

JAPANESE

PART I

2006 Edition

FOR COMMUNICATION

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Intercultural Communications

JAPANESE
FOR
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PART I

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JAPANESE FOR COMMUNICATION, PART I

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* Asterisked items in the lessons denote that they may be omitted from lessons

ひ ら が な

ん わ ら や ま は な た さ か あ
り み ひ に ち し き い
る ゆ む ふ ぬ つ す く う
れ め へ ね て せ け え
を ろ よ も ほ の と そ こ お

Note 1: The Textbook Style, a printing style similar to the handwriting style, is used in the above Hiragana Chart and in the rest of the textbook.

Note 2: The above chart is for recognition only. For practicing writing Hiragana, use the Hiragana Chart on the next page as showing the Standard Handwriting Style.

Hiragana Chart - Standard Handwriting Style (pencil-written)

ん	わ	ら	や	ま	は	な	た	さ	か	あ
	(い)	り	(い)	み	ひ	に	ち	し	き	い
	(う)	る	ゆ	む	ふ	ぬ	つ	す	く	う
	(え)	れ	(え)	め	へ	ね	て	せ	け	え
	を	ろ	よ	も	ほ	の	と	そ	こ	お

Part I Lesson 1 Name & Telephone Number

Greetings 1

じゃあ、また。

Jaa, mata.

See you again.

さようなら。

Sayoonara.

Goodbye. / Farewell.

Classroom Expressions 1

きいて ください。

Kiite kudasai.

Please listen.

みて ください。

Mite kudasai.

Please look.

いって ください。

Itte kudasai.

Please say (something).

かいて ください。

Kaite kudasai.

Please write.

Dialogues 1 なまえ (Name)

Dialogue 1-1 A : おなまえは？

B : Richard Baron です。

A : ああ、そう ですか。

A: *O-namae wa?*

A: (What is your) name?

B: *Richard Baron desu.*

B: (It) is Richard Baron.

A: *Aa, soo desu ka.*

A: Ah, is (that) so!

Dialogue 1-2 A : おなまえは？

B : Richard Baron です。

A : ああ、Richard Baronさん ですか。

B : はい、そう です。

A: *O-namae wa?*

A: (Your) name (is . . .)?

B: *Richard Baron desu.*

B: (It) is Richard Baron.

A: *Aa, Richard Baron-san desu ka.*

A: Ah, (so, your name) is (Mr) Richard Baron!

B: *Hai, soo desu.*

B: Yes, (that) is it.

Vocabulary

お	<i>o-</i>	[honorific prefix]
なまえ	<i>namae</i>	name
そう	<i>soo</i>	so, right, it
さん	<i>-san</i>	Mr, Mrs, Ms, Miss
はい	<i>hai</i>	yes

Dialogue 1-3 [A:おんなの ひと B:おとこの ひと]

A: おなまえは?

B: Richard Baron です。

A: いい なまえ ですねえ。

B: そう ですか。どうも ありがとう。

あなたの おなまえは?

A: やまだ すみこ です。

B: きれいな なまえ ですねえ。

A: そう ですか。どうも ありがとう。

[A: onna no hito B: otoko no hito]

[A: woman B: man]

A: O-namae wa?

B: Richard Baron desu.

A: Ii namae desu nee.

B: Soo desu ka.

Doomo arigatoo.

A: (Your) name (is . . .)?

B: (It) is Richard Baron.

A: What a nice name (it) is!

B: Is (it) so?

Thank you.

Anata no o-namae wa?

A: Yamada Sumiko desu.

B: Kireena namae desu nee.

A: Soo desu ka.

Doomo arigatoo.

(What is) your name?

A: (It) is Sumiko Yamada.

B: What a pretty name (it) is!

A: Is (it) so?

Thank you.

Vocabulary

おんなの ひと	<i>onna no hito</i>	woman
おとこの ひと	<i>otoko no hito</i>	man
どうも ありがとう	<i>doomo arigatoo</i>	thank you
あなた	<i>anata</i>	you
Xの Y	<i>X no Y</i>	X's Y, Y of X
いい	<i>ii</i>	good, nice
きれいな	<i>kireena</i>	pretty
れんしゅう	<i>renshuu</i>	practice
れんしゅうあいて	<i>renshuu-aite</i>	practice partner
ローマじ	<i>rooma-ji</i>	the Roman Alphabet

Application 1-1 (Dialogue 1-3)

- A: Ask your practice partner for his/her name.
- B: When you answer, you do not have to reverse your family and given names. Quote your name as you normally do in the language you normally use.
- A: Compliment your partner on his/her name using *ii* (nice, good) or *kireena* (pretty).

Application 1-2

Introduce each other as follows, bowing when saying ***hajimemashite*** (How do you do?) and ***doozo yoroshiku*** (Nice to meet you).

A: *Hajimemashite.*

B: *Hajimemashite.*

A: _____ *desu.*

B: _____ *desu.*

A: *Doozo yoroshiku.*

B: *Doozo yoroshiku.*

A: How do you do?

B: How do you do?

A: (My name) is _____ .

B: (My name) is _____ .

A: Nice to meet you.

B: Nice to meet you.

Application 1-3

Introduce yourself to your class as follows, bowing when saying ***hajimemashite*** and ***doozo yoroshiku***.

Hajimemashite.

_____ *desu.*

Doozo yoroshiku

Vocabulary

はじめまして

hajimemashite

How do you do?

[Literally: I meet you for the first time]

どうぞ よろしく

doozo yoroshiku

Nice to meet you

[Literally: I ask a favour/mercy (of you).]

おじぎ

ojigi

bow

Application 1-4

A: Refer to the vocabulary given below and ask your practice partner for the names of the following persons:

anata

anata no o-too-san

anata no o-kaa-san

anata no o-too-san no o-too-san

anata no o-too-san no o-kaa-san

anata no o-kaa-san no o-too-san

anata no o-kaa-san no o-kaa-san

anata no nihon-go no sensee

Use the sentence pattern: _____ ***no o-namae wa?***

Example: *Anata no o-too-san no o-namae wa?*

B: End your answers with *desu*. Do not add **-san** when quoting your family members' names. Add **-sensee** to your teacher's name.

If you have forgotten their names, say: ***Wasuremashita.***

If you have never learned them, say: ***Shirimasen.***

Vocabulary

おとうさん

o-too-san

father

おかあさん

o-kaa-san

mother

にほんご

nihon-go

the Japanese language

せんせい

sensee

teacher

さん

-san

Mr, Mrs, Ms, Miss

せんせい

-sensee

Mr, Mrs, Ms, Miss [for teachers]

わすれました

wasuremashita

I have forgotten

しりません

shirimasen

I do not know

Not to my knowledge

Application 1-5*

A: Ask your practice partner for the names of your classmates, referring to them as one of the following (Refer to the vocabulary given below):

ano hito

ano hansamuna hito

ano kireena hito

ano otoko no hito

ano hansamuna otoko no hito

ano onna no hito

ano kireena onna no hito

Note that **ano** means “that” and that it cannot be used when referring to someone near you and your practice partner.

Use the sentence pattern: _____ ***no o-namae wa?***
 or _____ ***no namae wa?***
 omitting the honorific prefix ***o-***.

B: Use ***-san*** when quoting your classmates' names.

Say ***Wasuremashita*** (I have forgotten) and ***Shirimasen*** (Not to my knowledge) as necessary.

Vocabulary

あの _____

ひと

あの ひと

ano _____

hito

ano hito

that _____ over there

person

that person over there

ハンサムな

きれいな

hansamuna

kireena

handsome

pretty

Dialogues 2 でんわばんごう (Telephone Number)

Dialogue 2-1 A : あなたの でんわばんごうは？

B : 468-9012 です。

A : 468-9012 ですか。

B : ええ、そう です。

A: *Anata no denwa-bangoo wa?* A: (What's) your telephone number?

B: *468-9012 desu.* B: (It) is 468-9012.

A: *468-9012 desu ka.* A: (It) is 468-9012?

B: *Ee, soo desu.* B: Yeah, (it) is right.

Dialogue 2-2 A : あなたの でんわばんごうは？

B : 731-5895 です。

A : しがいきょくばんは？

B : 604 です。

A: *Anata no denwa-bangoo wa?* A: Your telephone number (is . . .)?

B: *731-5895 desu.* B: (It) is 731-5895.

A: *Shigai-kyokuban wa?* A: (And) your area code?

B: *604 desu.* B: (It) is 604.

Vocabulary

でんわばんごう

denwa-bangoo

telephone number

しがいきょくばん

shigai-kyokuban

area code

ええ

Ee

yes, yeah [more casual than *hai*]

Application 2-1 (Dialogues 2-1 & 2-2)

A: Ask your practice partner for the telephone numbers of the following persons:

anata

anata no o-too-san

anata no o-kaa-san

anata no o-too-san no o-too-san

anata no o-too-san no o-kaa-san

anata no o-kaa-san no o-too-san

anata no o-kaa-san no o-kaa-san

anata no nihon-go no sensee

Use the sentence pattern: _____ ***no denwa-bangoo wa?***

B: If the person in question does not have a telephone, say:

Denwa wa arimasen.

If you do not remember the number, say:

Oboete-imasen.

If the number of the person in question is the same as yours, say:

Watashi to onaji desu.

Vocabulary

でんわ

denwa

telephone

わたし

watashi

I

____は ありません

____ *wa arimasen*

do not have ____

____と おなじです

____ *to onaji desu*

(It is) the same as ____

おぼえていません

oboete-imasen

I do not remember (it)

Dialogue 2-3* A : あなたの ぎんこうは？

B : とうきょうぎんこう です。

A : こうざばんごうは？

B : おぼえて いません。

A : あんしょうばんごうは？

B : ひみつ です。

A: *Anata no ginkoo wa?*

B: *Tookyoo Ginkoo desu.*

A: *Kooza-bangoo wa?*

B: *Oboete-imasen.*

A: *Anshoo-bangoo wa?*

B: *Himitsu desu.*

A: Your bank (is . . .)?

B: (It) is the Bank of Tokyo.

A: (And your) account number?

B: I don't remember (it).

A: (And your) secret code number?

B: (It) is a secret.

Vocabulary*

ぎんこう

ぎんこうこうざ

こうざばんごう

あんしょうばんごう

ginkoo

ginkoo-kooza

kooza-bangoo

anshoo-bangoo

bank

bank account

account number

secret code number
(PIN for an ATM card)

おぼえていません

ひみつ

oboete-imasen

himitsu

I do not remember (it)

secret

Application 2-2* (Dialogue 2-3*)

A: Ask your partner in which bank he/she has his/her bank account by simply saying "Your bank (is . . .)?"

B: If you do not have a bank account, say:
Ginkoo-kooza wa arimasen.

A: If your partner has a bank account, ask for his/her account number and secret code number (PIN for his/her ATM card).

B: If you do not want to reveal something, say:
Himitsu desu.

Vocabulary

ぎんこうこうざ	<i>ginkoo-kooza</i>	bank account
_____は ありません	_____ <i>wa arimasen</i>	do not have _____

Application 2-3*

A: Ask your practice partner for his/her student number.
Anata no gakusee-bangoo wa?

B: If you do not remember your student number, say:
Oboete-imasen.

If you have not received your student number, say:
Mada arimasen.

Vocabulary

がくせいばんごう	<i>gakusee-bangoo</i>	student number
まだ [+negative]	<i>mada</i> [+negative]	(not) yet
ありません	<i>arimasen</i>	not have

Numerals (0 - 10)

0	<i>zero/ree</i>		
1	<i>ichi</i>	6	<i>roku</i>
2	<i>ni</i>	7	<i>nana/shichi</i>
3	<i>san</i>	8	<i>hachi</i>
4	<i>yon/shi</i>	9	<i>kyuu</i>
5	<i>go</i>	10	<i>juu</i>

Note 1: Slashes [/] indicate that there are two forms for the number.
Which form to use depends on the context.

The Arabic Numerals: the Japanese Style

People tend to believe that the Arabic numerals are universal. This may be so when they are mechanically printed; styles of handwritten Arabic numerals can, however, vary substantially from culture to culture. In order to avoid misunderstanding, the following styles are recommended when handwriting the Arabic numerals in Japanese contexts.

0 1 2 3 4 5 6 7 8 9

Note 2: The number 1 is usually written without the little hook at the top and the short bar at the bottom.

Note 3: The number 4 is normally written with the horizontal line clearly crossing the vertical.

Note 4: The number 7 is usually written with two bends, not just with one.

Vocabulary

すうじ	<i>suuji</i>	number, numeral
アラビアすうじ	<i>arabia-suuji</i>	the Arabic Numerals
てがき	<i>te-gaki</i>	handwritten, handwriting

Application 2-4* (Review)

Ask as many classmates as possible for their names and telephone numbers and write them down in the table below. For the telephone numbers, use the Arabic Numerals written in the Japanese style.

Application 2-5* (Review)

A: Ask your practice partner for the telephone numbers of your classmates. Add ***-san*** to their names.

Use the sentence pattern: ***-san no denwa-bangoo wa?***

B: Answer, referring to the table you have filled in below. If you do not have the number asked for in your table, say: ***Shirimasen***.

Vocabulary

ひょう

hyoo

table

<i>namae</i>	<i>denwa-bangooo</i>	<i>namae</i>	<i>denwa-bangooo</i>

Numerals (10 - 90)

10	<i>juu</i>	60	<i>rokujuu</i>
20	<i>nijuu</i>	70	<i>nanajuu (shichijuu)</i>
30	<i>sanjuu</i>	80	<i>hachijuu</i>
40	<i>yonjuu (shijuu)</i>	90	<i>kyuujuu</i>
50	<i>gojuu</i>		

Numerals (11 - 30)

11	<i>juuichi</i>	21	<i>nijuuichi</i>
12	<i>juuni</i>	22	<i>nijuuni</i>
13	<i>juusan</i>	23	<i>nijuusan</i>
14	<i>juuyon/juushi</i>	24	<i>nijuuyon/nijuushi</i>
15	<i>juugo</i>	25	<i>nijuugo</i>
16	<i>juuroku</i>	26	<i>nijuuroku</i>
17	<i>juunana/juushichi</i>	27	<i>nijuunana/nijuushichi</i>
18	<i>juuhachi</i>	28	<i>nijuuhachi</i>
19	<i>juukyuu/juuku</i>	29	<i>nijuukyuu/nijuuku</i>
20	<i>nijuu</i>	30	<i>sanjuu</i>

Note 1: Parentheses [()] indicate an alternate form with limited use.

Note 2: Slashes [/] indicate that there are two forms for the number.
Which form to use depends on the context.

Numerals with a decimal point

0	<i>ree</i>	0.1	<i>ree ten ichi</i>
.	<i>ten</i>	1.23	<i>it-ten ni san</i>
		3.456	<i>san ten yon go roku</i>
		7.8901	<i>nana ten hachi kyuu ree ichi</i>
		8.07	<i>hat-ten ree nana</i>
		10.987	<i>jut-ten kyuu hachi nana</i>

Vocabulary Exercises

Vocabulary Exercise 1

A: Give your practice partner any number between 0 and 99 in writing, using the Arabic Numerals formed in the Japanese style.

B: Read the number in Japanese.

A: If the number was read correctly, say **ii desu**, and then give your practice partner another number.

If the number was read incorrectly, say **Hontoo desu ka**, and give your practice partner another chance to read the number.

Vocabulary Exercise 2*

Practice calculating in Japanese, using numbers from 0 up to 99.

A: Ask your practice partner:

<u>Number M</u>	tasu	<u>Number N</u>	wa?	M + N = ?
<u>Number M</u>	hiku	<u>Number N</u>	wa?	M - N = ?

B: Answer either with or without *desu* at the end of your solution:

Number S *desu*. or Number S . Equals S.

A: If your partner gives the wrong answer, say: **Hontoo desu ka.**
Otherwise, say: **Hai, ii desu.**

Vocabulary

いい です	<i>ii desu</i>	(It) is good/fine/correct
ほんとう ですか	<i>Hontoo desu ka</i>	Is (it) true? / Is that so? / Really?
たす	<i>tasu</i>	plus, add
ひく	<i>hiku</i>	minus, subtract
かける	<i>kakeru</i>	times, be multiplied by
わる	<i>waru</i>	be divided by

Grammar & Usage Notes I-1

1. Particles

Particle is a grammar term denoting something “small” such as an English preposition. In Japanese, the grammar term “preposition” is not used because the particles are placed after a noun phrase or a sentence and not before. Thus, the Japanese particles are sometimes called “postpositions.”

When a particle is attached to a noun phrase, it indicates what kind of role the noun phrase plays in the sentence. When a particle is used at the end of a sentence, it indicates what kind of sentence it is, i.e., if the sentence is a statement, a question, etc.

2. Particle WA

Japanese sentences typically start with a noun phrase plus the particle **WA**. The particle indicates that the noun phrase is the topic of the sentence, i.e., what you are talking about.

Description

or statement: Topic of the sentence **WA** information about the topic .

E.g., (1) わたしの なまえは やまだ すみこ です。
Watashi no namae wa Yamada Sumiko desu.
 (My name is Sumiko Yamada.)

Sentences may be abruptly ended with the particle **WA**. Those sentences are questions posed by simply presenting a topic. They are normally pronounced with a rising intonation. If asked a question like this, answer as if you complete the sentence started off with the topic phrase. Do not repeat the topic phrase as your task as the answerer is to provide the information “missing.” Besides, what is the topic is understood in the context so it is not necessary to be repeated.

Presentation

of a topic: Topic of the sentence **WA?**
 (Question) (with rising intonation)

Information

provided: Information about the topic .
 (Answer)

E.g., (2) Q : あなたの おなまえは？
Anata no o-namae wa?
 ([What is] your name? / Your name [is . . .]?)

A : やまだ すみこ です。
Yamada Sumiko desu.
 ([My name] is Sumiko Yamada.)

3. Omission of Topic Phrase

Once the topic is established in a conversation or a passage, the topic phrase marked by the particle **WA** is normally omitted from the second sentence on. When the topics change, the new topic is introduced with the particle **WA**.

E.g., (1) A : あなたの おなまえは？
Anata no o-namae wa?
 [*anata no namae* : established as the topic]
 ([What is] your name? / Your name [is . . .]?)

B : やまだ やまだ すみこ です。
Yamada Sumiko desu.
 [*watashi no namae wa* : omitted]
 ([My name] is Sumiko Yamada.)

A : きれいな なまえ ですnee。
Kireena namae desu nee.
 [*anata no namae wa* : omitted]
 (What a pretty name [it] is!)

(2) A : あなたの こうざばんごうは？
Anata no kooza-bangoo wa?
 [*anata no kooza-bangoo* : established as the topic]
 ([What is] your account number? / Your account number [is . . .]?)

B : おぼえて いません。
Oboete-imasen.
 [*watashi no kooza-bangoo wa* : omitted]
 (I do not remember [my account number].)

A : あんしょうばんごうは？
Anshoo-bangoo wa?
 [*anshoo-bangoo* : introduced as a new topic]
 ([And] your secret code number [is . . .]?)

4. Particle NO

The particle **NO** combines noun phrases and indicates various relationships between them. Most typically, **X NO Y** indicates “X’s possession of Y,” which can be translated into English as “X’s Y” or “Y of X.” Similarly, **X NO Y NO Z** can be translated as “X’s Y’s Z” or “Z of Y of X.” Note the difference in word order between Japanese and English when the particle **NO** is translated as the preposition “of.”

E.g., (1) わたしの なまえ
watashi no namae
 (my name)

(2) わたしの ははの なまえ
watashi no haha no namae
 (my mother’s name)

(3) あなたの にほんごの せんせいの けんきゅうしつの でんわばんごう
anata no nihon-go no sensee no kenkyuu-shitsu no denwa-bangoo
 (your Japanese language teacher’s office telephone number /
 the telephone number of the office of the teacher of Japanese of yours)

5. Copula Verb DESU

The copula verb **DESU** is like the English verb “be.” “X is Y” can be expressed in the following sentence pattern:

Topic of the sentence	WA	information about the topic	DESU.
-----------------------	----	-----------------------------	-------

E.g., (1) わたしの なまえは Richard Baron です。
Watashi no namae wa Richard Baron desu.
 (My name is Richard Baron.)

(2) わたしの でんわばんごうは 468-9012 です。
Watashi no denwa-bangoo wa 468-9012 desu.
 (My telephone number is 468-9012.)

6. Sentence Particle KA

Question sentences can be made by adding the sentence particle **KA** at the end of statement sentences.

Question:

Statement sentence

KA.

E.g., (1) ほんとう です。 [statement]
Hontoo desu.
 ([It] is true.)

(2) ほんとう ですか。 [question]
Hontoo desu ka.
 (Is [it] true?)

7. Rising Intonation for Question Sentences

Question sentences ending with the sentence particle **KA** are normally pronounced with rising intonation. Questions posed by presenting a topic only with the topic marker **WA** are also pronounced with the rising intonation. The rising intonation is indicated by [↑] in the following examples.

E.g., (1) 731-5891 ですか。
731-5891 desu ka. [↑]
 (Is [it] 731-5891?)

(2) あなたの でんわばんごうは？
Anata no denwa-bangoo wa? [↑]
 (Your telephone number [is . . .]?)

8. Question Mark

In writing, the question mark is normally not used when the sentence ends with the question sentence particle **KA**. When the question is posed by presenting a topic only with the topic marker **WA**, the question mark is normally added in writing to compensate for the lack of notation for intonation. Refer to the examples given in Item 7 above.

9. Falling Intonation for Sentences Ending with the Sentence Particle KA

Some sentences ending with the sentence particle **KA** are pronounced with falling intonation. These sentences are not genuine questions but the speaker's attempt to confirm what was just heard. A question mark is not normally added to these sentences. The falling and rising intonation is indicated by [↓] and [↑] in the following examples.

- E.g., (1) A : あなたの おなまえは？
Anata no o-namae wa? [↑]
 (Your name [is . . .]?)
- B : やまだ すみこ です。
Yamada Sumiko desu.
 ([My name] is Sumiko Yamada.)
- A : ああ、そう ですか。
Aa, soo desu ka. [↓]
 (Ah, is [that] so!)

10. Sentence Particle NEE

Exclamation sentences can be made by adding the sentence particle **NEE** at the end of statement sentences. These sentences are pronounced with falling intonation.

Exclamation Sentence:

Statement sentence

NEE.

- E.g., (1) いい なまえ です。 [statement]
li namae desu.
 ([It] is a nice name.)
- (2) いい なまえ ですねえ。 [exclamation]
li namae desu nee. [↓]
 (What a nice name [it] is!)

11. Japanese Names

Present day Japanese names consist of a family name followed by a given name.

Japanese name: one family name + one given name

Typical Anglicized spelling

E.g., やまだ すみこ	<i>Yamada Sumiko</i>	Sumiko Yamada
おの ようこ	<i>Ono Yooko</i>	Yoko Ono
おおまえ のりこ	<i>Oomae Noriko</i>	Noriko Omae
のだ せいこ	<i>Noda Seeko</i>	Seiko Noda
みしま ゆきお	<i>Mishima Yukio</i>	Yukio Mishima
かわばた やすなり	<i>Kawabata Yasunari</i>	Yasunari Kawabata
みふね としろう	<i>Mihune Toshiroo</i>	Toshiro Mifune
くろさわ あきら	<i>Kurosawa Akira</i>	Akira Kurosawa
さかもと りょうま	<i>Sakamoto Rhooma</i>	Ryoma Sakamoto

12. Foreign Names

When giving a foreign name in which the given name(s) precede(s) the family name, it is not necessary to reverse the order because it is common knowledge among Japanese speakers that most Westerners' names start with the given name and end with the family name. Giving the family name first could confuse Japanese speakers unless both the family name and the given name are well-known.

Foreign names in which the family name precedes the given name(s), such as Chinese names, Korean names, are usually quoted in Japanese as they are. If a part of the name is Asian and the rest Western, the given name tends to be given first.

In writing, foreign names are normally written in **Katakana** (the second Japanese syllabary). Before learning how to write **Katakana**, simply use **Rooma-ji** (the Roman alphabet) following the spelling normally used in the original language.

Names that are originally written in Chinese characters can be written in **Kanji** (Chinese characters) in Japanese. The names will be read, however, according to the Japanese reading of the Chinese characters used. In the recent decades, **Katakana** has started to be used for these **Kanji** names as well in the attempt to retain the original pronunciation as much as possible.

E.g., (1) Q : あなたの おなまえは？
Anata no o-namae wa?
 (Your name [is . . .]?)

A : Peter Chang です。
Peter Chang desu.
 ([It] is Peter Chang.)

13. Honorific Suffix -SAN

When addressing or talking about somebody, the honorific suffix **-SAN** (Mr, Mrs, Ms, Miss) is added to the person's name. This suffix can be added to a family name, a given name, or a full name. Family names are most commonly used among Japanese speakers. Do not add **-SAN** to your own name or your family member's names.

- E.g., (1) やまだ さん
Yamada-san [family name]
 (2) すみこ さん
Sumiko-san [given name]
 (3) やまだ すみこ さん
Yamada Sumiko-san [full name]

14. Honorific Suffix -SENSEE

When addressing or talking about teachers, medical doctors, and some other professionals, the honorific suffix **-SENSEE** (teacher, master) is used instead of **-SAN**. The honorific suffix **-SENSEE** is normally used with a family name with or without a given name, as in Examples (2) and (3) below. Adding **-SENSEE** to a given name alone, as in Example (4), is only rarely done. Teachers and medical doctors can be directly addressed simply by the word **SENSEE**, as in Example (1), as well.

- | | | |
|-------------------|----------------------------|------------------|
| E.g., (1) せんせい | <i>sensee</i> | [without a name] |
| (2) おおまえ せんせい | <i>Oomae-sensee</i> | [family name] |
| (3) おおまえ のりこ せんせい | <i>Oomae Noriko-sensee</i> | [full name] |
| (4) のりこ せんせい | <i>Noriko-sensee</i> | [given name] |

15. Kinship Terms

There are two kinds of kinship terms: honorific and humble. Humble words are used when talking about one's own family members. Honorific words are used when talking about somebody else's family members, such as "your father," "his father," "her mother," "their mother," etc. Some of the honorific words are also used when addressing one's own family members directly. Kinship terms will be further studied in Lessons 6, 7, and 8.

	honorific: your/his/her/their	humble: my/our
"father"	O-TOO-SAN	CHICHI
"mother"	O-KAA-SAN	HAHA

16. Honorific Prefix O-

The honorific prefix **O-** is attached mainly to nouns to express the speaker's respect toward various things. [1] below summarizes when this honorific suffix is NOT used and [2] - [4] when it is used.

[1] Belonging or relating to the first person

The honorific prefix **O-** cannot be added to words which refer to things belonging or relating to yourself, i.e., the first person.

E.g., (1) わたしの なまえ
watashi no namae
 (my name)

[2] Belonging or relating to the second person

The honorific prefix **O-** is often added to words which refer to things belonging or relating to the person you are talking to, i.e., the second person.

E.g., (2) あなたの おなまえ
anata no o-namae
 (your name)

[3] Belonging or relating to the third person

The honorific prefix **O-** is sometimes added to words which refer to things belonging or relating to the person you are talking about, i.e., the third person. This **O-** is omissible.

E.g., (3) あの ひとの (お) なまえ
ano hito no (o-)namae
 (that person's name)

[4] "Respectable" things

The honorific prefix **O-** is affixed to some "respectable" things, such as Japanese saké, tea, money, etc., whenever they belong or relate to.

E.g., (4)	おさけ	<i>o-sake</i>	(Japanese saké)
	おちゃ	<i>o-cha</i>	(tea)
	おかね	<i>o-kane</i>	(money)

17. HAI & EE

Both **HAI** and **EE** mean “yes” but **HAI** is more formal and is used when talking to those who are senior to oneself, such as one’s teachers, while **EE** is more casual and is used often in daily conversation with friends. Other uses of **HAI** will be studied later.

E.g., (1) Q : ほんとう ですか。

Hontoo desu ka.

(Is [it] true?)

Y : はい、ほんとう です。

Hai, hontoo desu.

[a formal way of answering]

(Yes, [it] is true.)

N : ええ、ほんとう です。

Ee, hontoo desu.

[a casual way of answering]

(Yeah, [it] is true.)

18. Two forms of Numbers 0, 4, 7, and 9

The numbers zero, four, seven, nine, and their related numbers such as fourteen, seventeen, forty, ninety, etc., have two different forms each. The two forms of these numbers are not totally interchangeable. It is usually the case that one of the two forms is favoured in certain contexts.

E.g., (0) zero - **ZERO/REE** (4) four - **YON/SHI**
(7) seven - **NANA/SHICHI** (9) nine - **KYUU/KU**

19. Arabic Numerals & Chinese Character Numerals

Japanese texts can be written either left to right or top to bottom. In the left-to-right writing, numbers are normally written with the Arabic Numerals. In the top-to-bottom writing, Chinese character numerals are normally used. Numbers are almost never “spelled out” with the Roman Alphabet or Hiragana.

<u>Vocabulary</u>			
すうじ	<i>suuji</i>		numerals, numbers
アラビアすうじ	<i>Arabia-suuji</i>		Arabic Numerals
かんすうじ	<i>Kan-suuji</i>		Chinese character numerals
かんじ	<i>Kanji</i>		Chinese characters
ローマじ	<i>Rooma-ji</i>		Roman Alphabet

20. Telephone Numbers

For telephone numbers, the forms **YON**, **NANA**, and **KYUU** are used for the numbers 4, 7, and 9. For the number 0, both **ZERO** and **REE** are used. A limited number of Japanese speakers use the word **MARU**, meaning "a circle," to mean zero for telephone numbers.

Read the hyphen after the prefix in a telephone number as **NO**. If an area code is given together with a telephone number, insert another **NO** after the area code. Read each digit in a telephone number separately.

How telephone numbers are WRITTEN

E.g., (1) 5-7638
(2) 32-0944
(3) 731-6502
(4) 2986-4085
(5) (604) 291-5432

How telephone numbers are READ

go **no** nana roku san hachi
san ni **no** ree kyuu yon yon
nana san ichi **no** roku go zero ni
ni kyuu hachi roku **no** yon maru hachi go
roku zero yon **no** ni kyuu ichi no go yon san ni

21. WASUREMASHITA & SHIRIMASEN

WASUREMASHITA (I have forgotten) implies that you once had the knowledge but did not retain it while **SHIRIMASEN** (I do not know) implies that you never learned the knowledge about something and therefore do not know it.

E.g., (1) Q: あなたの にほんごの せんせいの おなまえは?
Anata no nihon-go no sensee no o-namae wa?
([What is] your Japanese language teacher's name?)

A: わすれました。
Wasuremashita.
(I have forgotten [it].)

(2) Q: あなたの にほんごの せんせいの おとうさんの でんわばんごうは?
Anata no nihon-go no sensee no o-too-san no denwa-bangoo wa?
([What is] your Japanese language teacher's father's telephone number?)

A: しりません。
Shirimasen.
(I do not know [it because I never learned it].)

22. WASUREMASHITA & OBOETE-IMASEN

The difference between **WASUREMASHITA** (I have forgotten) and **OBOETE-IMASEN** (I do not remember) is parallel to the difference between the two English translations.

E.g., (1) Q : あなたの がくせいばんごうは？
Anata no gakusee-bangoo wa?
 ([What is] your student number?)

A : おぼえていません。
Oboete-imasen.
 (I do not remember [it].)

23. JAA MATA & SAYOONARA

The expression **JAA, MATA** (See you) is a commonly-used, friendly salutation for parting: it literally means "Then, again." The well-known expression **SAYOONARA** (Good by) on the other hand implies that there may not be another meeting thus not every Japanese speaker uses it as an everyday greeting: its literal meaning is "if it is the case (. . . we shall part)." **SAYOONARA** (Farewell) is the right choice for parting for good.

Culture Notes I-1

1. Distinction between UCHI & SOTO

In Japanese culture, the notions **UCHI** (inside, insider) and **SOTO** (outside, outsider) are distinguished both socially and linguistically. The smallest unit of **UCHI** is oneself and the second is one's own family. This **UCHI** notion can expand to one's own work place, one's home town, or one's nation. All others which are not **UCHI** are **SOTO**.

In the society, Japanese people identify themselves as members of **UCHI** and work for the benefit of the whole organization **UCHI** at each level. In the language, Japanese speakers distinguish things belonging or relating to their own **UCHI** from those belonging or relating to **SOTO** by referring to the latter with honorific expressions such as the suffix **-SAN** and the prefix **O-**.

2. Distinction between UE & SHITA

Inside the group of **UCHI**, there are distinctions between **UE** (seniors) and **SHITA** (juniors), which are also reflected in the language. Honorific expressions are used toward those things belonging or relating to **UE NO HITO** (socially senior people) when addressing them directly or talking about them inside the **UCHI** group. When talking about them to the **SOTO** group, however, the humble expressions are used. The two main factors determining one's position in a group are one's age and one's role or social status in the group.

3. NIHON or NIPPON

The Japanese name for the nation Japan is either **NIHON** or **NIPPON**. Which to use is largely a matter of personal preference. The language and the people are called **NIHON-GO/NIPPON-GO** and **NIHON-JIN/NIPPON-JIN**, respectively.

4. Handwriting

Good handwriting has been praised for over ten centuries in Japan. It is considered to be a manifestation of the good nature or high intellect of the writer. Poor handwriting is liable to be judged as a lack of such qualities. Calligraphy is a part of the primary school curriculum and is a popular extracurricular activity among schoolchildren and adults alike. The Japanese people's view of handwriting, however, may be influenced sometime soon by the ever-increasing use of computers.

Writing System I-1

1. Japanese Texts

In writing Japanese, five kinds of letters and characters are used; three kinds traditionally and two kinds added since the middle of 19th century when Japan opened its doors to the west. The traditional ones are **Hiragana** (Hiragana syllabary), **Katakana** (Katakana syllabary), and **Kanji** (Chinese characters), and the newly added ones are **Arabia-suuji** (Arabic Numerals) and **Rooma-ji** (the Roman Alphabet).

Each of the five kinds of letters and characters has different roles in Japanese text.

- (1) **Rooma-ji** (the Roman Alphabet) is used for writing abbreviated foreign words such as **UNESCO, NATO, UCLA**, etc
- (2) **Arabia-suuji** (Arabic Numerals) is used for writing numbers.
- (3) **Kanji** (Chinese characters), though originally imported from China, are an indispensable part of writing the Japanese language. Approximately two thousand of these characters are in daily use. **Kanji** are mainly used to write nouns, adjectives, and verbs.

Hiragana and **Katakana** are the two sets of **Kana**, or syllabaries, used in Japanese. There are forty-six letters in each set. Both **Hiragana** and **Katakana** were made from **Kanji**.

- (4) **Katakana** letters are used for writing Japanized sounds of foreign names and loan words. Onomatopoeia is also written in **Katakana**.
- (5) **Hiragana** letters are used for writing all other words including particles and conjugational endings of verbs and adjectives. Those who are not familiar with a lot of **Kanji**, such as school children and Japanese language learners, use **Hiragana** as a substitute.

The following is an example of Japanese text showing how each kind of letter or character is used for certain types of words. The relatively complicated looking characters are **Kanji**. The simpler looking letters with round lines are **Hiragana** and the ones with relatively straight and angular lines are **Katakana**. The punctuation symbols will be explained later.

初めまして。リチャード・バロンと申します。UBCの学生です。3年生です。
専攻は経済学です。趣味はパソコンです。どうぞよろしく。

In Japanese texts, spaces are not normally used: exceptions are children's books and beginner level Japanese language textbooks, where spaces are placed between phrases, not between words.

2. Romanization of Japanese

Implementing Romanization of Japanese has been discussed in varying degrees at different times for more than a century. So far, no one has convincingly argued that the nation would be better off with Romanization.

The Roman Alphabet and Romanization are taught at school in Grade 4. Children are taught how to spell Japanese words following the Romanization system the Japanese government endorses. The complication, however, is that the Government System, or the School System, is not the only Romanization system used in Japan. The Hepburn System, which is partially based on English spelling, is more commonly used outside of schools.

For word-processing Japanese, one can choose the Hiragana input method or the Roman alphabet input method. The Romanization system a manufacturer follows is often an amalgamation of several Romanization systems and differs slightly from manufacturer to manufacturer.

Nor are the Romanization systems used in Japanese language textbooks uniform. The Romanization system adopted in this textbook is the Phonetic System, which is a modified version of the Hepburn System. Romanization here is utilized only as a learning aid until all Hiragana letters and their spelling rules are introduced.

In Japan, Romanized Japanese texts or words can be found at railway stations, where the station names have customarily been given both in the Japanese script and using the Roman alphabet. In Japanese passports, Romanized personal and place names are given alongside the entries in Japanese script. Examples of the uses of Romanization for decorative purposes include advertising copy and the printed catch phrases on fashion accessories.

3. Romanization System Used in This Textbook

The Romanization System used in this textbook is largely “phonetic”: read as written and write as pronounced.

There are five vowels, **A**, **I**, **U**, **E**, and **O**, the pronunciations of which are generally the same as those of Italian or Spanish. The doubled vowels are to be read without changing the vowel quality: **AA**, **II**, and **UU** are to be read as **A + A**, **I + I**, and **U + U**, i.e., two identical vowels one after another, and so are **EE** and **OO** as **E + E** and **O + O**.

The consonants are to be pronounced much as in English. Not all but many consonants can be doubled as well.

◇ Vowels

Single vowel	a	i	u	e	o
Doubled vowels	aa	ii	uu	ee	oo

◇ Consonants

Written	Pronunciation (approximate description)	How doubled consonants are written
k	“k” as in “kit”	kk
s	“s” as in “sip”	ss
sh	“sh” as in “ship”	ssh
t	“t” as in “tip”	tt
ch	“ch” as in “chip”	cch
ts	“ts” as in “its”	tts
n	“n” as in “nit”	
h	“h” as in “hit”	hh
m	“m” as in “mit”	
y	“y” as in “yacht” before a vowel	
r	Spanish “r” in “cara”	
w	“w” as in “wash”	
g	“g” in “gift” in word-initial may be pronounced as “ng” as in “singer” otherwise	gg
z	“z” as in “zest”	zz
j	“j” as in “jet” in word-initial The sound spelled as “s” in “pleasure” otherwise	jj
d	“d” as in “dip”	dd
b	“b” as in “bed”	bb
p	“p” as in “pit”	pp

◇ Nasal Unit

Written	Pronunciation (approximate description)
n	"n" as in "hint," "m" as in "camp," "ng" as in "gingko," etc., depending on environment

◇ Semi-Vowel

Written	Example	Pronunciation (approximate description)
y	kya	"ca" as in "cat"
	kyu	"cu" as in "cute" or "Q"
	kyo	"kyo" as in "Tokyo"

◇ Glottal Stop

Written	Example
'	e', a', kya', che' (generally used for the sudden ending of an interjection)

◇ Word Boundaries

Spaces are used to indicate word boundaries.

◇ Element Boundaries in Compound Words

Hyphens are used to indicate element boundaries within a word. Hyphenation is normally not used in most Romanization Systems but is utilized as a learning aid in this textbook to heighten awareness of elements. These hyphens may be omitted.

Written	Example
-	o-namae, o-too-san, nihon-go

Hiragana Writing Practice I-1

Before you start to practice writing Hiragana:

1. Paper

Use **grid paper** for practicing. Two samples of grid paper with different gauges are shown on pages 35 and 36. Using a photocopier, enlarge or diminish the sizes of the grid to your preference. Use one grid per a letter. Write the letter in the size appropriate for the grid size.

Graph paper may be used instead of grid paper. Four squares may be used for one letter, depending on the gauges. **Lined paper** may be used as well, but is not recommended in the initial stage of your writing practice. When using either grid paper or graph paper, write all the strokes of a letter inside the square. When using lined paper, put all the strokes on or above the base line.

2. Styles

Unlike the Roman Alphabet, the Japanese syllabaries **Hiragana** and **Katakana** do not allow a lot of freedom in their styles. Precision is called for and deviation from the standard is considered incorrect. This is probably because there are a number of similarly-shaped letters that have to be readily distinguishable from each other and from each of the few thousand **Kanji** in use in Japanese. The strong tradition of calligraphy might have contributed to this rigidity in letter shapes.

For example, the lower case Roman alphabet letter "t" is still a "t" either with or without a bend at the end of the vertical line. The same applies to "d," "i," etc. The upper case letters "G," "H," "I," etc., also have handwriting variations which are quite different from each other. In Japanese, however, such differences could result in different letters. Compare the following **Hiragana**, **Katakana**, and **Kanji**, which may look similar but are all different letters and characters.

①	イ	人	入	ハ	ハ	い	り	リ	ソ	ン	ニ
②	カ	か	や	ガ	が	加					
③	川	ツ	シ	三	ミ						
④	モ	も	毛					⑤	セ	せ	世
⑥	ホ	木	未	末				⑦	己	巳	

3. Overall Shapes

The overall shapes of letters play an important role in discerning and recognizing the letters.

- **Physique** Tall, short, flat, slim, fat, triangle, quadrangle, circle, etc.
- **Hiragana** Generally curved and rounded
- **Katakana** Generally straight and angular

4. Strokes

A **stroke** is a straight, curved, or bent line written without lifting the writing utensil.

Stroke Order

Stroke orders are important in attaining proper letter shapes. They are generally written:

- | | |
|-----------------------------|--|
| (1) Left part first | E.g., い (Hiragana I), ソ (Katakana SO) |
| (2) Top part first | E.g., こ (Hiragana KO), ン (Katakana N) |
| (3) Horizontal line first | E.g., す (Hiragana SU), サ (Katakana SA) |

Stroke Direction

Strokes are generally written:

- | | |
|------------------------------|--|
| (1) From left to right (→) | E.g., 一 (Kanji “one”), へ (Hiragana HE) |
| (2) From top to bottom (↓) | E.g., 川 (Kanji “river”), く (Hiragana KU) |

Stroke Endings

Each stroke ends with one of the following:

- | | |
|----------------------------|---|
| (1) A stop ending | E.g., く (Hiragana KU), て (Hiragana TE) |
| (2) A fade ending | E.g., し (Hiragana SHI), つ (Hiragana TSU) |
| (3) A hook ending | E.g., レ (Katakana RE), い (the 1st stroke of Hiragana I) |

The very end of the hook ending is a fade ending. Hook endings come in various sizes: compare the two examples above.

Other Stroke Features

The following stroke features affect the shapes of letters:

- **Relative positioning** of strokes
- **Relative length** of strokes
- **Angle** made by crossing strokes
- **Orientation** (upright, slanted, horizontal, etc.) of each stroke
- **Curvature** of each stroke
- **“Horizontal” Line** - the right end slightly higher than the left end

5. “Horizontal” Line

The “horizontal” lines, which are drawn from left to right, are customarily written with the ending slightly higher than the beginning.

6. Loops

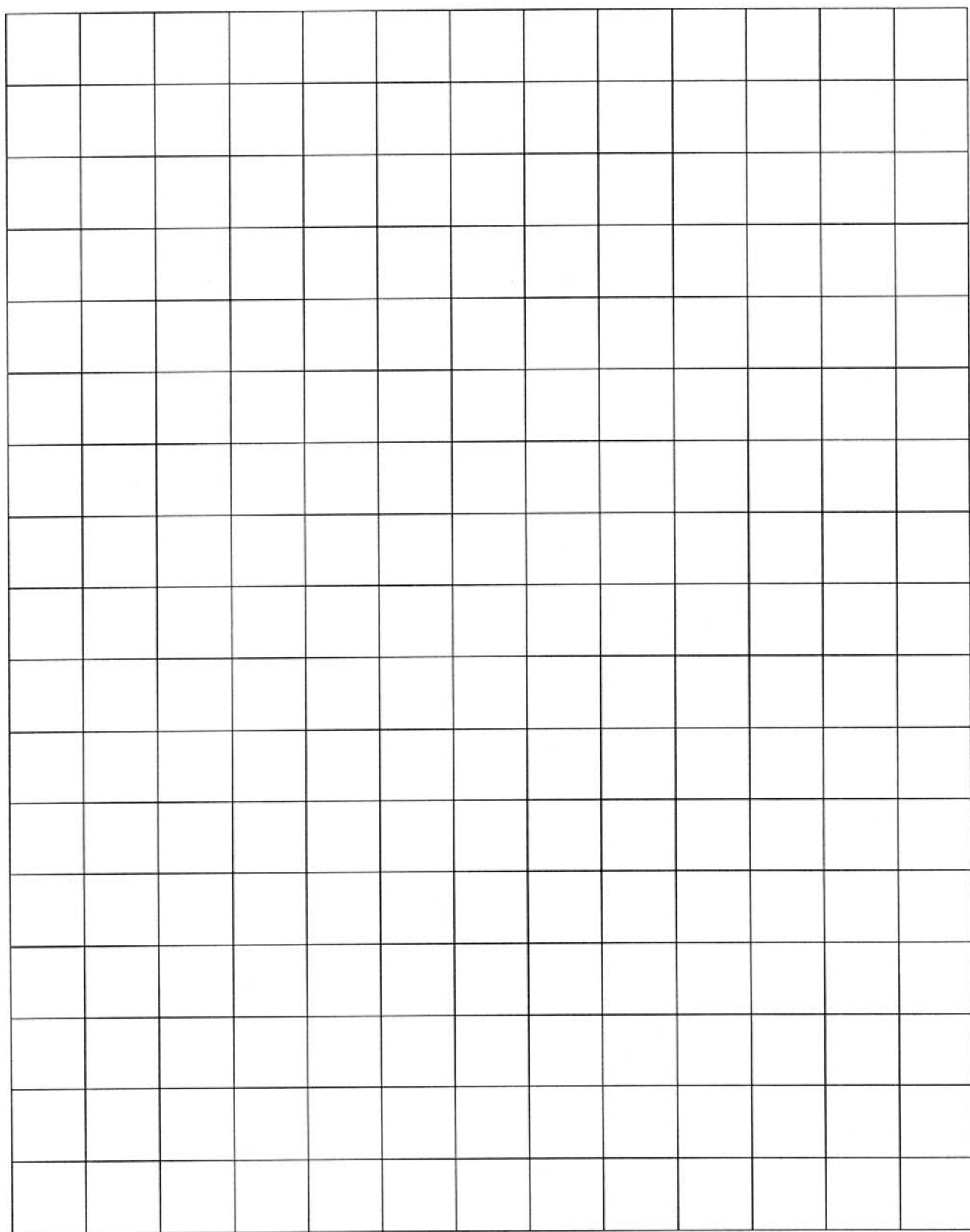
Not all the loops are curved and rounded in the same way:

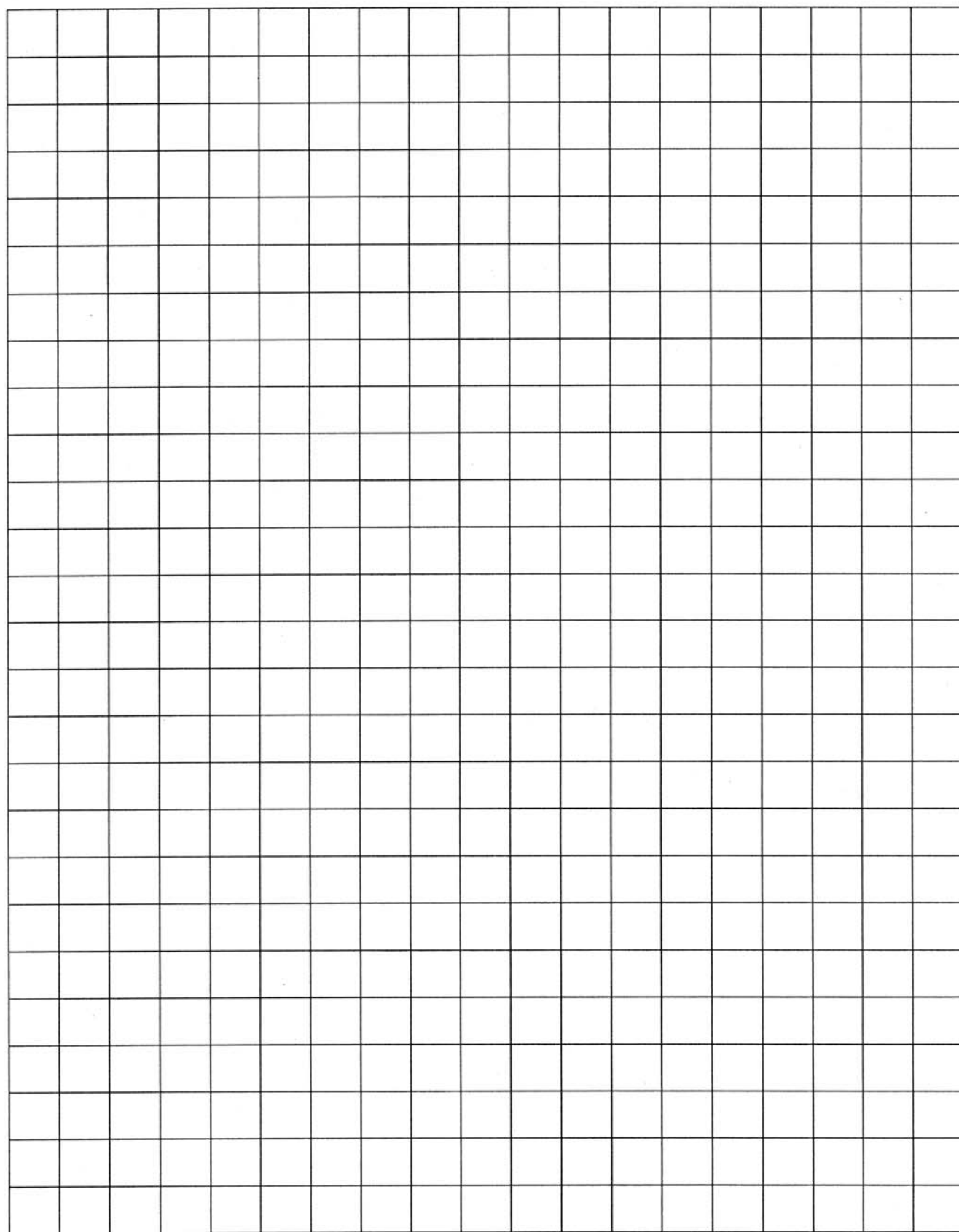
- | | |
|-------------------------------------|--|
| (1) Thin and flat | E.g., は (Hiragana HA), よ (Hiragana YO) |
| (2) Long and somewhat triangular | E.g., め (Hiragana ME), あ (Hiragana A) |
| (3) Short and somewhat triangular | E.g., お (Hiragana O), み (Hiragana MI) |
| (4) Small and somewhat round | E.g., す (Hiragana SU), む (Hiragana MU) |

7. Letter Sizes, Positioning, and Spacing

Letters are written with their sizes and positions appropriate to the writing space and with the spacing appropriate to their sizes.

- **Letter sizes**
- **Letter positioning**
- **Letter spacing**





When you practice writing Hiragana:

1. Style

Learn to write the standard handwriting style, not the printing styles.

The **handwriting (script) style** differs slightly from the **printing styles**. The printing style used in this textbook is the Textbook Style, a printing style similar to the handwriting style. Although it is similar to the handwriting style, it should not be used as the model for handwriting practice. Always refer to the handwritten models when you practice writing Hiragana. Although there are some accepted handwritten variations, the standard handwriting style should be learned first. Refer to the Hiragana Chart on the next page.

2. Details of Letters

Learn the details of the letters.

Pay attention to the followings:

- stroke orders and directions
- length/angle/curvature of strokes
- positioning of and spacing between strokes
- slightly angled horizontal lines
- stroke endings (**stop, fade, & hook**)
- shapes of loops
- spaces in the grid
- overall physique of letters

3. Uniform Size

Learn to write in a uniform size.

It is very important to write **Kana** (Japanese syllabaries) in a uniform size because size differences are used as spelling rules in Japanese. Use grid paper and write all the **Kana** utilizing the full space of each grid until such spelling rules are introduced.

4. Kana Order

Learn Hiragana in the Kana order.

Learning **Hiragana** in the **Kana Order** (Japanese Syllabary Order) will help your grammar knowledge later.

Hiragana Chart - Standard Handwriting Style (pencil-written)

ん	わ	ら	や	ま	は	な	た	さ	か	あ
	(い)	い	(い)	み	ひ	に	ち	し	き	い
	(う)	る	ゆ	む	ふ	ぬ	つ	す	く	う
	(え)	れ	(え)	め	へ	ね	て	せ	け	え
	を	ろ	よ	も	ほ	の	と	そ	こ	お

Hiragana Trivia:

Which Hiragana letters are written with the following kinds of strokes?

1. Number of Strokes

- ① One stroke only (11)
- ② Two strokes (17)
- ③ Three strokes (13)
- ④ Four strokes (5)

2. Kinds of Stroke Endings

- ① No **stop** endings (7)
- ② One or more **fade** endings (21)
- ③ One or more **hook** endings (13)

3. Combinations of Stroke Endings

- ① All the strokes ending with a **stop** ending (14)
- ② Two strokes only
 - The both strokes end with a **stop** (5)
 - The first stroke ends with a **stop** and the second stroke, with a **fade** (7)
 - The first stroke ends with a **hook** and the second stroke, with a **stop** (2)
 - The first stroke ends with a **hook** and the second stroke, with a **fade** (2)
 - The both strokes end with a **fade** (1)
- ③ All the three kinds of endings (2)
- ④ The first stroke ending with a **hook** (10)
- The first stroke ending with a **fade** (7)

4. Loops

- ① Flattened loops (8)
 - The part before the loop - vertical (5)
 - The part before the loop - curved (3)
- ② "Triangular" loops (2)
- ③ Slightly-vertically-elongated loops (2)
- ④ Elongated loops (4)
- ⑤ Crescent-shaped loops (1)






















5. Others

- ① All the strokes separated, not touching each other (8)
- ② All the strokes touching or crossing each other (16)

Warm-up practice:




































1. “Horizontal” Line

Following are Chinese characters “one,” “two,” and “three.” Observe the slight upward angle of the “horizontal” lines and practice writing them as shown with each stroke ending with a **stop** ending.

①								Kanji “one”
②								Kanji “two”
③								Kanji “three”















2. Stop Ending

All the letters below are written with one stroke. Practice writing them, ending each stroke with a **stop** ending.

①								Hiragana HE
②								Hiragana TE
③								Hiragana KU
④								Hiragana SO
⑤								Hiragana HI











































3. Fade Ending

Following are Chinese characters “person” and “eight.” and “three.” Practice writing them, ending every stroke with a **fade** ending.

- ①        Kanji “person”
- ②        Kanji “eight”
































































4. Fade Ending

All the letters below are written with one stroke. Practice writing them, ending each stroke with a **fade** ending.

- ①        Katakana **NO**
- ②        Katakana **HU**
- ③        Hiragana **TSU**
- ④        Hiragana **RO**
- ⑤        Hiragana **SHI**
- ⑥        Katakana **RE**

5. Hook Ending

The first stroke of each of the letters below ends with a **hook** ending. Write only the first stroke of each letter in the position, length, and angle specific to that letter.

- | | | | | | | | | |
|---|---|---|---|---|---|--|---|--------------------|
| ① |  |  |  |  |  |  |  | Hiragana I |
| ② |  |  |  |  |  |  |  | Hiragana RI |
| ③ |  |  |  |  |  |  |  | Hiragana KE |
| ④ |  |  |  |  |  |  |  | Hiragana KO |
| ⑤ |  |  |  |  |  |  |  | Hiragana RA |
| ⑥ |  |  |  |  |  |  |  | Hiragana HU |
| ⑦ |  |  |  |  |  |  |  | Hiragana KA |
| ⑧ |  |  |  |  |  |  |  | Katakana KA |
| ⑨ |  |  |  |  |  |  |  | Katakana SE |

6. Positioning and Length of Strokes

The first stroke of each of the letters below ends with a **stop** ending. Write only the first stroke of each letter in the position, length, and angle specific to that letter.

- | | | | | | | | | |
|---|---|---|--|--|--|--|--|--------------------|
| ① | あ | 一 | | | | | | Hiragana A |
| ② | お | 一 | | | | | | Hiragana O |
| ③ | よ | 一 | | | | | | Hiragana YO |
| ④ | す | 一 | | | | | | Hiragana SU |
| ⑤ | せ | 一 | | | | | | Hiragana SE |
| ⑥ | さ | 一 | | | | | | Hiragana SA |
| ⑦ | め | 丨 | | | | | | Hiragana ME |
| ⑧ | わ | 丨 | | | | | | Hiragana WA |
| ⑨ | ト | 丨 | | | | | | Katakana TO |

Exercises I-1

Refer to the vocabulary given below and complete the following sentences according to your own real situation. For putting "do not have a telephone," scratch out **bangoo** in **denwa-bangoo**. Use **Rooma-ji** (the Roman Alphabet) and **Arabia-suuji** (Arabic Numerals) in your answers.

Vocabulary

わたし	<i>watashi</i>	I
わたしの	<i>watashi no</i>	my
ちち	<i>chichi</i>	(my) father
はは	<i>haha</i>	(my) mother
うち	<i>uchi</i>	home
けんきゅうしつ	<i>kenkyuu-shitsu</i>	(university/college teacher's) office
へや	<i>heya</i>	room
へやばんごう	<i>heya-bangoo</i>	room number
わすれました。	<i>Wasuremashita.</i>	I have forgotten.
おぼえていません。	<i>Oboete-imasen.</i>	I do not remember.
しりません。	<i>Shirimasen.</i>	I do not know.
____は ありません。	____ <i>wa arimasen.</i>	not have ____ .
____は ひみつ です。	____ <i>wa himitsu desu.</i>	____ is a secret.
____と おなじ です。	____ <i>to onaji desu.</i>	is the same as ____ .

- ① *Watashi no namae wa* _____
Denwa-bangoo wa _____
Gakusee-bangoo wa _____
- ② *Watashi no chichi no namae wa* _____
Denwa-bangoo wa _____
Gakusee-bangoo wa _____
- ③ *Watashi no haha no namae wa* _____
Denwa-bangoo wa _____
Gakusee-bangoo wa _____
- ④ *Watashi no chichi no chichi no namae wa* _____
Denwa-bangoo wa _____
- ⑤ *Watashi no chichi no haha no namae wa* _____
Denwa-bangoo wa _____

⑥ *Watashi no haha no chichi no namae wa* _____

Denwa-bangoo wa _____

⑦ *Watashi no haha no haha no namae wa* _____

Denwa-bangoo wa _____

⑧ *Watashi no nihon-go no sensee no namae wa*

Kenkyuu-shitsu no denwa-bangoo wa _____

Kenkyuu-shitsu no heya-bangoo wa _____

Uchi no denwa-bangoo wa _____

⑨ *Watashi no nihon-go no sensee no o-too-san no namae wa* _____

Denwa-bangoo wa _____

⑩ *Watashi no nihon-go no sensee no o-kaa-san no namae wa*

Denwa-bangoo wa _____

Review Questions I-1

Answer the following in Japanese. Write your answers using **Rooma-ji** (the Roman Alphabet) and **Arabia-suuji** (Arabic Numerals).

Vocabulary

うち	<i>uchi</i>	home
けんきゅうしつ	<i>kenkyuu-shitsu</i>	(university/college teacher's) office
へや	<i>heya</i>	room
ばんごう	<i>bangoo</i>	number
へやばんごう	<i>heya-bangoo</i>	room number
けいたいでんわ	<i>keetai-denwa</i>	cellular phone
けいたい	<i>keetai</i>	cell phone
キャッシュカード	<i>kyasshu-kaado</i>	debit card
クレジットカード	<i>kurejitto-kaado</i>	credit card

- ① あなたの おなまえは？
Anata no o-namae wa?
- ② あなたの おとうさんの おなまえは？
Anata no o-too-san no o-namae wa?
- ③ あなたの おかあさんの おなまえは？
Anata no o-kaa-san no o-namae wa?
- ④ あなたの うちの でんわばんごうは？
Anata no uchi no denwa-bangoo wa?

- ⑤ あなたの けいたいでんわの ばんごうは？
Anata no keetai-denwa no bangoo wa?
- ⑥ あなたの がくせいばんごうは？
Anata no gakusee-bangoo wa?
- ⑦ あなたの ぎんこうは？
Anata no ginkoo wa?
- ⑧ あなたの こうざばんごうは？
Anata no kooza-bangoo wa?
- ⑨ あなたの キャッシュカードの あんしょうばんごうは？
Anata no kyasshu-kaado no anshoo-bangoo wa?
- ⑩ あなたの クレジットカードの ばんごうは？
Anata no kurejitto-kaado no bangoo wa?
- ⑪ あなたの にほんごの せんせいの けんきゅうしつの へやばんごうは？
Anata no nihon-go no sensee no kenkyuu-shitsu no heya-bangoo wa?
- ⑫ あなたの にほんごの せんせいの けんきゅうしつの でんわばんごうは？
Anata no nihon-go no sensee no kenkyuu-shitsu no denwa-bangoo wa?
- ⑬ あなたの にほんごの せんせいの うちの でんわばんごうは？
Anata no nihon-go no sensee no uchi no denwa-bangoo wa?

Composition Project

The ultimate goal of this project is to compose a short essay in which you describe your personal facts. The project consists of three stages. The instructions for Stage 1 are as follows:

Stage 1 Instructions (Lessons 1 - 9)

- For each lesson, produce your own sentences, describing yourself (and your family members), using the vocabulary, expressions, and sentence patterns you have learned in the lesson.
- Before starting to produce sentences, make a list of the vocabulary and expressions you learned in this lesson and would use in your sentences.
- Use the Roman Alphabet until you can handle Hiragana. Use the Arabic Numerals appropriately.

My Lesson 1 Vocabulary List

My Lesson 1 Sentences

Leave the second lines blank.

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	<hr/>
②	<hr/>
	<hr/>
③	<hr/>
	<hr/>
④	<hr/>
	<hr/>
⑤	<hr/>
	<hr/>
⑥	<hr/>
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Use additional paper as necessary