

Part I    Lesson 10    Knock, Knock.  
(At the Teacher's Office)

Greetings 10	いただきます。	[when starting to eat/drink] "I'm about to receive."
	ごちそうさまでした。	[upon finishing eating/drinking] "That was a feast."
	ごちそうさま。	[the casual version of the above]
Classroom Expressions 10	よくできました。	Well done.
	たいへんよくできました。	Very well done.

## Dialogue 1 しつもん (Questions)

### Dialogue 1-1

[せんせいのけんきゅうしつで]	[At the teacher's office]
がくせい： [トントン]	[Knocks twice]
せんせい： はい、どうぞ。	Yes, please come in.
がくせい： [おじぎしながら]	[Bowing]
しつれいします。	Excuse me (for entering your office).
せんせい： ああ、キムさん、	Oh, Kim, welcome.
いらっしやい。	
がくせい： いま、いいですか。	Is it all right now? (= Do you have time now?)
せんせい： ええ、いいですよ。	Yes, it's fine.
しつもんですか。	Is it questions (that brought you here today)?
がくせい： はい、そうです。	Yes, it is.
えいごで はなしても	May I speak in English?
いいですか。	
せんせい： ええ、いいですよ。	Yes, you may.
どうぞ。	Please (do so).

**Dialogue 1-2** (continued from Dialogue 1-1)

[しばらくして]	[A little while later]
せんせい： しつもんは これだけですか。	Are these all your questions?
がくせい： はい、これだけです。	Yes, that's all.
[おじぎしながら]	[Bowing]
どうもありがとう ございました。	Thank you very much.
せんせい： いいえ。	Not at all.
がくせい： [おじぎしながら] じゃあ、しつれいします。	[Bowing] Then, excuse me (from your office).
せんせい： はい。	Yes (, please do so).

## Interactions

トントン はい、どうぞ。	knock, knock Yes, please (come in).
しつれいします。 いらっしゃい。	Excuse me (for entering). Welcome.
いまいいですか。 ええ、いいですよ。	May I disturb you now? Yes, of course.
えいごではなしてもいいですか。 ええ、いいですよ。どうぞ。	May I speak in English? Yes, you may. Please do so.
しつもんはこれだけですか。 はい、これだけです。	Are these all your questions? Yes, that's all.
どうもありがとうございました。 いいえ。	Thank you very much. Not at all.
しつれいします。 はい。	Excuse me (for leaving). Yes (, please do so).

**Vocabulary**

けんきゅうしつ	<i>kenkyuu-shitsu</i>	university/college teacher's office
おじぎ	<i>o-jigi</i>	a bow
おじぎします	<i>o-jigi-shimasu</i>	make a bow
おじぎしながら	<i>o-jigi-shi-nagara</i>	(while) bowing
_____ながら	_____ -nagara	(while) _____ing
いま	<i>ima</i>	now
いいです	<i>ii desu</i>	O.K. / all right
しつもん	<i>shitsumon</i>	question
はなします	<i>hanashimasu</i>	speak
はなして	<i>hanashite</i>	[a conjugational form of はなします]
_____てもいいですか。	_____ -te mo ii desu ka.	May I _____?
はい、いいです。	<i>Hai, ii desu,</i>	Yes, you may.
どうぞ。	<i>Doozo.</i>	Please come in. / Please (do so).
しばらくして	<i>shibaraku shite</i>	a little while later
これだけ	<i>kore dake</i>	only this
ありがとうございました	<i>arigatoo-gozaimashita</i>	Thank you (for all that you've done for me.)

## Dialogue 2 まえのしょうテスト (Missed Quiz)

### Dialogue 2-1

[せんせいのけんきゅうしつで]	[At the teacher's office]
がくせい： [トントン]	[Knocks twice]
せんせい： はい、どうぞ。	Yes, please come in.
がくせい： [おじぎしながら]	[Bowing]
しつれいします。	Excuse (my barging in on you).
せんせい： ああ、クリスさん、	
いらっしゃい。	Oh, Chris, welcome.
しつもんですか。	Is it questions (that brought you here today)?
がくせい： いいえ、ちがいます。	No, it isn't.
しょうテストです。	It's the quiz.
せんせい： しょうテスト？	The quiz?
ああ、まえの	Oh, (you mean) the previous
しょうテストですね。	quiz (you missed)?
がくせい： はい。	Right.

**Dialogue 2-2** (continued from Dialogue 2-1)

せんせい：	なんかのしょうテスト	It is the quiz for
	ですか。	which lesson?
がくせい：	6 かのしょうテストを	I'd like to request for
	おねがいします。	the quiz for Lesson 6.
せんせい：	6 かのしょうテスト	It's the quiz for Lesson 6,
	ですね。	right?
がくせい：	はい、そうです。	Right.
せんせい：	ちょっとまってください。	Wait for a second.
	[さがしながら]	[Searching]
	ええと、・・・。	Let me see . . .
	あっ、ありました。	Oh, I found it.
	[わたしながら]	[Handing (the quiz to the
	はい、どうぞ。	student)] Here you are.
	がんばってくださいね。	Please do your best.
がくせい：	はい。	Yes, I will.

**Dialogue 2-3** (continued from Dialogue 2-2)

[しばらくして]	[A little while later]
がくせい： [わたしながら]	[Handing (in the quiz)]
せんせい、これ、	Teacher, here,
できました。	I've done it.
せんせい： はい。	Good.
がくせい： [おじぎしながら]	[Bowing]
どうもありがとう	Thank you very much.
ございました。	
せんせい： いいえ。	Not at all.
がくせい： [おじぎしながら]	[Bowing]
じゃあ、しつれい	Then, excuse me
します。	(from your office).
せんせい： はい。	Yes(, please do as you wish).



**Vocabulary**

テスト	<i>tesuto</i>	test
しょうテスト	<i>shoo-tesuto</i>	quiz
まえの	<i>mae no</i>	previous
なんか	<i>nan-ka</i>	which lesson
{number} か	<i>{number}-ka</i>	Lesson {number}
_____をおねがいします	_____ <i>o o-negai</i> <i>-shimasu</i>	I would like to request for _____
ちょっと	<i>chotto</i>	a little, a little while
まちます	<i>machimasu</i>	wait
まってください。	<i>Matte kudasai.</i>	Please wait.
_____てください。	_____ <i>-te kudasai.</i>	Please _____.
さがします	<i>sagashimasu</i>	look for (something) / search (something)
さがしながら	<i>sagashi-nagara</i>	(while) searching
わたします	<i>watashimasu</i>	hand over (something)
わたしながら	<i>watashi-nagara</i>	(while) handing over (something)
どうぞ。	<i>Doozo.</i>	Here it is.
これ。	<i>Kore.</i>	Here (it is).
あります	<i>arimasu</i>	have, there is, exist
ありました。	<i>Arimashita.</i>	I've found it.
がんばります	<i>ganbarimasu</i>	do one's best
がんばってください。	<i>Ganbatte-kudasai.</i>	Please do your best.
できます	<i>dekimasu</i>	(something) gets finished
できました。	<i>Dekimashita.</i>	I've done/finished (it).

## Suffix for “Lesson”: か

1 か	1-ka	(ik-ka)	Lesson 1
2 か	2-ka	(ni-ka)	Lesson 2
3 か	3-ka	(san-ka)	Lesson 3
4 か	4-ka	(yon-ka)	Lesson 4
5 か	5-ka	(go-ka)	Lesson 5
6 か	6-ka	(rok-ka)	Lesson 6
7 か	7-ka	(nana-ka)	Lesson 7
8 か	8-ka	(hak-ka/hachi-ka)	Lesson 8
9 か	9-ka	(kyuu-ka)	Lesson 9
10 か	10-ka	(juk-ka/jik-ka)	Lesson 10

なんか                      *nan-ka*                      *which lesson?*

Note: A slash / indicates that there are two commonly-used forms, the first of which is, however, more commonly used.

## Vocabulary

プリント	<i>purinto</i>	handout
しゅくだい	<i>shukudai</i>	homework / assignment
すみませんが、 すみません。	<i>Sumimasen ga, Sumimasen.</i>	I'm sorry [to ask for this], but I'm sorry [for what i have done].
_____をください。	_____ <i>o kudasai.</i>	Please give me _____.
まだです。	<i>Mada desu.</i>	(Something is) not yet (done).
わかりました。	<i>Wakarimashita.</i>	I see. / I got it.

## Interactions

せんせい： なんかのしょうテストですか。

がくせい： \_\_\_\_かのしょうテストを おねがいします。

せんせい： \_\_\_\_かのしょうテストですね。

がくせい： はい、そうです。

がくせい： すみませんが、 \_\_\_\_かのプリントを ください。

せんせい： \_\_\_\_かのプリントですね。

がくせい： はい、そうです。

せんせい： ちょっと まってください。

がくせい： せんせい、これ、 \_\_\_\_かのしゅくだいです。

せんせい： はい。どうも。

\_\_\_\_かのしゅくだいは？

がくせい： すみません、まだです。

せんせい： そうですか。わかりました。

### Dialogue 3 めんせつしけん (Oral Examination)

#### Dialogue 3-1

[せんせいのけんきゅうしつで]	[At the teacher's office]
がくせい： [トントン]	[Knocks twice]
せんせい： はい、どうぞ。	Yes, please come in.
がくせい： [ドアをあける]	[Opens the door]
[はいる]	[Enters]
[おじぎしながら]	[Bowing]
しつれいします。	Excuse me.
せんせい： パットさんですね。	You are Pat, right?
がくせい： はい、そうです。	Yes, I am.
せんせい： どうぞかけてください。	Please be seated.
がくせい： [ドアをしめる]	[Closes the door]
[おじぎしながら]	[Bowing]
はい、ありがとう	(Yes,) thank you.
ございます。 [すわる]	[Sits down]
せんせい： では、はじめます。	Well, then, I/we shall start.
がくせい： はい。	O.K.

**Dialogue 3-2** (continued from Dialogue 3-1)

[しばらくして]	[A little while later]
せんせい： はい、しつもんは	O.K., that's it
これでおわりです。	for questions.
がくせい： [おじぎしながら]	[Bowing]
どうもありがとう	Thank you very much.
ございました。	
せんせい： いいえ。	Not at all.
がくせい： [たつ]	[Stands up]
[おじぎしながら]	[Bowing]
では、しつれいします。	Then, excuse me.
せんせい： はい。	Yes(, please feel free to go).

## Interactions

<p>トントン</p> <p>はい、どうぞ。</p> <p>しつれいします。</p>	<p>knock, knock</p> <p>Yes, please (come in).</p> <p>Excuse me (for entering).</p>
<p>_____さんですね。</p> <p>はい、そうです。</p>	<p>You are _____ , right?</p> <p>Yes, I am.</p>
<p>どうぞかけてください。</p> <p>はい、ありがとうございます。</p>	<p>Please be seated.</p> <p>(Yes,) thank you.</p>
<p>では、はじめます。</p> <p>はい。</p>	<p>Well, then, I/we shall start.</p> <p>O.K.</p>
<p>はい、しつもんはこれでおわりです。</p> <p>どうもありがとうございました。</p> <p>いいえ。</p>	<p>O.K. That's it for questions.</p> <p>Thank you very much.</p> <p>Not at all.</p>
<p>では、しつれいします。</p> <p>はい。</p>	<p>Then, excuse me (for leaving).</p> <p>Yes (, please do so).</p>

**Vocabulary**

めんせつ	<i>mensetsu</i>	face-to-face / interview / oral
しけん	<i>shiken</i>	examination
めんせつしけん	<i>mensetsu-shiken</i>	oral examination
はじめます	<i>hajimemasu</i>	start / begin
ドア	<i>doa</i>	door
あける	<i>akeru</i>	open
しめる	<i>shimeru</i>	close, shut
はいる	<i>hairu</i>	enter
かけます	<i>kakemasu</i>	be seated
かけて ください	<i>kakete-kudasai</i>	Please be seated.
どうぞ_____て ください。	<i>Doozo_____te kudasai.</i>	Please _____.
では	<i>de wa</i>	well, then [formal form of じゃあ]
これで	<i>kore de</i>	with this
おわり	<i>owari</i>	the end
おわりです	<i>owari desu</i>	be over
これでおわり です。	<i>Kore de owari desu.</i>	So much for this. This is all / That's it (for something).
すわる	<i>suwaru</i>	sit down
たつ	<i>tatsu</i>	stand up

**Dialogue 4 でんわ (Telephone)****Dialogue 4-1**

[でんわで]

[On the phone]

がくせい： もしもし。

Hello.

せんせい： もしもし。

Hello.

がくせい： おおいせんせいですか。

is this Mr. Oi?

せんせい： はい、そうです。

Yes, it is,

がくせい： にほんご100のがくせいの  
ジェイミーです。I am your student Jamie  
in (your) JAPN 100.

せんせい： ああ、ジェイミーさん。

Oh, Jamie.

がくせい： えいごではなしても  
いいですか。

May I speak in English?

せんせい： ええ、もちろん。

Yes, of course.



**Dialogue 4-2** (continued from Dialogue 4-1)

[しばらくして]	[A little while later]
がくせい： せんせい、どうも	Teacher,
ありがとうございました。	thank you very much.
せんせい： いいえ。	Not at all.
じゃあ、またじゅぎょうで。	Then, I'll see you in class.
がくせい： はい。	Yes.
じゃあ、しつれいします。	Then, excuse me.
せんせい： はい。	Yes.

**Vocabulary**

でんわ	<i>denwa</i>	examination
もしもし	<i>moshi moshi</i>	Hello [on the phone]
もちろん	<i>mochiron</i>	of course
また	<i>mata</i>	again
じゅぎょう	<i>jugyoo</i>	class [to attend/teach]
じゅぎょうで	<i>jugyoo de</i>	in class

### Summary of Decimal Units (1 - 1,000,000,000,000,000)

	<i>ichi</i>	1	
	<i>juu</i>	10	
	<i>hyaku</i>	100	
	<i>(is)-sen</i>	1,000	thousand
<b>man</b>	<i>ichi-man</i>	10,000	
	<i>juu-man</i>	100,000	
	<i>hyaku-man</i>	1,000,000	million
	<i>is-sen-man</i>	10,000,000	
<b>oku</b>	<i>ichi-oku</i>	100,000,000	
	<i>juu-oku</i>	1,000,000,000	billion
	<i>hyaku-oku</i>	10,000,000,000	
	<i>is-sen-oku</i>	100,000,000,000	
<b>choo</b>	<i>ic-choo</i>	1,000,000,000,000	trillion
	<i>juc-choo/jic-choo</i>	10,000,000,000,000	
	<i>hyaku-choo</i>	100,000,000,000,000	
	<i>is-sen-choo</i>	1,000,000,000,000,000	quadrillion

Note: There are two readings for 1,000.  
 When there is no larger digit before 1,000, use the reading **SEN**.  
 When there is a larger digit before 1,000, use the reading **ISSEN**,

## Vocabulary Exercises

### Vocabulary Exercise 1

A: Write down any numbers between 0 and 999,999,999,999 using Arabia-suuji written in the Japanese style. The number is to be given *in writing, not orally*.

B: Read in Japanese the number written.

A: If your practice partner has read the number correctly, say:  
***li desu***  
and give him/her another number.

If incorrectly, say one of the followings:

***Hontoo desu ka.***

***Chigaimasu.***

***Dame desu.***

and give him/her another chance to read the number.

### Vocabulary Exercise 2

A: Pretending that you are a Japanese language teacher, give your practice partner, a student of yours, a Japanese word orally. Avoid loan words.

B: Write the word in Hiragana. Do not transcribe it from Rooma-ji.

A: If your "student" has written the word correctly, say:  
***Yoku dekimashita.***

### Vocabulary

よくできました。

*Yoku dekimashita.*

Well done.

## Grammar & Usage Notes I-10

### 1. Conjugational Forms of Verbs

Japanese verbs can be conjugated into several different forms. In this textbook so far, the form called **the MASU form** and its related forms have been used. These forms are summarized in Item 2 of Grammar & Usage Notes I-9. The form ending with **MASHOO** (ましょう “Let’s”) is derived from the MASU form.

The form used with **KUDASAI** (ください “Please give me”) is called **the TE form**. The TE form of a majority of verbs end with TE but some end with DE instead. The TE form is a very useful form, used in a variety of expressions and grammar structures, which will be studied later in this textbook series.

### 2. May I?

For asking for permission, use the expression **II DESU KA** (いいですか “Is it OK?”) together with the TE form of a verb. The TE form + **II DESU KA** literally means “Is it OK (for me) to (do something)?”.

For giving permission, say “yes” first and then complete the sentence with **II DESU** (いいです “it’s OK”). For refusing/denying permission, say “no” first and then complete the sentence with **IKEMASEN** (いけません “it cannot be done”) or **DAME DESU** (だめです “it is no good”). These expressions will be studied more later with over verbs.

E.g., (1) Q: きゅうけいにしても いいですか。  
*Kyuukee ni shite mo ii desu ka.*  
 (Is it O.K. to take a break now?)

A: ええ、いいですよ。  
*Ee, ii desu yo.*  
 (Yes, it’s O.K.)

(2) Q: えいごではなしても いいですか。  
*Ee-go de hanashite m ii desu ka.*  
 (May I speak in English?)

A: いいえ、いけません。  
*lie, ikemasen.*  
 (No, you may not.)

### 3. II DESU

The I-adjective いい has various meanings that include: "good," "nice," "OK," "convenient," "allowed," etc. As a result, the expression **II DESU** (いいです) conveys different meanings in different contexts. Some of the possible translations are: "Fine," "OK," "All right," "You may," "Good," "Enough." "Stop," "No, thanks," etc. Refer to Item 1 above for the meaning "may (do something)."

E.g., (1) いま、いいですか。

*Ima ii desu ka.*

(Is it all right now? / Is this a good time? / Do you have time now? / May I interrupt you now?)

(2) はい、みなさん、いいです。

*Hai, mina-san, ii desu.*

(O.K., everyone, stop [what you are doing]. / That's it, time is up.)

(3) Q: はじめても いいですか。

*Hajimete mo ii desu ka.*

(May I start?)

A: ええ、いいですよ。

*Ee, ii desu yo.*

(Yes, you may.)

### 4. Present Tense in Japanese

The past tense in Japanese does not necessarily express things that happened in the past, and similarly the present tense in Japanese does not necessarily express things that are happening in the present. The Japanese present tense expresses both the things that routinely take place in the span of time that includes the present and the things that will take place in the future. The Japanese present tense may be called "non-past tense."

E.g., (1) にほんごのしょうテストは まいしゅうあります。

*Nihon-go no shoo-tesuto wa mai-shuu arimasu.*

(We have a Japanese quiz every week.)

(2) わたしは あした がっこうへ いきません。

*Watashi wa ashita gakkoo e ikimasen.*

(I will not go to school tomorrow.)

(3) はじめます。

*Hajimemasu.*

(I/we shall start.)

## 5. ARIMASHITA & DEKIMASHITA

**ARIMASHITA** (ありました “[something] existed”) is the past tense form of **ARIMASU** (あります “[something] exists,” “have [something]”). It is used when you have found something that you have been looking for. The essence of the meaning of this expression is “I have found the thing so that it exists here.”

**DEKIMASHITA** (できました “I’ve done/finished it”) is used when you declare that you have finished doing something. It is in the past tense but is normally translated into English as “have done” in the present perfect.

E.g., (1) Q : もうできましたか。  
*Moo dekimashita ka.*  
 (Have you already done/finished it?)

A 1 : はい、できました。  
*Hai, dekimashita.*  
 (Yes, I have.)

A 2 : いいえ、まだです。  
*ie, mada desu.*  
 (No, not yet.)

## 6. ARIGATOO GOZAIMASU & ARIGATOO GOZAIMASHITA

**ARIGATOO GOZAIMASU** (ありがとうございます) and **ARIGATOO GOZAIMASHITA** (ありがとうございました) are both polite (and in some ways, formal) expressions for thanking. They are normally not interchangeable, but there may be situations in which deciding which to use is tricky. Following are some guidelines for **GOZAIMASU** (ございます) and **GOZAIMASHITA** (ございました) distinction:

**ARIGATOO GOZAIMASU** (ありがとうございます)

- Upon receiving a gift
- Upon receiving a “small” favour
- Upon being offered a seat

**ARIGATOO GOZAIMASHITA** (ありがとうございました)

- Upon receiving a “lengthy” favour
- Upon receiving a “multiple” numbers of favours at a time
- When thanking (again) for a gift or favour received in the past

When writing a note to someone in Japanese, do not put “thank you” at the end, thanking for his/her attention or pre-thanking for what he/she may do for you as a result of your request.

## 7. Sentence Particle NE

The sentence particle **NE** (ね) can be added to a request sentence to indicate that the request is a friendly confirmation or encouragement, meaning “I believe that you will/can (do something) (without any problem/failure).”

E.g., (1) がんばってくださいね。  
*Ganbatte-kudasai ne.*  
 (Do your best! Good luck!)

## 8. GANBATTE

Japanese people say **GANBATTE-KUDASAI** (がんばってください) or its casual abbreviated version **GANBATTE** (がんばって), to each other very often. It means “Do your best” or “Try hard” and expresses the moral support of the speaker. It can be translated as “Good luck” but the message behind it advises that no good result will be achieved without trying hard.

Situations in which がんばってください or がんばって are used include:

- Before writing an exam
- Before and/or during writing a term paper or thesis
- Before and during playing sports and games
- Before going out for a job interview
- Before going out with a new date

E.g., (1) A : がんばってくださいね。  
*Ganbatte-kudasai ne.*  
 (Do your best! Good luck!)

B : はい、がんばります。  
*Hai, ganbarimasu.*  
 (Yes, I will do my best.)

(2) A : がんばってください。  
*Ganbatte-kudasai.*  
 (Do your best! Good luck!)

B : はい、ありがとうございます。  
*Hai, ganbarimasu.*  
 (Yes, thank you [for wishing me luck].)

## 9. HAI

**HAI** (はい “yes”) has various functions.

### [1] Agreement to a question

**HAI** (はい) used to express “agreement” can be interpreted as “That’s right.” In casual conversations, **EE** (ええ “yeah”) can replace this type of **HAI** (はい).

E.g., (1) Q : きょうは すいようびですか。

*Kyoo wa sui-yoobi desu ka.*

(Is today Wednesday?)

A : はい/ ええ、そうです。

(Yes, it is.)

(2) Q : きょうは もくようびではありませんか。

*Kyoo wa moku-yoobi dewa arimasen ka.*

(Isn't today Thursday?)

A : はい/ ええ、そうです。もくようびではありません。

(That's right. It is not Thursday.)

(3) Q : わかりましたか。

(Did you understand?)

A : はい/ ええ、わかりました。

(Yes, I did.)

(4) Q : わかりませんか。

(Do you not understand?)

A : はい/ ええ、わかりません。

(That's right. I don't understand. / No, I don't.)

### [2] Positive response to a request

As a response to a request, an instruction, or an encouragement, **HAI** (はい) expresses acknowledgement of receiving it and agreement to follow it (“I hear your request; I will do what you asked/told me to do”).

E.g., (5) A : これをみてください。

(Please look at this.)

B : はい。

(O.K.)



### [3] Acknowledgement of a declaration

When someone has made a declaration, **HAI** (はい) can be used to indicate acknowledgement of it, or at least a lack of objection to it ("I understand that what you said is the case").

E.g., (6) A : では、はじめます。  
*De wa, hajimemasu.*  
 (Then, we shall start.)

B : はい。  
 (O.K.)

### [4] Presenting something

**HAI** (はい) can also be used when presenting or giving something to someone ("Here it is.") **KORE** (これ "Here") and/or **DOOZO** (どうぞ "Please accept it") may be added to this type of **HAI** (はい).

E.g., (7) A : はい、これ。  
 ([Presenting something] Here it is.)

B : あ、どうも。  
 (Oh, thanks.)

### [5] Interrupting

**HAI** (はい) can be directed at a person or a group of people in order to interrupt what they are doing so that the speaker can make a declaration, an announcement, an instruction, a request, a suggestion, an enquiry, etc. ("Hey, listen!")

E.g., (8) A : はい、みなさん、きょうはここまで。  
*Hai, mina-san, kyoo wa koko made.*  
 (Hi, everyone, so much for today.)

B : はい。  
 (O.K. [Acknowledgement])

10. **DOOZO**

The uses of **DOOZO** (どうぞ) can be grouped into three:

[1] **Added to a command/request sentence**

**DOOZO** (どうぞ) may be added to a command/request sentence to add politeness.

E.g., (1) かけてください。

*Kakete-kudasai.*

(Be seated.)

(2) どうぞかけてください。

*Doozo kakete-kudasai.*

(Please be seated.)

(3) はじめまして。どうぞよろしく。

*Hajimemashite. Doozo yoroshiku.*

[I meet you for the first time. Please treat me in the way you think appropriate.]

(How do you? Nice to meet you.)

(4) やまだです。どうぞよろしくおねがいします。

*Yamada desu. Doozo yoroshiku o-negai-shimasu.*

[I'm Yamada. I humbly ask you to please treat me in the way you think appropriate. I am at your mercy.]

(I'm Yamada. Glad to be here.)

(5) これ、どうぞよろしくおねがいします。

*Kore, doozo yoroshiku o-negai-shimasu.*

[I humbly ask you to please take care of this in the way you think appropriate.]

(Will you please take care of this? / Would you please see to this?)

[2] **Replacement for a command/request or permission**

**DOOZO** (どうぞ) may be used as a replacement for a command/request or permission when the context is clear.

E.g., (6) はい、みなさん、どうぞ。

*Hai, Mina-san, doozo.*

(Hi, everyone, please [do something].)

(7) どうぞ。

*Doozo.*

([Offering a seat] Please [be seated].)

- (8) A : いただきます。  
*Itadakimasu.*  
 (I'm going to eat now.)
- B : はい、どうぞ。  
*Hai, doozo.*  
 (Please [do so]. / Enjoy your meal.)
- (9) Q : えいごではなしても いいですか。  
*Ee-go de hanashite mo ii desu ka.*  
 (May I speak in English?)
- A : ええ、いいですよ。どうぞ。  
*Ee, ii desu yo. Doozo.*  
 (Yes, you may. Please [do so].)

### [3] Presenting an offer or gift

**DOOZO** (どうぞ) is used when presenting an offer or gift, meaning "Here it is. / Here you are. Please accept this," "There you have it," "There you go!" **KORE** (これ "this") can be used with **DOOZO** (どうぞ). Compare this use of **DOOZO** (どうぞ) with **KORE** (これ "Here it is") in Item10 below.

- E.g., (10) はい、どうぞ。  
*Hai, doozo.*  
 ([Presenting something] Here you are. / Here it is. / There you go.)
- (11) どうぞ、おつまみです。  
*Doozo, o-tsumami desu.*  
 (Here is a drinking snack for you.)
- (12) これ、おみやげです。どうぞ。  
*Kore, o-miyage desu. Doozo.*  
 (Here is a souvenir for you. Please accept it.)

## 11. KORE

Offers and gifts, which, under normal circumstances, will be beneficial to the receiver, are presented with **DOOZO** (どうぞ “Please”). Without this beneficialness, **DOOZO** (どうぞ) cannot be used.

Things that will not be directly beneficial to the receiver are presented with **KORE** (これ “Here”), the literal meaning of which is “this thing.” When the giver expects the receiver to attend to what is being given, then, **O-NEGAI SHIMASU** (おねがいします “I ask you to take care of this”) may be added.

- E.g., (1) これ、しゅくだいです。  
*Kore, shukudai desu.*  
 (Here's my homework [for submission to you].)
- (2) せんせい、これ。  
*Sensee, kore.*  
 (Teacher, here's something [for you to see to].)
- (3) せんせい、これ、おねがいします。  
*Sensee, kore, o-negai shimasu.*  
 (Teacher, please take care of this [that I am giving you now].)

## 12. KORE DE & KORE DAKE

The set phrase **KORE DE** (これで “with this”) is used to indicate that **KORE** (これ “this one”) is the last thing in a series or list, or the end of something. The demonstrative pronoun **KORE** (これ) in this set phrase may refer to an object, a question, a time, etc. The particle **DE** (で) in this set phrase indicates the limit.

- E.g., (1) しつもんはこれでおわりです。  
*Shitsumon wa kore de owari desu.*  
 [I declare that, with this, the questions are all over.]  
 (That's it for questions. / No more questions.)
- (2) じゃあ、わたしはこれでしつれいします。  
*Jaa, watashi wa kore de shitsuree shimasu.*  
 (Then, I will excuse myself now. = I am going now. See you.)

The expression **KORE DAKE** (これだけ “only this”) can also be used to indicate the last thing or the end of something.

- E.g., (3) しつもんはこれだけです。  
*Shitsumon wa kore dake desu.*  
 (This is all for the questions. / I have no more questions.)

### 13. MOSHI MOSHI

**MOSHI MOSHI** (もしもし “hello”) is normally used only on the phone. It is normally the case that the caller says “hello” first. When the caller says “hello” too soon after hearing the handset of the receiver was lifted, he/she may repeat “hello.” At organizations and corporations, the telephone operator, the receptionist, the secretary, etc., who has answered the call normally announces what organization or corporation the caller has reached. Some individuals in private homes may do this as well.

### 14. SHITSUREE SHIMASU & SHITSUREE DESU

The expression **SHITSUREE SHIMASU** (しつれいします) consists of two words, the first being **SHITSUREE** (しつれい “lack of courtesy”), and the second being **SHIMASU** (します “do”). Combining these two makes the expression that means “I (will) do something rude.”

**SHITSUREE SHIMASU** (しつれいします) is widely used for “excusing oneself” upon both entering and exiting someone’s place (typically an office). It can also be used upon parting with someone in the situations where **JAA, MATA** (じゃあ、また “See you”) and **SAYOONARA** (さようなら “Bye”) are too informal: the expression **SHITSUREE SHIMASU** (しつれいします) is used by socially junior people to socially senior people.

The past-tense form **SHITSUREE SHIMASHITA** (しつれいしました) is an expression for apologizing for something rude you did. The more polite version of this expression is **SHITSUREE ITASHIMASHITA** (しつれいいたしました).

This past-tense form **SHITSUREE SHIMASHITA** (しつれいしました) can also be used for exiting from someone’s place, but it normally implies that you have overstretched the host’s welcome or that you have inconvenienced the host. When exiting from someone’s place, therefore, use the present-tense form **SHITSUREE SHIMASU** (しつれいします) under normal circumstances.

The similar-sounding expression **SHITSUREE DESU** (しつれいです) literally means “I am rude.” It is normally used with the conjunctive particle **GA** (が) to signal that a question which may not be appropriate to be asked is about to be asked. “May I ask?” or “Hope you don’t mind my asking” may be good translation of the expression **SHITSUREE DESU GA** (しつれいですが).

Distinguish the expressions **SHITSUREE DESU GA** (しつれいですが “I might be rude but”) and **SUMIMASEN GA** (すみませんが “Excuse me but”), the latter of which is used when making a request.

### 15. IRASSHAI

**IRASSHAI** (いらっしゃい “Welcome”) is used in both private and business situations. On commercial premises, shop clerks, hostesses, servers, etc., use the polite version **IRASSHAIMASE** (いらっしゃいませ). At Japanese restaurants, however, male cooks customarily use the plain one, **IRASSHAI** (いらっしゃい), very briskly, almost shouting.

### 16. DE WA & JAA

**DE WA** (では) is the uncontracted, thus more formal, form of **JAA** (じゃあ “well, then”).

E.g., (1) では、はじめます。

*De wa, hajimemasu.*

(Then, I/we shall start.)

(2) じゃあ、Bさんは？

*Jaa, B-san wa?*

(Then, how about you, B?)

In casual conversations, **DE WA ARIMASEN** (ではありません), the negative form of the copula verb **DESU**, can be contracted to **JA ARIMASEN** (じゃありません). **JAA** (じゃあ) can be used in place of **JA** (じゃ) as well, but only emphatically.

E.g., (3) わたしはにほんじんじゃありません。

*Watashi wa Nihon-jin ja arimasen.*

(I am not Japanese.)

### 17. Commas Used with Numbers

When “one thousand” and numbers over “one thousand” are written with the Arabic Numerals in English contexts, a comma is customarily placed at every three digits where a unit change occurs. Commas make reading large numbers substantially easy.

In Japan, the “every three digits” method is not practical because in Japanese a unit change occurs at every four digits. In elementary schools, children are taught to put a comma at every four digits. This training, however, is in many cases fruitless because school children are practically the only people who follow this logical “every four digits” method.

## Culture Notes I-10

### 1. Knocking at the Door

Japanese people normally knock at a door with two knocks at a time. When there is no answer, they knock twice again. Making three or more knocks at a time indicates an emergency. The onomatopoeia for knocking at a door is **TON TON** (トントン).

Checking if a washroom stall is occupied is done by knocking twice at the door. If there is anyone there, you will hear a voice saying **HAITTE-IMASU** (はいっています “Someone is in”).

In Japan, most doors, whether washroom doors, office doors, or house doors, are closed most of the time regardless of whether someone is inside or not. Visiting professors or company executives from Japan, therefore, may keep their office doors closed all the time without knowing the North American custom about office doors.

### 2. Bowing

Bowing (おじぎ) is an ingrained part of Japanese culture and life. People in Japan bow almost every single day. Most greetings are said with a accompanying bow. Situations in which Japanese people bow include:

- meeting/encountering someone
- seeing someone
- entering and exiting someone's place
- thanking
- apologizing

A proper bow is made with the whole upper body bent fifteen to thirty degrees forward, with the motion stopped momentarily when the degree reaches the intended depth of the bow. The depth of the bow is adjusted according to the situation; the deeper, the more respectful. The eye line drops with the body and rises when the upper body resumes an upright position. Bending just the head and looking up while bowing are not considered graceful. The hands are positioned beside the body sides slightly stiffly. Layering the hands together lightly in front of the body is considered effeminate and is used only by women.

In the service industry, bowing is taken very seriously as a powerful indicator of good customer service. New recruits may start their training with learning how to bow properly and respectfully. Nodding, on the other hand, is a very casual version of bowing, which may be exchanged between friends or directed from a socially senior person, **UE NO HITO** (うへのひと), to a socially junior person, **SHITA NO HITO** (したのひと).

### 3. Hand-Shaking

Hand-shaking (**AKUSHU** あくしゅ) is an imported custom in Japan: Not everyone is comfortable doing it. When politicians and business people meet or see foreigners, they try to follow the hand-shaking custom, ending up with bowing at the same time as shaking hands. Lowering one's head is a natural part of Japanese people's way of expressing their respect to others.

### 4. Onomatopoeia

The Japanese language is filled with onomatopoeia, so much so that there are even dictionaries of onomatopoeia. Most onomatopoeia is used as adverbs describing sounds, manners, etc. Onomatopoeia is normally written in Katakana. (Katakana will be studied in Part II.)

E.g., (1)	トントン	<i>ton ton</i>	(knock, knock: knocking at a door)
(2)	キラキラ	<i>kira kira</i>	(twinkle, twinkle: a star twinkling)
(3)	ワンワン	<i>wan wan</i>	(bow-wow: dog's barking)
(4)	ニャーニャー	<i>nyaa nyaa</i>	(meow, meow: cat's meowing)



## Writing System I-10

### 1. Left to Right Writing & Top to Bottom Writing

Japanese can be written either from left to right (“sideways”) or from top to bottom (“vertically”). In top to bottom writing, which is the traditional way of writing, columns progress from right to left.

**YOKO-GAKI** (よこがき “sideways writing”) is typically used in scientific text, published or not, where the Roman Alphabet (ローマじ), the Greek Alphabet (ギリシャもじ), the Arabic Numerals (アラビアすうじ), mathematical symbols and equations, etc., are used. Government publications, including public reports, announcements, and notices to individual people, are written “sideways” as well, although the domicile records are written “vertically.”

**TATE-GAKI** (たてがき “vertical writing”) is used in most publications. Japanese language users thus read novels, classical or Harlequin, with the top to bottom eye movement. The Japanese writing, in fact, reads better when written “vertically”: it is because all the three kinds of Japanese script, **Hiragana**, **Katakana**, and **Kanji**, utilize strong vertical lines, which interfere with the “horizontal” eye movement

Newspapers and magazines use both **TATE-GAKI** (たてがき) and **YOKO-GAKI** (よこがき), in which the body of the article is written in the traditional way with major captions graphically-effectively placed sideways.

In the “sideways writing,” the **Arabic Numerals** are used almost exclusively. The **Kanji Numerals** are normally reserved for the “vertical writing.”

### 2. Small-Sized Kana

Each **small-sized Kana** occupies a whole box on grid paper just as each **full-sized Kana** does, the only difference being that the latter is placed in the middle of the box and the former, in one of the quarters of the box. Which quarter to use is determined by the direction of writing: in the “sideways” writing, the bottom left quarter is used with the right half kept blank, and in the “vertical writing,” the top right, with the bottom half left blank.



### 3. Punctuation Symbols

The Japanese period, **MARU** (まる), is a small circle, the same shape as the Chinese period. The Japanese comma, **TEN** (てん), is a very short slanted, but straight, line with the “head” on the left and the “end” on the right. Both periods and commas are placed in the same position as the **small-sized Kana**.

In “sideways writing,” the “Western” comma may be used, but normally only in printed materials. In handwriting, the traditional shape is still favoured. The “Western” comma is called either **KONMA** or **KANMA**, the latter being the newer form. The “Western” period is called **PIRIDO**.

Japanese quotation marks are called **KAGI-KAKKO** (かぎかっこ), **KAGI** (かぎ) meaning a “hook” and **KAKKO** (かっこ), “parentheses.” In the “sideways” writing, the opening Japanese quotation mark is placed in the top right quarter and the closing one, in the bottom left; and in the “vertical writing,” in the bottom right and in the top left, respectively. The Japanese quotation marks are, however, “taller” or “longer” than the height or the width of the quarter. When a closing quotation mark is needed right after a period, they can be housed in one box, where each half is allotted to each one of them.



「	ま	す	。	」
「	ま	す	。」	
「	ハ	ー	ト	」
“	ハ	ー	ト	”
“	ハ	ー	ト	”



「	」
ま	ま
す	す
。	」
「	

The “Western” quotation marks may be used as well, but mainly for visual effects. They are called **KUOTEESHON-MAAKU** (クオーテーション・マーク). The opening quotation mark is placed in the top right quarter and the closing one, in the top left. Japanese uses another set of quotation marks, a kind of a hybrid between the “Western” ones and the Japanese ones: the shapes are somewhat like the “Western” ones but their positioning follows that of the Japanese quotation marks. When using or quoting a foreign word or sentences using the Roman Alphabet, quotation marks are normally omitted as the **ROOMA-JI** (ローマじ) used among the Japanese script stands out by itself.

Some other “Western” punctuation symbols, such as the question mark and the exclamation mark, are sometimes used. Their use in Japanese, however, is for stylistic purposes and is not a part of the orthography.

## 5. Spaces

In children's books and Japanese-as-a-second-language textbooks, where **Hiragana** is dominantly used, spaces are often used between phrases for readability. In normal Japanese writing, however, spaces are not used at all. The spaces visible are either the one-letter space left blank for each paragraph indentation or the unoccupied half spaces created by small-sized Kana letters, commas, and periods.

The readability of the Japanese texts written without any spaces is actually quite high when **Kanji** is used. Reading a long string of **Hiragana** without spaces anywhere is not an easy task. When **Hiragana** is mixed with **Kanji**, **Katakana**, **Arabia-suuji**, **Rooma-ji**, and **punctuation symbols**, it works visually as spaces. Or more precisely speaking, Hiragana sinks into the background and works as spaces while the rest of the text stands out. It is said that the text is the easiest to read when thirty percent of it is written in Kanji. In other words, neither too many nor too few Kanji is good.

When spaces are used in the Japanese texts, they are placed between phrases, and not between words. In the **Romanized** texts, however, spaces are inserted between words. Refer to the model dialogues in the earlier lessons for examples.

The right justification of lines is very easy to make in Japanese, because written Japanese words can be divided anywhere in the words. When space runs out at the end of a line, simply start a new line. Do not use a hyphen when dividing words. Do not start a new line with a comma or a period: they remain at the end of the previous line whether or not they go beyond the justification line. In order to accommodate commas and periods left beyond the end of the line, a little space is normally kept blank beyond the justification line.

The beginning of each paragraph is indented one full space. Between paragraphs, there are no extra lines left blank.

## Hiragana Writing Practice I-10

1. Following is a Japanese text written in the Roman Alphabet. Spaces are created between words. In preparation for writing the text in Hiragana, place a slash between phrases as is exemplified in the first sentence.

Watashi no / Nihon-go no / sensee wa / nihon-jin desu. Kyonen  
Nihon kara kimashita. Sensee no o-namae wa Saitoo Yuuji sensee  
desu. Sensee no oku-san no o-namae wa Keeko-san desu. Sensee no  
oku-san wa kaisha-in desu.

2. Write the above text in Hiragana with appropriate punctuation symbols in the space provided below. Use one box for each letter, each punctuation symbol, each space, and each indentation.


## Hiragana Reading Practice I-10

1. Read the following text written in Hiragana. Spaces are placed between phrases.

わたしの にほんごの せんせいは にほんじん です。 きょねん  
にほんから きました。せんせいの おなまえは さいとうゆうじせんせい  
です。

せんせいの おくさんの おなまえは けいこさん です。せんせいの  
おくさんは かいしゃいん です。

2. Now challenge reading the following text written in Hiragana with no spaces.

わたしのにほんごのせんせいはにほんじんです。きょねんにほんからきま  
した。せんせいのおなまえはさいとうゆうじせんせいです。

せんせいのおくさんのおなまえはけいこさんです。せんせいのおくさんは  
かいしゃいんです。

3. Just observe the following text written in the normal Japanese writing. No spaces are placed.

私の日本語の先生は日本人です。去年日本から来ました。先生のお名前は  
斎藤勇二先生です。

先生の奥さんのお名前は恵子さんです。先生の奥さんは会社員です。

4. Read the following two texts with the same content but written in different ways.

わたしの なまえは Sam Yip です。ちゅうごくけい カナダじん  
です。ペキンで うまれましたが、がっこうは ホンコンで いきまし  
た。カナダへ 8ねんまえに きました。

わたしは きょうだい が ふたり います。あねと おとうと です。  
ははは げんきですが、ちちは きょねん なくなりました。 ははと  
あねは かいしゃいん です。わたしと おとうとは まだ がくせい  
です。

わたしのなまえはSam Yipです。ちゅうごくけいカナダじんです。ペ  
キンでうまれましたが、がっこうはホンコンでいきました。カナダへ8  
ねんまえにきました。

わたしはきょうだい がふたりいます。あねとおとうとです。はははげ  
んきですが、ちちはきょねんなくなりました。ははとあねはかいしゃい  
んです。わたしとおとうとはまだがくせいです。

5. If you recognize the Kanji used in the text below, see if you can read the text.

私の名前はサム・イップです。中国系カナダ人です。北京で生まれま  
したが、学校はホンコンで行きました。カナダへ8年前に来ました。

私は兄弟が2人います。姉と弟です。母は元気ですが、父は去年亡く  
なりました。母と姉は会社員です。私と弟はまだ学生です。

**Review Questions I-10**

1. Write appropriate responses in B's lines.

① がくせい： [トントン]

せんせい： \_\_\_\_\_

② сенせい： どうぞかけてください。

がくせい： \_\_\_\_\_

③ がくせい： どうもありがとうございました。

せんせい： \_\_\_\_\_

④ がくせい： じゃあ、しつれいします。

せんせい： \_\_\_\_\_

2. Do the following.

① Knock at a door.

② Offer a seat to someone.

③ Ask someone to please wait for a while.

⑥ Ask if you may speak in English.

## Composition Project

In Stage 1, starting with Lesson 1, you have written about fifty or possibly one hundred sentences. There are two more stages to go through before you finish this project. In Stage 2, you will transcribe all the sentences you have accumulated into Hiragana, and in Stage 3, you will do the actual essay writing.

## Stage 2 Transcription Instructions

Review all the sentences you have written to complete the transcription from the Romanization to the Japanese writing. Use the spaces you reserved under each sentence for transcription. The table below specifies what types of letters and characters to be used for what types of words.

Use	For	Note
<b>Hiragana</b>	All the words except for the following	In the Standard Handwriting Style
<b>Arabia-suuji</b>	<b>Numbers</b>	In the Japanese style
<b>Rooma-ji</b>	<b>Loan words</b> (imported and Japanized words), normally written in <b>Katakana</b>	Use the Japanized spelling
	<b>Japanized</b> place names that are normally written in <b>Katakana</b>	
	The place names <b>not Japanized</b> in this text	Use the normal spelling
	People's names	
<b>Hiragana</b>	Place names normally written in <b>Kanji</b> にほん, かんこく, きたちょうせん, ちゅうごく, and たいわん.	
<b>Punctuation symbols</b>	<b>Punctuation</b>	Forms; positioning; uses; No hyphens to be used



## Stage 3 Essay Writing Instructions

In this final stage of the project, you will transform your fully-transcribed sentences into a coherent and cohesive essay, describing some aspects of yourself. This is not meant to be self-introduction, the purpose of which might be “self-advertizing.” What your essay will be is a little description, or a frank report, of yourself.

### Step 1 - Paragraphing

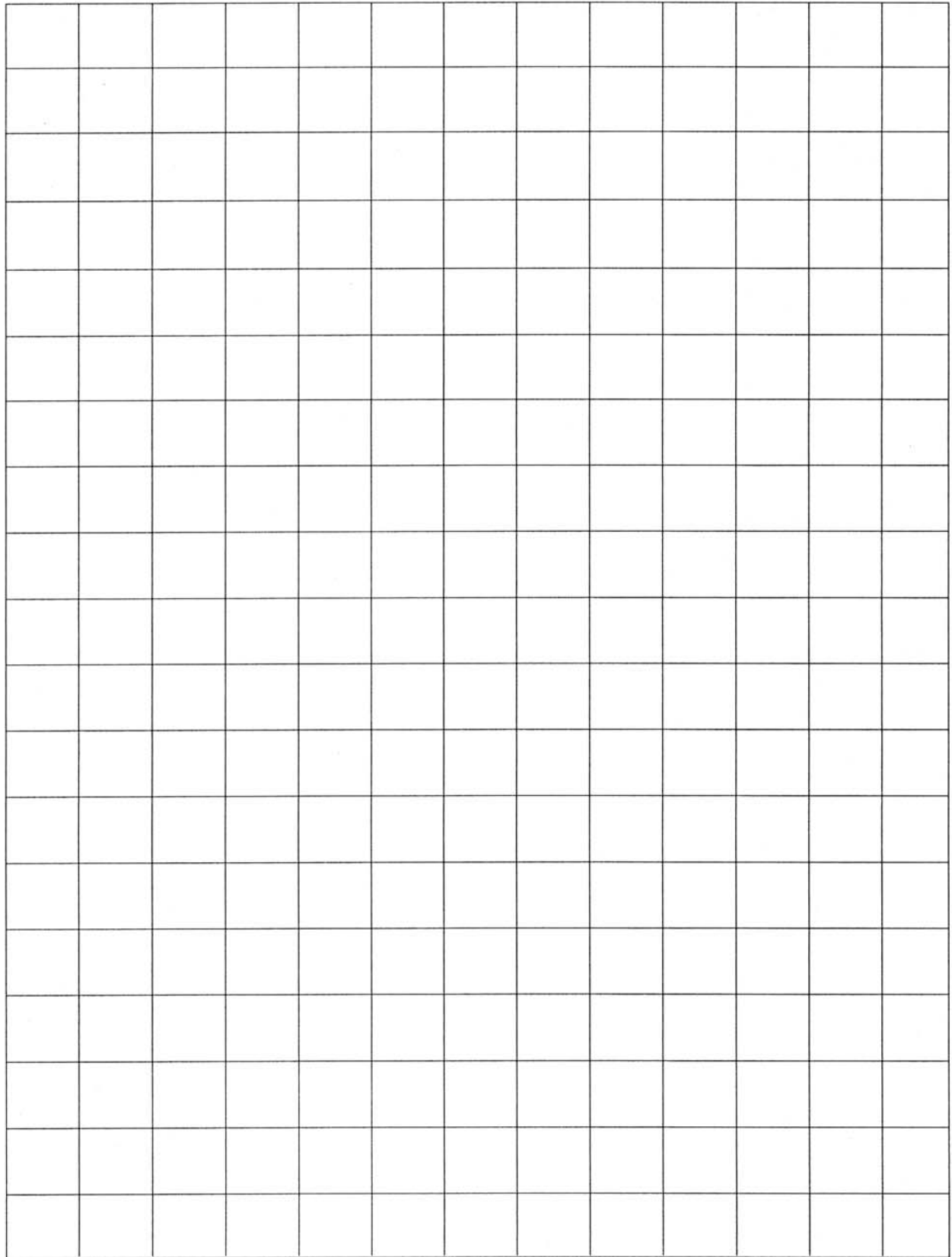
Review all of your transcribed sentences and make three or more paragraphs by doing the following:

1. While reviewing, omit all the **conversational expressions** which include:
  - Interjections such as ああ, えっ, ええと, じゃあ, では, etc.
  - Sentence particles such as よ, ね, ねえ, etc.
  - Expressions such as というと, はじめまして, どうぞよろしく
2. Select three or more themes for your composition and order them in the most natural order, naming the first theme, Theme A, the second theme, Theme B, the third theme, Theme C, etc.
3. Label each of the remaining sentences with A (Theme A), B (Theme B), C (Theme C), etc. Theme A will be Paragraph 1, Theme B, Paragraph 2, Theme C, Paragraph 3, and so on.
4. Under each theme, re-order the sentences to make a paragraph, by labelling each sentence with 1, 2, 3, and so on. While re-ordering the sentences, omit **redundant sentences**.

## **Step 2 - Drafting**

Write your first draft using either **lined paper** or “**manuscript paper**” provided on the next page - photocopy as needed.

- **Handwrite.**
- Use **the left to right writing**.
- **Double-space.**
- Use **one letter space indentation** for each paragraph.
- Other than for the paragraph indentation, one letter space is allowed only between phrases, not between words - if manageable, try writing with no spaces.
- Try **the right justification** if desired.
- The entire length should be twenty to forty sentences.
- If you are using **lined paper**, write all the strokes of Hiragana on or above **the base line**, i.e., no part of Hiragana should be sticking out below the base line.
- If you are using **manuscript paper**, write in proportion to the box size, without making any lines sticking out of the box.





- F. **Affirm** the topic phrase for easier readability when there is another candidate that can be a new topic.

E.g., わたしは きょうだいがふたり います。 わたしは まんなかです。  
 Topic phrase      Candidate for a new topic      Topic phrase - AFFIRM

## Step 4 - Possessive Phrase Omission

Review each paragraph and scratch out understood and/or redundant possessive phrases by following the guidelines below:

### Guidelines for Possessive Phrase Omission

- A. **Omit** the possessive phrase if its referent is the same as that of the topic phrase in the same sentence.

E.g., わたしは ~~わたしの~~ うちで けっこんしました。  
 Topic phrase      Possessive phrase - OMIT

- B. **Omit** the possessive phrase if its referent is the same as that of the topic phrase in the immediately preceding sentence in the same paragraph.

E.g., わたしは がくせいです。 ~~わたしの~~ せんこうは けいざいがくです。  
 Topic phrase      Possessive phrase - OMIT

- C. **Omit** the possessive phrase if its referent is the same as that of the omitted topic phrase in the immediately preceding sentence in the same paragraph.

E.g., わたしは はたちです。 ~~わたしは~~ どくしんです。  
 Topic phrase      Omitted topic phrase

~~わたしの~~ でんわばんごうは 604-777-8888です。  
 Possessive phrase - OMIT

- D. **Omit** the possessive phrase if its referent is the same as that of the possessive phrase in the immediately preceding sentence in the same paragraph.

E.g., わたしの なまえは Richard Baronです。 ~~わたしの~~ たんじょうびは  
 Possessive phrase Possessive phrase - OMIT  
 4がつ29にちです。

- E. **Omit** the possessive phrase if its referent is the same as that of the omitted possessive phrase in the immediately preceding sentence in the same paragraph.

E.g., わたしの ぎんこうは さくらぎんこうです。 ~~わたしの~~ こうざばんごう  
 Possessive phrase Omitted possessive phrase  
 は おぼえていません。 ~~わたしの~~ あんしょうばんごうは ひみつです。  
 Possessive phrase - OMIT

- F. **Omit** the possessive phrase “my” before a humble kinship term.

E.g., ~~わたしの~~ ちちは かいしゃいんです。  
 Possessive phrase - OMIT

- G. **Affirm** the possessive phrase for easier readability when there is another candidate that can be a possessive phrase.


E.g.,	<span style="border: 1px solid black; padding: 0 2px;">わたしの</span>	<span style="border: 1px solid black; padding: 0 2px;">ちちは</span>	<span style="border: 1px solid black; padding: 0 2px;">わたしの</span>	<span style="border: 1px solid black; padding: 0 2px;">ボーイフレンドの</span>	<span style="border: 1px solid black; padding: 0 2px;">おかあさんと</span>
	Possessive	Candidate	Possessive	Candidate	Candidate
	- AFFIRM		- AFFIRM		

さいこんしました。

## 112

### Use of Letters and Characters

- ### Use of Letters and Characters

- E.g., (1) わたしは 12ねんに カナダへ きました。  


(2) わたしは きょうだいが <sup>ふたり</sup>います。