First Year Japanese I
JPN101

Yoko Sato

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Read this first

What do we have here?

24 Lesson slide sets and mp4 files
These are put together for
  * Students to preview before class and grasp concepts for the upcoming class.
  * Teachers to use during the class.
Teachers can modify however they want them to be modified.
They are not for
  * Self-study without teachers.
They include
  * Simple grammar explanation
  * Simple dialogues
  * Basic vocabulary and phrases
  * Simple activities to check learning
  * Some cultural notes

Supplemental material and worksheets (PDF/Word)
This includes
  * Hiragana and Katakana charts
  * Notes about Hiragana and Katakana writing
  * Practice words for Hiragana and Katakana spelling
  * Picture pages for reviewing words and phrases
  * List of particles and interrogatives
  * Verbs and adjective conjugation charts
  * In-class activity sample

Lesson topics (24 slide sets)

1. About names
2. Japanese writing systems
3. How to write Kana and Kanji
4. Greeting
5. Classroom manners
6. Self-introduction
7. Weather talk
8. Name card exchange
9. Classroom Japanese
10. Japanese food
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18. Putting together sentences
19. Adjectives and
20. More self introduction
21. Past tense sentences
22. Describing existence
23. Shall we?
24. I want

Color coding of the lesson slides

Gray box is grammar explanation.
YELLOW box contains extra things that are good to know.
Green box is cultural stuff.
This greyish box contains previously introduced item.
Blue box holds things students should try to quickly check for their comprehension.

Worksheets (PDF/Word)

20 Kana worksheets
  * Stroke order should be introduced in class.
  * Backside of the sheet is for additional practice.

Outcome check worksheets
  * #1 for slide set 1-5
  * #2 for slide set 7-10
  * #3 for slide set 11-12
  * #4 for slide set 13-14
  * #5 for slide set 15-16
  * #6 for slide set 17-18
  * #7 for slide set 19-20
  * #8 for slide set 21-22
  * There is a list of words and phrases introduced in the lesson slides on the back side of each worksheet.

An example of how they are used

JPN101 at Mt. Hood Community College
5 credit hour course – total of approximately 45 hours of class time (twice a week for 10 weeks)

  * Slide set 1 through 22 in mp4 format studied at home before class and PDF slide on big screen and or printed version is used in class. (23 and 24 are optional as they will be introduced again in JPN102).
  * Outcome check worksheet to be used as weekly assignment.
  * One Kana worksheet per class. Stroke order is introduced at home by the next class.
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- basic vocabulary and phrases
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Source document (PowerPoint 2016) is available but opening it in browser or not having the exact PowerPoint version and font (UD Digi Kyokasho) might cause the format to change.

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This includes
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- Practice words for Hiragana and Katakana spelling
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- Verb and adjective conjugation charts
- In class activity sample

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<td>I want</td>
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- This grayish box contains previously introduced item.
- Blue box holds things students should try to quickly check for their comprehension.

Blue letters are translation in English.

<What is in this bracket is literal translation.>

(What is in this parenthesis is OK to omit)

Question word you need to learn

Particles

Good to know question word
Worksheets (PDF/Word)

20 Kana worksheets

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• Backside of the sheet is for additional practice.

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Lesson sets 1-12 of 24

1. About names
   1) How do we call each other?
   2) Asking for someone's name

2. Japanese writing systems
   There are four main types of writing systems Japanese people use in Japan.
   They are:
   1) Romaji
   2) Kanji (Chinese characters)
   3) Hiragana
   4) Katakana
   "Kana" (phonetic letters) refers to both Hiragana and Katakana.

3. How to write Kana and Kanji
   There are two things you need to pay attention to when learning the Japanese letters.
   1) Types of strokes
   2) Stroke orders

4. Greeting
   1) Daily greetings
   2) Other daily greetings and daily phrases
   3) More daily phrases

5. Classroom manners
   1) Yes and No: Hai and Hon, Iidersuka, Damedesuka, Ikamasenka

6. Self introduction
   1) First time introduction
   2) Yes/No simple question

7. Weather talk
   1) Common weather phrases
   2) More phrases for weather and climate

8. Name card exchange
   1) Giving and receiving
   2) Nationalities and schools

9. Classroom Japanese
   1) Classroom instruction
   2) Frequently used phrases by students
   3) How do you say this in Japanese?

10. Japanese food
    1) Koro, sore, are, dare
    2) Nihon ryori - Japanese cuisine
    3) Tabemono and nomimono – Food and drink

11. Numbers
    1) Numbers 1 through 100
    2) Phone number
    3) Floors
    4) How much

12. When
    1) Time
    2) Day of the week
    3) Month
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2) Verbs with objects  
3) Negative form of verbs  
4) Verbs with destinations: ikimasu, kimasu, kaerimusu  
5) Other verbs |
| 14. Words for frequency | 1) Words for frequency |
| 15. More verb sentences | 1) What are you going to do?  
2) What kind?  
3) Which one (of the two) do you like?  
4) Which one (of the three) do you like? |
| 16. Time and commute | 1) Time (by 5 minutes) and duration  
2) Transportation |
| 17. More interrogatives | 1) Where (at), with whom  
2) Where, why |
| 18. Putting together sentences | 1) Forming sentences  
2) Conjunctions |
| 19. Adjectives and この・その・あの・どの | 1) Two types of adjectives  
2) Adjective sentences  
3) Modifying nouns  
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| 20. More self introduction | 1) Academic majors  
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3) Where about do you live? |
| 21. Past tense sentences | 1) Time related words: Past  
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| 22. Describing existence | 1) おります・います  
2) Adding location  
3) Positional words  
   a. Phrase  
   b. Sentence |
| 23. Shall we? | 1) ～ましょうか・ましょう |
| 24. I want | 1) ほしい and ～たい |
1. About names

1) How do we call each other?
2) Asking for someone’s name
1) How do we call each other?

When Japanese people meet someone adult for the first time, they call them with (Name)-san.

Students call their teachers with (Name)-sensee.

When the teacher calls the students’ names, the students would answer by saying “hai.”

Just make sure that you do not put –san on your own name when you introduce yourself or when you say your name.

(Name)-san
Mr./Mrs./Miss./Ms. (Name)

( Name)-sensee
Instructor/Teacher/Dr./Prof. (Name)

Do not call yourself with (Name)-san or (Name)-sensee. Only others will call you that way.

hai
yes
2) Asking for someone’s name

Oosawa: Onamae wa?
Imori: Imori desu.
Oosawa: Oosawa desu. Hajimemashite.
Imori: Hajimemashite.

Oosawa: Your name?
Imori: I am Imori.
Oosawa: I am Oosawa. Nice to meet you.
Imori: Nice to meet you.

Honorific prefix “o” is used with “namae” to show respect in the dialogue. It is used only when you are asking someone’s name.

Often, the subject of the sentence and the ends of some sentences are omitted in Japanese when the omitted parts can be easily guessed from the context.

“Hajimemashite” literally means “it is my first time meeting you.” Use this phrase only for the first time introduction.

“Anata” is “you” in Japanese. However, avoid using it as much as possible. Japanese people prefer using names. “Anata” can sound very impersonal. However, “anata” can resemble “honey” in English when used by a wife to her husband.

Japanese say family name first and first name second. No middle name.
Check if you can do this!

- Answer with “hai” when you hear your name called.
- Ask your classmates’ names and introduce yourself in Japanese.
- Address your teacher and your classmates properly with respect.
References


2. Japanese writing systems

There are four main types of writing systems Japanese people use in Japan.

They are:
1) Roomaji
2) Kanji (Chinese characters)
3) Hiragana
4) Katakana

“Kana” (phonetic letters) refers to both Hiragana and Katakana.
1) Roomaji

Roomaji or Roman letters (alphabets), are used to spell some words in Japan for their visual impact as well as to aid foreigners who cannot read Hiragana, Katakana and/or Kanji. Roomaji will be used in Japanese language class until the students are able to read at least Hiragana.

Reading Roomaji might be tricky sometimes. Below are basic rules. But remember, using Roomaji is just temporary. You will start using Hiragana, Katakana and Kanji soon.

[NHK Hiragana chart with sound files.](https://www.nhk.or.jp/lesson/english/syllabary/)

<table>
<thead>
<tr>
<th>Pronunciation of the vowels.</th>
<th>Here are some tricky sounds.</th>
<th>Long sound can be spelled with:</th>
<th>Try reading the words below.</th>
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</thead>
<tbody>
<tr>
<td>a like blah</td>
<td>tsu like tsunami</td>
<td>aa or ā</td>
<td>hai</td>
</tr>
<tr>
<td>i like gee</td>
<td>hu like hoop</td>
<td>ii or ĭ</td>
<td>hi</td>
</tr>
<tr>
<td>u like glue</td>
<td>“r” in “ra ri ru re ro” is produced somewhat similar to “d.”</td>
<td>uu or ū</td>
<td>iie</td>
</tr>
<tr>
<td>e like episode</td>
<td></td>
<td>ee or ē</td>
<td>ie</td>
</tr>
<tr>
<td>o like oh</td>
<td></td>
<td>oo or ō</td>
<td></td>
</tr>
</tbody>
</table>
2) Kanji

There are thousands of Kanji that came from China with the import of Buddhism. Most of them are ideographs, pictographs and phonetic-ideographic characters. Just like Chinese characters in China, each Kanji represents at least a meaning. However, unlike Chinese characters in Chinese language, most of Japanese Kanji has more than one way of reading.
3) Hiragana

There are 46 letters that represent 46 sounds. Each letter is completely phonetic and represents just a sound. Each letter is developed from simplifying a whole Kanji (Chinese characters).

Example of Hiragana being developed from Kanji

礼 ⇒ れ

NHK Hiragana chart with sound files
https://www.nhk.or.jp/lesson/english/syllabary/
4) Katakana

There are 46 letters that represent 46 sounds. Each letter is completely phonetic and represents just a sound. Each letter is developed from a part of Kanji.

Each Katakana letter has a corresponding Hiragana letter. They are used to spell words from Western countries such as computer, coffee and McDonald’s. They are also often used for writing onomatopoeia.

Example of Katakana being developed from Kanji

禮 ⇒ レ

NHK Katakana chart with sound files
https://www.nhk.or.jp/lesson/english/syllabary/katakana.html
Check if you can do this!

❑ List four writing forms commonly used by Japanese people in Japan. Also explain the differences between them.
References


https://www.nhk.or.jp/lesson/english/syllabary/
https://www.nhk.or.jp/lesson/english/syllabary/katakana.html#tab
3. How to write Kana and Kanji

There are two things you need to pay attention to when learning the Japanese letters.
1) Types of strokes
2) Stroke orders
1) Types of strokes

Three types of strokes are used when writing Hiragana, Katakana and Kanji. They are tome (stop), hane (hook) and harai (sweep).

<table>
<thead>
<tr>
<th>Tome</th>
<th>ー</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hane</td>
<td>ー   &gt; ー</td>
</tr>
<tr>
<td>Harai</td>
<td>つ   し   丨</td>
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</tbody>
</table>

Developing eyes to look for details on letters while learning Hiragana and Katakana will be very helpful when you learn more difficult Kanji later.
2) Stroke order - Kakijun

When you write these letters, basic rules are ① writing from top to bottom and ② writing left to right.

When you practice, write slowly paying attention to the type of strokes and stroke order, as well as to other details. Never copy the stylized computer fonts when you are first learning how to write letters. They confuse you what each letter really should consist of.

UD Digi Kyokasho NK-R font below is much better font for beginners to copy rather than MS Mincho font.

うなふりれ

うなふりれ

UD Digi Kyokasho NK-R
MS Mincho
Check if you can do this!

☐ Explain what the three types of strokes are.
☐ Explain the basic rules of the stroke order for Kana and Kanji.
References

4. Greeting

1) Daily greetings
2) Other daily greetings and daily phrases
3) More daily phrases
1) Daily greetings

asa
morning

hiru
afternoon

yuugata
evening

yoru
night

ohayoo (gozaimasu)
Good morning.

konnichiwa
Good afternoon.

konbanwa
Good evening.

In general, the longer the Japanese sentence, the more polite. “Ohayoo gozaimasu” is used when students greet their teachers in the morning. Students can use “ohayoo” to greet each other.
Check if you can do this!

Say what time of day the pictures below represent in Japanese. Greet appropriately based on the time of the day in Japanese.

a)  

b)  

c)  

d)  

4:30
2) Other greetings and daily phrases

Sumimasen.
Excuse me.

Ohisashiburi desune. Ogenki desuka.
Shibaraku desune. Ogenki desuka.
Long time no see. How have you been?

Ee. Okagesamade genkidesu.
Yes. Thanks to you, I am fine.

Shitsuree shimasu.
Excuse me.

Ja mata. Sayoonara.
See you again. Farewell.

Ki o tsukete.
Be careful.

Oyasumi nasai.
Good night.

Arigatoo gozaimashita.
Thank you for what you did.
3) More daily phrases

- **Gochisoo sama (deshita.)**
  Thank you for the meal. [It was a feast.]

- **Itadakimasu.**
  Thank you for the meal. [I will gladly receive it.]

- **Ittekimasu.**
  I will go [and come back].

- **Doozo.**
  Please go ahead and take it.

- **Doomo arigatoo gozaimasu.**
  Thank you very much.

- **Itterasshai.**
  You go.

- **“Sumimasen.” can be used for “thanks.” because it means “sorry for troubling you and thank you.”**

- If you want to decline an offer politely, use “Iie. Kekkoo desu.”
  No, thank you. <I am fine.>
Check if you can do this!

What do you say in the situations below.

- a) You are leaving the classroom before the teacher.
- b) You and your friend are heading for different classrooms.
- c) You just met your friend from 2 years ago.
- d) You are staying at your Japanese host family’s house and you are about to eat dinner with host.
- e) You are staying at your Japanese host family’s house and you just finished eating dinner with host.
- f) You are giving a souvenir from USA to your host family in Japan.
- g) You are receiving a souvenir from Japan from your host family.
- h) You want to thank your partner at the end of your Japanese class.

Think up the reply to what you said above in each situation.
References


5. Classroom manners

1) Yes and No: Hai and Iie, Iidesuka, Damedesuka, Ikemasenka
1) Yes and No: Hai and Iie

Ii desuka?
Is it OK? / Is it good?

Hai, ii desu.
Yes, it is.

Iie, dame desu.
Iie, ikemasen.
No, it is no good.

“Hai” is used when you agree even for the negative question.

“Iie” is used when you disagree even for the affirmative question.

Ikemasenka.
Is it no good?
Hai, ikemasen.
Yes, that is correct. No good.

“ka” at the end of the sentence indicates that it is a question.

Daijoobu desuka?
Are you OK? Is it OK?
Doo desuka?
How are you? How is it?
Omoiyari & Sekininin VS Meewaku

Omoiyari, or empathy/sympathy/thoughtfulness, is one of the virtues in Japan. Always think about others and not just yourself. Whatever we do has some influence in others (a person, creature, or environment, etc.) around us. To live peacefully with others, each of us should always be aware of and have Sekinin or responsibility for the consequences of our own actions and behaviors regardless of its size and weight. When you lack the mind of Omoiyari and/or Sekinin, you end up causing Meiwaku or annoyance to others.

Omoiyari lidesu!  meewaku Damedesu. Ikemasen.
Check if you can do this!

Iidesuka? Ikemasenka?

a) Putting legs and/or feet on chairs.
b) Sitting on desks.
c) Leaving chairs untucked.
d) Wearing pj in class.
e) Having cellphone out on the desk.
f) Asking teacher questions.
g) Eating food in class.
h) Drinking water in covered cup.
i) Chewing gums in class.
j) Wearing hat in class.
k) Taking notes in class.
l) Helping the students who missed the class.
References

6. Self introduction

1) First time introduction
2) Yes/No simple question
1) First time introduction

Both “yoroshiku” and “onegaishimasu” mean “please take care of (something).” These can be used just like “please” in English.

Murano desu.  
Murano.  
Watashi wa Murano desu.  
I am Murano.  
(Watashi no) namae wa Murano desu.  
(My) name is Murano.

Hajimemashite.  
Kawasaki desu.  
Doozo yoroshiku onegaishimasu.  
Nice to meet you. I am Kawasaki.

Hajimemashite.  
Murano desu.  
Kochira koso doozo yoroshiku onegaishimasu.  
Nice to meet you, too. I am Murano.

Kochira koso I should be the one to say that. <This side, too.>
2) Yes/No simple question

Kobayashi: Sumimasen. Katoo-san desuka?
Katoo: Hai soo desu.

Kobayashi: Sumimasen. Nakano-san desuka?

Kobayashi: Excuse me.
Hirota: No problem.

“desu” and “ja arimasen” convey
the basic politeness level of the language.

Chigaimasu.
That is wrong. <That is different.>
Check if you can do this!

- What do you say in the situations below.
  a) Approach a classmate and ask if he/she is Mr./Mrs. Jones.
  b) If not, apologize and ask the person’s name.
  c) Introduce yourself.

- Watch the video below about the similar topic.

  More about this on video
References


7. Weather talk

1) Common weather phrases
2) More phrases for weather and climate
1) Common weather phrases

- **Samuidesune.** It is cold, isn’t it?
  - **Soo desune.** Yes, it is.
  - **Soo desuka.** Is it? Do you think so?

- **Ii (o)tenki desune.** Good weather, isn’t it?
  - **Soo desune.** I agree with you.
  - **Soo desuka.** (with upward pitch) Is it so? Do you think so?
  - **Soo desuka.** (with downward pitch) I see.

- **Hidoi (o)tenki desune.** Terrible weather, isn’t it?
- **Atsui desune.** It is hot, isn’t it?
- **Ame desune.** It is rainy, isn’t it?
Check if you can do this!

☐ Make a comment on the weather below.

a) [Image of a person with sweat and a question mark]

b) [Image of a window with raindrops]

c) [Image of a clear sky with clouds and sun]

d) [Image of a person struggling in strong wind]

7-47
Honda: Suzuki-san, ohayoo gozaimasu.
Suzuki: Aa Honda-san. Ohayoo gozaimasu.
Honda: Ii otenki desune.
Suzuki: Ee soo desune.

Honda: Good morning, Ms. Suzuki.
Suzuki: Oh, Mr. Honda. Good morning.
Honda: Nice weather, isn’t it?
Suzuki: Yes, it is.

Tanaka: Hayashi-san, konbanwa.
Hayashi: Aa Tanaka-san. Konbanwa.
Tanaka: Samui desune.
Hayashi: Soo desuka?

Tanaka: Good evening, Ms. Hayashi.
Hayashi: Oh, Mr. Tanaka. Good evening.
Tanaka: It is cold, isn’t it?
Hayashi: Is it?
Check if you can do this?

- Create the dialogues below in Japanese.

Honda: Good morning, Ms. Suzuki.
Suzuki: Oh, Mr. Honda. Good morning.
Honda: Nice weather, isn’t it?
Suzuki: Yes, it is.

Tanaka: Good evening, Ms. Hayashi.
Hayashi: Oh, Mr. Tanaka. Good evening.
Tanaka: It is cold, isn’t it?
Hayashi: Is it?
2) More phrases for weather and climate

- kumori (cloudy)
- hidoi kaze (terrible wind)
- yuki (snow(y))
- ame (rain(y))
- atatakai (warm)
- atsui (hot)
- suzushii (cool)
- samui (cold)
Check if you can do this!

☐ How do you greet/comment and/or respond?

  a) You see your classmate in hallway in the sunny warm afternoon.
  b) You greet your teacher in a cold morning at school.
  c) You greet your teacher in a windy evening.
  d) It is in the middle of July and it is supposed to be hot. But it is cloudy and cool.
References


8. Name card exchange

1) Giving and receiving
2) Nationalities and schools
1) Giving and receiving

Manners for giving and receiving:
1. Giving and receiving should be done with both hands if possible.
2. If the item has direction, turn it in the way that the receiver can see it in the correct way without turning it around.

Treat the name/business card with respect.
1. Don’t put it in your pocket immediately, especially in your pocket on your rear end.
2. Don’t write anything on the received card unless you have a permission from the giver.
3. Ask a question or make a comment to show that you are interested in the giver.

Hands on the side.
Heels together.
Head and back in one line.
How about bowing order and length?

Yoroshiku onegaishimasu.
Please (let the relationship grow).

meeshi name card

Doozo yoroshiku onegaishimasu.

Doomo arigatoo gozaimasu.

Ryoojikan no Masuda desu.

Doomo arigatoo gozaimasu.

Sensee desuka?

Soo desuka. Doozo yoroshiku onegaishimasu.

To introduce yourself to anyone outside of your group, you start with the name of the group you belong to just as in “MHCC no Harada desu.” Particle “no” here is similar to “of” in English.
2) Nationalities

<table>
<thead>
<tr>
<th>Country</th>
<th>Citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mekishiko</td>
<td>Doitsu</td>
</tr>
<tr>
<td>Mexico</td>
<td>Germany</td>
</tr>
<tr>
<td>Betonamu</td>
<td>Igirisu</td>
</tr>
<tr>
<td>Vietnam</td>
<td>England</td>
</tr>
<tr>
<td>Kankoku</td>
<td>Firipin</td>
</tr>
<tr>
<td>Korea</td>
<td>Philippines</td>
</tr>
<tr>
<td>Chuugoku</td>
<td>Tai</td>
</tr>
<tr>
<td>China</td>
<td>Thailand</td>
</tr>
<tr>
<td>Ukuraina</td>
<td>Kanada</td>
</tr>
<tr>
<td>Ukraine</td>
<td>Canada</td>
</tr>
<tr>
<td>Roshia</td>
<td>Furansu</td>
</tr>
<tr>
<td>Russia</td>
<td>France</td>
</tr>
</tbody>
</table>

A: Are you American <person from America>?
B: No, I am not. I am British.
A: I see.

A: Are you Japanese?
B: Well. I am half Japanese and half American.
A: I see.

Amerikajin **to** Nihonjin **no** haafu
Particle “to” is “and” and connect nouns.
Particle “no” is like “of” in English.

Adding “jin” after the country name in Japanese makes it a citizen of the country. However, using “no kata” after the country name is more appropriate and polite when talking about someone other than yourself and/or people in your group.
and schools

A: Gakusee (san) desuka.
B: Hai soo desu.
A: Gakkoo wa?
B: Oregon daigaku desu.

A: Are you a student?
B: Yes, I am.
A: Your school?
B: It is Oregon University.

Often topic, subject and/or object as well as the ending of the sentences are omitted especially when they are easily understood from the context.
Check if you can do this!

Choose someone in your class you have not talked with.

a) Guess his/her name and do the dialogue below in Japanese.

A: Excuse me, are you Mr./Ms. ?
B: No.
A: I am so sorry. What is your name?
B: It is __________.
A: Nice to meet you. I am________.
B: Nice to meet you, too.

b) Exchange your name card with other classmates. Make sure to include:

• Get attention.
• First time greeting.
• Your name as well as where you belong to.
• Bow and exchange the name cards.
• Ask a question such as a nationality about the other person.
• Close the introduction.
References

[Illustrations]. Retrieved June, 2019 from https://www.ac-illus.com/

9. Classroom Japanese

1) Classroom instruction
2) Frequently used phrases by students
3) How do you say this in Japanese?
1) Classroom instructions

- Mitekudasai. Look, please.
- Hanashitekudasai. Talk, please.
- Ittekudasai. Say it, please.
- Yondekudasai. Read it, please.
- Suwattekudasai. Sit down, please.
- Kaitekudasai. Write it, please.
- Kiitekudasai. Listen, please.
- Tattekudasai. Stand up, please.

Hajimemashoo. Let’s begin.
Owarimashoo. Let’s end.
Tsuzukete kudasai. Please continue.
Shukudai o dashitekudasai. Submit homework, please.
Check if you can do this!

☐ Act as you are instructed by the instructor.
2) Frequently used phrases by students

Wakarimasen.  I don’t understand.
I don’t know.
Wasuremashita.  I forgot.

Shitsumon ga arimasu.  I have a question.

Mattekudasai.  Please wait.

Wakarimashita.  I got it!

Onegaishimasu.  Please.

The words below can be added to some phrases such as “onegaishimasu.”

Yukkuri onegaishimasu.
Slowly, please.

chotto  a little
yukkuri  slowly
moo ichido  one more time
atode  later
3) How do you say this in Japanese?

Q: “Eraser” wa nihongo de nan desu ka?
   What is “eraser” in Japanese?

A: “Keshigomu” desu.
   It is “keshigomu.”

Another way to ask “how do you say?” is “nan to iimasuka.”

“Pencil” wa nihongo de nan to iimasu ka?
   What is “pencil” called in Japanese?

“Enpitsu” to iimasu.
   It is called “enpitsu.”
Nihongo de nan desuka?

Japanese nouns do not have genders and plural forms.

- gakusee: student
- sensee: teacher
- kokuban: blackboard
- kaban: bag
- huutoo: envelope
- kami: paper
- isu: chair
- tsukue: desk
- kyooshitsu: classroom
- nooto: notebook
- pen
- keetai denwa: cellphone
- saihu: wallet
Nihongo de nan to iimasuka?

- denki  electric light
- tenjoo  ceiling
- mado    window
- kaaten  curtain
- terebi  tv
- kabe    wall
- teeburu table
- yuka    floor
- hocchikisu stapler
- kurippu  clip
- teepu   tape
- hasami  scissors
- maakaa  marker
- pen     pen
- nooto  notebook
Check if you can do this!

Ask about the names of items in Japanese. Use the model below.

A: Sumimasen. ________ wa Nihongo de nan desuka.
B: Eeto, _______ desu.
B: Iie, doo itashimashite.

A: Excuse me. What is __ in Japanese?
B: Let me think. It is ________.
A: I see. Thank you.
B: No. Don’t mention it.

Think with your partner which words in the previous slides are spelled with katakana rather than hiragana.

Speech fillers such as “eeto,” “anoo,” and “soo desunee,” will make the conversation less awkward.

Another technique is to repeat the question itself or just the noun used in the question while thinking about how to answer the question.
References

10. Japanese food

1) Kore, sore, are, dore
2) Nihon ryoori - Japanese cuisine
3) Tabemono and nomimono – Food and drink
1). Kore, sore, are, dore

A: Sore wa nan deska?
B: E? Dore deska?
A: Sore des.
B: Aa, kore deska? Kore wa kinoko des. Doozo.

A: What is that you have?
B: What? Which one?
A: That one you have.
B: Oh, this one? This is a mushroom. Here you take it.
2). Nihon ryoori - Japanese cuisine

Left
soba
raamen
yakisoba
udon

Middle
sashimi
sushi
sukiyaki
okonomiyaki

Right
katsudon
gyuudon
tenpura
teeshoku
A: Are wa nan desuka.
B: Are wa gyooza desu.
A: Nihon ryoori desuka.
B: Eeto. Chigaimas.
  Gyooza wa Nihon ryoori ja arimasen.
  Chuuka ryoori desu.
A: Soo desuka! Oishii desuka.
B: Hai, oishii desu. Suki desu.

Here are some adjectives that are useful when talking about food.

| oishii | amai        |
| delicious | sweet   |
| mazui  | suki       |
| tastes bad | like    |
| karai  | kirai      |
| spicy  | dislike    |

Adding “ryoori” after the country name makes it a cuisine of that country. But Chinese cuisine is “chuuka ryoori” rather than “chuugoku ryoori.”

A: What is that over there?
B: That is gyooza.
A: Is it Japanese food?
B: Well. It is not. Gyooza is not a Japanese food. It is a Chinese food.
A: Really! Does it taste good?
B: Yes, it is delicious. I like it.
Check if you can do this!

- Ask what each cuisine is and ask another related question.

Example:

A: Are wa nan desuka?
B: Are wa karee desu.
A: Nihon ryoori desuka.
B: Iie. Indo ryoori desu.
A: Oishii desuka.
B: Hai, oishii desu.
    Demo karai desu.

Here are some conjunctions at the beginning of the sentence.

demo    soshite
but      and
3) Tabemono - Food

- Yasai (vegetable)
  - Ringo (apple)
  - Suika (watermelon)
  - Ichigo (strawberry)

- Niku (meat)
  - Banana
  - Meron

- Kudamono (fruit)
  - Momon
  - Mikan
The word “osake” or “sake” in Japan can indicate all kinds of alcohol drinks. “Japanese sake” made of rice is called “nihonshu” in Japan.

The word “ocha” can be used to mean any kind of tea, too.
Check if you can do this!

With your partner, sort the food and drink items below into categories and ask related questions. Speak only Japanese when you do this activity.

Categories: nomimono, yasai, niku, kudamono

Adjectives: oishii, mazui, amai, karai, kirai, suki,
References


11. Numbers

1) Numbers 1 through 100
2) Phone number
3) Floors
4) How much
# 1) Numbers 1 though 100

<table>
<thead>
<tr>
<th>Japanese number (1-10)</th>
<th>Japanese number (11-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  zero/rei</td>
<td>11  juuichi</td>
</tr>
<tr>
<td>1  ichi</td>
<td>12  juuni</td>
</tr>
<tr>
<td>2  ni</td>
<td>13  juusan</td>
</tr>
<tr>
<td>3  san</td>
<td>20  nijuu</td>
</tr>
<tr>
<td>4  yon/shi</td>
<td>26  nijuu roku</td>
</tr>
<tr>
<td>5  go</td>
<td>30  sanjuu</td>
</tr>
<tr>
<td>6  roku</td>
<td>40  yonjuu</td>
</tr>
<tr>
<td>7  nana/shichi</td>
<td>50  gojuu</td>
</tr>
<tr>
<td>8  hachi</td>
<td>70  nanajuu</td>
</tr>
<tr>
<td>9  kyu/ku</td>
<td>90  kyuujuu</td>
</tr>
<tr>
<td>10  juu</td>
<td>100 hyaku</td>
</tr>
</tbody>
</table>

Japanese people consider “8” to be a lucky number as the Kanji for 8 is 八 and the bottom of that is open suggesting “open ending” or a bigger and better future.

“4” and “9” are considered unlucky numbers as their pronunciation of “shi” reminds people the word “shi” which means “death” and the word “ku” which means “suffering” respectively.
2) Phone number

Hayashi: Suzuki-san no denwabangoo wa (nanban desuka)?

(What number is your) phone number, Mr. Suzuki?


“503” can be read “go zero san” or “go ree san” or maybe “go maru san.” “maru” means “circle” or “round.” “–” in the phone numbers is read in Japanese as “no.” So, “503-491-6422” is read “go zero san no yon kyyuu ichi no roku yon ni ni.”

Try reading the phone numbers below.

a) 907-582-1045
b) 075-413-6621
Check if you can do this!

With your partner, create a dialogue below in Japanese.

Staff: Excuse me. Your name?
Suzuki: I am Suzuki.
Staff: Mr. Suzuki, right? Your phone number?
Staff: 503-491-6412?
Suzuki: No. It is 503-491-6422.
Staff: 6422?
Suzuki: Yes, it is.
Staff: Thank you very much.
Suzuki: You are welcome.

Collect phone numbers.
1) Get attention.
2) Ask name.
3) Ask phone number.
4) Confirm the number.
5) Tell thanks.
Check if you can do this!

See if you can write down the phone numbers for the people below that your instructor says.

• Kawamura
• Tanaka
• Suzuki

Yukkuri onegaishimasu.
Slowly, please.

Moo ichido onegaishimasu.
One more time, please.
3) Floors and counters

When counting different items in Japanese, different counters are used. “Kai” is one of them and is used for counting floor. More will be introduced later.

Kyaku: Sumimasen. Kasa wa nan-kai desuka?
Tenin: Kasa wa ikkai desu.
Tenin: (Bow).

Customer: Excuse me. On which floor are umbrellas (sold)?
Store clerk: They are on the 1st floor.
Customer: I see. Thank you very much.
Store clerk: (Bow).

Question word “doko” can be used instead of “nankai” as it means “where.”

Kasa wa doko desuka?
Where are umbrellas?
ikkai  first floor
nikai  second floor
sankai third floor
yonkai fourth floor
gokai  fifth floor

resutoran
bunboogu
huku
kutsu
kasa
Check if you can do this!

- Play customer and store clerk in Japanese, and find out where you can find what you are looking for.

1) Get attention.
2) Ask which floor the items are on.
3) Give thanks.
4) How much

Japanese number 100-900
100 hyaku
200 nihyaku
234 nihyaku sanjuu yon
300 sanbyaku
400 yonhyaku
500 gohyaku
600 roppyaku
700 nanahyaku
800 happyaku
900 kyuuhhyaku

Japanese number 1,000-9,000
1,000 sen
2,000 nisen
2,792 nisen nanahyaku kyuujuu ni
3,000 sanzen
4,000 yonsen
5,000 gosen
6,000 rokusen
7,000 nanasen
8,000 hassan
9,000 kyuusen

Japanese has an unit of “10,000” or “ichiman.” The number 98,765 will be read “kyuuman hassan nanahyaku rokujuu go.”

Try reading the numbers below in Japanese.

a) 246  b) 609  c) 1,053  d) 47  e) 850  f) 3,456  g) 197  h) 9,030
Customer: Do you have ice cream?
Waiter: Yes, we have pistachio and almond.
Customer: Umm. Well then pistachio, please.
Waiter: Thank you.

Particle “to” is like English “and” but it can only connect nouns.

“Ja” or “jaa” roughly translates to “well then.”

Instead of “kudasai” which translates “give me, please,” “onegai-shimasu” can be used, too.
Customer: How much is an ice cream?

Waiter: 650-en desu.

Customer: I see.

Waiter: Would you like some drink?

Customer: No thanks.

Japanese unit of currency is “yen.” However, “y” is not pronounced.
The symbol “¥” is used always before the price. But when the price is read, “en” comes after the number. For example, “¥100” is read “hyaku-en.”

Kyaku: Aisukuriimu wa ikura desuka?

Weitaa: 650-en desu.

Kyaku: Soo desuka.

Weitaa: Onomimono wa ikaga desuka.

Kyaku: Iie kekkoo desu.

Customer: How much is an ice cream?

Waiter: It is 650-en.

Customer: I see.

Waiter: Would you like some drink?

Customer: No thanks.

takai expensive yasui inexpensive

“Doo desuka” can be used instead of “ikaga desuka” for less polite sentence.
Check if you can do this!

- Play customer and wait staff in Japanese. Order something to eat or drink. Picture below has only a few items shown for each type of cuisine. You can make up the price as well as the menu items that are appropriate. For price, think $1 is about ¥100.

- Get attention.
- Ask if a certain type of cuisine is available. (Do you have Chinese cuisine?)
- Order what you want.
- If you are wait staff, ask if the customer wants something to drink.
- Ask for price.
- You can do more!

“Sumimasenga chotto” is a phrase often used by Japanese people when they mean “no” softly.

zenbu de in all urikire sold out
References

12. When

1) Time
2) Day of the week
3) Month

Sunday, Thursday
Monday, Friday
Tuesday, Saturday
Wednesday
1) Time

Q: Nanji desuka?  What time is it?
A: Ichiji desu.  It is 1:00.

<table>
<thead>
<tr>
<th>Time</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00</td>
<td>juuniji / reeji (if 12am)</td>
</tr>
<tr>
<td>1:00</td>
<td>ichiji</td>
</tr>
<tr>
<td>2:00</td>
<td>niji</td>
</tr>
<tr>
<td>3:00</td>
<td>sanji</td>
</tr>
<tr>
<td>4:00</td>
<td>yoji</td>
</tr>
<tr>
<td>5:00</td>
<td>goji</td>
</tr>
<tr>
<td>6:00</td>
<td>rokuji</td>
</tr>
<tr>
<td>7:00</td>
<td>shichiji</td>
</tr>
<tr>
<td>8:00</td>
<td>hachiji</td>
</tr>
<tr>
<td>9:00</td>
<td>kuji</td>
</tr>
<tr>
<td>10:00</td>
<td>juuji</td>
</tr>
<tr>
<td>11:00</td>
<td>juuichiji</td>
</tr>
<tr>
<td>12:00</td>
<td>juuniji</td>
</tr>
</tbody>
</table>

“Gozen” and “gogo” are used before the time.

Gogo goji  5 pm
Check if you can do this!

Read the time below in Japanese.

a)  

b)  

c)  

d)  

e)  

f)  

g)  

h)  

i)  

j)  

k)  

l)  

12:15
A: Nihon wa ima nanji desuka.
B: Ima 5ji desu.
A: Asa no 5ji desuka.
B: Hai soo desu. Gozen 5ji desu.

A: What time is it in Japan now?
B: It is 5 o’clock now.
A: Is it 5 in the morning?
B: Yes, it is. It is 5 am.
A: Ima nanji desuka.
B: 10ji desuyo.
A: E! Nihongo no kurasu ga arimasu!
B: Nihongo no kurasu wa nanji desuka.
A: 10 ji desu.
B: Hontoo desuka! Isoide!

A: What time is it now?
B: It is 10:00, you know.
A: What! I have a Japanese class!
B: What time does your Japanese class start?
A: It starts at 10:00.
B: Really? Hurry!

“Yo” at the end of the sentence resembles “you know” or “you see” in English.
asagohan
breakfast

hirugohan
lunch

gakkoo
school

kaimono
shopping

karaoke
karaoke

sanpo
stroll

miitingu
meeting

bangohan
dinner

arubaito
part-time job

benkyoo
study

eeega
movie
Eega wa nanji desuka?

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>exercise</td>
</tr>
<tr>
<td>8:30</td>
<td>school</td>
</tr>
<tr>
<td>11:30</td>
<td>lunch</td>
</tr>
<tr>
<td>12:00</td>
<td>part-time work</td>
</tr>
<tr>
<td>3:30</td>
<td>shopping</td>
</tr>
<tr>
<td>4:30</td>
<td>karaoke</td>
</tr>
<tr>
<td>5:30</td>
<td>dinner</td>
</tr>
<tr>
<td>6:30</td>
<td>stroll</td>
</tr>
<tr>
<td>7:30</td>
<td>study</td>
</tr>
<tr>
<td>9:00</td>
<td>movie</td>
</tr>
</tbody>
</table>

12-97
Check if you can do this!

Ask and answer about the questions below. Also ask and answer related questions.

a) what time it is now.

b) what time it is now in Japan.

c) what time a certain activity/class/event starts.
2) Day of the week

<table>
<thead>
<tr>
<th>Kana</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>getsuyoobi</td>
<td>Monday</td>
</tr>
<tr>
<td>kayoobi</td>
<td>Tuesday</td>
</tr>
<tr>
<td>suiyoobi</td>
<td>Wednesday</td>
</tr>
<tr>
<td>mokuyoobi</td>
<td>Thursday</td>
</tr>
<tr>
<td>kinyoobi</td>
<td>Friday</td>
</tr>
<tr>
<td>doyoobi</td>
<td>Saturday</td>
</tr>
<tr>
<td>nichiyooobi</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

Q: Kyoo wa nanyoobi desuka?
Q: What day of the week is it today?
A: (Kyoo wa) mokuyoobi desu.
A: It is Thursday.

kyoo today
ashita tomorrow
asatte day after tomorrow
konshuu this week
raishuu next week
shuumatsu weekend
heejitsu weekday

konshuu no suiyoobi
Wednesday this week
konshuu no shuumatsu
this weekend
### 3) Month

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ichigatsu</td>
<td>January</td>
</tr>
<tr>
<td>nigatsu</td>
<td>February</td>
</tr>
<tr>
<td>sangatsu</td>
<td>March</td>
</tr>
<tr>
<td>shigatsu</td>
<td>April</td>
</tr>
<tr>
<td>gogatsu</td>
<td>May</td>
</tr>
<tr>
<td>rokugatsu</td>
<td>June</td>
</tr>
<tr>
<td>shichigatsu</td>
<td>July</td>
</tr>
<tr>
<td>hachigatsu</td>
<td>August</td>
</tr>
<tr>
<td>kugatsu</td>
<td>September</td>
</tr>
<tr>
<td>juugatsu</td>
<td>October</td>
</tr>
<tr>
<td>juuichigatsu</td>
<td>November</td>
</tr>
<tr>
<td>juunigatsu</td>
<td>December</td>
</tr>
</tbody>
</table>

Day of the month in Japanese will be introduced a little later.

Q: Kongetsu wa nangatsu desuka?
Q: What month is this month?
A: Ima 10 gatsu desu.
A: It is October right now.

Q: Nangatsu umare desuka.
Q: Which month were you born?
A: 1 gatsu umare desu.
A: I was born in January.
Check if you can do this!

- Say all days of the week in Japanese starting with Monday.
- Say all months in Japanese starting with January.
- Ask and answer what month it is now.
- Say which month you were born.
- Ask which month your classmate was born.
- Ask which months the following events happen in USA.
  a) Halloween
  b) Easter
  c) Thanksgiving
  d) Memorial Day
- Ask and answer what day of the week it is today.
- Ask on which day of the week the following event you have.
  a) Japanese class
  b) party
  c) part-time job
References

13. Basic verbs

1) Verbs without objects
2) Verbs with objects
3) Negative form of verbs
4) Verbs with destinations: ikimasu, kimasu, kaerimasu
5) Other verbs
1) Verbs without objects: okimasu, nemasu

“Masu” at the end of a verb phrase indicates basic politeness level. Just like “desu” which is used with adjectives and nouns to show basic politeness. “Masu” form of verbs can be used to describe something you are going to do in the future or something you do regularly or habitually.

Ashita 7ji ni okimasu.
I will get up at 7. (future)

Heejitsu wa 7ji ni okimasu.
I get up at 7 on week days. (habitual)

Though the word order of the Japanese language is very flexible as long as you have the proper particle following the word, verb always stays at the end of the sentence.
A: What time do you get up?
B: Me? Well, most of the time at 9.
A: Really? That is late!
B: Is it?

A: Jaa, nanji ni nemasuka?
B: Eeto, 10 ji goro nemasu.
A: Soo desuka. Watashi mo desu.

A: Well then, what time do you go to bed?
B: Well, I go to bed around 10.
A: I see. Me, too.

Particle “ni” marks the non-relative times such as time, day of the week, month, dates, etc.

“Goro” means “about” or “around” in English. It is used following the time.

Particle “ni” has many different functions. There will be more introduced later.

Try asking your classmate what time they get up and what time they go to bed. Make sure to comment.

hayai early/fast
osoı late/slow

Particle “mo” resembles “also” and “too” in English.
2) Verbs with objects

a) tabemasu
   to eat

b) nomimasu
   to drink

c) yomimasu
   to read

d) mimasu
   to watch/to look at

e) kikimasu
   to listen

f) kakimasu
   to write

g) kaimasu
   to buy

h) (benkyoo) shimasu
   to do (study)
Check if you can do this!

Say the verbs in Japanese that describe the pictures below.

a)  
b)  
c)  
d)  
e)  
f)  
g)  
h)  

13-107
(Watashi wa) sarada o tabemasu.
I eat salad.

(Watashi wa) yasai ga sukidesu.
I like vegetables.

mizu  water
rajio  radio
ongaku music
kurashikku classical
hanashi a story
terebi  tv
hon  book
shigoto work
arubaito part-time job
shukudai homework
supootsu sport
tegami letter
nyuusu news
furansugo French language
suugaku math

Particle “wa” marks general topic of the sentence.
Particle “o” marks the direct object of the verb.

“Benkyoo shimasu” and “benkyoo o shimasu” mean the same. They translate “I study” and “I do study” respectively. If you add another object in addition to “benkyoo,” however, you will need to omit the particle “o” between “benkyoo” and “shimasu.” “Nihongo o benkyoo shimasu” is a correct sentence but not “nihongo o benyoo o shimasu”. You can, however, use “nihongo no benkyo” as a noun phrase object to make “nihongo no benkyoo o shimasu.”

Try making a sentence with an object to go with the verb for each picture on previous slide.
3) Negative form of verbs

A: Asagohan o tabemasuka?
B: Hai, tabemas.
A: Soo desuka. Watashi mo desu.

A: Do you eat breakfast?
B: Yes, I do.
A: I see. Me, too.

A: Asagohan o tabemasuka?
B: Iie, tabemasen.
A: E? Dame desuyo.

A: Do you eat breakfast?
B: No, I don’t.
A: What? That is no good.

Questions with verbs like this need to be answered by repeating the verb, not by saying “hai, soo desu.”

Negative form of “masu” is “masen.” Thus, the negative form of “tabemasu” is “tabemasen” and “nomimasen” for “nomimasu.”

Try saying the negative form of each verb on the previous slide.
4) Verbs with destinations: ikimasu, kimasu, kaerimasu

Particle “ni” or “e” marks the destination that precedes. They resemble “to” in English.

Particle “ni” and “e” are pretty much interchangeable. However, “ni” might be more versatile and used more commonly.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ikimasu</td>
<td>to go (away from where you are)</td>
</tr>
<tr>
<td>kimasu</td>
<td>to come (toward where you are)</td>
</tr>
<tr>
<td>kaerimasu</td>
<td>to return</td>
</tr>
</tbody>
</table>

Toshokan ni/e ikimasu.
I go to the library. (said not at the library)
Ashita gakkoo ni/e kimasu.
I come to the school tomorrow. (said at the school)
6ji ni ie ni/e kaerimasu.
I go home at 6.

A: Kyoo chuutaringu sentaa ni ikimasuka?
A: Are you going to the tutoring center today?
B: Hai. Ikimasu.
A: Yes, I will.
A: Doko ni ikimasuka?
A: Where are you going?
B: Konbini ni ikimasu.
B: I am going to a convenience store.
Kooban

Sumimasen. Yuubinkyoku wa doko desuka?
Excuse me. Where is the post office?

A asoko desuyo.
Oh, it is over there.

koko  here
soko  there by you, where you are talking about
asoko  over there
doko  where

Kooban, often translated in English as “police box,” is a small neighborhood building with one or more police officers. Their tasks include responding to emergencies and crimes, giving directions of local addresses, taking care of lost and found.

Read here more about Kooban
Japanese convenience stores are very popular not only among people who visit to Japan but also among native Japanese people.

FamilyMart, 7-Eleven, Lawson and Circle K are very common in Japan. But the ones in Japan do a lot more than just provide food and beverages.

Below is the list of things many konbini have in Japan.

- Well stocked food and beverage – Good food including local specialty food. Often store clerk will warm up the boxed lunch for the customer.
- Neighborhood map at the counter – If no kooban is around, go in a konbini.
- ATM
- Tickets for concerts, etc.
- Shipping/mailing
- Photocopy
- 24 hours open everyday
- Some konbini have eating area and Free WIFI.
5) Other verbs

Verbs “aimasu”, “hanashimasu”, “denwa (o) shimasu” often go with the word that describes “who”. With that, a particle that means “with” or “to” is needed.

Tomodachi to aimasu.
I am going to meet with my friend.
Tomodachi ni aimasu.
I am going to see my friend.

Tomodachi to hanashimasu.
I am going to talk with my friend.
Tomodachi ni hanashimasu.
I am going to talk to my friend.

Tomodachi to denwa (o) shimasu.
I am going to talk with my friend over the phone.
Tomodachi ni denwa (o) shimasu.
I am going to phone my friend.

Verb “shaberimasu” is similar to “hanashimasu” except that it is used mainly in spoken Japanese because of its casualness.

Particle “to” is similar to English “with.”
Particle “ni” is similar to English “to.”
Words for people and animals

kazoku
family

kyooodai
siblings

otoosan
dad

okaasan
mom

ojiisan
grandpa

obaasan
grandma

inu
dog

neko
cat

otoko no ko
boy <male child>

onna no ko
girl <female child>

otoko no hito
man <male person>

onna no hito
woman <female person>

tomodachi
friend

Different set of terms is used to describe our own family members. It will be introduced later.

Try using these words with the verbs “aimasu”, “hanashimasu” and “denwa shimasu.”
Check if you can do this!

Below is Nagata-san’s schedule for tomorrow. Read his schedule by connecting information and making sentences.

(Nagata-san wa) 6ji ni okimasu.

6:00am  get up
6:30am  do exercise
7:30am  eat breakfast
8:30am  go to the college
10:00am meet with friend & drink coffee
12:30pm go to the library & study
3:00pm  part-time job
7:00pm  eat dinner
7:30pm  go home
8:00pm  do homework
9:30pm  watch tv
10:30pm read book
11:00pm go to bed

Then, ask questions about Nagata-san.

Does Nagata-san eat breakfast? What time?

A: Nagata-san wa asagohan o tabemaska?
B: Hai tabemas.
A: Nanji ni (asagohan o) tabemaska?
B: 7ji han ni tabemas.
A: Soo deska.

12ji han kara 3ji made benkyoo shimasu. I study starting at 12:30 and ending at 3.

Particle “kara” marks starting time or place.
Particle “made” marks ending time or place.
Check if you can do this!

- Ask if your partner does the things below. Also ask what time.

  a) eat lunch
  b) work
  c) drink coffee
  d) go to library
  e) eat dinner
  f) watch TV
  g) read books
  h) do exercise
  i) go to karaoke
  j) part time job
  k) other
References


14. Words for frequency

1) Words for frequency
1) Words for frequency

- mainichi: everyday
- maiasa: every morning
- maiban: every night
- yoku: often
- tokidoki: sometimes
- amari: not much
- zenzen: not at all

ichinichi juu: all day long
itsumo: always
A: Yoku sanpo o shimaska?
B: Hai yoku shimas. Mainichi shimas.
A: Hontoo deska? Ii desne.
B: Hai.

A: Yoku sanpo o shimaska?
B: Iie amari shimasen.
A: Soo deska. Jaa undo o shimaska?
B: Iie undoo mo zenzen shimasen.
A: Hontoo deska?

A: Do you take a walk often?
B: Yes, I do often. I do everyday.
A: Really? That is nice.
B: Yes.

A: Do you take a walk often?
B: No, not much.
A: I see. Well then, do you exercise?
B: No, not at all, either.
A: Really?

Pay attention to the placement of the particle “mo.”

A-san wa sanpo o shimasu.
B-san mo sanpo o shimasu.
Both A and B take a walk.

C-san wa sanpo o shimasu.
C-san wa tenisu mo shimasu.
C takes a walk and also plays tennis.
Check if you can do this!

- Ask your classmates how often they do the things below. Start with: “Sumimasen. Yoku _______ masuka?”
  a) write hiragana
  b) play basketball
  c) watch basketball
  d) go shopping
  e) talk with friend
  f) study Japanese
  g) make phone calls
  h) see family
  i) read books
  j) watch tv
  k) drink coffee
  l) listen to rap music
  m) buy drinks
  n) sleep
  o) do exercise
  p) go to tutoring center

<table>
<thead>
<tr>
<th>ichinichi juu</th>
<th>all day long</th>
</tr>
</thead>
<tbody>
<tr>
<td>itsumo</td>
<td>always</td>
</tr>
<tr>
<td>mainichi</td>
<td>everyday</td>
</tr>
<tr>
<td>maiasa</td>
<td>every morning</td>
</tr>
<tr>
<td>maiban</td>
<td>every night</td>
</tr>
<tr>
<td>yoku</td>
<td>often</td>
</tr>
<tr>
<td>tokidoki</td>
<td>sometimes</td>
</tr>
<tr>
<td>amari</td>
<td>not much</td>
</tr>
<tr>
<td>zenzen</td>
<td>not at all</td>
</tr>
</tbody>
</table>

(Use with negative ending)
15. More verb sentences

1) What are you going to do?
2) What kind?
3) Which one (of the two) do you like?
4) Which one (of the three) do you like?
1) What are you going to do?

Harada: What are you going to do this weekend, Mr. Kishida?
Kishida: I am going to play a game with my friends. And you, Ms. Harada?
Harada: I am going to study for math.
Kishida: You are always diligent.
Harada: There is a math test on Monday. (That is why.)
Kishida: I see. That is tough.

Harada: Kishida-san wa konshuu no shuumatsu nani o shimasuka.
Kishida: Tomodachi to geemu o shimasu. Harada-san wa?
Harada: Watashi wa suugaku no benkyoo o shimasu.
Kishida: Harada-san wa itsumo majime desune.
Harada: Getsuyoobi ni suugaku no tesuto ga arimasukara.
Kishida: Soo desuka. Taihen desune.

まじめ
diligent, hard working
たいへん
tough, difficult, trouble
Check if you can do this!

- While looking at the calendar for this month, review the words for
  a) days of the week
  b) this week, next week
  c) today, tomorrow, the day after tomorrow
  d) weekend, weekday

- Ask your partner what he/she will do on the days listed below. Make sure to give comments after his/her reply.
  a) the day after tomorrow
  b) Friday this week
  c) this weekend
  d) Monday next week
2) What kind?

Harada: Maiku-san wa, yoku nihonryouri o tabemasuka?
Harada: Soo desuka. Donna nihonryouri ga suki desuka.
Maiku: Nandemo sukidesu. Demo tokuni donburi ga sukidesu.

Harada: Do you eat Japanese cuisine often?
Harada: I see. What kind of Japanese cuisine do you like?
Mike: I like everything. But I especially like donburi.

Try asking your classmates what kinds of music, movies, sports, and cuisines they like. Use “donna (noun) ga suki desuka?”
Check if you can do this!

Ask your classmates if they often do the things below and ask related questions using the interrogatives, especially どんな.

Example: 「よく、えいがを みますか。」
「えいがですか。そうですね。ときどき みます。」
「どんなえいがを みますか。」
「わたしは animeを よく みます。Animeが だいすきです。」

a) do exercise
b) listen to music
c) read books
d) watch TV
e) play game

“Yoku eega o mimasuka?”
“Eega desuka? Soo desune. Tokidoki mimasu.”
“Donna eega o mimasuka?”
“Watashi wa anime o yoku mimasu. Anime ga daisuki desu.”
3) Which one (of the two) do you like?

はらだ: ぎゅうどんと おやこどん（と）、どちら（のほう）が すきですか。
Maiku: ええと。そうですねえ。たぶん ぎゅうどんですね。
はらだ: そうですか。わたしもです。

Harada: Which one do you like better, gyuudon or oyakodon?
Mike: Well. Let me think. Probably gyuudon.
Harada: Really? Me, too.

Harada: Gyuudon to oyakodon (to), dochira (nohoo) ga sukidesuka?
Harada: Soo desuka. Watashi mo desu.

どちらも すきです。 I like them both.
どちらも すきじゃありません。 I do not like either one.

Try asking your classmates which one they like better.

a) dog, cat
b) Japanese, math
c) coffee, black tea
d) Friday, Saturday
e) hiragana, roomaji
4) Which one (of the three) do you like?

はらだ：じゃあ、Maikuさん。そばとうどんとraamen(と)、どれがいちばんすきですか。

Maiku：むずかしいですね。たぶんそばがいちばんすきです。

はらだ：そうですか。どれもおいしいですね。

Harada: Well then, Mike. Which one do you like best, soba, udon or ramen?

Mike: That is difficult. Probably, I like soba the best.

Harada: I see. They are all delicious, aren’t they?

Harada: Jaa Maiku-san. Soba to udon to raamen (to), dore ga ichiban suki desuka.

Maiku: Muzukashii desune. Tabun soba ga ichiban sukidesu.

Harada: Soo desuka. Doremo oishii desu yone.

Try asking your classmates which one they like best.

a) broccoli, carrots, asparagus
b) Batman, Superman, Spiderman
c) bus, train densha, car kuruma
d) coffee, tea, pop
e) Chinese cuisine, Japanese cuisine, Mexican cuisine
Check if you can do this!

- Ask your classmates if they like these things. Also ask especially what kind they like/dislike. Take notes of their answers.

  Example:
  にほんりょうりが すきですか。
  とくに どんなにほんりょうりが すきですか。

  • Japanese food  "Nihon ryoori ga sukidesuka?"
  • Japanese movie  "Tokuni donna nihon ryoori ga sukidesuka?"
  • Japanese music
  • Create your own

- Make one full sentence based on the information you received from your partner.

  Example:
  Samさん wa にほんりょうりが だいすきです。
  とくに さしみが すきです。
  Samu-san wa nihonryoori ga daisuki desu.
  Tokuni sashimi ga sukidesu.
References


16. Time and commute

1) Time (by 5 minutes) and duration
2) Transportation
1) Time (by 5 minutes) and duration

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:05</td>
<td>niji gohung</td>
</tr>
<tr>
<td>2:10</td>
<td>niji juppun</td>
</tr>
<tr>
<td>2:15</td>
<td>niji juugohun</td>
</tr>
<tr>
<td>2:20</td>
<td>niji nijuppun</td>
</tr>
<tr>
<td>gohung(kan)</td>
<td>for 5 minutes</td>
</tr>
<tr>
<td>juppun(kan)</td>
<td>for 10 minutes</td>
</tr>
<tr>
<td>juugohun(kan)</td>
<td>for 15 minutes</td>
</tr>
<tr>
<td>sanjuppun(kan)</td>
<td>for 30 minutes</td>
</tr>
<tr>
<td>ichijikan</td>
<td>for 1 hour</td>
</tr>
<tr>
<td>ichijikan han</td>
<td>for 1 and half hours</td>
</tr>
</tbody>
</table>

Try reading these times in Japanese.

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:05</td>
<td>2:10</td>
</tr>
<tr>
<td>2:15</td>
<td>2:20</td>
</tr>
<tr>
<td>2:25</td>
<td>2:30</td>
</tr>
<tr>
<td>2:35</td>
<td>2:40</td>
</tr>
<tr>
<td>2:45</td>
<td>2:50</td>
</tr>
<tr>
<td>2:55</td>
<td>3:00</td>
</tr>
</tbody>
</table>

Try saying these in Japanese.

- 1.5 hours
- About 3 hours
- 1 hour and 20 minutes
- 10 minutes
- About 15 minutes
- 4 hours and 25 minutes
2) Transportation

Particle で marks the method. It is like “by means of” in English.

Trying making sentences like ひこうきで にほんへ いきます。I go to Japan by airplane.
Shinkansen or bullet train in English is a network of high-speed railroad systems in Japan. It can travel from Tokyo to Osaka, a little over 300 miles, in 2.5 hours for about $120 one way. BULLET TRAIN - Riding Japan's Super Shinkansen
Try saying in Japanese.
1 hr by bus
10 minutes by bike
5 minutes on foot
2.5 hrs by car
30 minutes by train
About 2 hrs by car
About 20 minutes on foot
Check if you can do this!

- Ask your partner where his/her house is.
  うちは どこですか。 Uchi wa doko desuka?

- Ask how long it takes from the house to the college.
  だいがくまで どのくらいですか。 Daigaku made donokurai desuka?

- Comment on the answer for the previous question. You might want to add ちょっと or とても to the phrase below, too.
  とおいですね。
  ふべんですね。
  ちかいですね。
  べんりですね。
  いいですね。
  たいへんですね。

ちょっと a little
とても very
References


17. More interrogatives

1) Where (at), with whom
2) Whose, why
1) Where (at), with whom

Sakai: Where do you eat dinner, Mr. Yamada?
Yamada: Dinner? Usually I eat at home.
Sakai: I see. Do you eat alone?
Yamada: Yes. I eat alone on week days. But I eat with my friends on weekend. What about you, Ms. Sakai?
Sakai: I usually eat with my family.
Yamada: That is nice.
A: どこで しゅくだいを しますか。
A: Where do you do your homework?
B: うちで します。
B: I do at home.
A: だれと さんぽを しますか。
A: Who do you take a walk with?
B: きょうだいと します。
B: I do with my siblings.
Check if you can do this!

- Ask your partner where he/she
  a) eats dinner on weekend
  b) plays computer game
  c) exercises
  d) listens to music

- Ask your partner who he/she
  a) eats lunch with on weekdays
  b) plays computer game with
  c) studies Japanese language with
  d) goes shopping with
2) Whose, why

Teacher: Whose homework is this? There is no name. Is it yours, Arthur?
Arthur: No, it is not mine.
Nicole: Oh, that is mine. I am sorry.
Teacher: I see. Well then, please write your name now.
Nicole: Yes, I understand.

Jane: I am going to California tomorrow.
Teacher: I see. But why?
Jane: There is my friend’s wedding. I am going to that.
Teacher: I see. Are you going by airplane?
Jane: No, I will go by car.
Teacher: I see. Have a safe trip. <Be careful.>
Check if you can do this!

- Ask your classmates the questions below. Ask your classmates what time they usually leave their houses. Comment on the answer and ask why.
  Example:
  A: いつも なんじに いえを でますか。
  B: そうですねえ。9じ1 5ふんに でます。
  A: はやいですね。どうしてですか。
  B: だいがくまで くるまで 3 0ぷんんです。にほんごのkurasuが
    1 0じからですから。すこし はやく いきます。

  “から” can be attached to the end of the sentence when telling the reason. It resembles “because” in English although the position of that is very different. This is different from “から” that marks the starting time or location.

- Your instructor gave you the items that belonged to your classmates by mistake. Ask your classmates if they belonged to them. Use これは
  ～さんののですか。

  はやく early
  This form of adjective is used when modifying a verb or a verb phrase.

  できます
  to leave (place)

  This particle “を” with “で
  ます” indicates “out of.”
References

18. Putting together sentences

1) Forming sentences
2) Conjunctions
1) Forming sentences

あした わたしは かぞくと レストランで ばんごはんを たべます。
わたしたち は あした かぞくと ばんごはんを レストランで たべます。

I will eat dinner with my family at a restaurant tomorrow.

Both sentences above are correct sentences. Word order of Japanese sentences is very flexible though the time related word often comes at the beginning and the main verb must stay at the end of the sentence. When you want to change the order of the words, make sure to move the particle with the word that precedes.

Try making two other variations of the example sentences above by changing the word order.
Check if you can do this!

☐ Create a sentence that includes “when,” “who,” “where,” “with who” and “what/verb.”

☐ Review other structures that you have learned and create sentences. Below are some example structures.

a) ～は・・・です。
b) ～は・・・が すきです。
c) ・・・が あります。
d) ～は・・・に いきます。
2) Conjunctions

わたしは まいあさ 6じはんごろ おきます。そして 7じごろ koohiiを のみます。でも あさごはんは たべません。8じはんに いえを でます。だいがくまで くるまで 30ぷんくらいです。すこし とおいです。

10じから 12じ20ぷんまで にほんごのkurasuが あります。にほんごのkurasuは たのしいです。だから だいすきです。わたしのともだちのJoonzuさんは、basuで だいがくに きます。basuは ときどき おそいます。それで、Joonzuさんは ときどき kurasuに ちこくします。

わたしは Joonzuさんと ひるごはんを たべます。だいがくの kfeteriaは あまりすきじゃありません。でも だいがくの koohiishoppuの sandoicchiは まあまあです。

そこで ときどき sandoicchiを かいます。

1じから 2じまで Joonzuさんと だいがくの jimuで うんどうを します。それから いえに かえります。そして arubaitoに いきます。げつようびと すいようびは arubaitoが あります。4じから 8じまでです。
Check if you can do this!

- Modify the sentences on the previous slide to talk about your typical week day or weekend.
- Ask your partner series of questions so that you can write about his/her typical week day or weekend.
References

19. Adjectives and この・その・あの・どの

1) Two types of adjectives
2) Adjective sentences
3) Modifying nouns
4) Modifying verbs
There are two types of adjectives; i-adjectives and na-adjectives.

Dictionary form* of i-adjectives always have い at the end of the words while most of na-adjectives don’t.
Examples of i-adjective: あつい・さむい
Examples of na-adjective: すき・だめ

There are some na-adjectives that end with い, however.
Example: きらい

Try recalling the adjectives above and sort them into two groups; i-adjective group and na-adjective group.

a) あまい  n) たのしい
b) だいすき  o) たいへん
c) あつい  p) やすい
d) だいきらい  q) とおい
e) ちかい  r) たかい
f) はやい  s) すき
g) べんり  t) さむい
h) ひどい  u) まじめ
i) いい  v) おそい
j) ふべん  w) おいしい
k) からい  x) きらい
l) まずい  y) すずしい
m) ねむい  z) だめ

*Dictionary form is the form of the word that you can find in the dictionary.
2) Adjective sentences

Ending of the adjectives conjugate when used as negatives.

i-adjectives

い changes to くない
さむい → さむくない
きょうは さむいですね。
It is cold today, isn’t it?
でも あしたは さむくないです。
But it won’t be cold tomorrow, you know?

na-adjectives

dictionary form plus じゃないです or じゃありません
それは たいへんですね。
That must be tough!
いいえ、そんなに たいへんじゃないですよ。
No, not that much.

There are two ways of making negatives. They are equally used.
さむくないです
さむくありません

Negative of i-adjective いい is よくない as the older form of いい was よい.

Conjugation of na-adjectives are similar to that of nouns.
がくせいじゃありません。I am not a student.
3) Modifying nouns

Japanese adjectives can be placed right before nouns or noun phrases to modify them.

i-adjectives

dictionary form as is

いいおてんき
好天气
tのしいパーティー
有趣的派对

na-adjectives

dictionary form + な

べんりなかばん
便利的包
すきなえいが
喜欢的电影

Try modifying an item around you by using an adjective or この, その,あの or どの.

どのくつが いいですか。
Which shoes do you like?

このくつが いいです。
I like these shoes.
4) Modifying verbs

When adjectives modify verbs or verb phrases, they must be conjugated.

**i-adjectives**

- い changes to く
  - はやい → はやく
  - たのしい → たのしく
  - いい → よく

**na-adjectives**

- dictionary form + に
  - まじめ → まじめに
  - きれい → きれいに

ヘいじつは はやく おきます。
I get up early on week days.

でも しゅうまつは おそく おきます。
But I get up late on weekends.

よく たべます。
I eat often./I eat a lot.

まじめに してください。
Please act seriously.

きれいに かいてください。
Please write it neatly.

きれい beautiful, clean
きれい is a na-adjective.
Check if you can do this!

- Come up with as many adjectives as possible and group them into two groups: i-adjectives and na-adjectives. 19-155

- Conjugate the adjectives that you come up with to negative forms.

- Using the adjectives you come up with, make noun phrases that include the adjectives. 19-157
  Example: おいしいコーヒー

- Point to the items that your partner has and ask if they are good, convenient, expensive, etc. Comment on the answer and/or ask why. Make sure you can also answer the questions that your partner asks. Try using negative form of adjectives.
  Example:
  A: そのかばんは いいですか。
  B: あまりよくないです。
  A: そうですか。どうしてですか。
  B: あまりべんりじゃないです。
References

20. More self introduction

1) Academic majors
2) School grade
3) Where about do you live?
1) Academic majors

<table>
<thead>
<tr>
<th>English</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>anthropology</td>
<td>じんるいがく</td>
</tr>
<tr>
<td>biology</td>
<td>せいぶつがく</td>
</tr>
<tr>
<td>engineering</td>
<td>こうがく</td>
</tr>
<tr>
<td>fine art</td>
<td>びじゅつ</td>
</tr>
<tr>
<td>foreign language</td>
<td>がいこくご</td>
</tr>
<tr>
<td>general education</td>
<td>いっぱんきょうよう</td>
</tr>
<tr>
<td>history</td>
<td>れきし</td>
</tr>
<tr>
<td>linguistics</td>
<td>げんごがく</td>
</tr>
<tr>
<td>literature</td>
<td>ぶんがく</td>
</tr>
<tr>
<td>mathematics</td>
<td>すうがく</td>
</tr>
<tr>
<td>medical science</td>
<td>いがく</td>
</tr>
<tr>
<td>music</td>
<td>おんがく</td>
</tr>
<tr>
<td>nursing</td>
<td>かんごがく</td>
</tr>
<tr>
<td>physics</td>
<td>ぶつりがく</td>
</tr>
<tr>
<td>political science</td>
<td>せいじがく</td>
</tr>
<tr>
<td>science or chemistry</td>
<td>かがく</td>
</tr>
<tr>
<td>sociology</td>
<td>しゃかいがく</td>
</tr>
<tr>
<td>veterinary medicine</td>
<td>じゅういがく</td>
</tr>
</tbody>
</table>

A: (ご)せんこうは なんですか。 
What is your academic major?
B: まだわかりません。
I don’t know yet.
でも たぶん がいこくごです。
But probably, foreign language.
A: がいこくご? それは えいごでなんですか。
Gaikokugo? What is that in English?
B: Foreign languageですよ。
It is foreign language.
A: そうですか。すごいですね。
I see. That is great.

“ご” is an honorific prefix just like “お.” “ご” is used only when addressing or talking about someone other than you or someone in your group just like “お.”

Try asking your classmates their academic majors.
2) School grade

A: がくせい（さん）ですか。
   Are you a student?

B: はい、そうです。だいがくせいです。
   Yes, I am. I am a college student.

A: なんねんせいですか。
   Which grade?

B: だいがく2ねんせいです。
   I am sophomore in college.

しょうがっこう  elementary school
ちゅうがっこう  middle school
こうこう  high school
daigaku  college

しょうがくせい  elementary school student
ちゅうがくせい  middle school student
こうこうせい  high school student
daigakuせい  college student

“だいがく１ねんせい” is college freshman. 12th grade is “こうこう3ねんせい” (and not “12ねんせい”) in Japan. “しょうがっこう” and “ちゅうがっこう” are compulsory education in Japan and about 95% of students graduate high schools.

しょうがっこう  for 6 years
ちゅうがっこう  for 3 years
こうこう  for 3 years
daigaku  for 4 years

Try asking your classmates what grades they are in college.

1ねんせい
class 1
2ねんせい
class 2
3ねんせい
class 3
4ねんせい*  pronounced as yonensee.
class 4
5ねんせい
class 5
6ねんせい
class 6

* pronounced as yonensee.
3) Where about do you live?

A: (お)すまいは どちらですか。
   Where about do you live?
B: ポートランドです。
   I live in Portland.
A: そうですか。オレゴンしゅっしんですか。
   I see. Are you an Oregonian?
A: いいえ、しゅっしんはカリフォルニアです。
   No, I am from California. I came to
   オレゴンに きました。
   Oregon last year.

Both “すまい” and “じゅうしょ” mean
“where you live.” However, while
“じゅうしょ” is your official address,
“すまい” can be where about you
live.

When you are asked where “しゅっし
ん” is, you can answer with the
name of the place, occupation,
organization, school, etc. where you
feel you belonged to and came from.

Try asking your classmates where
they live. Also ask them where they
are from.
Check if you can do this!

- Introduce yourself including the information about:
  - name
  - nationality
  - academic major
  - school grade
  - where you are from

- Ask your classmate about:
  - name
  - where the person is from
  - academic major
  - school grade
  - where about the person lives

Asking for age is a tricky act. But Japanese people want to figure out as soon as possible how old the other person is in order to determine the politeness level of their speaking. Below are the question sentences you can use if you must ask for the age.

(お)いくつですか。/なんさいですか。
How old are you?

I am 19 years old.
References


21. Past tense sentences

1) Time related words: Past
2) Verb sentences
3) い-adjective sentences
4) な-adjective and noun sentences
1) Time related words: Past

<table>
<thead>
<tr>
<th>おととい</th>
<th>きのう</th>
<th>きょう</th>
<th>あした</th>
<th>あさって</th>
</tr>
</thead>
<tbody>
<tr>
<td>the day before yesterday</td>
<td>yesterday</td>
<td>today</td>
<td>tomorrow</td>
<td>the day after tomorrow</td>
</tr>
<tr>
<td>せんせんしゅう</td>
<td>せんしゅう</td>
<td>こんしゅう</td>
<td>らいしゅう</td>
<td>さいらいしゅう</td>
</tr>
<tr>
<td>two weeks ago</td>
<td>last week</td>
<td>this week</td>
<td>next week</td>
<td>two weeks from now</td>
</tr>
<tr>
<td>せんせんげつ</td>
<td>せんげつ</td>
<td>こんげつ</td>
<td>らいげつ</td>
<td>さいらいげつ</td>
</tr>
<tr>
<td>two months ago</td>
<td>last month</td>
<td>this month</td>
<td>next month</td>
<td>two months from now</td>
</tr>
<tr>
<td>おととし</td>
<td>きょねん</td>
<td>ことし</td>
<td>らいねん</td>
<td>さいらいねん</td>
</tr>
<tr>
<td>two years ago</td>
<td>last year</td>
<td>this year</td>
<td>next year</td>
<td>two years from now</td>
</tr>
</tbody>
</table>
2) Verb sentences

A: きのうのよる なにを たべましたか。
B: やきそばを たべました。
A: じぶんで つくりましたか。
B: はい。わたしが つくりました。
A: すごいですね！ ほかには？
B: やきそばだけです。

Making past tense of verbs is pretty simple. See the highlighted part in the chart below.

<table>
<thead>
<tr>
<th>verb</th>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>つくる to make</td>
<td>つくります</td>
<td>つくりません</td>
</tr>
<tr>
<td>non-past</td>
<td>つくりました</td>
<td>つくりませんでした</td>
</tr>
<tr>
<td>past</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Try modifying the dialogue and create your own with your partner.
A: そのやきそばは おいしかったですか。
B: はい、とても おいしかったです。でも、じつはおととい やきそばを つくりました。それはあまり おいしくなかったです。
A: そうですか。
B: きのうは もうすこし ソースを つかいました。だから おいしかったです。
A: そうですね。よかったですね。

A: Was the yakisoba delicious?
B: Yes, it was very delicious. But to tell you the truth, I made yakisoba the day before yesterday, too. That was not very tasty.
A: I see.
B: I used more sauce yesterday. Thus, it was tasty.
A: I see. That is good.

Making past tense of い-adjectives is a little tricky. See the highlighted part in the chart.
4) な-adjective and noun sentences

A: きのうは あめでしたね。
B: ええ。クラスもしずかでした。
A: そうですか。わたしのクラスはしずかじゃなかったですよ。

A: It was rainy yesterday, wasn’t it?
B: Yes. My class was quiet, too.
A: Really? My class was not quiet.

<table>
<thead>
<tr>
<th>na-adjective</th>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>しずか quiet</td>
<td>しずかです</td>
<td>しずかじゃないです</td>
</tr>
<tr>
<td>non-past</td>
<td>しずかでした</td>
<td>しずかじゃなかったです</td>
</tr>
<tr>
<td>past</td>
<td>しずかでした</td>
<td>しずかじゃありませんでした</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>noun</th>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>あめ rain</td>
<td>あめです</td>
<td>あめじゃないです</td>
</tr>
<tr>
<td>non-past</td>
<td>あめです</td>
<td>あめじゃありません</td>
</tr>
<tr>
<td>past</td>
<td>あめでした</td>
<td>あめじゃなかったです</td>
</tr>
</tbody>
</table>

Sentence ending conjugations of na-adjectives and nouns are the same.

Practice conjugating adjectives on 19-155
Check if you can do this!

- Ask your classmates what they did during the last school break. Also ask how it was. Make sure you ask related questions to find out details, too.

- Talk about things you did yesterday and how they were.

どうでしたか。
How was it?
References


22. Describing existence

1) あります・います

2) Adding location

3) Positional words
   a. Phrase
   b. Sentence
1) あります・います

しもんが あります。
I have a question/questions.
There is a question/questions.

ねこが います。
I have a cat/cats.
There is a cat/cats.

“あります” is used to denote the existence of inanimate objects and abstract concepts.

“います” is used to denote the existence of living things except for plants.

Try saying which verb; “います” or “あります” should be used when the word below is the subject of the sentence.

| いぬ | がくせい |
| たなかさん | さくら |
| つくえ | しゅくだい |
| えんぴつ | おんなのひと |
| にほんごのクラス | さかな |

Find out if your partner has things below. Use ～がありませんか。 or ～がいますか。

a) cat
b) blue pen
c) dog
d) car
e) cellphone
2) Adding location

このだいがくに プラネタリウムが あります。
This college has a planetarium.
そして ここに いけも あります。
And there is a pond here, too.
でも LLが ありません。
But there is no language lab.

Try saying if this college has the things below.

りょう
dormitory
door
プール
pool
tennis court
スタジアム
stadium
ちゅうごくのがくせい
Chinese student
うさぎ
rabbit
さかな
fish
rice
リス
squirrel

Try making sentences like the example above using “place に object が あります/います.”

<table>
<thead>
<tr>
<th>place</th>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>classroom</td>
<td>Japanese students</td>
</tr>
<tr>
<td>my house</td>
<td>bicycle</td>
</tr>
<tr>
<td>my friend’s house</td>
<td>dogs</td>
</tr>
<tr>
<td>college cafeteria</td>
<td>udon</td>
</tr>
</tbody>
</table>
3) Positional words

- **うえ** (on top, above, up)
- **した** (under, below)
- **ひだり** (left)
- **みぎ** (right)
- **まえ** (in front)
- **なか** (inside)
- **うしろ** (back, behind)
- **まわり** (around)
- **あいだ** (between)
- **となり** (next to)
- **よこ** (alongside)
- **そば** (near)
うえ
した
まえ
となり
うしろ
そと
なか
いわ
き
あいだ
なか

いわき boulder
tree
a. Phrase

“In front of the college” in Japanese is “だいがく の まえ.” “まえ/in front of” comes after “だいがく/college” connected by the particle “の.” You might want to think that you are saying “college’s front” in Japanese.

Reference point + の + positional word

Try saying “on top of the trash can,” “in front of the trash can,” “in the sack,” etc. in Japanese. Here you are only saying the phrase and not making sentences with “ねこ” as their subjects.
b. Sentence

このだいがくに りすが います。
There are squirrels at this college.

ふくろのなかに ねこが います。
There is a cat in the sack.

Location + に + object + が + verb

はこのまわりに ほんが あります。
There are books around the box.

Remember that “あります” is used for inanimate objects.

Try describing what is in the picture on left including the location.
Check if you can do this!

- Describe your location using a reference point.
- Describe the items around you. Make sure to include their locations.

- Suppose that the picture on right is that of your host family. Describe which is who by using other members of the family as reference points. For this practice, you are not pointing at the picture. Just use your words.
References

23. Shall we?

1) 〜ましょうか・ましょう
1) 〜ましょうか・〜ましょう

A: さあ、いきましょうか。
B: はい。いきましょう。

A: Shall we go now?
B: Yes. Let’s go.

A: わたしが しましょうか。
B: はい。おねがいします。

A: Shall I do it?
B: Yes. Please.

〜ましょう Let’s 〜。
〜ましょうか Shall we 〜？Shall I 〜？

Making “ましょう” form is simple. Just replace the verb ending “ます” to “ましょう.”

“だいじょうぶです。できます。” might be used for “I am OK. I can do it.”

Try modifying the first dialogue by using the verb phrases below in Japanese. Use 〜ましょうか and 〜ましょう.
• go to the tutoring center
• speak in Japanese
• go home
Check if you can do this!

- Suggest to your partner that you decide to do something together using ～ましょうか.
- Decide and tell your partner to do something using ～ましょう。

いったいに そうしましょう together Let’s do it.
References

24. I want

1) ほしい and ～たい
A: ねむくないですか。コーヒーがほしいですね。
B: ほんとうですね。コーヒーがのみたいですね。
A: コーヒーショップにいきましょうか。
B: ええ、そうしましょう。

A: Are you not sleepy? We want coffee, don’t we?
B: Really. I want to drink some coffee.
A: Shall we go to a coffee shop?
B: Let’s do that.

“ほしい” resembles the English word “want.” However, it is not a verb in Japanese but an i-adjective. It is used when you want something that is either tangible or intangible.

“～たい” is used when you want to do something. To form “～たい” phrase, simply replace “ます” with “たい” of the verb. For example, “のみます” should be changed to “のみたい” to mean “I want to drink.”

Since these words are not verbs in Japanese, particle used to mark the object is not “を,” but it is “が.”
Check if you can do this!

- Talk about what you want for your birthday.
- Talk about what you want to do during the next school break.

たんじょうび birthday
つぎのやすみ the next break
References