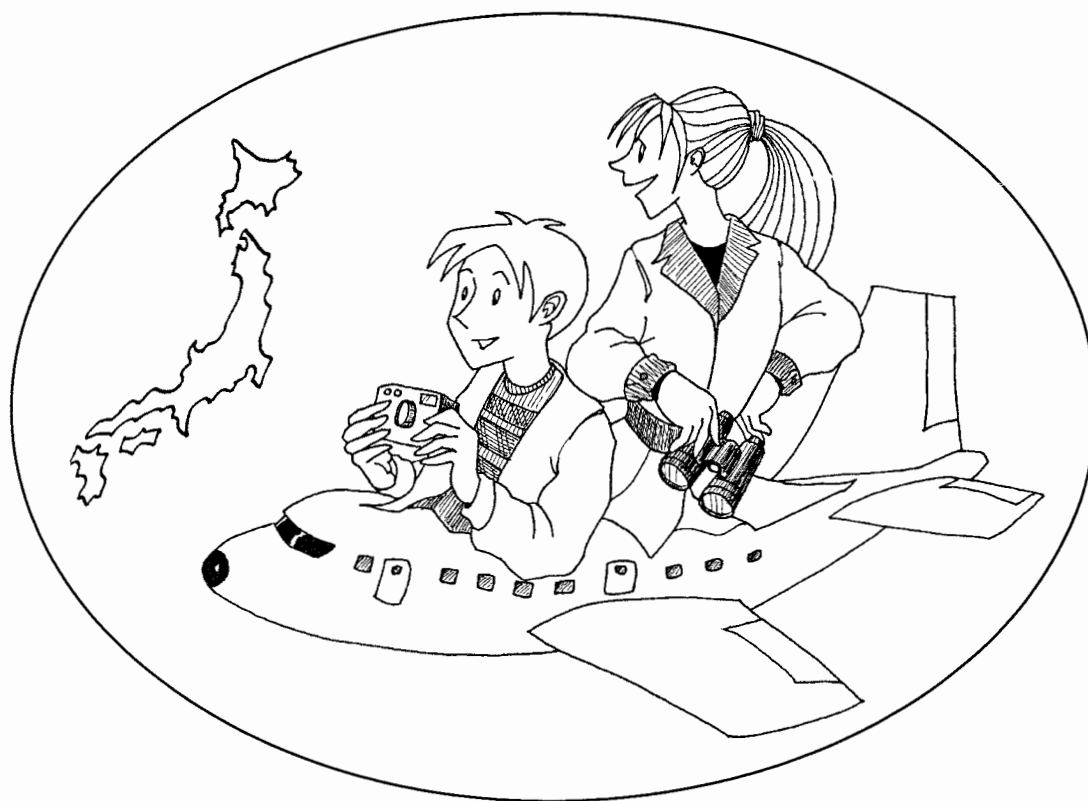


アドベンチャー
日本語 3

ADVENTURES IN JAPANESE 3
TEXTBOOK



HIROMI PETERSON & NAOMI HIRANO-OMIZO

Illustrated by Michael Muronaka & Emiko Kaylor

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Third Edition

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ADVENTURES IN JAPANESE 3 TEXT

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FOREWORD

As a recent author of an elementary Japanese textbook for college students I am keenly aware of the difficulty of writing an elementary textbook. It is time-consuming, energy-consuming and creativity-consuming. Writing an elementary Japanese textbook for high school students must be much harder than writing the counterpart for college students, because it involves a host of age-adequate considerations peculiar to high school students.

Adventures in Japanese has been prepared by highly experienced and knowledgeable high school teachers of Japanese, Hiromi Peterson and Naomi Omizo, who know exactly what is teachable/learnable and what is not teachable/learnable for high school students. They know how to sustain the students' interest in the Japanese language and its culture by employing so many age-adequate, intriguing activities with a lot of fun illustrations. The grammar explanations and culture notes provide accurate and succinct pieces of information, and each communicative activity is well designed to assist the students in acquiring actual skills to use grammar and vocabulary in context. In short, *Adventures in Japanese* is an up-to-date high school Japanese textbook conceived and designed in a proficiency-based approach. Among many others, it comes with a teacher's manual which is intended to help a novice high school teacher of Japanese teach Japanese in a pedagogically correct manner from day one.

I am pleased that at long last we have a high school textbook that is both learnable and teachable, and very importantly, enjoyable. I endorse *Adventures in Japanese* wholeheartedly.

Seiichi Makino

Professor of Japanese and Linguistics

Department of East Asian Studies

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TO THE STUDENT

Welcome to the third volume of *Adventures in Japanese*! We congratulate you on your progress in the study of Japanese language and culture!

In Volume 1, you learned to express your basic needs in Japanese. In Volume 2, you expanded your skills by learning how to use Japanese in your own community. In Volume 3, you will actually be experiencing Japan with Ken as he spends time living in Tokyo with a host family. You will learn about high school life in Japan, talk about your Japanese language studies, write letters in Japanese, read about and experience the entertainment world in Japan, learn about the Japanese home, learn to maneuver around Tokyo on the train system, and even learn more about Japanese foods! This volume truly takes you on an exciting adventure to Japan!

Our general goals for students in this volume align closely with the National Standards for Foreign Language Learning, as defined by the American Council on the Teaching of Foreign Languages (ACTFL):

1. Students will effectively communicate in Japanese through interpersonal exchange of information, opinions and expressions of feelings and emotions.
2. Students will understand and interpret written and spoken Japanese on many topics related to contemporary life in Japan.
3. Students will present information, concepts and ideas to an audience of listeners or readers on many topics about contemporary life in Japan.
4. Students will demonstrate an understanding of culture by studying certain common Japanese practices, perspectives and products and how they relate to one another.
5. Students will demonstrate an understanding of the nature of language through comparisons between the Japanese and English languages.
6. Students will participate in activities that will enable them to connect to other disciplines, access information through authentic sources and interact in multicultural settings.

Let us preview this volume by discussing the following aspects related to it.

Topics

The topics for Volume 3 were again carefully considered from the point of view of a young first-time traveler to Japan. Ken, the central character throughout *Adventures in Japanese*, arrives in Tokyo for the first time and is greeted by his Japanese host family. Students will learn about appropriate language and behavior in these usually tense first-time meetings. Ken introduces himself and talks about his family in a much more sophisticated way than in past volumes. Through Ken, you will become acquainted with high schools in Japan and learn about some of the special annual events that occur in schools. During the early weeks of Ken's stay in Japan, he writes a letter home to his former Japanese teacher to report about his life in Japan, thus demonstrating for you the essential skill of traditional letter writing (Lesson 3). One of the most difficult aspects of Ken's life in Japan is studying the language. The fourth lesson equips you to discuss your experiences in learning Japanese at this intermediate level and teaches you how to use a *kanji* dictionary, a necessary skill by the time you reach this stage in your

study of Japanese. Ken's life in Japan, however, is not entirely consumed by studies. You will be exposed to some of the common forms of entertainment for Japanese high school students, namely popular music, movies and television in Lesson 6. As a homestay student, you will become very intimate with living Japanese style in a modern Japanese home. In Lesson 7, you will learn about the structure of the typical modern Japanese home. Ken and his host family discuss Ken's stay over the dinner table in Lesson 8. This favorite lesson introduces you to many of the basic foods and methods of preparation in Japanese cooking. Another essential part of living in an urban city such as Tokyo is knowing how to use public transportation. In Lesson 9, you will be given a thorough tour of Tokyo through your study of the train system there.

Tasks

As in previous volumes, each lesson is prefaced by oral tasks that you will be expected to successfully complete at the lesson's end. This task is intentionally placed at the start of each lesson so that you will have a good idea of what you should be able to accomplish by the end of the lesson.

Dialogues/Narratives

In this volume, you will find dialogues or narratives that serve as the core of the lesson. You are expected to study these carefully, as these incorporate all of the new *kanji*, vocabulary and grammar in the lesson, and also provide you with some interesting insights into Japanese life. Use your dialogues and narratives as well to help you review as you conclude each lesson.

Vocabulary

In order to communicate successfully, it is imperative that you retain a rich and abundant vocabulary. This volume continues to provide you with many useful vocabulary items that will be particularly helpful as you describe the Japanese language, people, society and culture. Each vocabulary item is still accompanied by cartoon-like illustrations, which often help to define words better than English explanations can. As in previous volumes a list consisting of previously learned vocabulary words that reappear in the new lesson is provided for each lesson. A helpful resource is the *Adventures in Japanese Dictionary* which is a compilation of all vocabulary, grammar summaries and *kanji* lists from *Adventures in Japanese* Volumes 1 - 4.

Grammar

We have continued the tradition set in earlier volumes of keeping our grammatical explanations simple and understandable. You will learn to distinguish various speech styles and forms, such as the plain and polite styles, and male and female speech. You will learn to use noun clauses; several kinds of conditionals (if...); express time sequences (when, before, after, while, during); state reasons and regrets; give advice; express beginning, concluding and continuation of actions; justify your actions or statements overtly and by implication; and express ease or difficulty of certain actions. In addition, you will be able to express information through hearsay; indicate doubt and lack of knowledge about situations; compare things, actions or situations to other similar things, actions or situations; state plans you are considering; tell how you prepare for an impending activity; and express how you deal with a situation even if it is not what you had expected. These cover some of the major grammatical areas - - others are introduced as well.

Writing

Adding to the 121 *kanji* you have already learned in Volumes 1 and 2, this volume introduces 12 to 13 new *kanji* every lesson. In addition, new readings for previously learned *kanji* are listed. You will learn 98 additional new *kanji*. Fifty three additional *kanji* are included for recognition only. You will have learned to write 219 *kanji* by the end of this volume. Early in the volume, the lesson on using a *kanji* dictionary will provide you with a solid base for understanding the construction, meanings and readings of *kanji*. We hope this lesson will help you to better decipher and appreciate *kanji*!

Culture

You will notice that the culture notes in this volume are far more extensive than in previous volumes. It is with good reason, of course, as you (through Ken) are now experiencing the true Japan. Through these culture notes, you will be prepared to use a few Japanese proverbs well, write letters and address Japanese letters properly, appreciate Japanese entertainment, get around Tokyo, feel comfortable visiting a Japanese home and eating a Japanese meal.

Class Activities

Your teacher may use some of the activities provided in each lesson. They are designed for you to practice grammatical structures and vocabulary in fun, communicative ways. Some activities will reinforce your understanding of the cultural aspects introduced in the lesson. Even if these activities are not all done in class, they can serve as good practice for you as you progress through the lesson. Give them a try!

Good luck as you enter the third phase of your studies of the fascinating world of Japanese language and culture! Enjoy your adventure to Japan! がんばりましょう！

TO THE TEACHER

In addition to the background provided in the "To the Student" section, we want to present you with the following additional information about this volume. As mentioned in the earlier section, the curriculum that one establishes around *Adventures in Japanese* closely follows the ACTFL National Standards for Foreign Language Learning. Beyond using this textbook, we highly recommend integrating ancillaries, such as the audio CD and suggestions provided in the teacher's manual, in your curriculum. In particular, we regard the completion of projects as essential to meeting the specifications of the national standards. The projects can easily be modified to suit your students' needs and your preferences, but used as is, they are collectively designed to meet all of the standards. In meeting the standards, *Adventures in Japanese* also better prepares the students for many of the expectations of the Advanced Placement program. Again, we emphasize that in order for students to be best prepared for AP exams and for your course to meet the expectations of the national standards, we recommend incorporating the materials provided in the ancillaries, specifically the audio CDs and the teacher's manual.

For additional ideas and activities, please consult the Adventures in Japanese website for teachers at <http://www.punahou.edu/aij>. Teachers are invited to submit their own supplementary activities to this website for sharing.

We now present the following examination of the national standards and how they are met in the curriculum that is built around Volume 3 of *Adventures in Japanese*. While this is not an exhaustive discussion, it will inform you, the teacher, about how standards can be met as one teaches from *Adventures in Japanese*, Volume 3.

I. Communication: Communicate in Japanese.

1.1 Interpersonal Communication. *Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.* Students will speak consistently in class for every lesson as they practice with the vocabulary and grammar activities in the text in pairs or in small groups. These exercises elicit information, feelings, emotions and opinions about matters ranging from family to school life to studying Japanese to etiquette to entertainment to traveling. During oral assessments, they will demonstrate their ability to speak with proficiency using tasks provided at the start of each lesson. While using Volume 3, students also communicate interpersonally through writing, as they learn to write letters which eventually may be sent to a friend or relative who is a native speaker of Japanese. While doing their projects, they may interview native speakers or communicate through e-mail to obtain information about high schools or contemporary entertainment.

1.2 Interpretive Communication. *Students understand and interpret written and spoken language on a variety of topics.* Students engage in activities that regularly require them to actively listen and read, comprehend, then demonstrate their understanding. For example, their daily in class interactions with their classmates and teacher based on pair activities or group activities require strong listening

skills in order to respond appropriately. Students who are required to complete the exercises for each lesson on the audio CDs gain excellent practice in listening comprehension. If they are fortunate, students are even able to test their listening skills with native speakers as they obtain information for their projects on high school life in Japan or on contemporary Japanese entertainment. Students also regularly practice their reading as they read dialogues, narratives and letters in each lesson of their text. As students venture into completing projects, they are required to investigate sources written in Japanese via the internet or read messages sent to them by native speakers through e-mail.

1.3 Presentational Communication. *Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.* Although short recitations and presentations are quite a regular part of class activities, the opportunities that truly highlight presentational communication are the major projects we suggest in the teacher's handbook: self-introductions, comparison of aspects of Japanese high schools and the student's own school, contemporary Japanese entertainment and *obento* making. In all of these projects, students are required to organize information and/or concepts and prepare an oral presentation using visuals (electronic, posters or realia) for their classes or for an audience which extends beyond the classroom. They also write a more detailed report on the topic in Japanese, which again may be shared with an audience beyond the teacher.

II. Cultures: Gain Knowledge and Understanding of Japanese Culture.

2.1 *Students demonstrate an understanding of the relationship between the practices and perspectives of Japanese culture.* Students begin Volume 3 with an introduction to speech styles and male and female speech. Through this lesson, students learn how language practices reflect Japanese social values. In subsequent lessons, extensive cultural notes inform students about practices in Japanese high schools, Japanese letter writing, use of *kanji* dictionaries, the physical structure of dwellings and etiquette of living in Japanese homes, Japanese meals and table manners, and transportation systems and how to maneuver about in the Tokyo train system. In classroom discussions, or through projects, students demonstrate their understanding of how these practices reflect Japanese perspectives. For example, in the lesson about the Japanese home, students learn about the concept of *uchi* (inside) and *soto* (outside) through the Japanese practices of removing footwear and outer garments before entering the home, of conducting business in the *genkan*, of the use of bathroom slippers and other numerous examples of how the concept still lives in contemporary Japanese lifestyle.

2.2 *Students demonstrate an understanding of the relationship between the products and the perspectives of Japanese culture.* In Volume 3, students have several opportunities to experience products and demonstrate how they are connected to perspectives of Japanese culture. For example, in the transportation lesson, they are given maps to read, and learn to listen to and follow directions, while understanding the Japanese values of efficiency, punctuality and courtesy. In the lesson about the Japanese home, students engage in a Discovery Box activity which introduces them to the uniquely Japanese household gadgets, such as the *futon tataki* (Japanese bedding swatter), table leg coverings, or terry towel toilet seat covers. Students are able to handle these (or any items the teacher wishes to show them), predict what they are, how they are used, and why they are used in Japanese homes. The best example of this standard in action, however, is the *obento* lesson, which introduces students to a variety

of foods, tastes, textures, methods of preparation and presentation. Students understand how this traditional Japanese favorite food item is a prime representation of many Japanese perspectives.

III. Connections: Connect with other disciplines and acquire information.

3.1 *Students reinforce and further their knowledge of other disciplines through the Japanese language.* In Volume 3, students are able to further their understanding of other disciplines, mainly social studies (history, sociology, geography, economics, etc.), music, art, drama and home economics. For example, in the entertainment lesson, students gather a bounty of information on contemporary Japanese music, drama (movies, television, *anime*) and art (*anime*) when they research current popular forms of entertainment in Japan. They check authentic websites for information on favorite entertainers or productions, download Japanese music and clips of *anime*, and share information with their peers during their project presentations.

3.2 *Students acquire information and recognize the distinctive viewpoints that are only available through Japanese language and culture.* Students at this level are able to meet this standard through the lesson on letter writing, listening to or watching visuals about the use of unique grammatical forms, such as male/female speech and plain and polite spoken styles. The projects on the comparison of student life at Japanese and American high schools and Japanese and American entertainment genres allow students to choose, investigate and learn about aspects of these topics which they may have limited prior knowledge of, but which they are very interested in investigating.

IV. Comparisons: Develop Insight into the Nature of Language and Culture.

4.1 *Students demonstrate understanding of the nature of language through comparison of the Japanese language and their own.* In almost all of their encounters in a Japanese language class, students are bombarded by comparisons and contrasts between Japanese and their own language. In their daily oral practice activities, for example, students at this level learn that utterances such as *Nihon ni kita ato de ichinen ni narimasu* are incorrect, but should instead say *Nihon ni kite kara, ichinen ni narimasu* though both should translate in English as "It has been a year since I have come to Japan." Proverbs introduced in this volume, which have their equivalents in English as well as proverbs which are uniquely Japanese, highlight the universalities of language and culture, as well as their marked contrasts. Besides the incongruities between the languages to which the students are exposed daily in class, students delve deeper at this level into Japanese speech styles and male and female speech. The entire Lesson 1 is dedicated to these styles of speech. Students must demonstrate an ability to recognize, and in the case of speech styles, produce the correct speech style based on any given situation. For example, on conversation days when speaking with their peers, they use the informal, or plain style. When they take their OPI exams and are asked questions by their teacher, they switch to the formal, or polite speech style. When they write compositions for their projects, they use the plain style, but in the lesson on letter writing, they use the polite style. In the lesson on using the *kanji* dictionaries, students learn to appreciate the historical and structural significance of the Japanese writing system and how different the writing system is from the English writing system. Numerous other opportunities allow students to be able to demonstrate their understanding of the obvious and subtle similarities and

differences between Japanese and English.

4.2 *Students demonstrate understanding of the concept of culture through comparisons of Japanese culture and their own.* Opportunities for students abound in this realm, especially as they read the cultural notes in the book and actively engage in their projects. Whether it is the lesson on Japanese high schools, letter writing, writing systems, Japanese entertainment, the Japanese home, Japanese food and manners, or the Tokyo transportation system, students will compare how similar and different Japanese and Americans' daily experiences are. As one specific example, when students write their letters in Japanese, they learn to appreciate the Japanese respect for order and structure, for respect toward others as well as respect for themselves, and their sensitivity to the forces of nature and their influence on the lives of the Japanese. Another example already discussed earlier is the *obento* project. This project allows students to demonstrate their understanding of the values of the Japanese. They produce their own *obento* that expresses the values Japanese place on efficient use of space, convenience, practicality, aesthetic appeal, harmony, sensitivity to nature, among other things. Through these authentic experiences, students are readily able to understand and compare cultural differences as well as similarities.

V. Communities: Participate in Multilingual Communities at Home and Around the World.

5.1 *Students use Japanese both within and beyond the school setting.* In conjunction with the lessons in Volume 3, students are able to use Japanese in various contexts within diverse communities. For example, when they engage in the project comparing Japanese high schools and their own high schools as well as the project on contemporary entertainment, students are encouraged to do research on the web for information, interview native speakers in and out of the school community, invite native speaking resource persons to campus, e-mail or chat online with native speaking resource persons beyond school and even participate in teleconferencing sessions that their teachers may arrange! During the New Year celebration, students are encouraged to write Japanese *nengajo* to send to family members or friends who appreciate the fact that the student is studying Japanese. They may prepare and share part of their *obento* with their family during this project. They may venture out to a *karaoke* box to share their Japanese singing talents with others in conjunction with the entertainment lesson. They may participate in community service opportunities that expose them to the language and culture of Japan, or travel to Japan on their own or with organized study abroad/homestay programs. The opportunities are boundless.

5.2 *Students show evidence of becoming lifelong learners by using Japanese for personal enjoyment and enrichment.* Lessons in Volume 3 have proven to spark lifelong interest in Japanese language and culture. In particular, the lessons students are most appreciative of after they leave us are the lessons on letter writing, using the *kanji* dictionary, the Japanese home and etiquette in the home, preparation of Japanese foods and etiquette, contemporary Japanese entertainment and traveling in Tokyo. Some students become avid followers of J-Pop, *karaoke*, *anime* and *manga* as a result of the one lesson and project they had engaged in at this level. Students who travel to Japan find themselves drawn to trying out the train system and visiting the excitement offered at Akihabara, Harajuku, Shibuya or Ikebukuro because of all they have learned in the final lesson of Volume 3. It is truly gratifying to see how

students are able to use what they have learned even after they have graduated. We often discover that former students include Japanese as part of their college or professional career, or their personal lives as a result of interest we have helped to generate through our curriculum.

We hope that the preceding information has been helpful in providing you, the teacher, with some ways in which *Adventures in Japanese, Volume 3* can be employed to help your students meet national language standards and prepare for Advanced Placement exams.

The ultimate goal of the authors of this text however, is one that far supersedes meeting national standards or succeeding at AP exams. It is our wish to nurture students who grow to love the language and culture of Japan and integrate some aspect of Japan into their lives so they may eventually contribute to a more seamless relationship between our nations. We hope that with their appreciation of the power of understanding many languages and cultures, they will be better prepared to lead us into the future to a more peaceful and harmonious world.



By the end of this lesson, you will be able to communicate the information below in the given situation. Complete the following tasks with a partner. You are expected to conduct a natural conversation using as many new vocabulary and grammatical structures as you can, while appropriately incorporating vocabulary and structures you have learned previously. Use the appropriate speech style (plain or polite) and male/female speech if appropriate. Practice the dialogue with your partner; the aim is not to memorize a dialogue, but to communicate meaningfully with your partner on the topics below.

【 III - 1 タスク 1 】

Partner **A**: *High school student from the U. S. visiting Japan for the first time*

Partner **B**: *A's host older brother/sister in Japan*

Situation: *A has just settled into his/her host family's home, and B has just returned from school before dinner. A and B get acquainted in the living area.*

A and **B** introduce themselves to one another with all the introductory greetings. **B** asks questions about **A**, while volunteering similar information about him/herself such as age, grade, family: parents, siblings, grandparents (names, jobs, grade [if applicable], likes/dislikes). **A** also volunteers information and asks **B** questions. **B** asks **A** what **A** wants to do in Japan. **A** responds.

【 III - 1 タスク 2 】

Partner **A**: *High school student from the U. S. visiting Japan for the first time*

Partner **B**: *A's host father/mother in Japan*

Situation: *A has just been introduced to his /her host parent (B) on the first day of A's arrival to Japan. They get acquainted before they set off for the host family's home.*

A and **B** introduce themselves to one another with all the introductory greetings. **B** asks **A** many questions about **A**'s age, grade, family, likes and dislikes. **A** also volunteers some information about him/herself. After some conversation, **B** compliments **A** on his/her skill in Japanese, and asks briefly about **B**'s studies in Japanese (*kanji* writing ability) and favorite subjects. **A** responds appropriately. **B** advises **A** to let him/her know if there is anything **B** can do to help **A**. **A** thanks **B** and they decide to go.

【会話 1】

<日本のホストファミリーの家でお母さんと>

ケン : はじめまして。ケンです。どうぞよろしく。

お母さん : こちらこそ。よろしくね。ケンは、何才？

ケン : 十六才です。高校の二年です。

お母さん : そう。日本語が上手ねえ。

ケン : いいえ、とんでもないです。まだ下手です。

お母さん : 漢字も書けるの？

ケン : ええ。でも、五十ぐらいしか書けません。

漢字を書くのは^{にが}苦手です。

お母さん : ご家族は何人？

ケン : 五人です。父と母と姉と妹とぼくです。

お母さん : お父様^{さま}のお仕事は？

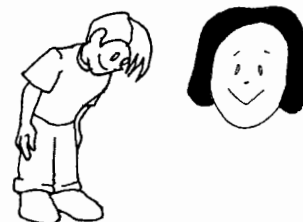
ケン : 父は医者^{いしゃ}をしていて、母は銀行^{はたら}で働いています。

お母さん : そう。ご兄弟は？

ケン : 姉のジーナは、去年高校を卒業^{そつぎょう}して、今、カリフォルニアの大学に行っています。物理^りを専攻^{せんこう}しています。妹のミリーはまだ幼稚園^{ようちえん}です。

お母さん : そう。ケンはどんなことが好きなの？

ケン : そうですねえ... ぼくはスポーツをすることとギターを



ひくことが好きです。特にサッカーが得意です。

お母さん：何かきれいな食べ物、ある？

ケン　　：だいたい何でも食べられますが、人参が苦手です。

お母さん：そう。だめよ。日本で一番何をしたいって思ってるの？

ケン　　：さあ... 何でもしてみたいです。

お母さん：何かあったら、いつでも言ってね。さあ、夕食を食べましょう。

ケン　　：はい、いただきます。

【会話2】

＜日本のホストファミリーの家でお父さんと＞

ケン　　：はじめまして。ケンです。どうぞよろしく。

お父さん：こちらこそ。よろしく。ケンは、何オ？

ケン　　：十六才です。高校の二年です。

お父さん：そうか。日本語が上手だねえ。

ケン　　：いいえ、とんでもないです。まだ下手です。

お父さん：漢字も書けるかい？

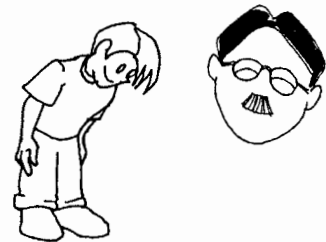
ケン　　：ええ。でも、五十ぐらいしか書けません。

漢字を書くのは苦手です。

お父さん：ご家族は何人？

ケン　　：五人です。父と母と姉と妹とぼくです。

お父さん：お父さんのお仕事は？



ケン　　：父は医者いしゃをしていて、母は銀行で働はたらいています。

お父さん：そうか。兄弟は？

ケン　　：姉のジーナは、去年高校を卒業そつぎょうして、今、カリフォルニアの大学
に行っています。物理を専攻りせんこうしています。妹のミリーはまだ
幼稚園ようちえんです。

お父さん：そうか。ケンはどんなことが好きかい？

ケン　　：そうですねえ...　　ぼくはスポーツをすることとギターを
ひくことが好きです。特にサッカーが得意とくいです。

お父さん：何かきらいな食べ物、あるかい？

ケン　　：だいたい何でも食べられますが、人参じんが苦手にがです。

お父さん：そうか。だめだよ。日本で一番何をしたいって思ってる？

ケン　　：さあ...　　何でもしてみたいです。

お父さん：何かあったら、いつでも言ってくれよ。さあ、夕食、食べよう。

ケン　　：はい、いただきます。



A. ことわざ Proverbs

Japanese proverbs reflect Japanese people's values and their way of thinking. Here are some common Japanese proverbs.

1. 「十人十色」*

じゅうにん refers to 10 people. といろ is an abbreviated form of とおいろ which means 10 colors. 「じゅうにんといろ」 literally means "Ten men, ten colors" and may be interpreted as "Many men, many tastes."



2. 「かえるの子はかえる」*

「かえるの子はかえる」 means "A frog's child is a frog." A child resembles his/her parents and will have a life like his/her parents. A child has the same kind of abilities as his/her parents. Therefore, parents should not expect more of their children than they themselves could achieve. There is the similar Western expression: "The apple doesn't fall very far from the tree."



3. 「猫に小判」*

ねこ is a cat. こばん is a gold coin used during the Tokugawa period. 「ねこにこばん」 means "to give a gold coin to a cat." It is used when someone receives something and cannot or does not appreciate its value. This is similar to the Western expression "To cast pearls before swine."



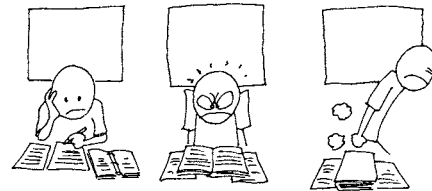
4. 「猿も木から落ちる」*

さる is a monkey. も means "even." 木 is a tree. から means "from." おちる means "to fall." 「さるも 木から おちる」 translates as, "Even monkeys fall from trees." It suggests that even skillful people sometimes make mistakes.



5. 「三日^{みっか}ぼうず」 *

みっか means "three days" and ぼうず means "a monk."
「みっかぼうず」 is used to describe one who does not persevere or one who is not a steady, reliable worker.



6. 「ばかにつける薬^{くすり}はない」 *

ばか is an idiot. つける means "to apply." くすり is "medicine."
ない means "does not exist." 「ばかに つける くすりは ない」
is translated as "There is no medicine for stupidity" or "There is no cure for an idiot."



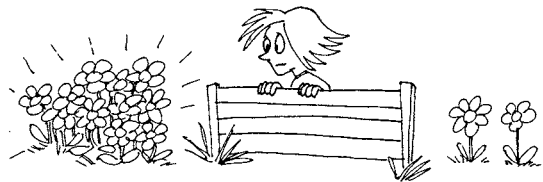
7. 「石^{いし}の上にも三年」 *

いし means "a stone." This proverb means that (sitting) on a stone for as long as three years makes anything possible. If you sit on the stone as long as three years, even the stone becomes warm. This proverb suggests that perseverance overcomes all things.



8. 「となりの花^{はな}は赤^{あか}い」 *

となり means "next door." Translated, this proverb means "Flowers next door are red." It is equivalent to the English saying, "The grass is greener on the other side of the fence." This proverb is used when someone feels that things he/she does not own look attractive, but once he/she obtains them, they are not so attractive any more.



9. 「花^{はな}より団子^{だんご}」 *

だんご means "sweet rice dumplings." When translated, this proverb means "Sweet rice dumplings rather than flowers." It is similar to the English proverb "The belly is not filled with fair words." In other words, one's physical needs take precedence over more lofty ideals.



10. 「負けるが勝ち」 *

This proverb means "Defeat is a win." An equivalent English proverb is "Losers gainers."



11. 「海より深い母の愛」 *

ふかい means "deep." This proverb translates as "Mother's love is deeper than the ocean." A mother is always thinking about her children and will do anything for their sake.

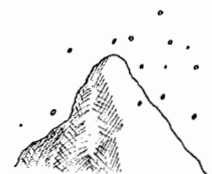


12. 「ちりもつもれば山となる」

ちり means "dust." つもれば means "if it amasses or if it accumulates."

This proverb translates as "Even dust amassed will make a mountain."

If you do something a little at a time, someday you will be able to achieve your lofty goal.



* Previously introduced.



1. 漢 China (during Han Dynasty) カン 漢字 Chinese characters

水 (water) → 氵 → 氵 +

草 (plant) → 艹 → 艹 +

口 (mouth) + 二 (two) + 人 (person) = 漢 (China)



China started from two persons who lived by the water where there were plants to eat.

2. 字 character; writing ジ 漢字 (かんじ) Chinese characters

家 → 宀 → 宀 +

人 → 子 → 子 = 字 (character; writing)



A child writes characters in the house.

3. 姉 older sister あね 姉の本 my older sister's book

ねえ お姉さん (someone's) older sister

女 → 𡚦 → 女 +

巾 (cover) +

巾 (cloth) → 市 (city = market) = 姉 (older sister)







The female person who wants to live in the city is my older sister.



4. 妹 younger sister



いもうと

妹の名前 my younger sister's name

妹さん someone else's younger sister

 →
  →
  →
  +

 →
  +

 →
  →
 未 (not yet) = 妹 (younger sister)

妹

The female who is not grown-up yet is my younger sister.



5. 兄 older brother

あに

兄の車 my older brother's car

にい

お兄さん someone's older brother

 →
  →
 口 (mouth) +

 →
 儿 (legs) = 兄 (older brother)

My older brother is the mouthpiece (spokesman) of the family and does all the family's legwork.

兄

6. 弟 younger brother



おとうと

弟の本 my younger brother's book

弟さん someone else's younger brother

☆

兄弟 (きょうだい) siblings

 →
 →
 弟 = 弟 (younger brother)

Younger brother is tied up to the lower part of the tree and is marked.

弟

7. 朝 morning

あさ

朝御飯 (あさごはん) breakfast

毎朝 (まいあさ) every morning

朝日新聞 (あさひしんぶん) Asahi Newspaper

チョウ

朝食 (ちょうしょく) breakfast

☆

今朝 (けさ) this morning

十 (ten) +

日 (sun) +

十 (ten) + 月 (moon) = 朝 (morning)

Ten suns and 10 moons are very bright. It is morning.

朝

8. 昼 daytime

ひる

昼御飯 (ひるごはん) lunch

チュウ

昼食 (ちゅうしょく) lunch

尸 (roof) +

丿 (cover) +

日 (sun) +

一 (one) = 昼 (daytime)

It is just right to take a nap under the roof because the sun at one o'clock in the daytime is just too hot.

昼

9. 明 is bright

あか (るい) 明るい所 (あかるいところ) a bright place

☆

明日 (あした) tomorrow

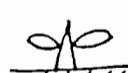




⊙ (sun) +

☾ (moon) = 明 (is bright)

The sun and moon together are bright.

明

10. 去 past キヨ 去年 (きょねん) last year


 (soil) →  → 土 +
 (cut wood with a knife) →  →  = 去 (past)



去

You planted a tree last year, so you can have free wood this year.

11. 銀 silver ギン 銀行 (ぎんこう) bank

銀のネックレス a silver necklace

 → 金 (gold; metal) +

 →  → 良 (good) - 丿 = 銀 (silver)


a grain of rice and a person (This *kanji* alone means "good.")



After gold, silver is the best metal.

銀

12. 仕 to serve シ 仕事 (しごと) job

仕方 (しかた) が ない It cannot be helped.

 → イ +
 a person

 →  → 士 = 仕 (to serve)
 samurai

A samurai is a person who serves the lord.

仕

【読みかえの漢字】

- | | | | |
|------|-----------------|-----|---|
| 1. 父 | father | ちち＊ | 父の仕事〔しごと〕 my father's job |
| | | とう＊ | お父さん someone else's father |
| | | フ | 祖父 ^そ my own grandfather |
| 2. 母 | mother | はは＊ | 母の名前〔なまえ〕 my mother's name |
| | | かあ＊ | お母さん someone else's mother |
| | | ボ | 祖母 ^そ my own grandmother |
| 3. 先 | first; previous | セン＊ | 先生〔せんせい〕 teacher |
| | | | 先月〔せんげつ〕 last month |
| | | さき | お先に。 Excuse me for going/doing something first. |

【読めればいい漢字】

- | | | |
|-------|-------|-----------|
| 1. 家族 | かぞく | family |
| 2. 友達 | ともだち | friend |
| 3. 質問 | しつもん | question |
| 4. 答え | こたえ | answer |
| 5. 宿題 | しゅくだい | homework |
| 6. 試験 | しけん | exam |
| 7. 昨日 | きのう | yesterday |

Let's review previous vocabulary!

A. めいし Nouns

- | | | | |
|----------------|----------------------------|-----------------|---------------------|
| 1. ホストファミリー | host family | 16. お仕事 [しごと] | job [polite] |
| 2. 家 | house | 17. いしゃ | doctor [informal] |
| 3. お母さん | (someone's) mother | 18. 銀行 [ぎんこう] | bank |
| 4. 何才? | how old? | 19. ご兄弟 [きょうだい] | siblings [polite] |
| 5. 高校 | high school | 20. 去年 [きょねん] | last year |
| 6. 二年 | second year | 21. 今 | now |
| 7. 五十ぐらい | about 50 | 22. カリフォルニア | California |
| 8. (ご)家族 [かぞく] | (someone's) family | 23. どんなこと? | what kind of thing? |
| 9. 何人 [なんにん]? | how many (people)? | 24. スポーツ | sports |
| 10. 五人 | five people | 25. ギター | guitar |
| 11. 父 | (one's own) father | 26. サッカー | soccer |
| 12. 母 | (one's own) mother | 27. 食べ物 | food |
| 13. 姉 [あね] | (one's own) older sister | 28. 何か | something |
| 14. 妹 [いもうと] | (one's own) younger sister | 29. 物 | thing [tangible] |
| 15. お父さま | father [polite] | 30. 一番 | No. 1; most |

B. どうし Verbs

- | | |
|------------------------------|---|
| 31. 書ける (G1かく／かきます) | can write [potential form] |
| 32. 書けません (G1かく／かきます) | cannot write [potential form] |
| 33. 書くの (G1かく／かきます) | to write [noun form] |
| 34. はたらいています (G1はたらく／はたらきます) | is working |
| 35. 行っています (G1いく／いきます) | is going; is attending |
| 36. すること (IRします／して) | to do [noun form] |
| 37. ひくこと (G1ひきます／ひいて) | to play (a string instrument) [noun form] |
| 38. ある? (G1あります／あって) | is there? [informal form] |
| 39. 食べられます (G2たべる／たべます) | can eat [potential form] |
| 40. したい (IRする／します) | want to do [informal form] |
| 41. 思っています (G1おもう／おもいます) | is thinking |
| 42. してみたいです (IRする／します) | want to try to do |
| 43. あったら (G1ある／あります) | if there is [TARA form] |

44. 言って (G1いう／いいます)

please say [informal form]

45. 食べましょう (G2たべる／たべます)

let's eat [formal form]

C. な けいようし NA Adjectives

46. 上手 skillful

50. とくい be strong at

47. 下手 unskillful

51. きらい dislike

48. にが手 be poor at

52. だめ no good

49. 好き like

D. ふくし Adverbs

53. まだ + Aff. still

55. だいたい generally; roughly

54. とくに especially

E. Expressions

56. はじめまして

How do you do?

57. どうぞよろしく

Nice to meet you.

58. そう?

Is that so? [informal]

59. とんでもないです

Far from it! [strong denial]

60. そうですねえ...

Let me see...

61. さあ...

Well...

62. いただきます

[Used before meals.]

F. その他 Others

63. でも、

However,

Activity A

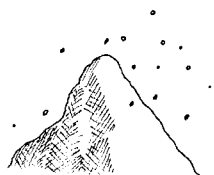
1.



ことわざ<諺> N proverb

「犬もあるけば棒にあたる」という諺を知っていますか。Do you know the proverb "Even dogs will run into sticks"?

2.



「ちりもつもれば山となる」

"Dust amassed will make a mountain."

Activity B

3.



そふ<祖父> N one's own grandfather

祖父はゴルフが大好きです。My grandfather loves golfing.

4.



そぼ<祖母> N one's own grandmother

祖母のしゅみは、本を読むことです。My grandmother's hobby is reading books.

5.



おじ<叔父> N one's own uncle

おじはよく私を映画に連れて行ってくれます。My uncle often takes me to the movies.

6.



おば<叔母> N one's own aunt

おばは英語がとても上手です。My aunt is very good at English.

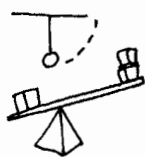
7.



ようちえん<幼稚園> N kindergarten

妹は幼稚園に行っています。My younger sister goes to kindergarten.

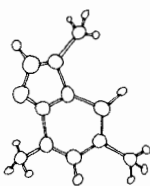
8.



ぶつり<物理> N physics

物理が苦手です。I am poor at physics.

9.



かがく<化学> N chemistry

化学は面白いと思います。I think that chemistry is interesting.

10.



りか<理科> N science

兄は理科が大好きです。My older brother loves science.

11.



ぶんがく<文学> N literature

アメリカ文学のクラスを取っています。I am taking an American literature class.

12.



れきし<歴史> N history

日本の歴史はとても古いです。Japanese history is very old.

13.



(school を) そつぎょうする<卒業する> V3 to graduate from (school)

姉は去年、高校を卒業しました。My older sister graduated from high school last year.

14.



せんこうする<専攻する> V3 to major (in)

姉は大学で科学を専攻しています。My older sister is majoring in science at college.

15.



～しか + Neg. Nd only ~ [emphasis] → Grammar C.

やさいしか食べません。I eat nothing but vegetables.

日本語が少ししか分かりません。I only understand a little Japanese.

Activity C

16.



こちらこそ。 Exp. It is I, (not you.) [emphasis]

こちらこそ、どうぞよろしく。 It is I who should say, "Nice to meet you."
17.



行って来ます。 Exp. [Used by a family member who leaves home for the day.]
18.



行ってらっしゃい。 Exp. [Used by a family member who sees off another family member for the day.]
19.



ただいま。 Exp. I'm home. [Used by a family member who has come home.]
20.



お帰りなさい。 Exp. Welcome home. [Used by a family member who welcomes another family member home.]
21.



おやすみ (なさい) 。 Exp. Good night.
22.



おさきに。 <お先に。 > Exp. Excuse me for going/doing something first.
23.



しつれいします。 <失礼します。 > Exp. Excuse me, I must be going now. [Used when one must leave a place. lit., I will be rude.]

Excuse me, I am about to interrupt. [Used to apologize before interrupting another person.]

24.



しつれいしました。＜失礼しました。＞ Exp. I am sorry to have inconvenienced you or for a rude act I have committed.

Activity D

25.



にんじん＜人参＞ N carrot

私は人参がきらいです。 I do not like carrots.

Activity E

26.



食べよう V2 Let's eat [informal form of 食べましょう]

→ Grammar D. さあ、食べよう。 Well, let's eat.

27.



だろう C probably is [informal form of でしょう]

日本旅行は楽しいだろう。 The Japan trip will probably be enjoyable.

Activity F

28.



ちょうしょく＜朝食＞ N breakfast

私の朝食はパンとコーヒーです。 My breakfast is bread and coffee.

29.



ちゅうしょく＜昼食＞ N lunch

昼食をカフェテリアで食べました。 I ate lunch at the cafeteria.

30.



ゆうしょく＜夕食＞ N dinner; supper

夕食を一人で食べました。 I ate dinner alone.

31.



何でも Ni+P anything

ぼくは何でも食べられます。 I can eat anything.

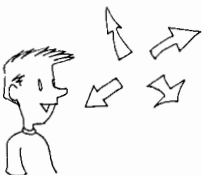
32.



いつでも Ni+P anytime

もんだい
問題があったら、いつでも言って下さい。 If you have a problem, please tell me (about it) anytime.

33.



どこでも Ni+P anywhere

どこでもいいですよ。 Anywhere is fine.

Activity G

34.



一の? SP [female sentence ending particle] → Grammar F.

漢字が書けるの? Can you write *kanji*?

35.



一なの? SP [female sentence ending particle] → Grammar F.

何が好きなの? What do you like?

36.



一か/かい? SP [male informal sentence ending particle]

→ Grammar F. 漢字も書けるかい? Can you write *kanji* too?

37.



一てくれ SP [male informal form of 一て下さい] → Grammar F.

何でもぼくに言ってくれ。 Please tell me anything.

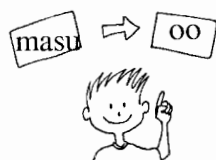
38.



一って P [informal form of quotation particle と]

はな
花子はパーティーに行くって言っていました。 Hanako was saying that she will go to the party.

39.



かえる<変える> V2 to change (something)

MASU form を OO form に^か変えよう。 Let's change the MASU form to the OO form.

40.



つかう^{つか}<使う> V1 to use

おはし^{つか}を使って、食べよう。I will eat it using chopsticks.

A. 姉のジーナ Noun 1 の Noun 2

The particle の normally separates a modifier from the noun it modifies, i.e., アメリカの車. の may also be used in situations where the first noun clarifies or helps to define the second noun. For example, いもうとのみちこ means my younger sister Michiko. いしゃの山田さん means Yamada, who is a doctor. It does not mean Yamada's doctor.

1. 妹のケリーはまだ小学生です。 My younger sister Kelly is still an elementary student.
2. 兄の大輔は銀行に勤めています。 My older brother Daisuke is employed at the bank.

B. 父はいしゃをしています Occupation をしている。

When one describes a person's occupation, one may simply say, 今田さんは先生です。 However, many Japanese would also say, 今田さんは先生をしています。 Literally, this could be interpreted to mean that Imai is doing the work of a teacher.

1. 母は高校で先生をしています。 My mother is a teacher at a high school.
2. 前、父はカイザー病院で医者をしていました。 My father was a doctor at Kaiser Hospital.

C. ～しか + Neg. Predicate.

nothing/nobody/no ~ but ~; only ~

しか is a particle that means nothing but ~, nobody but ~, no one but ~, etc. しか always occurs with negative predicates. しか replaces particles を, が, は, replaces or follows へ and に, and follows the particles で, と, から, まで, etc. しか must immediately follow the word which is receiving the "nothing but" emphasis. だけ also means "only." Compare だけ and しか:

- a. しか suggests fewness or exclusiveness, while だけ describes the situation in a neutral context.
 1. 私だけ行きました。 Only I went.
 2. 私しか行きませんでした。 Nobody but I went.
- b. しか occurs only with negative predicates.
- c. The verb かかる "it takes (time)" may be used with しか, but not with だけ.
 1. 学校まで五分しかかかりません。 It takes only five minutes to go to school.

1. 家族では父しか日本語を話しません。 No one but my father speaks Japanese in my family.
2. 山本さんは野菜しか食べません。 Ms. Yamamoto eats nothing but vegetables.

- | | |
|---|---|
| 3. 漢字は百ぐらいしか ^し 知りません。 | I know only about 100 <i>kanji</i> . |
| 4. 兄は東京 ^{とうきょう} (に)しか行きませんでした。 | My older brother went nowhere but to Tokyo. |
| 5. 弟は学校でしか ^{べんきょう} 勉強しません。 | My younger brother studies nowhere but at school. |
| 6. あなたとしか話したくないんです。 | I do not want to talk to anybody but you. |

D. Interrogative Noun (+ へ, に, で, と, から etc.) + でも + Affirmative predicate.

When *でも* is attached to an interrogative (question word) and is accompanied by an affirmative ending, the particles *を*, *が* and *は* are not used. Other particles *へ*, *に*, *で* etc. precede *でも*.

何でも 食べる。 I eat anything.

いつでも いい。 Anytime is fine.

どこでも べんきょう出来る。 I can study anywhere.

Interrogative Noun (+ へ, に, で, と, から etc.) + も + Negative predicate.

When an interrogative (question word) is followed by *も* and is accompanied by a negative predicate, only the particles listed above appear before *も*.

何も 食べなかった。 I didn't eat anything.

どこへも 行かなかった。 I didn't go to anywhere.

- | | |
|------------------------------|---|
| 1. <u>何でも</u> 言っておさい。 | Please tell me anything. |
| 2. <u>いつでも</u> 言っておさい。 | Please tell me anytime. |
| 3. <u>どこでも</u> いいですよ。 | Anywhere is fine. |
| 4. 家から <u>どこへでも</u> 電車で行けます。 | You can go anywhere by electric train from our house. |
| 5. <u>どこからでも</u> 電話しておさい。 | Please call me from anywhere. |
| 6. 今日はまだ <u>何も</u> 食べていません。 | I have not yet eaten anything today. |
| 7. 昨日は <u>どこへも</u> 行きませんでした。 | I didn't go anywhere yesterday. |

E. Quotation + って + 言う / 思っている

In the previous volume, you learned the quotation pattern in which *と* followed the quote. This new form is simply a more conversational and informal way of quoting someone or expressing one's thoughts.

- | | |
|----------------------------------|--|
| 1. 友達はその映画に行く <u>って</u> 言っていました。 | My friend said that she will go to that movie. |
| 2. 日本で何をしたい <u>って</u> 思っていますか。 | What are you thinking of doing in Japan? |

F. The Verb OO Form "Let's do ~." "Shall we do ~?"

This is the informal plain equivalent of the -ましょう form. For Group 1 verbs, the final sound of the verb stem is changed to its corresponding お sound, then lengthened with う. Group 2 - OO verbs are formed by attaching よう to the verb stem.

	MASU form	Dictionary form	OO form
Group 1	の <u>み</u> ます (nom-i <u>masu</u>)	の <u>む</u> (nom- <u>u</u>)	の <u>も</u> う (nom- <u>oo</u>)
	し <u>に</u> ます (shin-i <u>masu</u>)	し <u>ぬ</u> (shin- <u>u</u>)	し <u>の</u> う (shin- <u>oo</u>)
	あそ <u>び</u> ます (asob-i <u>masu</u>)	あそ <u>ぶ</u> (asob- <u>u</u>)	あそ <u>ぼ</u> う (asob- <u>oo</u>)
	か <u>い</u> ます (ka-i <u>masu</u>)	か <u>う</u> (ka- <u>u</u>)	か <u>お</u> う (ka- <u>oo</u>)
	ま <u>ち</u> ます (mach-i <u>masu</u>)	ま <u>つ</u> (mats- <u>u</u>)	ま <u>と</u> う (mat- <u>oo</u>)
	かえ <u>り</u> ます (kaer-i <u>masu</u>)	かえ <u>る</u> (kaer- <u>u</u>)	かえ <u>ろ</u> う (kaer- <u>oo</u>)
	か <u>き</u> ます (kak-i <u>masu</u>)	か <u>く</u> (kak- <u>u</u>)	か <u>こ</u> う (kak- <u>oo</u>)
	およ <u>ぎ</u> ます (oyog-i <u>masu</u>)	およ <u>ぐ</u> (oyog- <u>u</u>)	およ <u>ご</u> う (oyog- <u>oo</u>)
	はな <u>し</u> ます (hanash-i <u>masu</u>)	はな <u>す</u> (hanas- <u>u</u>)	はな <u>そ</u> う (hanas- <u>oo</u>)
Group 2	み <u>ま</u> す (mi- <u>masu</u>)	み <u>る</u> (mi- <u>ru</u>)	み <u>よ</u> う (mi- <u>yoo</u>)
	たべ <u>ま</u> す (tabe- <u>masu</u>)	たべ <u>る</u> (tabe- <u>ru</u>)	たべ <u>よ</u> う (tabe- <u>yoo</u>)
Irregular	し <u>ま</u> す (shi- <u>masu</u>)	す <u>る</u> (su- <u>ru</u>)	し <u>よ</u> う (shi- <u>yoo</u>)
	き <u>ま</u> す (ki- <u>masu</u>)	く <u>る</u> (ku- <u>ru</u>)	こ <u>よ</u> う (ko- <u>yoo</u>)

1. たかし：「今、行こうか。」

"Shall we go now?"

まり：「ええ、いいわよ。」

"Yes, it's o.k."

2. たかし：「さあ、お昼を食べよう。」

"Well . . . let's eat lunch."

まり：「うん、行こう。」

"Yes, let's go."

G. 思ってる

い of います／いる is often dropped in informal speech when it follows the verb TE form. This form should not be used in formal writing.

1. 今、何してる？

What are you doing now?

2. 毎日、テニスをしてるよ。

I play tennis every day.

H. Speech Styles

A conversation between two people in Japanese can reveal much about the relationship between them. The form of the sentence endings tells us about the degree of closeness between the listener and speaker.

If the formal (polite) form is being used, it is an indication that the speaker and listener do not share a close relationship. The formal (polite) form is represented by です/ます forms, and is used by an inferior in formal situations, such as from student to teacher or salesperson to customer. The formal speech style is also used among adults who do not know each other well or at ceremonies and public speeches and announcements.

If the speaker and listener use informal (plain) sentence endings, they share a close relationship, i.e., good friends or family. The informal (plain) style is also used in specific grammatical positions, such as before extenders つもりです "intend to" and はずです "be expected to." Japanese write diaries in the informal (plain) speech style too. Sometimes, when the speaker addresses himself/herself instead of his/her listener, he/she switches from a formal to informal speech style, even in a formal situation. For example, a student speaking with his/her teacher would use the formal style during the conversation. But if he/she suddenly hurt himself/herself while talking, he/she would use the informal いたい "ouch," rather than the formal form いたいです, because the statement is not directed to the teacher.

Other features of speech change when one uses informal language. One is that certain particles may be omitted. The particles は and を are frequently dropped. Other particles (で, に, へ, から, まで, etc.) are usually not dropped. Another change that occurs with the use of informal speech is that forms of male and female speech (discussed later) often appear. Male and female speech are not generally used in formal speech.

When one speaks formally, one is often more polite in one's use of vocabulary and expressions. See the following pages to see how certain words are made more polite by the addition of prefixes, or with completely different forms.

Students who study Japanese as non-native speakers learn the formal (polite) speech style first because it is a "safer" form to use with teachers and Japanese adults. Japanese children, however, master the informal (plain) speech style before the formal (polite) speech style in Japan. It is important to use the correct style, as it can be offensive or rude to use style incorrectly.

Compare the informal (plain) speech style with each です/ます form in the following chart.
Compare:

A. Conversation between friends.

ゆき：今日は何曜日？

What day is today?

みか：今日は金曜日よ。

Today's Friday!

B. Conversation between a customer and cashier.

Customer：今日は何曜日ですか。

What day is today?

Cashier：今日は金曜日です。

Today is Friday.

Conjugations

	Formal Speech Style	Informal Speech Style	Functions
1. Verb conjugation	<p>のみます のみません のみました のみませんでした のみますか のんでください のめます のみましょう のんでいます のんでみしょう のまなければなりません</p>	<p>のむ のまない のんだ のまなかった のむ？ のんで のめる のもう のんで(いる) のんでみよう のまなければならない or のまなければいけない</p>	<p>non-past (Dictionary form) neg. non-past (NAI form) past (TA form) neg. past (NAKATTA form) question request (TE form) potential form volitional form [OO form] is drinking let's try to drink have to drink; must drink</p>
2. いAdjective conjugation	<p>おいしいです おいしくないです or おいしくありません おいしかったです おいしくなかったです or おいしくありませんでした おいしいですか</p>	<p>おいしい おいしくない おいしかった おいしくなかった おいしい？</p>	<p>non-past neg. non-past past neg. past question</p>
3. なAdjective conjugation	<p>好きです 好きではありません or 好きじゃありません 好きでした 好きではありませんでした or 好きじゃありませんでした 好きですか</p>	<p>好き<u>だ</u> 好きではない or 好きじゃない 好き<u>だった</u> 好きではなかった or 好きじゃなかった 好き？</p>	<p>non-past neg. non-past past neg. past question</p>
4. Noun + Copula conjugation	<p>今日です 今日ではありません or 今日じゃありません 今日でした 今日ではありませんでした or 今日じゃありませんでした 今日ですか</p>	<p>今日<u>だ</u> 今日ではない or 今日じゃない 今日<u>だった</u> 今日ではなかった or 今日じゃなかった 今日？</p>	<p>non-past neg. non-past past neg. past question</p>

Words (Review):

	Formal Speech Style	Informal Speech Style	Meaning
1. Yes, No	はい, ええ [less formal] いいえ	うん ううん	Yes No
2. Particles		を, が, は are omitted.	
3. Quotation particle	と	って	
4. Expressions	おはようございます。 ありがとうございます。 おめでとうございます。 お休みです。 おげん気ですか。 お好きですか。	おはよう。 ありがとう。 おめでとう。 休み げん気? 好き?	Good morning. Thank you. Congratulations. ~ is absent. How are you? Do you like it?
5. Sentence Conjunctions	ですから しかし ～が、～	だから でも ～けど、～	Therefore, However, ~, but ~

	Politeness	Informal Speech Style	Meaning
6. Nouns	ご家族〔かぞく〕 ごりょうしん お名前 お仕事〔しごと〕 おいしゃさん お昼ごはん おトイレ おたんじょう日 おいくら? お金〔かね〕 おかんじょう	家族〔かぞく〕 りょうしん 名前 仕事〔しごと〕 いしゃ 昼ごはん トイレ たんじょう日 いくら? 金〔かね〕 かんじょう	family parents name job doctor lunch toilet birthday how much? money a check, a bill
7. Pronouns	こちら そちら あちら どちら? どちら? いかが? どなた?	これ、ここ、こっち それ、そこ、そっち あれ、あそこ、あっち どれ?、どこ? どっち? どう? だれ?	this one; here that one; there that one over there; over there which one?; where? which one (of two)? how? who?

	Out-group family terms	In-group family terms	Meanings
8. Family terms * New vocabulary for this lesson.	お父〔とう〕さん お母〔かあ〕さん おじいさん おばあさん おじさん おばさん お兄〔にい〕さん お姉〔ねえ〕さん 弟〔おとうと〕さん 妹〔いもうと〕さん	父〔ちち〕 母〔はは〕 祖父〔そふ〕* 祖母〔そぼ〕* おじ* おば* 兄〔あに〕 姉〔あね〕 弟〔おとうと〕 妹〔いもうと〕	father mother grandfather grandmother uncle aunt older brother older sister younger brother younger sister

	Respect	Informal Speech Style	Meaning
9. Dependent Nouns	-さま, -さん [less formal] -方〔かた〕 [dependent noun]	-くん [Attached to boy's names] ひと	Mr.; Mrs.; Ms. person
10. Verbs	さしあげます いらっしゃいます	あげる いる	to give (someone) to exist; to be (for animate)

I. Male and Female Speech Styles. (Recognition only)

In Japanese, there is a male speech style and a female speech style. Often male or female speech style can be identified by the final particle of a sentence. Some of these particles are used exclusively by male or female speakers, and, therefore, mark the speaker's sex. Recently, some young Japanese deliberately mix male and female speech styles. Young Japanese females are less likely to use female speech than older females. Male and female speech markers are generally used only with informal speech. Male and female speech are not used in writing. Instead, the plain form (without male/female speech) is used.

Male Speech	Female Speech
<p>1. When asking a question, a male speaker may use the question particle か or かい at the end of an informal sentence. か or かい question markers are not used when speaking to superiors. だ before the particle か or かい is omitted.</p> <p>Ex. これ、食べるか (い) ? Will you eat this? おいしいか (い) ? Is it tasty? これ、好きか (い) ? Do you like this? しあいは今日か (い) ? Is the game today?</p>	<p>1. わ is used to add a softness to the message of the sentence and may express light assertion. It may be used in both formal and informal speech.</p> <p>Ex. 今日、おすしにするわ。 I will have <i>sushi</i> today! 私、かなしいわ。 I am sad! これ、好きだわ。 I like this! 試験、明日だわ。 The exam is tomorrow!</p>
<p>2. ぞ, ぜ, さ and よ express assertion and mean, "I tell you," "you know." だ is used after nouns and NA adjectives before よ, ぞ, ぜ. They are used in informal male speech only.</p> <p>Ex. 今日はかつぞ。 I'll win today! これはいいぜ。 This is good! とてもきれいだよ。 It is very pretty! 好きさ。 I like it! 試験は明日だよ。 The exam is tomorrow!</p>	<p>2. の is used by female speakers and children, and is used when giving an explanation or expressing emphasis or emotion. It is also used as a question marker in place of か when uttered with a rising intonation. It is used with informal speech. な replaces だ (after nouns and NA adjectives) when used with の.</p> <p>Ex. 手がみを書くの。 I am going to write a letter. うれしいの。 I am happy. 好きなの。 I like it. 明日なの。 It is tomorrow. 今日、行くの? ↗ Are you going today? それ、おいしいの? ↗ Is that tasty? 好きなの? ↗ Do you like it? 今日なの? ↗ Is it today?</p>

Male Speech	Female Speech
<p>3. てくれ is an informal request form, used instead of Verb -TE KUDASAI. It is used almost exclusively by males, and not used toward superiors.</p> <p>Ex. 新聞を持って来て<u>くれ</u>。 Bring me a newspaper. ぼくのこと、分かって<u>くれよ</u>。 Please understand me.</p>	<p>3. わ and の may precede よ and ね in informal female speech. They add a degree of softness to the sentence.</p> <p>Ex. 今、帰る<u>わよ</u>。 I'll go home now! これ、安い<u>わね</u>。 This is cheap, isn't it? むずかしい<u>のよ</u>。 It is difficult! これ、安い<u>のね</u>。 This is cheap, isn't it?</p>