-form and its usages can be found in the additional chapters which are downloadable at www.routledge.com/books/details/9780415593304/
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<thead>
<tr>
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<td>to take (time, cost)</td>
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<td>kita</td>
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<td>kita</td>
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<td>to have/own/hold</td>
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<td>moratta</td>
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<td>to take (something to somewhere)</td>
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<td>natta</td>
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### Verb conjugation: Group 1 verbs (cont’d)

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### Verb conjugation: Group 2 verbs

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<td>abiru</td>
<td>abite</td>
<td>abita</td>
<td>abinai</td>
<td>to take</td>
<td>14</td>
</tr>
<tr>
<td>agemasu</td>
<td>ageru</td>
<td>agete</td>
<td>ageta</td>
<td>agenai</td>
<td>to give</td>
<td>11</td>
</tr>
<tr>
<td>akemasu</td>
<td>akeru</td>
<td>akete</td>
<td>aketa</td>
<td>akenai</td>
<td>to open (transitive verb)</td>
<td>13</td>
</tr>
<tr>
<td>atsumemasu</td>
<td>atsumeru</td>
<td>atsumete</td>
<td>atsumeta</td>
<td>atsumenai</td>
<td>to collect</td>
<td>16</td>
</tr>
<tr>
<td>dekimasu</td>
<td>dekiru</td>
<td>dekite</td>
<td>dekita</td>
<td>dekinai</td>
<td>can (do)</td>
<td>16</td>
</tr>
<tr>
<td>demasu</td>
<td>deru</td>
<td>dete</td>
<td>deta</td>
<td>denai</td>
<td>to leave/get out</td>
<td>14</td>
</tr>
<tr>
<td>denwa o kakemasu</td>
<td>denwa o kakeru</td>
<td>denwa o kakete</td>
<td>denwa o kaketa</td>
<td>denwa o kakenai</td>
<td>to make a phone call</td>
<td>15</td>
</tr>
<tr>
<td>masu-form</td>
<td>dictionary form</td>
<td>te-form</td>
<td>ta-form</td>
<td>nai-form</td>
<td>English</td>
<td>Unit</td>
</tr>
<tr>
<td>-----------</td>
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<td>---------</td>
<td>---------</td>
<td>----------</td>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>imasu</td>
<td>iru</td>
<td>ite</td>
<td>ita</td>
<td>inai</td>
<td>to be/there is someone (exist)</td>
<td>8</td>
</tr>
<tr>
<td>iremasu</td>
<td>ireru</td>
<td>irete</td>
<td>ireta</td>
<td>irenai</td>
<td>to put (something) in</td>
<td>14</td>
</tr>
<tr>
<td>kaemasu</td>
<td>kaeru</td>
<td>kaete</td>
<td>kaeta</td>
<td>kaenai</td>
<td>to change</td>
<td>9</td>
</tr>
<tr>
<td>kakemasu</td>
<td>kakeru</td>
<td>kakete</td>
<td>kaketa</td>
<td>kakenai</td>
<td>to wear (glasses)</td>
<td>15</td>
</tr>
<tr>
<td>karimasu</td>
<td>kariru</td>
<td>karite</td>
<td>karita</td>
<td>karinai</td>
<td>to borrow</td>
<td>13</td>
</tr>
<tr>
<td>ki o tsukemasu</td>
<td>ki o tsukeru</td>
<td>ki o tsukete</td>
<td>ki o tsuketa</td>
<td>ki o tsukenai</td>
<td>to be careful</td>
<td>13</td>
</tr>
<tr>
<td>kimasu</td>
<td>kiru</td>
<td>kite</td>
<td>kita</td>
<td>kinai</td>
<td>to wear (clothes)</td>
<td>15</td>
</tr>
<tr>
<td>mimasu</td>
<td>miru</td>
<td>mite</td>
<td>mita</td>
<td>minai</td>
<td>to watch/see</td>
<td>7</td>
</tr>
<tr>
<td>misemasu</td>
<td>miseru</td>
<td>misete</td>
<td>miseta</td>
<td>misenai</td>
<td>to show</td>
<td>13</td>
</tr>
<tr>
<td>motte imasu</td>
<td>motte i ru</td>
<td>motte ite</td>
<td>motte ita</td>
<td>motte inai</td>
<td>to own, possess</td>
<td>14</td>
</tr>
<tr>
<td>nemasu</td>
<td>neru</td>
<td>nete</td>
<td>neta</td>
<td>nenai</td>
<td>to go to bed/sleep</td>
<td>7</td>
</tr>
<tr>
<td>norikaemasu</td>
<td>norikaer u</td>
<td>norikaete</td>
<td>norikaeta</td>
<td>norikaenai</td>
<td>to change/transfer</td>
<td>14</td>
</tr>
<tr>
<td>oboemasu</td>
<td>oboeru</td>
<td>oboete</td>
<td>oboeta</td>
<td>oboenai</td>
<td>to remember, memorize</td>
<td>13</td>
</tr>
<tr>
<td>okimasu</td>
<td>okiru</td>
<td>okite</td>
<td>okita</td>
<td>okinai</td>
<td>to wake up, get up</td>
<td>7</td>
</tr>
<tr>
<td>orimasu</td>
<td>oriru</td>
<td>orite</td>
<td>orita</td>
<td>orinai</td>
<td>to get off</td>
<td>13</td>
</tr>
<tr>
<td>oshiemasu</td>
<td>oshieru</td>
<td>oshiete</td>
<td>oshieta</td>
<td>oshienai</td>
<td>to teach, tell</td>
<td>13</td>
</tr>
<tr>
<td>shimemasu</td>
<td>shimeru</td>
<td>shimete</td>
<td>shimeta</td>
<td>shimenai</td>
<td>to close, to shut</td>
<td>13</td>
</tr>
<tr>
<td>shirabemasu</td>
<td>shiraberu</td>
<td>shirabete</td>
<td>shirabeta</td>
<td>shirabenai</td>
<td>to investigate/examine/ check/study</td>
<td>16</td>
</tr>
<tr>
<td>tabemasu</td>
<td>taberu</td>
<td>tabete</td>
<td>tabeta</td>
<td>tabenai</td>
<td>to eat</td>
<td>7</td>
</tr>
<tr>
<td>tasukemasu</td>
<td>tasukeru</td>
<td>tasukete</td>
<td>tasuketa</td>
<td>tasukenai</td>
<td>to help/rescue</td>
<td>13</td>
</tr>
<tr>
<td>tatemasu</td>
<td>tateru</td>
<td>tatete</td>
<td>tateta</td>
<td>tatenai</td>
<td>to build</td>
<td>16</td>
</tr>
<tr>
<td>todokemasu</td>
<td>todokeru</td>
<td>todokete</td>
<td>todoketa</td>
<td>todokenai</td>
<td>to deliver</td>
<td>13</td>
</tr>
<tr>
<td>tomemasu</td>
<td>tomeru</td>
<td>tomete</td>
<td>tometa</td>
<td>tomenai</td>
<td>to pull up (a car)/stop</td>
<td>13</td>
</tr>
<tr>
<td>tsukemasu</td>
<td>tsukeru</td>
<td>tsukete</td>
<td>tsuketa</td>
<td>tsukenai</td>
<td>to turn on/switch on</td>
<td>16</td>
</tr>
<tr>
<td>verb</td>
<td>masu-form</td>
<td>dictionary form</td>
<td>te-form</td>
<td>ta-form</td>
<td>nai-form</td>
<td>English</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>kimasu</td>
<td>kuru</td>
<td>kite</td>
<td>kita</td>
<td>konai</td>
<td>to come</td>
<td>6</td>
</tr>
<tr>
<td>shimasu</td>
<td>suru</td>
<td>shite</td>
<td>shita</td>
<td>shinaï</td>
<td>to do</td>
<td>7</td>
</tr>
<tr>
<td>benkyō shimasu</td>
<td>benkyō suru</td>
<td>benkyō shite</td>
<td>benkyō shita</td>
<td>benkyō shinaï</td>
<td>to study</td>
<td>7</td>
</tr>
<tr>
<td>chūmon shimasu</td>
<td>chūmon suru</td>
<td>chūmon shite</td>
<td>chūmon shita</td>
<td>chūmon shinaï</td>
<td>to order</td>
<td>9</td>
</tr>
<tr>
<td>jogingu shimasu</td>
<td>jogingu suru</td>
<td>jogingu shite</td>
<td>jogingu shita</td>
<td>jogingu shinaï</td>
<td>to jog</td>
<td>14</td>
</tr>
<tr>
<td>kaimono shimasu</td>
<td>kaimono suru</td>
<td>kaimono shite</td>
<td>kaimono shita</td>
<td>kaimono shinaï</td>
<td>to go shopping</td>
<td>7</td>
</tr>
<tr>
<td>kankō shimasu</td>
<td>kankō suru</td>
<td>kankō shite</td>
<td>kankō shita</td>
<td>kankō shinaï</td>
<td>to go sightseeing</td>
<td>9</td>
</tr>
<tr>
<td>kekkon shimasu</td>
<td>kekkon suru</td>
<td>kekkon shite</td>
<td>kekkon shita</td>
<td>kekkon shinaï</td>
<td>to get married</td>
<td>14</td>
</tr>
<tr>
<td>kurikku shimasu</td>
<td>kurikku suru</td>
<td>kurikku shite</td>
<td>kurikku shita</td>
<td>kurikku shinaï</td>
<td>to click</td>
<td>13</td>
</tr>
<tr>
<td>kyanseru shimasu</td>
<td>kyanseru suru</td>
<td>kyanseru shite</td>
<td>kyanseru shita</td>
<td>kyanseru shinaï</td>
<td>to cancel</td>
<td>9</td>
</tr>
<tr>
<td>motte kimasu</td>
<td>motte kuru</td>
<td>motte kite</td>
<td>motte kita</td>
<td>motte konai</td>
<td>to bring (something to somewhere)</td>
<td>13</td>
</tr>
<tr>
<td>ryōri shimasu</td>
<td>ryōri suru</td>
<td>ryōri shite</td>
<td>ryōri shita</td>
<td>ryōri shinaï</td>
<td>to cook</td>
<td>7</td>
</tr>
<tr>
<td>sanpo shimasu</td>
<td>sanpo suru</td>
<td>sanpo shite</td>
<td>sanpo shita</td>
<td>sanpo shinaï</td>
<td>to go for a walk</td>
<td>11</td>
</tr>
<tr>
<td>sentaku shimasu</td>
<td>sentaku suru</td>
<td>sentaku shite</td>
<td>sentaku shita</td>
<td>sentaku shinaï</td>
<td>to wash (clothes)</td>
<td>14</td>
</tr>
<tr>
<td>shigoto shimasu</td>
<td>shigoto suru</td>
<td>shigoto shite</td>
<td>shigoto shita</td>
<td>shigoto shinaï</td>
<td>to work</td>
<td>7</td>
</tr>
<tr>
<td>shokuji shimasu</td>
<td>shokuji suru</td>
<td>shokuji shite</td>
<td>shokuji shita</td>
<td>shokuji shinaï</td>
<td>to have a meal</td>
<td>14</td>
</tr>
<tr>
<td>sōji shimasu</td>
<td>sōji suru</td>
<td>sōji shite</td>
<td>sōji shita</td>
<td>sōji shinaï</td>
<td>to clean (a room, house, park, etc.)</td>
<td>14</td>
</tr>
<tr>
<td>sotsugyō shimasu</td>
<td>sotsugyō suru</td>
<td>sotsugyō shite</td>
<td>sotsugyō shita</td>
<td>sotsugyō shinaï</td>
<td>to graduate</td>
<td>15</td>
</tr>
<tr>
<td>tsuretekimagasu</td>
<td>tsuretekimaru</td>
<td>tsuretekite</td>
<td>tsuretekita</td>
<td>tsuretekai</td>
<td>to bring (someone to somewhere)</td>
<td>13</td>
</tr>
<tr>
<td>undō shimasu</td>
<td>undō suru</td>
<td>undō shite</td>
<td>undō shita</td>
<td>undō shinaï</td>
<td>to exercise</td>
<td>9</td>
</tr>
<tr>
<td>unten shimasu</td>
<td>unten suru</td>
<td>unten shite</td>
<td>unten shita</td>
<td>unten shinaï</td>
<td>to drive</td>
<td>7</td>
</tr>
<tr>
<td>urusaku shimasu</td>
<td>urusaku suru</td>
<td>urusaku shite</td>
<td>urusaku shita</td>
<td>urusaku shinaï</td>
<td>to make noise</td>
<td>13</td>
</tr>
<tr>
<td>yoyaku shimasu</td>
<td>yoyaku suru</td>
<td>yoyaku shite</td>
<td>yoyaku shita</td>
<td>yoyaku shinaï</td>
<td>to reserve/book</td>
<td>9</td>
</tr>
</tbody>
</table>
Key to exercises

Unit 1

Exercise 1
1 (Watashi wa) Igirisu-jin desu. 2 Watashi wa gakusē desu. 3 Watashi wa kaishain desu. 4 Watashi wa Nihon-jin dewa arimasen. (Watashi wa) Chūgoku-jin desu.

Exercise 2
1 e.g. Tanaka Tokiko 2 e.g. Nihon 3 e.g. gakusē 4 e.g. yoroshiku (onegai shimasu)

Exercise 3
1 watashi no namae 2 anata no (o)shigoto 3 Sasaki-san no (o)shigoto 4 sensē no (o)nmae

Exercise 4
1 Yamada-san wa kaishain desu ka. 2 Sasaki-san no (o)shigoto wa nan desu ka. 3 (o)nmae wa nan desu ka. 4 Teirā-san no sensē wa Nihon-jin desu ka.

Exercise 5
1 e.g. Watashi (no namae) wa Tanaka Masae desu. 2 e.g. Watashi wa Nihon-jin desu. 3 e.g. Watashi (no shigoto) wa kaishain desu.

Exercise 6
1 a 2 b 3 b

Exercise 7
1 e.g. Watashi no denwa-bangō wa 012-345-6789 desu. 2 Hai, só desu. / Hai, Howaito-san no denwa-bangō wa 784-0394 desu. 3 Katō-san no denwa-bangō wa 021-6658 desu.
Exercise 8
1 x 2 √ 3 x

Exercise 9
2 a i 3 i ke 4 u e 5 a go 6 ka o 7 ki i (ro) 8 o ka (ne) 9 ko (mu) gi ko

Unit 2

Exercise 1
1 3 2 2 1 4 3 1 7 4 8 5 5 6 0 6 9 9

Exercise 2
1 e.g. Watashi wa nijū-hai-sai desu. 2 e.g. Watashi no haha wa gojū-roku-sai desu. 3 e.g. Watashi no otōto wa nijū-go-sai desu.

Exercise 3
1 Satoshi-san no otōsan wa nan-sai desu ka. (59) 2 Satoshi-san no okāsan wa nan-sai desu ka. (56) 3 Satoshi-san no onēsan wa nan-sai desu ka. (30) 4 Satoshi-san no otōtosan wa nan-sai desu ka. (25)

Exercise 4
1 e.g. Watashi no tanjōbi wa jūn-i-gatsu jū-san-nichi desu. 2 e.g. Watashi no haha/chichi no tanjōbi wa ni-gatsu yokka desu. 3 Jon-san no imōtosan no tanjōbi wa jūn-i-gatsu nijū-ku-nichi desu. 4 Jon-san no otōsan no tanjōbi wa jūichi-gatsu tōka desu. 5 ë, sō dewa arimasen. (Jon-san no onīsan no tanjōbi wa) shi-gatsu jūhachi-nichi desu.

Exercise 5
1 21st July 2 10th April

Exercise 6
1 √ 2 x 3 √ 4 x 5 √
Exercise 7
1 kotoshi 2 ashita 3 moku-yōbi 4 kinō

Exercise 8
1 × 2 ✓ 3 ✓ 4 ×

Exercise 9
1 su shi 2 sa shi (mi) 3 to (mo) da chi 4 a shi ta 5 chi zu 6 su i e i 7 chi ka te tsu 8 ka ze 9 so u de su ka

Unit 3

Exercise 1
1 koko 2 soko, Asoko 3 doko 4 achira 5 dochira

Exercise 2
1 Ueda-san wa byōin desu. 2 Kimura-san wa eki desu. 3 Otearai wa asoko desu.

Exercise 3
1 konbini 2 depāto

Exercise 4
1 ichi-ji nijup-pun 2 yo-ji sanjūgo-fun 3 hachi-ji gojup-pun 4 roku-ji han 5 gogo ni-ji yonjup-pun/gogo san-ji nijup-pun mae 6 gozen ku-ji go-fun 7 gogo jūichi-ji jūgo-fun 8 gogo go-ji gojūgo-fun/gogo roku-ji go-fun mae

Exercise 5
1 3:30 2 10:25 3 4:00 a.m. 4 5:50 p.m.

Exercise 6
1 Chūgoku wa ima gozen 7-ji 50-pun (shichi-ji gojup-pun) desu. 2 Nihon wa ima gogo 8-ji 25-fun (hachi-ji nijūgo-fun) desu. 3 Amerika
wa ima gozen 6-ji 10-pun (roku-ji jup-pun) desu. 4 Ōsutoraria wa ima gogo 3-ji (san-ji) desu. 5 Indo wa ima gozen 5-ji 40-pun (go-ji yonjup-pun) desu./Indo wa ima gozen 6-ji 20-pun (roku-ji nijup-pun) mae desu.

Exercise 7
1 (Café in the hotel) 6:00 a.m. – 9:00 p.m. 2 (Sakura library) 9:30 a.m. – 6:30 p.m. 3 (Sakura supermarket) 8:00 a.m. – 11:30 p.m.

Exercise 8
1 doko 2 itsu 3 nan-ji 4 nani-jin 5 nan-ji 6 nan-sai

Exercise 9
1 na ni 2 ha ne 3 ni ku 4 ne ko 5 hi no de 6 ho u se ki 7 se i fu ku 8 bo u shi 9 he bi

Unit 4

Exercise 1
1 Kore wa watashi no saifu desu. 2 Are wa Jōnzu-san no Nihon (or Nihon-go) no hon desu. 3 Anata no jisho wa dochira desu ka. 4 Are wa nan desu ka. 5 Kore wa watashi no kasa dewa arimasen.

Exercise 2
1 Ano 2 Sore 3 dono 4 Kore

Exercise 3
1 (Kore) wa dare no jūsu desu ka. 2 Sono hito wa dare desu ka. 3 Ano jisho wa watashi no desu.

Exercise 4
1 denchi [a] Sumisu-san 2 megane [d] Honda-san 3 tokē [b] Yamamoto-san
Exercise 5
1 hyaku gojū kyū 2 sanbyaku hachijū ni 3 nanahyaku kyūjū 4 sen roppayaku gojū yon 5 sanzen nanahyaku nijū go 6 kyūman hassan kyūhyaku

Exercise 6
1 YOU Sumimasen. Kono kaban wa ikura desu ka.
   SHOP CLERK Sono kaban wa niman nisen kyūhyaku-en desu.
   YOU Sō desu ka. Jā, kono kaban o kudasai.
2 YOU Sumimasen. Sono kētai denwa wa ikura desu ka.
   SHOP CLERK Kono kētai denwa wa sanman gosen-en desu.
   YOU Sō desu ka. Jā, sore o kudasai.

Exercise 7
1 nan 2 dere 3 dare 4 doku no 5 dochira 6 doku 7 ikura

Exercise 8
1 Personal computer 2 Mr/Mrs/Miss Kimura 3 120,000 yen 4 Mr/Mrs/Miss Johnson’s mobile phone 5 UK 6 27,000 yen

Exercise 9
1 mo ya shi 2 yu mi 3 wa ni 4 wa ta shi 5 yo zo ra 6 ya ma 7 mu ka shi 8 yu u me i 9 ho u re n so u 10 wa ta shi wa ni ho n go no ga ku se i de su

Unit 5

Exercise 1
1 na 2 i 3 i 4 na 5 i 6 i 7 na 8 na 9 na 10 i 11 na 12 i

Exercise 2
1 atarashikunai desu 2 atarashikatta desu 3 atarashikunakatta desu 4 takakunai desu 5 takakatta desu 6 takakunakatta desu 7 samukunai desu 8 samukatta desu 9 samukunakatta desu 10 hima dewa arimasen
11 hima deshita 12 hima dewa arimasendeshita 13 genki dewa arimasen 14 genki deshita 15 genki dewa arimasendeshita 16 benri dewa arimasen 17 benri deshita 18 benri dewa arimasendeshita

Exercise 3
1 samukatta desu 2 yokunai desu 3 yasukunai desu 4 nigiyaka deshita 5 takakunakatta desu

Exercise 4
1 īe, (kinō no tenki wa) zenzen yokunakatta desu. 2 Hiragana wa amari muzukashikunai desu. 3 Nihon no tabemono wa chotto takai desu.

Exercise 5
1 a 2 b 3 a 4 b 5 a 6 b

Exercise 6
1 Karen-san wa ongaku ga suki desu. 2 Karen-san wa terebi ga kirai desu. 3 Karen-san wa piano ga jōzu desu. 4 Karen-san wa supōtsu ga heta desu.

Exercise 7
1 Tarō likes Friday but dislikes Saturday. 2 Mariko is good at English but poor at French.

Exercise 8
1 ✓ 2 x 3 x

Exercise 9
1 ka shu 2 kyo u 3 sha cho u 4 gyu u nyu u 5 kyo u ka sho 6 chu u sha jo u

Unit 6

Exercise 1
1 kimashita 2 ikimasendeshita 3 kaerimashita 4 kimasu 5 kimasen 6 kaerimasu
Exercise 2

1 Watashi wa maitoshi Nihon e ikimasu. 2 Watashi no tomodachi wa kinō (watashi no) uchi e kimasendeshita. 3 Suzuki-san wa (konsō no) shūmatsu, hakubutsukan e ikimasu. 4 Akita-san wa mainichi gakkō e ikimasu ka.

Exercise 3

1 a) New York (USA) b) Spring next year 2 a) London, Birmingham and Oxford (UK) b) Summer this year

Exercise 4

1 Densha de ikimasu. 2 Tomodachi to ikimasu. 3 Natsu-yasumi ikimasu. 4 Hikōki de ikimasu. 5 Kazoku to ikimasu.

Exercise 5

1 I went to the post office on my own on foot yesterday. 2 Mr Tanaka goes to school with friends by train every day.

Exercise 6

1 doko 2 dare 3 itsu 4 nani 5 donokurai

Exercise 7

1 to (or no) 2 to, de 3 de 4 x 5 to, e

Exercise 8

1 b 2 a 3 c 4 b 5 c 6 a

Unit 7

Exercise 1

1 yomimasu, kakimasu 2 nomimasu, kaimasu 3 yomimasu, kakimasu 4 kikimasu, kaimasu 5 kaimasu, unten shimasu 6 yomimasu, kikimasu, kakimasu, benkyō shimasu
Exercise 2

1 Yamada-san wa ashita terebi o mimasu. 2 Yamada-san wa ashita gozen 9-jì kara gogo 5-jì made shigoto shimasu. 3 Yamada-san wa ashita tomodachi to hiru-gohan o tabemasu. 4 Yamada-san wa ashita ongaku o kikimasu. 5 Yamada-san wa ashita gogo 10-jì han ni nemasu.

Exercise 3

1 ¥ 2 ¥ 3 ✓

Exercise 4

1 hashi 2 Watashi wa te de hanbāgā o tabemasu. 3 Shinkansen wa ōgo de “bullet train/super express” desu. 4 “Family” wa Nihon-go de “kazoku” desu.

Exercise 5

1 Watashi wa kissaten de kōhī o nomimasu. 2 Pākā-san wa uchi de terebi o mimasen. 3 Anata wa doko de kaimono shimasu ka.

Exercise 6

1 de 2 a ¥ b o 3 de 4 ni 5 mo

Exercise 7

1 last month 2 ate Japanese ramen noodle soup 3 bought (a) beautiful (pair of) chopsticks 4 Japanese (language)

Exercise 8

1 a i su 2 ko i 3 ka ki 4 su i ka 5 ki u i 6 ku i zu 7 a sa ga o 8 ji gu za gu

Unit 8

Exercise 1

1 a 2 b 3 a 4 b
Exercise 2
1 Resutoran, onna no hito, imasu 2 niwa, ga 3 Daidokoro, daremo
4 Genkan, nani, ka

Exercise 3
1 go-ko 2 yo-nin 3 ip-pon 4 ni-mai 5 yon-dai 6 nana-hon

Exercise 4
1 Kyōto no chizu o 3-mai (san-mai) kudasai. 2 Watashi wa mainichi
Nihon-go o 2-jikan (ni-jikan) benkyō shimasu. 3 Watashi no uchi ni
otoko no hito ga 3-nin (san-nin) imasu.

Exercise 5
1 4tsu (yottsu) 2 5-nin (go-nin) 3 2-dai (ni-dai) 4 8-pon (hap-pon)

Exercise 6
1 (Hito) no ushiro ni otoko no ko ga futari imasu. 2 (Kaban) no naka
ni kētai denwa ga ichi-dai arimasu. 3 (Biru) no tonari ni ōkī uchi ga
arimasu.

Exercise 7
1 (Watashi wa) eki no naka ni imasu. 2 (Hon-ya wa) ginkō no hidari
ni arimasu. 3 (Kōen wa) konbini to hoteru no aida ni arimasu. 4 (Takushī
noriba wa) toshokan no chikaku ni arimasu.

Exercise 8
1 ✓ 2 × 3 ✓

Exercise 9
1 i nu 2 ne ko 3 do i tsu 4 te ni su 5 po te to 6 ka na da 7 ne ku ta i
8 pi a ni su to
Unit 9

Dialogue 1 exercise

1 ✓ 2 ×

Exercise 1

1 Hai, mō (kippu o) kaimashita. 2 Íe, mada desu. 3 Íe, mada desu.

Exercise 2

1 yasumitai desu 2 yasumitakunai desu 3 yasumitakunakatta desu 4 (shashin o) torimasu 5 toritakunai desu 6 toritakatta desu 7 hairimasu 8 hairitai desu 9 hairitakatta desu 10 hairitakunakatta desu

Exercise 3

1 Watashi wa tomodachi to hanashitai desu. 2 Watashi wa kazoku ni aitai desu. 3 Watashi wa köen de undō shitai desu.

Dialogue 2 exercise

1 × 2 ✓

Exercise 4

1 Watashi wa asa (ni) toshukan e hon o yomi ni ikimasu. 2 Watashi wa hiru (ni) köen e hashiri ni ikimasu. 3 Watashi wa ban/you (ni) ēgakan e ēga o mi ni ikimasu.

Dialogue 3 exercise

1 × 2 ✓

Exercise 5

1 Masako-san, watashi no uchi de issho ni DVD o mimasen ka. 2 Masako-san, raigetsu issho ni onsen e ikimasen ka. 3 Masako-san, maiasa issho ni hashirimasen ka.

Exercise 6

1 d 2 e
Exercise 7

1 Because this person wants to see Yuki matsuri (the snow festival).
2 Yuki matsuri is a very famous snow festival in Hokkaido. 3 She wants to take a lot of photos of Yuki matsuri and eat delicious food.

Exercise 8

1 wa i n 2 me da ru 3 a me ri ka 4 ro n do n 5 pa so ko n 6 ra i o n 7 de ji ta ru ka me ra 8 re su to ra n

Unit 10

Dialogue 1 exercise

1 ✗ 2 ✓

Exercise 1

1 Watashi wa tanjōbi ni Nihon-go no jisho ga hoshī desu. 2 Watashi wa hayai kuruma ga hoshī desu. 3 Watashi wa (kekkon iwai ni) kawaī shashin tate ga hoshī desu.

Exercise 2

1 Watashi wa kinō no ban/yoru byōki deshita kara. 2 Watashi wa furui (o)tera ga/o mitai desu kara. 3 Watashi no kazoku wa Rondon ni imasu kara.

Dialogue 2 exercise

1 ✓ 2 ✗

Exercise 3

1 d 2 a 3 e 4 c

Dialogue 3 exercise

1 ✓ 2 ✗
Exercise 4
1 a 2 b 3 b, c 4 a

Exercise 5
1 b 2 e 3 a

Exercise 6
1 ga 2 kara 3 ni 4 de 5 a) ga b) \( \times \)

Exercise 7
1 \( \checkmark \) 2 \( \times \)

Exercise 8
A) 1 e 2 a 3 f 4 c 5 b B) 1 c 2 e 3 a 4 b 5 d

Unit 11

Dialogue 1 exercise
1 \( \checkmark \) 2 \( \times \)

Exercise 1
1 b 2 b 3 c 4 c 5 a

Exercise 2
1 chikakute 2 chikakunakute 3 yokute 4 yokunakute 5 suki de 6 suki
dewanakute 7 kenkō de 8 kenkō dewanakute 9 kaisha de 10 kaisha
dewanakute

Exercise 3
1 omoshirokute 2 yokute 3 nigiyaka de 4 jōzu de 5 watashi no
tokē de
Dialogue 2 exercise
1 ✓ 2 ✗

Exercise 4
1 samuku 2 suki ni 3 25-sai (nijū go-sai) ni 4 hima ni

Exercise 5
1 hayaku 2 jōzu ni 3 osoku 4 jiyū ni

Exercise 6
1 ✓ 2 ✗

Exercise 7
1 K 2 O 3 O 4 K 5 K 6 O 7 K 8 O

Exercise 8
1 ひゃくえん 2 さんじゅう きゅう 3 せんよんひゃく ごじゅう えん
4 じゅうなな 5 いちまん はっせん えん 6 にじゅうまん えん
7 ろっぴゃく にじゅう えん 8 ひとつ (つ) 9 ふた (つ) 10 やっ (つ)

Unit 12

Dialogue 1 exercise
1 ✓ 2 ✗

Exercise 1
1 (kami) nagai desu. 2 (me) kuroi desu. 3 (te) chīsai desu. 4 (atama) ī desu.

Exercise 2
1 Nihon wa Fujisan ga yūmē desu. 2 Kyōto wa furui (o)tera ga ōi desu.
3 Nihon (no tabemono) wa (o)sushi ga oishī desu. 4 e.g. Watashi no kuni wa Rondon ai (London Eye) ga yūmē desu.
Exercise 3
1 Ichi-nen no naka de 8-gatsu (hachi-gatsu) ga ichi-ban atsui desu.  
2 Is-shūkan no naka de suì-yōbi ga ichi-ban isogashī desu. 3 Supein-go to Nihon-go to Furansu-go no naka de Furansu-go ga ichi-ban jōzu desu.

Dialogue 2 exercise
1 ✔ 2 ✗

Exercise 4
1 a 2 a 3 b 4 a

Exercise 5
1 Getsu-yōbi no hō ga hima desu. 2 katakana no hō ga muzukashī desu. 3 (Umi mo yama mo) dochira mo suki desu.

Exercise 6
1 c 2 b 3 a

Exercise 7
1 a. de b. ga 2 yori 3 a. wa b. ga 4 a. to b. to c. ga d. ga 5 a. to b. to c. ga d. mo

Exercise 8
1 おんな、 ひと、 くち 2 さん、 やま 3 ちい 4 うえ、 した  
5 ひと、 じん、 じん 6 ひとり、 おお 7 かわ

Unit 13

Dialogue 1 exercise
1 ✗ 2 ✔

Exercise 1
Exercise 2
1 あそんで (asonde) 2 つれてきて (tsurete kite) 3 いって (itte) 4 がんばって (ganbatte) 5 おほえて (oboete) 6 みせて (misete) 7 もっていって (motte itte) 8 いそいで (isoide) 9 おくって (okutte) 10 クリックして (kurikku shite)

Exercise 3
1 kaite kudasai (please write) 2 kyanseru shite kudasai (please cancel) キャンセルしてください 3 ki o tsukete kudasai (please be careful) きをつけてください 4 oshiete kudasai (please teach/tell) おしえてください 5 okite kudasai おいてください 6 oite kudasai おいてください

Exercise 4
1 a 2 b

Exercise 5
1 Sumimasen ga, (o)hashi no tsukaikata o oshiete kudasai. 2 Sumimasen ga, Fuji hoteru no ikikata o oshiete kudasai.

Dialogue 2 exercise
1 x 2 ✓

Exercise 6
1 (Kurejitto) Kādo de haratte mo ī desu ka. 2 Kono pen o tsukatte mo ī desu ka. 3 Koko de (o)sake o nonde wa ikemasen.

Exercise 7
1 a 2 d 3 b

Exercise 8
Hikōki (no naka)/In an aeroplane

Exercise 9
1 きょう、 か(よう)び、 げつ(よう)び 2 すこ、 みず 3 き、 した、 とも(たち) 4 ど(よう)び 5 わ 6 にほん、 いま、 ふん 7 こんげつ

Unit 14

Dialogue 1 exercise

1 × 2 ✓

Exercise 1

1 f 2 b

Exercise 2

1 Watashi wa kinō toshokan e itte, hon o karimashita. 2 Watashi wa kyō 7-ji (shichi-ji) ni okite, shawā o abite, terebi o mimashita. 3 Watashi wa rainen Nihon e itte, Fujisan ni noboritai desu.

Exercise 3

1 Watashi wa shokuji shite kara, shawā o abimasu. 2 Watashi wa heya o sōji shite kara, yasumimashita. 3 Watashi wa Nihon ni tsuite kara, Mori-san ni denwa shimasu.

Dialogue 2 exercise

1 ✓ 2 ×

Exercise 4

1 ha o migaitte imasu. 2 mēru o kaite imasu. 3 shigoto shite imashita. 4 shawā o abite imashita.

Exercise 5

1 Mori-san wa kuruma no naka ni suwatte imasu. 2 Okada-san wa pasokon o 2-dai (ni-dai) motte imasu. 3 Takeda-san wa kekkon shite imasu. 4 Watashi wa kono uta o shirimasen ga, sono uta wa shitte imasu.

Dialogue 3 exercise

1 ✓ 2 ×
Exercise 6
1 Kimu-san wa mainichi Nihon no ongaku o kīte imasu. 2 Kimu-san wa mainichi (Nihon no) kotoba o oboete imasu. 3 Kimu-san wa mainichi Nihon no terebi o mite imasu. 4 Kimu-san wa mainichi (ichi-ban) sukina Nihon no uta o utatte imasu.

Exercise 7
1 ちち、 はは、 がい（こく） 2 やまだ、 め 3 たなか、 とう、 なか 4 じょうず 5 て 6 ぶん、 7 みぎ、 ひだり

**Unit 15**

Dialogue 1 exercise
1 × 2 ✓

Exercise 1
1 きた 2 きた 3 した 4 かけた 5 はなかった 6 いった 7 おおよび 8 かりた 9 はいた 10 かぶった

Exercise 2
1 a) sōji shita b) sentaku shita 2 a) katta b) karita 3 a) itta b) odotta 4 a) checkku shita b) kaketa

Exercise 3
a × b ✓ c ✓ d × e ✓ f ✓

Dialogue 2 exercise
1 ✓ 2 ×

Exercise 4
1 (Inoue-san wa) yasunda ato de, shawā o abimasu. 2 (Inoue-san wa) kōcha o nonda ato de, asa-gohan o tsukurimasu. 3 (Inoue-san wa) asa-gohan o tabeta ato de, ha o migakimasu. 4 (Inoue-san wa) ha o migaita ato de, fuku o kimasu.
Dialogue 3 exercise

1 ✓ 2 ✓

Exercise 5

1 Watashi wa Fujisan ni nobotta koto ga arimasu. 2 Watashi no imōto wa kimono o kita koto ga arimasen. 3 Hankokku-san wa (o)sushi o tabeta koto ga arimasu ka. 4 Watashi wa (o)sushi o tsukutta koto ga arimasu.

Exercise 6

1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓

Exercise 7

1 にほん (ご)、せんせい 2 にほん (ご)、がくせい、(かん)じ 3 にない
4 いちねん、にほん 5 にほんじん、ほん 6 にほん、くるま す(き)
7 まいにち、(でん)しゃ

Unit 16

Dialogue 1 exercise

1 x 2 ✓

Exercise 1

1 よむ yomu 2 する suru 3 いく iku 4 ひく hiku 5 もってくる motte kuru
6 しらべる shiraberu

Exercise 2

1 ひくこと playing (keyboard or stringed) instruments 2 よくこと swimming
3 すること doing, playing 4 テレビを watching TV 5 ものを taking photos
6 ほんを reading books 7 きってを collecting (postage) stamps

Exercise 3

1 Honda-san no shumi wa ryōri (o) suru koto desu. 2 Howaito-san no yume wa ega o tsukuru koto desu. 3 Watashi no tomodachi no shumi
wa shashin o toru koto desu. 4 Watashi no otōto no yume wa yakyū senshu ni naru koto desu. 5 e.g. Watashi no shumi wa hon o yondari, e o kaitari suru koto desu.

Exercise 4
1 b 2 a 3 a

Exercise 5
1 Watashi wa Nihon no ēga o miru koto ga suki desu. 2 Watashi no tomodachi wa gitā o hiku koto ga jōzu desu. 3 Watashi wa kuruma o unten suru koto ga amari suki dewa arimasen. 4 Watashi no imōto wa e o kaku koto ga jōzu desu.

Dialogue 2 exercise
1 ✓ 2 ×

Exercise 6
1 kekkon suru mae ni 2 yomu mae ni 3 kiru mae ni 4 neru mae ni 5 5-nen (go-nen) mae ni

Exercise 7
1 Tomu-san wa Furansu-go o hanasu koto ga dekimasu ka. 2 Tomu-san wa Nihon no uta o utau koto ga dekimasu ka. 3 Tomu-san wa sukī o suru koto ga dekimasu ka. 4 Tomu-san wa kanji o kaku koto ga dekimasu ka.

Exercise 8
1 ✓ 5 ✓ 6 ✓ 7 ✓

Exercise 9
1 ✓ 2 × 3 ✓

Exercise 10
1 いもうと、 まえ 2 おとうと 3 まいしゅう、 さんようび 4 おとこ、 あに 5 かね 6 あと 7 きょうだい、 しまい
Japanese-English glossary

A
ä
abimasu
abunai (i-adj.)
achira (Unit 3)
achira (Unit 4)
agemasu
aida
aimasu
Airurando
Ajia
aka
akai (i-adj.)
akarui (i-adj.)
akemasu
aki
amai (i-adj.)
amari
ame
Amerika
Amerika-jin
anata
ane
ani
annaijo
ano (Unit 4)
anō (Unit 3)

anzen(na) (na-adj.)
ao
aoi (i-adj.)
araimasu
are (Unit 4)
are (Unit 13)
arigatō
arigatō
gozaimasu
arimasu (Unit 8)
arimasu (Unit 10)
asa
asagohan
Asakusa
ashi
ashita
asobimasu
asoko
atama
atama ga itai
atarashī (i-adj.)
atatakai (i-adj.)
ato
...ato de
atsui (i-adj.)
atsumemasu
atsumeru koto

B
ban
ban-gohan
bangō

ah, oh
to shower, bathe, saturate
dangerous
that place over there (polite equivalent of asoko)
that one over there (polite equivalent of are)
to give
between
to meet, see
Ireland
Asia
red (n.)
red (adj.)
bright
to open
autumn, fall
sweet
not so much (used with negatives)
rain
USA
American (nationality)
you
(one's own) elder sister
(one's own) elder brother
information (desk, agency, office)
that one over there
ah, er, uh, um, etc.
safe
blue (n.)
blue (adj.)
to wash
that one (thing) over there
Look!, Oh no!
thank you
thank you very much
to be, exist, there is something
have, own
morning
breakfast
Asakusa district in Tokyo
leg, foot
tomorrow
to play, enjoy doing something
that place over there
head
have a headache
new
warm
after, behind
after...
hot
to collect
collecting (n.)
evening, night
supper, dinner, evening meal
number
basho  place
basu  bus
basukettobōru  basketball
basutē  bus stop
beddo  bed
benkyō  study, studying (n.)
benkyō shimasu  to study
benri(na) (na-adj.)  convenient
bijutsukan  art gallery, art museum
biru  building
biru -bon (counter suffix)  counter for long, slender objects
bonasu-bi  bonus day
bōrūpen  ball-point pen
bōshi  hat, cap
Buraijiro  Brazil
byōin  hospital
byōki  sickness, illness

C
chairo  brown (n.)
chairoi (i-adj.)  brown (adj.)
chichi  (one’s own) father
chikai (i-adj.)  near, close
chikaku  near
chikaku no  nearby (+ noun)
(chikatetsu  underground, subway
chīsai (i-adj.)  small
chizu  map
chōjō  top, summit (of a mountain)
chokorēto  chocolate
chotto ... (Unit 9)  a little, a bit (inconvenient)
chotto (Unit 12)  a little, slightly
chūgakuse  secondary/junior high school student
Chūgoku  China
Chūgoku-go  Chinese (language)
Chūgoku-jin  Chinese (nationality)
chūmon shimasu  to order

D
-dai (counter suffix)  counter for machinery object
daidokoro  kitchen
daigaku  university
daigakuse  university student
daigōbu  all right, ok
daisukina (na-adj.)  like ... very much
Dake  only
dare  who
dare no  whose (+ noun)
dare to  with whom
darem  no one
de (particle, Units 6 and 7)  by means of transportation, with (tool), in (language)
de (particle, Unit 7)  at (indicating location)
dejikame  digital camera
dekimasu  can
demasu  to leave, get out
demo  but, however
denchi  battery
denki  electricity, light
densha  electric train
denwa  telephone
denwa-bangō  telephone number
depāto  department store
deshita  was, were
desu  am, are, is
dewa arimasen  am not, aren’t, isn’t
DVD (dibuidī)  DVD
Dō  how
dō itashimasite  you are welcome, my pleasure
dōbutu  zoo
dochira (Unit 3)  where, which way (polite equivalent of doko)
dochira (Unit 4)  which one (out of two)
Dōitsu  Germany
doko  where
doko de  (at) where
doko no
(e.g. which company’s/ country’s)

doko(e)mo
(to) nowhere, (to) anywhere

dokusho
reading books (n.)
dómo
thanks
donata
who (polite equivalent of dare)
donata no
whose (polite equivalent of dare no)
donna
what kind of? (+ noun)
dono
which? (+ noun)
donokurai
how long?
dore
which one? (out of more than two things)
dōshite
why?
do-yōbi
Saturday
dōzo
please, here you are, if you please
dozi yoroshiku
pleased to meet you

E

E (Unit 5)
dear, to (used for letters, emails, etc.)

E (particle, Unit 6) to (direction marker)

e
picture
eakon
air conditioning
ega
film, movie
égakan
cinema
É-go
English (language)
eki
station
-e-en
yen (Japanese currency)
enjinia
engineer
enpitsu
pencil
éto
let me see . . . , well . . .

F
fōku
fork
fuben(na) (na-adj.)
inconvenient
Fujisan
Mt. Fuji
fuku
clothes
-fun (suffix)
minute
-fun(kan) (suffix)
minute(s)
Furansu
France
Furansu-go
French (language)
furui (i-adj.)
old (things)
futari
two people
futsatsu
two (small things)

fuutsū
usually, normally
fuutsuka
2nd of the month
fuyu
winter

G

G (conjunction, Unit 5)
but, however
ga (particle, Unit 5)
subject marker
(used with suki, kirai, jōzu, etc.)

Gaikoku
foreign country
gakusē
student
ganbarimasu
to work hard to do, do/try one’s best

-gatsu (suffix)
month
geki
theatre play
gēmu
game
genkan
entrance hall
genki desu ka
How are you?
genki(na) (na-adj.)
vigorous, active
getsu-yōbi
Monday
ginkō
bank
ginkōin
bank clerk
Girisha
Greece
gitā
guitar
go
five
-go (suffix)
language

go-gatsu
May
gogo
p.m., in the afternoon

Gohan
meal, cooked rice
go-jī
five o’clock
gokazoku
(someone’s) family
goro
about, around
gorufu
goryōshin (someone’s) parents
gozen a.m., in the morning
-guchi exit, entrance, doorway (e.g.
south exit)
gyūnyū milk
hayai (i-adj.) fast, early
hetan(a) (na-adj.) poor at
heya room
hidari left
hikimasu to play (keyboard and string instruments)
hikōki plane, aeroplane
hiku koto playing (keyboard and string instruments) (n.)
hibi (i-adj.) low
hima(na) (na-adj.) free (time), have time
hiragana the Japanese cursive syllabary
haha (one’s own) mother
hai yes
hairimasu to enter, come in, go in, get in
haite mo ī desu (one) may wear (e.g. shoes, slippers)
hajimemashite how do you do?
hajimete for the first time
hakimasu to wear (shoes, trousers, socks, etc.)
hakubutsukan museum
han half
hana (Unit 5) flower
hana (Unit 12) nose
hanashimasu to talk, speak, chat can speak
hanasu koto ga dekimasu
hanbāgā hamburger
haraimasu to pay
hare sunny, fair weather
haru spring
hashi (Units 1 and 7) chopsticks
hashi (Unit 14) bridge
hashirimasu to run, to jog
hatarahimasu to work, labour
hatsuka 20th of the month
hōkō (i-adj.) spacious, wide
hiru noon, day
hiru-gohan lunch
hito person
hitori one person
hitori de on one’s own, by oneself
hitotsu one (small item)
Hokkaidō Hokkaido prefecture
hon book
-hon, -pon, -bon (counter suffix)
counter for long, slender objects
Honkon Hong Kong
hontō true, really, sure
hontō desu ka really, is that true?
hon-ya bookshop, bookstore
hoshī (i-adj.) want (an object)
hoteru hotel
hyaku (one) hundred
hyaku-man one million
I good
ī (i-adj.) one
ichi best, first, top, most
ichi-ban January
ichi-gatsu one o’clock
ichi-ji a year
ichi-nen no
Igirisu  UK
Igirisu-jin  British (nationality)
ikebana  (Japanese) flower arrangement
ikimasen  do not go, does not go
ikimasen ka  won’t you go?
ikimasu  to go
ikitai desu  want to go
ikura  how much?
ikutsume  how many? (small objects)
ima (Unit 3)  how many?
ima (Unit 8)  now
imasu  living room
imasu  to be, exist, there is someone
ǐmēru  email
imōto  (one’s own) younger sister
imōtosan  (someone else’s) younger sister
Indo  India
intānetto  Internet
inu  dog
irasshaimase  welcome, may I help you? (at a shop or restaurant)
iremasu  to put (something) in
iro  colour
iroiro na  various (+ noun)
isha  doctor
isogashī (i-adj.)  busy
isogimasu  to hurry
issho ni  together
is-shūkan  a week
isu  chair
itai (i-adj.)  sore, painful
Itaria  Italy
itsu  when
itsuka (Unit 2)  5th of the month
itsuka (Unit 14)  some time, some day, one day
itsumo  always
itsutsu  five (small items)
J
jā  then, well then
-ji (suffix)
-jikan (suffix, Unit 6)
jikan (Unit 10)
jikoshōkai  time
-jin (suffix)
-ese, -ian, -sh, etc. (nationality)
jisho  dictionary
jitensha  bicycle
jiyū(na) (na-adj.)  liberty, free
jogingu shimasu  to jog
jōzu(na) (na-adj.)  good at
jū  ten
jūdō  Judo (Japanese martial art)
jū-gatsu  October
jūichigatsu  November
jūichi-ji  eleven o’clock
jūji  ten o’clock
jū-man  one hundred thousand
jūnigi  December
jūni-gatsu  twelve o’clock
jūni-ji  juice
jūsu  14th of the month
jūyokka
K
ka (particle)  question marking particle
kaban  bag
kabin  vase
kabuki  classical Japanese dance-drama
kaburimasu  to wear (hat, cap, helmet, etc.)
kadō  corner
kādo  card
kādo de  by card
kaemasu  to change
kaerimasu  to go back, return
-kagetsu(ka)  (suffix)
-kai (counter suffix, Unit 8)  counter for times
kaimasu  to buy
kaimono shopping
kaimono shimasu to go shopping
kaisha company
kaishain office worker, company employee
kakarimasu to take (time, cost)
(denwa o) to make a phone call
kakemasu (Unit 15)
kakemasu wear (glasses)
(Unit 15)
kakimasu to write
kami hair
Kanada Canada
Canadian
(nationality)
kannō sightseeing
kannō annaijo tourist information
kannō shimasu to go sightseeing
Kankoku South Korea
kankōkyaku tourist
kantan(na) easy
(na-adj.)

kao face
kappu-rāmen instant (cup) noodles
kara (Unit 10) because
kara (particle, Unit 3) from
karada body, health
karada ni ū healthy (lit. “good for one’s body”)
karai (i-adj.) hot, spicy
karaoke karaoke
karate karate (Japanese martial art)
karita koto ga have borrowed
aranasu
karui (i-adj.) light
kasa umbrella
kashikoma- rimashita certainly
kashu singer
~kata how to ~
katakana katakana script
kawai (i-adj.) pretty, cute, lovely
ka-yōbi Tuesday
kaze wind
kazoku family
kekkon iwai celebration or gift for one’s wedding
kekkon shimasu to get married
kenchō prefectural office
kenkō(na) (na-adj.) healthy
kesa this morning
keshiki view, scenery
kētaidenwa mobile phone
ki o tsukemasu to be careful
kikimasu to listen to
kimasu (Unit 6) to come
kimasu (Unit 15) to wear (clothes)
kimochi ga warui feel unwell, feel sick
kimono Japanese traditional clothes
kin'en non-smoking
kinō yesterday
kin-yōbi Friday
kippu ticket
kirai(na) (na-adj.) dislike
kirē(na) (na-adj.) beautiful, clean
kirimasu to cut
kiro yellow (n.)
kiroī (i-adj.) yellow
kissaten coffee shop, café
kitte (postage) stamp
-ko (counter suffix) counter for small objects
kōban police box, koban (neighbourhood police station)
kōcha black tea, English tea
kochira (Unit 3) this place, this way (polite equivalent of koko)
kochira (Unit 4) this, this one (polite equivalent of kore)
kodomo child, children, kid(s)
kōen  park
kōhī  coffee
koko  here, this place
kokonoka  9th of the month
kokonotsu  nine
kōkōsē  high school student
konbanwa  good evening
konbini  convenience store
kondo  next time
kongetsu  this month
konnichiwa  good afternoon, hello
kono  this (precedes noun)
konsāto  concert
konshū  this week
kore  this, this one (thing)
kōsaten  crossroads, intersection
-koto ga arimasu  have done (expressing one's experience) (Unit 15)
-koto ga dekimasu  can (Unit 16)
kōto  coat
kotoba  word
kotoshi  this year
kowai (i-adj.)  scary, afraid, frightening
kubi  neck
kuchī  mouth
kudamono  fruit
ku-gatsu  September
ku-ji  nine o'clock
kūkō  airport
kumori  cloudy
kuni  country
-kurai (Unit 6)  about, around
kurai (i-adj., Unit 12)  dark
kurikku shimasu  to click
kurisumasu  Christmas
kuro  black (n.)
kuroi (i-adj.)  black (adj.)
kuru mae ni  before coming
kuruma  car, vehicle
kusuri  medicine, drug
kutsu  (a pair of) shoes
kutsushita  sock, a pair of socks
kyanseru  to cancel
shimasu  today
kyō  last year
kyōshi  teacher
Kyōto  Kyoto prefecture
kyū  nine
kyūjitsu  off-duty day, day off
kō  town, city
machimasu  to wait
mada  not yet
-made (particle)  until, to, up to
mado  window
mae (Unit 3)  before, front
mae (Unit 8)  in front of
-mae ni (Unit 16)  before doing
magarimasu  to turn
every . . .
mai- (prefix, Unit 6)  counter for thin, flat objects
maiasa  every morning
count
every evening,
every night
every day
every week
every weekend
every year
every month
māmā  quite, so-so,
reasonably
ten thousand
-won't you?, would
you like to?
mashō  let's
massugu  straight
mata  again
matsuri  festival
mazui (i-adj.)  tasteless
<table>
<thead>
<tr>
<th>Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>me (Unit 12)</td>
<td>eye</td>
</tr>
<tr>
<td>~me (counter</td>
<td>order in numbers</td>
</tr>
<tr>
<td>suffix, Unit 14)</td>
<td></td>
</tr>
<tr>
<td>megane</td>
<td>(a pair of) glasses</td>
</tr>
<tr>
<td>Mekishiko</td>
<td>Mexico</td>
</tr>
<tr>
<td>mēru</td>
<td>email</td>
</tr>
<tr>
<td>michi</td>
<td>street, road</td>
</tr>
<tr>
<td>midori</td>
<td>green (n.)</td>
</tr>
<tr>
<td>migakimasu</td>
<td>to polish, brush</td>
</tr>
<tr>
<td>migi</td>
<td>right</td>
</tr>
<tr>
<td>mikka</td>
<td>3rd of the month</td>
</tr>
<tr>
<td>mimasu</td>
<td>to watch, look at, see</td>
</tr>
<tr>
<td>mimi</td>
<td>ear</td>
</tr>
<tr>
<td>minagara</td>
<td>while watching/seeing</td>
</tr>
<tr>
<td>minami</td>
<td>south</td>
</tr>
<tr>
<td>minami-guchi</td>
<td>south exit</td>
</tr>
<tr>
<td>minna</td>
<td>everybody, everyone</td>
</tr>
<tr>
<td>mise</td>
<td>shop, store</td>
</tr>
<tr>
<td>misemasu</td>
<td>to show</td>
</tr>
<tr>
<td>mitsu</td>
<td>three (small items)</td>
</tr>
<tr>
<td>mizu</td>
<td>water</td>
</tr>
<tr>
<td>mo (particle)</td>
<td>also, too</td>
</tr>
<tr>
<td>mō</td>
<td>already</td>
</tr>
<tr>
<td>mō ichido</td>
<td>once more</td>
</tr>
<tr>
<td>mochimasu</td>
<td>to have, hold, carry, own, possess</td>
</tr>
<tr>
<td>mochiron</td>
<td>of course</td>
</tr>
<tr>
<td>moku-yōbi</td>
<td>Thursday</td>
</tr>
<tr>
<td>mono</td>
<td>thing(s)</td>
</tr>
<tr>
<td>moraimashita</td>
<td>received</td>
</tr>
<tr>
<td>moraimasu</td>
<td>to receive</td>
</tr>
<tr>
<td>motte imasu</td>
<td>to own, possess</td>
</tr>
<tr>
<td>motte ikimasu</td>
<td>to take (something to somewhere)</td>
</tr>
<tr>
<td>motte kimasu</td>
<td>to bring (something to somewhere)</td>
</tr>
<tr>
<td>motte kite</td>
<td>please bring (something)</td>
</tr>
<tr>
<td>kudasai</td>
<td></td>
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<tr>
<td>motto</td>
<td>more</td>
</tr>
<tr>
<td>muika</td>
<td>6th of the month</td>
</tr>
<tr>
<td>musuko</td>
<td>son</td>
</tr>
<tr>
<td>muttsu</td>
<td>six (small items)</td>
</tr>
<tr>
<td>muzukashi (i-adj.)</td>
<td>difficult</td>
</tr>
<tr>
<td>N</td>
<td>nagai (i-adj.)</td>
</tr>
<tr>
<td>-nagara</td>
<td>while doing</td>
</tr>
<tr>
<td>naifu</td>
<td>nightclub</td>
</tr>
<tr>
<td>naitokurabu</td>
<td>name</td>
</tr>
<tr>
<td>naka</td>
<td>what</td>
</tr>
<tr>
<td>nan</td>
<td>by what, how, why</td>
</tr>
<tr>
<td>nan de</td>
<td>what</td>
</tr>
<tr>
<td>nan</td>
<td>seven</td>
</tr>
<tr>
<td>nanatsu</td>
<td>seven (small items)</td>
</tr>
<tr>
<td>nan-ban</td>
<td>what number</td>
</tr>
<tr>
<td>nan-gatsu</td>
<td>what month</td>
</tr>
<tr>
<td>nan</td>
<td>what</td>
</tr>
<tr>
<td>nani</td>
<td>what</td>
</tr>
<tr>
<td>nani de</td>
<td>by what, how to</td>
</tr>
<tr>
<td>nani-jin</td>
<td>what nationality</td>
</tr>
<tr>
<td>nanimo</td>
<td>nothing</td>
</tr>
<tr>
<td>nan-ji</td>
<td>what time</td>
</tr>
<tr>
<td>nan-nichi</td>
<td>what day</td>
</tr>
<tr>
<td>nanoka</td>
<td>7th of the month</td>
</tr>
<tr>
<td>nan-pun</td>
<td>what (time)</td>
</tr>
<tr>
<td>nan-sai</td>
<td>how old</td>
</tr>
<tr>
<td>nan-yōbi</td>
<td>what day (of the week)</td>
</tr>
<tr>
<td>narimasu</td>
<td>to become</td>
</tr>
<tr>
<td>natsu</td>
<td>summer</td>
</tr>
<tr>
<td>natsu yasumi</td>
<td>summer holiday</td>
</tr>
<tr>
<td>ne (particle)</td>
<td>isn't it?, aren't they?, aren't you?, etc.</td>
</tr>
<tr>
<td>nekkuresu</td>
<td>necklace</td>
</tr>
<tr>
<td>neko</td>
<td>cat</td>
</tr>
<tr>
<td>nekutai</td>
<td>tie, necktie</td>
</tr>
<tr>
<td>nemasu</td>
<td>to go to bed, sleep</td>
</tr>
<tr>
<td>-nen(kan) (suffix)</td>
<td>year(s)</td>
</tr>
<tr>
<td>netsu</td>
<td>fever</td>
</tr>
<tr>
<td>netsu ga arimasu</td>
<td>have a fever</td>
</tr>
<tr>
<td>ni</td>
<td>two</td>
</tr>
<tr>
<td>ni (particle, Unit 7)</td>
<td>at, on, in (particle indicating time)</td>
</tr>
<tr>
<td>ni (particle, Unit 8)</td>
<td>at, in (location in/at which something exists)</td>
</tr>
<tr>
<td>ni (particle, Unit 9)</td>
<td>(particle indicating purpose)</td>
</tr>
</tbody>
</table>
ni (particle, Unit 10) to, for (indirect object marker; receiver of the action)

-nichi (suffix) day (of the month)
-nichi(kan) (suffix) day(s)
nichi-yöbi Sunday
ni-gatsu February
nigiyaka(na) (na-adj.) lively

Nihon Japan
Nihon-go Japanese (language)
Nihon-jin Japanese (nationality)
ni-ji two o’clock
nijūyokka 24th of the month
nikki diary
niku meat
-nin (counter suffix) counter for people

ninki popularity

... ni shimasu I will take...
nite imasu be similar, alike
niwa garden
no (particle) of, ‘s (possessive marker)

noborimasu to climb, go up
nodo ga itai have a sore throat
... no hō ga... more (adjective) than...
yori nomimasu to drink
nomimono (something to) drink, beverage
no naka de among

-noriba stop, stand, rank, station, etc.
norikaemasu to change, transfer
norimasu to get on, ride
... no tame ni for the benefit of...

Nyūjirando New Zealand
Nyūyōku New York

O o (particle) object marker (indicating object)

... o kudasai please give me...
I will have...
... o tabemashita (l/you/she/he) ate...

obāsan (someone else’s grandmother
oboemasu to remember, memorize
ocha Japanese tea, green tea
odorimasu to dance
ohon (Units 1 and 7) chopsticks (polite equivalent of hashi)
ohayō (gozaimasu) good morning
ōi (i-adj.) many
oisha-san (medical) doctor
oisí (i-adj.) delicious, tasty
ojīsan (someone else’s grandfather
okāsan (someone else’s mother
okashi confectionery
ökí (i-adj.) big
okimasu (Unit 7) to wake up
okimasu (Unit 13) to put (something)
okonomiyaki Japanese pizza
okuni country (polite equivalent of kuni)
okurimasu to send
okyakusan visitor, customer
omatsuri festival
omedetō (gozaimasu) congratulations
omise shop, store (polite equivalent of mise)
omiyage souvenir, gift
omizu water (polite equivalent of mizu)
omoi (i-adj.) heavy
omoidashimasu to recollect, recall, remember
omoshiro (i-adj.) interesting, funny
<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>onaka ga itai</td>
<td>have a stomachache</td>
</tr>
<tr>
<td>onamae name (polite equivalent of nmae)</td>
<td>otoko no ko boy</td>
</tr>
<tr>
<td>onegai shimasu please</td>
<td>otōsan (someone else's) father</td>
</tr>
<tr>
<td>onēsan (someone's) elder sister</td>
<td>otōto (one's own) younger brother</td>
</tr>
<tr>
<td>ongaku music</td>
<td>otōtosan (someone else's)</td>
</tr>
<tr>
<td>onisān (someone else's) elder brother</td>
<td>oyogimasu younger brother</td>
</tr>
<tr>
<td>onna female</td>
<td>to swim</td>
</tr>
<tr>
<td>onna no hito woman</td>
<td>P</td>
</tr>
<tr>
<td>onna no ko girl</td>
<td>pasokon personal computer</td>
</tr>
<tr>
<td>onsen hot spring, spa</td>
<td>pasupōto passport</td>
</tr>
<tr>
<td>Oranda The Netherlands</td>
<td>pātī party</td>
</tr>
<tr>
<td>orimasu to get off</td>
<td>piano</td>
</tr>
<tr>
<td>Ōsaka Osaka, second city of Japan</td>
<td>pinku pink (n.)</td>
</tr>
<tr>
<td>osake alcoholic drink, liquor, Japanese rice wine</td>
<td>-pon (counter suffix) counter for long, slender objects</td>
</tr>
<tr>
<td>oshiemasu to teach</td>
<td>Porutogaru Portugal</td>
</tr>
<tr>
<td>oshiete kudasai please tell (me), please teach (me)</td>
<td>-pun (suffix) minute (see -fun)</td>
</tr>
<tr>
<td>oshigoto work, job, occupation (polite equivalent of shigoto)</td>
<td>-pun(kan) (suffix) minute(s) (see -fun(kan))</td>
</tr>
<tr>
<td>oshiro castle (polite equivalent of shiro)</td>
<td>purezentō present</td>
</tr>
<tr>
<td>osoi (-adj.) slow, late</td>
<td>R</td>
</tr>
<tr>
<td>osushi Japanese sushi (polite equivalent of sushi)</td>
<td>raigetsu next month</td>
</tr>
<tr>
<td>Ōsutoraria Australia</td>
<td>rainen next year</td>
</tr>
<tr>
<td>otearai toilet</td>
<td>raishū next week</td>
</tr>
<tr>
<td>otera temple (polite equivalent of tera)</td>
<td>rāmen Japanese noodle soup</td>
</tr>
<tr>
<td>ōtobai motorcycle, motortbike</td>
<td>resutoran restaurant</td>
</tr>
<tr>
<td>otoko male</td>
<td>rimokon remote control</td>
</tr>
<tr>
<td>otoko no hito man</td>
<td>ringo apple</td>
</tr>
<tr>
<td>otokō ryokō travel, trip</td>
<td></td>
</tr>
<tr>
<td>ryōri cooking (n.)</td>
<td>ryōri shimasu to cook</td>
</tr>
<tr>
<td>ryōshin (one's own) parents</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>English</td>
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<td>-----------</td>
<td>--------------------------</td>
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<tr>
<td>sadō</td>
<td>(Japanese) tea ceremony</td>
</tr>
<tr>
<td>-sai</td>
<td>years old (suffix)</td>
</tr>
<tr>
<td>saifu</td>
<td>wallet</td>
</tr>
<tr>
<td>saikin</td>
<td>recently, lately</td>
</tr>
<tr>
<td>sakana</td>
<td>fish</td>
</tr>
<tr>
<td>sake</td>
<td>alcoholic drink, liquor, Japanese rice wine</td>
</tr>
<tr>
<td>sakkā</td>
<td>football, soccer</td>
</tr>
<tr>
<td>samui (i-adj.)</td>
<td>cold (temperature)</td>
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<tr>
<td>san</td>
<td>three</td>
</tr>
<tr>
<td>-san</td>
<td>Mr, Miss, Mrs, Ms (title)</td>
</tr>
<tr>
<td>san-gatsu</td>
<td>March</td>
</tr>
<tr>
<td>san-ji</td>
<td>three o’clock</td>
</tr>
<tr>
<td>sanpo</td>
<td>walk, stroll (n.)</td>
</tr>
<tr>
<td>sanpo shimasu</td>
<td>to go for a walk</td>
</tr>
<tr>
<td>se</td>
<td>stature, height</td>
</tr>
<tr>
<td>se ga takai</td>
<td>tall</td>
</tr>
<tr>
<td>sēkatsu</td>
<td>life, living</td>
</tr>
<tr>
<td>semai (i-adj.)</td>
<td>narrow</td>
</tr>
<tr>
<td>sen</td>
<td>(one) thousand</td>
</tr>
<tr>
<td>senchi</td>
<td>centimetre</td>
</tr>
<tr>
<td>sengetsu</td>
<td>last month</td>
</tr>
<tr>
<td>sensē</td>
<td>teacher</td>
</tr>
<tr>
<td>-sensē (Unit 1)</td>
<td>title for teacher, doctor, professor, lawyer etc.</td>
</tr>
<tr>
<td>senshū</td>
<td>last week</td>
</tr>
<tr>
<td>sentaku shimasu</td>
<td>to wash (laundry)</td>
</tr>
<tr>
<td>sētā</td>
<td>sweater</td>
</tr>
<tr>
<td>shashin</td>
<td>photograph</td>
</tr>
<tr>
<td>shashin tate</td>
<td>photo frame</td>
</tr>
<tr>
<td>shatsu</td>
<td>shirt(s)</td>
</tr>
<tr>
<td>shawā</td>
<td>shower</td>
</tr>
<tr>
<td>shi</td>
<td>four</td>
</tr>
<tr>
<td>shichi</td>
<td>seven</td>
</tr>
<tr>
<td>shichi-gatsu</td>
<td>July</td>
</tr>
<tr>
<td>shichi-ji</td>
<td>seven o’clock</td>
</tr>
<tr>
<td>shi-gatsu</td>
<td>April</td>
</tr>
<tr>
<td>shigoto</td>
<td>work, job, occupation</td>
</tr>
<tr>
<td>shikashi</td>
<td>but, however</td>
</tr>
<tr>
<td>shimashita</td>
<td>did (something)</td>
</tr>
<tr>
<td>shimasu</td>
<td>to do</td>
</tr>
<tr>
<td>shimemasu</td>
<td>to close, shut</td>
</tr>
<tr>
<td>shinbun</td>
<td>newspaper</td>
</tr>
<tr>
<td>shingō</td>
<td>traffic lights, signal</td>
</tr>
<tr>
<td>Shinjuku Gyoen</td>
<td>Shinjuku Gyoen, one of the parks in Tokyo</td>
</tr>
<tr>
<td>shinkansen</td>
<td>Japanese bullet train, super express train</td>
</tr>
<tr>
<td>shinsetsu</td>
<td>kind</td>
</tr>
<tr>
<td>(na-adj.)</td>
<td></td>
</tr>
<tr>
<td>shinshitsu</td>
<td>bedroom</td>
</tr>
<tr>
<td>shirabemasu</td>
<td>to investigate, examine, check, study</td>
</tr>
<tr>
<td>shirimasu</td>
<td></td>
</tr>
<tr>
<td>shiro (Unit 8)</td>
<td>castle</td>
</tr>
<tr>
<td>shiro (Unit 12)</td>
<td>white (n.)</td>
</tr>
<tr>
<td>shiroi (i-adj.)</td>
<td>white (adj.)</td>
</tr>
<tr>
<td>shita</td>
<td>under, below</td>
</tr>
<tr>
<td>shitagi</td>
<td>underwear, underclothes</td>
</tr>
<tr>
<td>shīte imashita</td>
<td>was/were doing</td>
</tr>
<tr>
<td>shiyakusho</td>
<td>city hall, town hall</td>
</tr>
<tr>
<td>shizuka(na)</td>
<td>quiet</td>
</tr>
<tr>
<td>(na-adj.)</td>
<td></td>
</tr>
<tr>
<td>shōdō</td>
<td>calligraphy</td>
</tr>
<tr>
<td>shōgakuse</td>
<td>primary school student</td>
</tr>
<tr>
<td>shokujī shimasu</td>
<td>to have a meal</td>
</tr>
<tr>
<td>-shū(kan)</td>
<td>(suffix)</td>
</tr>
<tr>
<td>shufu</td>
<td>week(s)</td>
</tr>
<tr>
<td>shukudai</td>
<td>housewife</td>
</tr>
<tr>
<td>shūmatsu</td>
<td>homework</td>
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<td>sō desu ne</td>
<td>hobby</td>
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<td>sō desu ka</td>
<td>that is true, I agree</td>
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<tr>
<td>sō desu ka</td>
<td>really?, is that so?, I see</td>
</tr>
<tr>
<td>sobo</td>
<td>(one’s own)</td>
</tr>
<tr>
<td>sochira (Unit 3)</td>
<td>grandmother</td>
</tr>
<tr>
<td>shōdō</td>
<td>that place near you, that way (polite equivalent of soko)</td>
</tr>
</tbody>
</table>
sochira (Unit 4) that, that one (polite equivalent of sore) supūn spoon
sofu (one's own) grandfather surippa (a pair of) slippers
sōji shimasu to clean (a room, house, park, etc.) sushi Japanese sushi
suteki(na) (na-adj.) wonderful, splendid suetsu suit
sokkuri(na) (na-adj.) to closely resemble suwarimasu to sit down
soko that place, there tabe tabako tobacco, cigarette
sono that (+ noun) tabemasu to eat tabemasita ate
sore that, that one (thing) tabemono food
sore wa that is bad tabun maybe, probably
ikemasen to stand up -tai desu to want to do
taihen to stand up takai (i-adj.) expensive, high
sorekara also, in addition, and then takau (i-adj.) (in height), tall
soreni besides takusan a lot of, many
soshite and (sentence link) takushī taxi
soto outside takushī noriba taxi rank
sotsugyō to graduate tamani not so often, occasionally
shimasu
sugoi (i-adj.) great tanjōbi birthday
suie swimming (n.) tanoshī (i-adj.) enjoyable, pleasant, delightful
(tabako o) to smoke a tanoshimini(na) (na-adj.) look forward to
suimasu cigarette tanoshimini shimasu to look forward to
Suisu Switzerland tasukemasu to help, rescue
sui-yōbi Wednesday tatemasu to build
taizokukan aquarium te
sukato skirt -te imasu be (verb)-ing
sukete ice skating (Unit 14)
suki skiing
suki(na) (na-adj.) like
sukoshi a little, few te kudasai please (do)
sukunai (i-adj.) few tegami letter
sumimasen excuse me, I am sorry -te mo i desu may
sumimasu to live, reside ten'in shop clerk, shop assistant
sumō Japanese sumo wrestling
sūpā supermarket
Supein Spain
Supein-go Spanish (language)
supōtsu sports
sūpu soup
| tenisu       | tennis       |
| tenki       | weather      |
| tenpura     | tempura (Japanese food) |
| tera        | temple       |
| terebi      | television   |
| -te wa ikemasen | must not |
| tō          | ten (small items) |
| to (conjunction, Unit 2) | and (connecting nouns) |
| -to (particle, Unit 6) | with, together with |
| todokemasu  | to deliver   |
| tōi (i-adj.) | far          |
| tōka        | 10th of the month |
| tokē        | clock, watch |
| tokidoki    | sometimes    |
| tokorode    | by the way   |
| Tōkyō       | Tokyo, capital of Japan |
| Tōkyō sukai tsurī | Tokyo Sky Tree (new Tokyo tower) |
| tomarimasu  | to stay overnight |
| tomemasu    | to pull up (a car), stop |
| tomodachi   | friend       |
| tonari      | next to      |
| torimasu    | to take (a photograph) |
| Toruko      | Turkey       |
| toshokan    | library      |
| toshokan kädo | library card |
| totemo      | very (much)  |
| -tsu (counter suffix) | counter for material things in general |
| tsugi       | next         |
| tsugō ga warui desu | (time/schedule) is inconvenient for me |
| tsuitachi   | the first (of the month) |
| tsukaimasu  | to use       |
| tsukemasu   | to turn on, switch on |
| tsukimasu   | to arrive    |
| tsūkōnin    | passer-by    |
| tsukue      | desk         |
| tsukurimasu | to make, produce, create |
| tsumarana (i-adj.) | boring, uninteresting |
| tsumetai (i-adj.) | cold (touch) |
| turete ikimasu | to take (someone to somewhere) |
| turetekimasu | to bring (someone to somewhere) |
| U           | uchi         | home, house |
| udedokē     | wristwatch   |
| udon        | Japanese noodles made from (wheat) flour |
| ue          | on, above, top |
| umi         | sea, ocean   |
| undō shimasu | to exercise |
| unten       | drive (n.)   |
| unten shimasu | to drive |
| ureshī (i-adj.) | happy, glad, grateful |
| urusai (i-adj.) | noisy, loud |
| usagi       | rabbit       |
| ushiro      | behind, back |
| uta         | song         |
| utaimasu    | to sing      |
| utuskushī (i-adj.) | beautiful |
| V           | [V-dic.] mae ni before doing |
|             | [V-stem] nagara while doing |
|             | [V-ta] koto ga have done |
|             | arimasu      |
|             | [V-te] imasu 1 be (verb)-ing (present progressive) |
|             | a state of someone or something |
|             | [V-te] imasu 2 habitual action |
|             | [V-te] imasu 3 Please (verb) . . . |
|             | [V-te] kudasai may |
|             | [V-te] mo ō desu must not |
|             | [V-te] wa ikemasen |
[V-stem] masen ka
[V-stem] mashō [V-stem] tai desu

W
wa (particle) topic marker
wain wine
wakai (i-adj.) young
wakarimashita understood
wakarimasu to understand
warui (i-adj.) bad
washitsu Japanese-style room
watariyasu to cross
watashi I

Y
ya (particle, Unit 8) and (among other things)
-ya (suffix, Unit 8) shop, store
yakyū senshu baseball player
yama mountain
yasai vegetable
yasashi (i-adj.) easy (to do),
yasui (i-adj.) inexpensive, cheap
yasumi holiday, rest (n.)
yasumimasu to rest
yatsus eight (small items)
yawarakai (i-adj.) soft
-ōbi (suffix) day (of the week)
yobimasu to call (e.g. a taxi)

Z
zannen desu ga it is regrettable/unfortunate but
zasshi magazine
zehi by all means, please, definitely
zenbu de in total, all together
zenzen (not) at all
zero zero
zō statue
zubon (a pair of) trousers
English-Japanese glossary

You can find a full list of particles, counters, time phrases, interrogatives and months/dates in the Grammar Summary. You can also find a full list of verb conjugations and adjective inflections in the Appendix.

<table>
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<td>chotto . . .</td>
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<td>goro (for time), kurai/ gurai (duration of time, etc.)</td>
<td>baseball player</td>
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<td>again</td>
<td>mata</td>
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<td>air conditioning</td>
<td>eakon</td>
<td>be</td>
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<td>airport</td>
<td>kūkō</td>
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<tr>
<td>alcoholic drink</td>
<td>(o) sake</td>
<td>be similar</td>
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<td>all right</td>
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<td>hitori de</td>
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<td>already</td>
<td>mō</td>
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<td>a.m.</td>
<td>gozen</td>
<td>beer</td>
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<td>and then</td>
<td>sorekara</td>
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<td>at</td>
<td>de (for places), ni (for items and places)</td>
<td>big</td>
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<td>autumn</td>
<td>aki</td>
<td>birthday</td>
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<td>bōrōpen</td>
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<td>English</td>
<td>Japanese</td>
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<tr>
<td>bring</td>
<td>tsurete kimasu</td>
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<td>(someone), motte kimasu (something)</td>
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<td>chairo (n.), chairoi (adj.)</td>
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<td>build</td>
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<td>basutē</td>
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<td>kirē(na) (adj.), sōji shimasu (v.)</td>
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<td>click</td>
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<td>climb</td>
<td>noborimasu</td>
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<td>clock</td>
<td>tokē</td>
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<td>close</td>
<td>shimemasu</td>
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doctor

dog

dream

drink
(something to)
drink

drive

driving

DVD

(o)isha(-san)

ini

yume

nomimasu

nomimono

unten shimasu

unten (n.)

DVD (read as dībuidī)

E

ear

early

easy

eat

eight

elder brother

elder sister

electric train

electricity

email

embassy

engineer

English
(language)

enjoyable

enter

entrance hall

evening

every day

every evening

every month

every morning

every week

every weekend

every year

everyone

excuse me

exercise

expensive
eye

F

face

family

famous

far

fast

father

February

feel unwell

female

festival

fever

few

film

finger

fish

five

flower

(Japanese)

arrangement

food

football

for the first time

foreign country

fork

four

free (time)

Friday

friend

from

fruit

G

game

garden

get off

get on

girl

give

(a pair of)
glasses

gēmu

niwa

orimasu

norimasu

onna no ko

agemasu

ureshī

megane
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<th>Japanese</th>
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<td>go</td>
<td>ikimasu</td>
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<td>good afternoon</td>
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<td></td>
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<td>sotsugyō shimasu</td>
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<td>grandfather</td>
<td>sofú (one’s own),</td>
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<td></td>
<td>grandmother</td>
<td>ojīsan (someone else’s)</td>
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<td>how much?</td>
<td>sobo (one’s own),</td>
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<td>how old?</td>
<td>obāsan (someone else’s)</td>
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<td>how to . .</td>
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<td>hundred</td>
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<td>hurry</td>
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**H**

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<td>hair</td>
<td>kami</td>
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<td>half</td>
<td>han</td>
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<td>hamburger</td>
<td>hanbāgā</td>
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<td>hand(s)</td>
<td>te</td>
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<td>happy</td>
<td>ureshī</td>
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<td>hat</td>
<td>bōshi</td>
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<td>have</td>
<td>arimasu, shomasu, motte imasu</td>
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<td>here</td>
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<td>high school student</td>
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<td>hot</td>
<td>atsui (temperature), karai (spicy)</td>
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**J**

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<td>shinsetsu(na), yasashī</td>
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no one daremo photograph shashin
noisy urusai piano piano
non-smoking kin'en picture e
noon hiru pink pinku (n.)
nose hana place basho (n.), iremasu
not at all zenzen (v.), okimasu (v.)
not so much amari hikōki
not so often tamani asobimasu, hikimasu
not yet mada (stringed
nothing nanimo instrument),
November jūichi-gatsu shimashu (game,
now ima sport)
nowhere dokomo onegai shimashu,
bangō [V-te] kudasai
number
O
October jū-gatsu gogo
of course mochiron koban
off-duty day kyūjitsu, yasumi
office worker kaishain
often yoku
OK daijōbu, i
old (things) furui
on ue
once more mō ichido
one ichi
only dake
open akemasu
order chūmon shimasu
outside soto
P
painful itai
parents ryōshin (one's own),
(goryōshin
(someone else's)

park kōen
party pātī
passer-by tsūkōnin
passport pasupōto
pay haraimasu
pencil enpitsu
person hito
personal pasokon
computer shashin tate
photo frame
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walk, stroll sanpo (n.), sanpo shimasu (v.) who? dare, donate (polite version) dare no, donate no (polite version)

wallet saifu whose? dōshite

want hoshi, -tai desu kaze

warm atatakai why? mado

was, were deshita wind wain

wash araimasu, window fuyu

sentaku shimasu (laundry) with to (particle)

watch tokē (n.), mimasu (v.) woman onna no hito

water (o)mizu with suteki(na)

wear kimasu (clothes), wonderful kotoba

hakimasu (shoes), word (o)shigoto (n.),

kakemasu (glasses), work hatarakimasu (v.)

kaburimasu

weather tenki work hard ganbarimasu

Sui-yōbi wristwatch udedokē

week(s) -shū(kan) write kakimasu

weekend shūmatsu

what? nan, nani
what day? nan-nichi -nen(kan)

what day (of the week)? nan-yōbi -sai

what kind of . . . ? donna kīro (n.), kīroi (adj.)

what? (time) nan-pun -en

what month? nan-gatsu hai

what nan-jin kinō

nationality? nan-ban anata

what number? nan-ji wakai

what time? itsu

when? doko, dochira (polite version)
younger sister otōto (one's own),

younger brother otōto-san

(out of two) imōto (one's own),

imōto-san

which? dore (out of more than two), dochira (out of two)

Z zero dōbutsuen

which (+noun)? dono, dochira no zero

white shiro (n.), shiroi (adj.) zoo
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