

## Part I Lesson 2 Work & School

Greetings 2	じゃあ、またあとで。 <i>Jaa, mata ato de.</i>	See you later (today).
	じゃあ、またあした。 <i>Jaa, mata ashita.</i>	See you tomorrow.
	じゃあ、またあさって。 <i>Jaa, mata asatte.</i>	See you the day after tomorrow.
	じゃあ、またらいしゅう。 <i>Jaa, mata raishuu.</i>	See you next week.
Classroom Expressions 2	みないで ください。 <i>Minaide kudasai.</i>	Please do not look.
	いわないで ください。 <i>Iwanaide kudasai.</i>	Please do not say (anything).
	かかないで ください。 <i>Kakanaide kudasai.</i>	Please do not write (anything).

## Dialogues 1 しごと／がくせい (Worker or Student)

### Dialogue 1-1

A: あなたの おしごとは？

B: かいしゃいん です。

A: そう ですか。

B: あなたの おしごとは？

A: わたしは がくせい です。

B: じゃあ、アルバイトは？

A: かていきょうし です。

A: *Anata no o-shigoto wa?*

B: *Kaisha-in desu.*

A: *Soo desu ka.*

B: *Anata no o-shigoto wa?*

A: *Watashi wa gakusee desu.*

B: *Jaa, arubaito wa?*

A: *Katee-kyooshi desu.*

A: (What is) your job?

B: (I) am a company employee.

A: Is that so!

B: (And) your job?

A: I am a student.

B: Then, (what is) your side job?

A: I am a tutor.

### Vocabulary

しごと

*shigoto*

job, work, occupation

かいしゃいん

*kaisha-in*

company employee

わたし

*watashi*

I

がくせい

*gakusee*

student

アルバイト

*arubaito*

side job

かていきょうし

*katee-kyooshi*

tutor

じゃあ

*jaa*

then

## Occupations

Learn the words you think are useful for your own purposes. If you do not find words you would like to know, ask your teacher.

### A. Teachers

きょうし	<i>kyooshi</i>	teacher [Refer to Section B]
かていきょうし	<i>katee-kyooshi</i>	private tutor
こうし	<i>kooshi</i>	lecture;
インストラクター	<i>insutorakutaa</i>	instructor [academic]
ほいくし	<i>hoikushi</i>	instructor [non-academic]
		nursery school teacher
だいがくの	<i>daigaku no</i>	university's/college's
きょうじゅ	<i>kyooju</i>	professor
じょきょうじゅ	<i>jo-kyooju</i>	assistant professor
こうし	<i>kooshi</i>	lecturer
ひじょうきんこうし	<i>hijookin-kooshi</i>	sessional instructor

### B. -いん (-IN) ("member" "employee")

___の きょういん	___ <i>no kyoo-in</i>	(school) teacher
だいがくの*	<i>daigaku no *</i>	university/college *
こうこうの*	<i>kookoo no *</i>	senior secondary *
ちゅうがっこうの*	<i>chuu-gakkoo no *</i>	junior secondary *
しょうがっこうの*	<i>shoo-gakkoo no *</i>	elementary school *
かいしゃいん	<i>kaisha-in</i>	company employee
かいしゃやくいん	<i>kaisha-yaku-in</i>	company executive
ぎんこういん	<i>ginkoo-in</i>	bank employee
ゆうびんきょくいん	<i>yuubinkyoku-in</i>	post office worker
じむいん	<i>jimu-in</i>	office clerk, secretary
こういん	<i>koo-in</i>	factory worker
てんいん	<i>ten-in</i>	store clerk
せんいん	<i>sen-in</i>	sailor

けんきゅういん ぜいむしょいん	<i>kenkyuu-in</i> <i>zeemu-sho-in</i>	research worker tax office worker
こうむいん こっか＊ ちほう＊	<i>koomu-in</i> <i>kokka-*</i> <i>chihoo-*</i>	government worker national * local *
ぎいん こっかい＊ しゅうかい＊ しかいぎいん	<i>gi-in</i> <i>kokkai-*</i> <i>shuukai-*</i> <i>shikai-gi-in</i>	member of an assembly * of the national * * of the provincial * city councillor
____の だんいん  オーケストラの＊	____ <i>no dan--in</i>  <i>ookesutora no *</i>	member of ( <u>arts/</u> <u>sports organization</u> ) orchestra member
____の しょくいん  こくれんの＊ BCしゅうの＊ だいがくの	____ <i>no shoku-in</i>  <i>kokuren no *</i> <i>BC-shuu no *</i> <i>daigaku no *</i>	employee/worker of ( <u>public organization</u> ) UN * B.C. Government * post-secondary school *
____の じゅうぎょういん  ホテルの＊ レストランの＊	____ <i>no juugyoo-in</i>  <i>hoteru no *</i> <i>resutoran no *</i>	employee/worker of ( <u>service industry</u> ) hotel employee restaurant employee
____の さぎょういん  けんちくげんばの＊ どうろこうじげんばの＊	____ <i>no sagyoo-in</i>  <i>kenchiku-genba no *</i> <i>dooro-kooji-genba no *</i>	worker of ( <u>physical work</u> ) building construction * road construction *
____の かんしいん プールの＊ すいえいじょうの＊	____ <i>no kanshi--in</i> <i>puuru no *</i> <i>suiee-joo no *</i>	watch person of ____ swimming pool * swimming beach *

C. -にん (-NIN) ("person")

こうしょうにん	kooshoo-nin	notary public
____の しはいにん	____ no hihai-nin	manager of (service premises)
レストランの*	resutoran no *	restaurant *
バーの*	baa no *	bar *
____の かんりにん	____ no kanri-nin	caretaker of (facilities)
アパートの*	resutoran no *	apartment *
ビルの*	baa no *	building *
こうえんの*	kooen no *	park warden

D. -しゃ (-SHA) ("person")

____の けいえいしゃ	____ no keeee-sha	owner/manager of (business)
かいしゃの*	kaisha no *	company *
レストランの*	resutoran no *	restaurant *
こうじょうの*	koo-joo no *	factory *
みせの*	mise no *	shop/store *
コンビニの*	konbini no *	convenience store *
スーパーの*	suupaa no *	supermarket store *
ブティックの*	butikku no *	boutique *
いしゃ	i-sha	medical doctor
はいしゃ	me-i-sha	dentist
めいしゃ	ha-i-sha	eye doctor
かがくしゃ	kagaku-sha	scientist
けんきゅうしゃ	kenkyuu-sha	researcher
がくしゃ	gaku-sha	scholar

____ ろうどうしゃ こうわん＊ たんこう＊	____-roodoo-sha koowan-＊ tankoo-＊	____ labourer longshoreman miner
げいしゃ やくしゃ しきしゃ	gee-sha yaku-sha shiki-sha	geisha actor conductor (music)
____ そうしゃ  フルート＊	____-soo-sha  huruuto-＊	(music instrument) player flute player

E. -しゅ (-SHU) ("skilled person")

かしゅ きしゅ うんてんしゅ スポーツせんしゅ	ka-shu ki-shu unten-shu supootsu-sen-shu	singer jockey driver sports player
____ かしゅ オペラ＊ ジャズ＊	____-ka-shu opera-＊ jazu-＊	(music) singer opera ＊ jazz ＊
____ の せんしゅ サッカーの＊ ホッケーの＊ テニスの＊ やきゅうの＊	____ no sen-shu sakkaa no ＊ hokkee no ＊ tenisu no ＊ yakyuu no ＊	(sports) player soccer ＊ hockey ＊ tennis ＊ baseball ＊
____ の うんてんしゅ バスの＊ タクシーの＊ トラックの＊	____ no unten-shu basu no ＊ takushii no ＊ torakku no ＊	(vehicle) driver bus driver taxi driver truck driver

F. -し (-SHI) ("master")

きょうし	<i>kyooshi</i>	teacher [Refer to Section A]
こうし	<i>kooshi</i>	lecturer/instructor [academic]
ぎし	<i>gi-shi</i>	engineer
やくざいし	<i>yakuzai-shi</i>	pharmacist
ぶつりりょうようし	<i>butsuri-ryooyoo-shi</i>	physiotherapist
せいたいちりょうし	<i>seetai-chiryoo-shi</i>	chiropractor
しんりちりょうようし	<i>shinri-ryooyoo-shi</i>	psychologist, counsellor
びようし	<i>biyoo-shi</i>	hair stylist (for women)
りようし	<i>riyoo-shi</i>	barber (for men)
ちょうりし	<i>choori-shi</i>	certified cook
まんざいし	<i>manzai-shi</i>	stand-up comedy

G. -し (-SHI) ("licensed professional")

かいけいし	<i>kaikee-shi</i>	accountant
べんごし	<i>bengo-shi</i>	lawyer
えいようし	<i>eeyoo-shi</i>	nutritionist, dietician
きしょうよほうし	<i>kishoo-yohoo-shi</i>	weather forecaster
しょうぼうし	<i>shooboo-shi</i>	fire fighter
ほいくし	<i>hoikushi</i>	nursery school teacher [Refer to Section A]
かんごし	<i>kango-shi</i>	nurse (medical) [Refer to Section H]

H. -ふ (-HU) ("female person")

かんごふ	<i>kango-hu</i>	female nurse (medical)
かせいふ	<i>kasee-hu</i>	female housekeeper

J. -ふ (-HU) ("female/male person")

しゅふ	<i>shu-hu</i>	housewife, house husband
そうじふ	<i>sooji-hu</i>	cleaning person, janitor

K. -かん (-KAN) ("officer")

けいさつかん	<i>keesatsu-kan</i>	policeman
けいかん	<i>kee-kan</i>	policeman
さいばんかん	<i>saiban-kan</i>	judge
けんさつかん	<i>kensatsu-kan</i>	prosecutor
けんしかん	<i>kenshi-kan</i>	coroner

L. -か (-KA) ("professional person")

おんがくか	<i>ongaku-ka</i>	musician
さっきょくか	<i>sakkyoku-ka</i>	composer
えんしゅつか	<i>enshutsu-ka</i>	play director
とうげいか	<i>toogee-ka</i>	potter
がが	<i>ga-ka</i>	(artistic) painter
まんがが	<i>manga-ka</i>	cartoonist
しゃしんか	<i>shashin-ka</i>	photographer
けんちくか	<i>kenchiku-ka</i>	architect
さっか	<i>sak-ka</i>	novel writer
ひょうろんか	<i>hyooron-ka</i>	critique
ほんやくか	<i>honyaku-ka</i>	translator
らくごか	<i>rakugo-ka</i>	traditional Japanese comedian
せいじか	<i>seeji-ka</i>	politician

M. -ぎょう (-GYOO) ("industry/business")

じえいぎょう	<i>jiee-gyoo</i>	self-employed person
どけんぎょう	<i>doken-gyoo</i>	construction contractor
ぎょぎょう	<i>gyo-gyoo</i>	fisher
りんぎょう	<i>rin-gyoo</i>	logger, tree farmer, forester
のうぎょう	<i>noo-gyoo</i>	farmer
ちくさんぎょう	<i>chikusan-gyoo</i>	livestock raiser
らくのう	<i>raku-gyoo</i>	dairy farmer



N. -や (-YA) ("shop/store""craftsman")

さかなや	<i>sakana-ya</i>	fishmonger, fish shop
にくや	<i>niku-ya</i>	butcher, meat shop
やおや	<i>yao-ya</i>	greengrocer, vegetable shop
くだものや	<i>kudamono-ya</i>	fruit seller, fruit shop
こめや	<i>kome-ya</i>	rice shop
パンや	<i>pan-ya</i>	baker, bakery
ケーキや	<i>keeki-ya</i>	confectioner, cake shop
さかや	<i>saka-ya</i>	liquor shop/store
くすりや	<i>kusuri-ya</i>	pharmacist, pharmacy
はなや	<i>hana-ya</i>	florist, flower shop
ほんや	<i>hon-ya</i>	bookseller, bookstore
きじや	<i>kiji-ya</i>	fabric shop
ごふくや	<i>gohuku-ya</i>	<i>kimono</i> fabric shop
ようふくや	<i>yoohuku-ya</i>	(western) clothing shop
くつや	<i>kutsu-ya</i>	shoe maker, shoe shop
けがわや	<i>kegawa-ya</i>	fur shop
ほうせきや	<i>hooseki-ya</i>	jeweller
みやげものや	<i>miyagemono-ya</i>	souvenir shop, gift shop
ふどうさんや	<i>phudoosan-ya</i>	real estate agent
でんきや	<i>denki-ya</i>	electrician, electric appliance shop
ペンキや	<i>penki-ya</i>	painter, paint shop
クリーニングや	<i>kuriiningu-ya</i>	dry cleaner
したてや	<i>shitate-ya</i>	tailor, dressmaker

P. Loan Words (to be written in Katakana)

サラリーマン	<i>sarariiman</i>	salaries person
セールスマン	<i>seerusuman</i>	door to door salesman
カウンセラー	<i>kaunseraa</i>	counsellor
プログラマー	<i>puroguramaa</i>	computer programmer
デザイナー	<i>dezainaa</i>	designer
アナウンサー	<i>anaunsaa</i>	announcer
ウェーター	<i>weetaa</i>	waiter
ウェートレス	<i>weetoresu</i>	waitress
ベビーシッター	<i>bebii-shittaa</i>	baby sitter
ナニー	<i>nanii</i>	nanny
ダンサー	<i>dansaa</i>	baby sitter
バレリーナ	<i>bareriina</i>	baby sitter
ガイド	<i>gaido</i>	(tourist) guide
パイロット	<i>pairotto</i>	airplane pilot
コンサルタント	<i>konsarutanto</i>	consultant
ピアニスト	<i>pianisuto</i>	pianist
バイオリニスト	<i>baiorinisuto</i>	violinist
ギタリスト	<i>gitarisuto</i>	guitarist
ドラマー	<i>doramaa</i>	drummer
ディスクジョッキー	<i>disuku-jokkii</i>	disc-jockey
シェフ	<i>shehu</i>	chef
コック	<i>kokku</i>	cook
ボディガード	<i>bodi-gaado</i>	body guard

Q. Miscellaneous

しゅえい ____の しゅえい ビルの＊ がっこうの＊ ちゅうしゃじょうの＊	<i>shuee</i> ____ <i>no shuee</i> <i>biru no *</i> <i>gakkoo no *</i> <i>chuusha-joo no *</i>	security guard security guard of ____ building * school * parking lot *
ぐんじん しじん	<i>gunjin</i> <i>shijin</i>	military man/woman poet
ししよ ひしよ	<i>shisho</i> <i>hisho</i>	librarian executive secretary
はいゆう じょゆう	<i>haiyuu</i> <i>joyuu</i>	actor (male/female) actress
つうやく	<i>tsuuyaku</i>	interpreter
だいく じどうしゃの しゅうりこう	<i>daiku</i>  <i>jidoosha no shuurikoo</i>	carpenter automobile mechanic
じょちゅう てつだい	<i>jochuu</i> <i>tetsudai</i>	maid house helper, maid

R. "No Job"

しゅふ かじてつだい しつぎょうちゅう	<i>shuhu</i> <i>kaji-tetsudai</i> <i>shitsugyoo-chuu</i>	housewife, house husband doing housework at home unemployed, out of work
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S. Retired [Do not add **DESU** to the following expressions]

たいしょくしました	<i>taishoku-shimashita</i>	have retired (from employment)
いんたいしました	<i>intai-shimashita</i>	have retired (from professional sports)

**Application 1-1** (Dialogue 1-1)

A: Ask your practice partner for his/her occupation.

B: If you are (mainly) a student, say:

***Watashi wa gakusee desu.***

If you are (mainly) not a student and have an occupation, say:

\_\_\_\_\_ ***desu.***

If you are neither a student nor have an occupation, say:

***Shigoto wa arimasen.*** or simply ***Arimasen.***

If you want to elaborate the situation without an occupation, you may say one of the followings:

***Shuhu desu.***

I'm a housewife.

***Shitsugyoo-chuu desu.***

I'm out of work.

***Taishoku-shimashita.***

I've retired.

A: If your practice partner is a student, ask:

***Jaa, arubaito wa?***

Your side job (is . . . )?

If your practice partner is a housewife, ask:

***Jaa, paato no shigoto wa?***

Your part-time job (is . . . )?

B: If you have a side/part-time job, say:

\_\_\_\_\_ ***desu.***

If you do not work on a side/part-time job, say:

***Arubaito wa shite-imasen.***

***Paato no shigoto wa shite-imasen.***

or simply

***Shite-imasen.***

**Vocabulary**

アルバイト	<i>arubaito</i>	side job
パートの しごと	<i>paato no shigoto</i>	(housewife's) part-time job
____は ありません	____ <i>wa arimasen</i>	do not have ____
____は していません	____ <i>wa shite-imasen</i>	be not working on ____
しつぎょうちゅう	<i>shitsugyoo-chuu</i>	out of work, unemployed
たいしょくしました	<i>taishoku-shimashita</i>	have retired (from work)
しゅふ	<i>shuhu</i>	housewife, house husband

**Application 1-2** (Dialogue 1-1)

A: Ask your practice partner for his/her parents' occupations.

***O-too-san no o-shigoto wa?***

***O-kaa-san no o-shigoto wa?***

B: Answer according to your real life situations.

If your father or mother is deceased, say:

***Chichi wa nakunarimashita.***

***Haha wa nakunarimashita.***

**Vocabulary**

おとうさん	<i>o-too-san</i>	(your) father [honorific]
おかあさん	<i>o-kaa-san</i>	(your) mother [honorific]
ちち	<i>chichi</i>	(my) father [humble]
はは	<i>haha</i>	(my) mother [humble]
なくなりました	<i>nakunarimashita</i>	have passed away, be deceased
しにました	<i>shinimashita</i>	have died, be dead

**Dialogue 1-2**

A: あなたの おしごとは？

B: わたしは がくせい です。

A: そう ですか。どこの がくせい ですか。

B: SFUの がくせい です。

あなたも がくせい ですか。

A: いいえ、わたしは がくせい では ありません。

かいしゃいん です。

A: *Anata no o-shigoto wa?*

A: (What is) your job?

B: *Watashi wa gakusee desu.*

B: I am a student.

A: *Soo desu ka. Doko no  
gakusee desu ka.*A: Is that so! (You) are a  
student at which school?B: *SFU no gakusee desu.*

B: (I) am a student at SFU.

*Anata mo gakusee desu ka.*

Are you a student, too?

A: *lie, watashi wa gakusee de  
wa arimasen. Kaisha-in desu.*A: No, I am not a student.  
(I) am a company employee.**Vocabulary**

どこ

*doko*

what/which place

どこの \_\_\_\_\_

*doko no \_\_\_\_\_*

\_\_\_\_\_of what/which place

も

*mo*

also, too

もう [+negative]

*moo*

any longer

まだ [+affirmative]

*mada*

still

**Dialogue 1-3\***

A : あなたの おしごとは？

B : わたしは まだ がくせい です。

A : そう ですか。 どこ の がくせい ですか。

B : キヤピラノ・カレッジの がくせい です。

あなたも まだ がくせい ですか。

A : いいえ、わたしは もう がくせい では  
ありません。かいしゃいん です。

A: *Anata no o-shigoto wa?*

B: *Watashi wa mada gakusee desu.*

A: *Soo desu ka. Doko no  
gakusee desu ka.*

B: *Kyapirano-karejji no gakusee  
desu.*

*Anata mo mada gakusee desu ka.*

A: *lie, watashi wa moo gakusee de  
wa arimasen. Kaisha-in desu.*

A: (What is) your job?

B: I am still a student.

A: Is that so! (You) are a  
student at which school?

B: (I) am a student at  
Capilano College.

Are you still a student, too?

A: No, I am no longer a student.  
(I) am a company employee.

**Application 1-3** (Dialogues 1-2 & 1-3\*)

A: Ask your practice partner what his/her occupation is. If he/she is a student, ask which school he/she goes to.

B: If you are a student, ask your practice partner back if he/she is also a student.

A: If you are also a student, say: ***Hai, watashi mo gakusee desu.***

**Dialogue 1-4\***

A : あなたの おしごとは？

B : こうこうの きょうし です。

A : ああ、そう ですか。せんせい ですか。

なんの せんせい ですか。

B : えいごの きょうし です。

あなたは？

A : わたしは ぎんこういん です。

B : そう ですか。どこの ぎんこう ですか。

A : さくらぎんこう です。

A: *Anata no o-shigoto wa?*

B: *Kookoo no kyooshi desu.*

A: *A, soo desu ka. Sensee desu ka.*

*Nan no sensee desu ka.*

B: *Ee-go no kyooshi desu.*

*Anata wa?*

A: *Watashi wa ginkoo-in desu.*

B: *Soo desu ka.*

*Doko no ginkoo desu ka.*

A: *Sakura Ginkoo desu.*

A: (What is) your job?

B: (I) am a senior high teacher.

A: Ah, is that so! (You) are a teacher!

A teacher of what (subject)?

B: (I) am a teacher of English.

How about you?

A: I am a bank employee.

B: Is that so!

Which bank is (it)?

A: (It) is the Sakura Bank.



**Vocabulary**

きょうし	<i>kyoo-shi</i>	teacher [humble]
せんせい	<i>sensee</i>	teacher [honorific]
ぎんこういん	<i>ginkoo-in</i>	bank employee
ぎんこう	<i>ginkoo</i>	bank
さくら	<i>sakura</i>	cherry blossom
どこ	<i>doko</i>	what/which place
どこの ____	<i>doko no ____</i>	which ____
ほいくえん	<i>hoiku-en</i>	nursery school, day care
ようちえん	<i>yoochi-en</i>	kindergarten
しょうがっこう	<i>shoo-gakkoo</i>	elementary school
ちゅうがっこう	<i>chuu-gakkoo</i>	junior secondary school
こうこう	<i>kookoo</i>	senior secondary school
せんもんがっこう	<i>senmon-gakkoo</i>	technical/vocational school
だいがく	<i>daigaku</i>	university, college
だいがくいん	<i>daigaku-in</i>	graduate school
なん	<i>nan</i>	what
なんの ____	<i>nan no ____</i>	____ of what
えいご	<i>ee-go</i>	English
ちゅうごくご	<i>chuugoku-go</i>	Chinese
フランスご	<i>huransu-go</i>	French
すうがく	<i>suu-gaku</i>	mathematics
りか	<i>ri-ka</i>	science
しゃかいが	<i>shakai-ka</i>	social studies
かていか	<i>katee-ka</i>	home economics
おんがく	<i>ongaku</i>	music
びじゅつ	<i>bijutsu</i>	arts
たいいく	<i>taiiku</i>	physical education

**Application 1-4\*** (Dialogue 1-4\*)

A: Ask your practice partner what his/her occupation is.

B: Answer pretending that you are an elementary or secondary school teacher. Use the humble word ***kyooshi***. Refer to the vocabulary list on the previous page as necessary.

A: Ask your practice partner at which school he/she teaches, using the honorific word ***sensee***:

***Doko no sensee desu ka.***

B: Answer with the name of your school.

A: Ask your practice partner what he/she teaches:

***Nan no sensee desu ka.***

B: Answer with a subject name.

**Dialogues 2** せんこう／がくねん (Major & Year at School)

[A：せんせい B／C：がくせい]

**Dialogue 2-1**

A： あなたの おなまえは？

B： Richard Baron です。

A： せんこうは？

B： けいざいがく です。

A： なんねんせい ですか。

B： 3ねんせい です。

**Dialogue 2-2**

A： あなたの おなまえは？

C： Susan Harada です。

A： せんこうは？

C： まだ わかりません。

A： なんねんせい ですか。

C： 1ねんせい です。

**Dialogue 2-3**

A： あなたの おなまえは？

D： James Wong です。

A： せんこうは？

D： わたしは がくせい では ありません。

A： ああ、そう ですか。じゃあ、おしごとは？

D： こうむいん です。

[A: sensee B/C: gakusee]

[A: teacher B/C: student]

### **Dialogue 2-1**

A: *Anata no o-namae wa?*

B: *Richard Baron desu.*

A: *Senkoo wa?*

B: *Keezai-gaku desu.*

A: *Nan-nensee desu ka.*

B: *3-nensee desu.*

A: (What is) your name?

B: (My name) is Richard Baron.

A: (What is) your major?

B: (It) is economics.

A: A student in which year?

B: (I) am a third year student.

### **Dialogue 2-2**

A: *Anata no o-namae wa?*

C: *Susan Harada desu.*

A: *Senkoo wa?*

C: *Mada wakarimasen.*

A: *Nan-nensee desu ka.*

C: *1-nensee desu.*

A: (What is) your name?

C: (My name) is Susan Harada.

A: (And) your major?

C: (I) do not know yet.

A: Which year are (you) in?

C: (I) am a first year student.

### **Dialogue 2-3**

A: *Anata no o-namae wa?*

D: *James Wong desu.*

A: *Senkoo wa?*

D: *Watashi wa gakusee de wa arimasen.*

A: *A, soo desu ka. Jaa, o-shigoto wa?*

D: *Koomu-in desu.*

A: (What is) your name?

D: (My name) is James Wong.

A: (And your) major?

D: I am not a student.

A: Oh, is that so! Then, (what is your) job?

D: (I) am a government worker.

**Vocabulary**

せんこう	<i>senkoo</i>	(student's) major
けいざいがく	<i>keezai-gaku</i>	economics
がくねん	<i>gakunen</i>	year/grade at school
なんねんせい	<i>nan-nensee</i>	student in which year/grade
{number} ねんせい	<i>{number}-nensee</i>	student in the {number} year/grade
まだ [+negative]	<i>mada</i>	(not) yet
わかりません	<i>wakarimasen</i>	I have not figured out. I do not understand.
こうむいん	<i>koomu-in</i>	government worker

**Suffix for the Year/Grade at School: -NENSEE**

1 ねんせい	<i>1-nensee</i>	<i>(ichi-nensee)</i>	the 1st year
2 ねんせい	<i>2-nensee</i>	<i>(ni-nensee)</i>	the 2nd year
3 ねんせい	<i>3-nensee</i>	<i>(san-nensee)</i>	the 3rd year
4 ねんせい	<i>4-nensee</i>	<i>(yo-nensee)</i>	the 4th year
5 ねんせい	<i>5-nensee</i>	<i>(go-nensee)</i>	the 5th year
6 ねんせい	<i>6-nensee</i>	<i>(roku-nensee)</i>	the 6th year
7 ねんせい	<i>7-nensee</i>	<i>(nana/shichi-nensee)</i>	the 7th year
8 ねんせい	<i>8-nensee</i>	<i>(hachi-nensee)</i>	the 8th year
9 ねんせい	<i>9-nensee</i>	<i>(kyuu-nensee)</i>	the 9th year
10 ねんせい	<i>10-nensee</i>	<i>(juu-nensee)</i>	the 10th year
なんねんせい	<i>nan-nensee</i>		which year/grade at school?

Note: Parenthetic Romanization is only to indicate the readings of the numbers, which in normal writing are written with Arabic Numerals.

## University Subjects

Check or circle the subjects which

- ✓ you are taking right now
- ✓ you have taken before
- ✓ you plan to take in the future, and
- ✓ you are interested in.

ごがく	<i>go-gaku</i>	language(s)
アラビアご	<i>arabia-go</i>	Arabic
ちゅうごくご	<i>chuugoku-go</i>	Chinese
えいご	<i>ee-go</i>	English
フランスご	<i>huransu-go</i>	French
ドイツご	<i>doitsu-go</i>	German
ギリシャご	<i>girisha-go</i>	Greek
ヒンディーご	<i>hindii-go</i>	Hindi
イタリアご	<i>itaria-go</i>	Italian
にほんご	<i>nihon-go</i>	Japanese
カントンご	<i>kanton-go</i>	Cantonese
かんこくご	<i>kankoku-go</i>	(South) Korean
ラテンご	<i>raten-go</i>	Latin
ペルシャご	<i>perusha-go</i>	Persian (Farci)
ロシアご	<i>roshia-go</i>	Russian
スペインご	<i>supein-go</i>	Spanish
タガログご	<i>tagarogu-go</i>	Tagalog
トルコご	<i>toruko-go</i>	Turkish
げんごがく	<i>gengo-gaku</i>	linguistics
ぶんがく	<i>bun-gaku</i>	literature
えいぶんがく	<i>ee-bun-gaku</i>	English literature
イギリスぶんがく	<i>igirisu-bun-gaku</i>	British literature
アメリカぶんがく	<i>amerika-bun-gaku</i>	American literature
カナダぶんがく	<i>kanada-bun-gaku</i>	Canadian literature
ちゅうごくぶんがく	<i>chuugoku-bun-gaku</i>	Chinese literature
にほんぶんがく	<i>nihon-bun-gaku</i>	Japanese literature
きょうようがく	<i>kyooyoo-gaku</i>	general studies

じんぶんがく ぶんか ちいきけんきゅう ちりがく	<i>jinbun-gaku</i> <i>bun-ka</i> <i>chiiki-kenkyuu</i> <i>chiri-gaku</i>	humanities culture area/regional studies geography
れきしがく とうようし せいようし アメリカし カナダし	<i>rekishi-gaku</i> <i>tooyoo-shi</i> <i>seeyoo-shi</i> <i>amerika-shi</i> <i>kanada-shi</i>	history Oriental history Occidental history American history Canadian history
こうこがく じんるいがく	<i>kooko-gaku</i> <i>jinrui-gaku</i>	archaeology anthropology
しゃかいがく じょせいがく ろうじんがく ふくしがく はんざいがく	<i>shakai-gaku</i> <i>josee-gaku</i> <i>roojin-gaku</i> <i>hukushi-gaku</i> <i>hanzai-gaku</i>	sociology women's studies gerontology social work criminology
しんりがく しゅうきょうがく しんがく てつがく	<i>shinri-gaku</i> <i>shuukyoo-gaku</i> <i>shin-gaku</i> <i>tetsu-gaku</i>	psychology religious studies theology philosophy
きょういくがく きょういくしんりがく えいごかきょうじゅほう	<i>kyooiku-gaku</i> <i>kyooiku-shinri-gaku</i> <i>ee-go-ka kyooju-hoo</i>	education educational psychology TESL
ほうがく せいじがく こくさいかんけいがく	<i>hoo-gaku</i> <i>seeji-gaku</i> <i>kokusai-kankee-gaku</i>	law political science international relations
しょうがく けいざいがく けいえいがく ざいせいがく かいけいがく	<i>shoo-gaku</i> <i>keezai-gaku</i> <i>keeee-gaku</i> <i>zaisee-gaku</i> <i>kaikkee-gaku</i>	commerce economics business management finance accounting

すうがく とうけいがく	<i>suu-gaku</i> <i>tookee-gaku</i>	mathematics statistics
としょかんがく じょうほうかがく	<i>toshokan-gaku</i> <i>joohoo-gaku</i>	library science communication science
かがく	<i>ka-gaku</i>	science
かがく せいかがく せいぶつがく せいたいがく ぶつりがく	<i>ka-gaku</i> <i>seeka-gaku</i> <i>seebutsu-gaku</i> <i>seetai-gaku</i> <i>butsu-gaku</i>	chemistry biochemistry biology ecology physics
こうがく コンピュータこうがく でんきこうがく でんしこうがく どぼくこうがく	<i>koo-gaku</i> <i>konpyuuta-koo-gaku</i> <i>denki-koo-gaku</i> <i>denshi-koo-gaku</i> <i>doboku-koo-gaku</i>	engineering computing engineering electric engineering electronic engineering civil engineering
コンピュータかがく	<i>konpyuuta-ka-gaku</i>	computing science
きしょうがく てんもんがく ちしつがく	<i>kishoo-gaku</i> <i>tenmon-gaku</i> <i>chishitu-gaku</i>	meteology astronomy geology
のうがく りんがく えんげいがく すいさんがく	<i>noo-gaku</i> <i>rin-gaku</i> <i>engee-gaku</i> <i>suisan-gaku</i>	agriculture forestry horticulture fishery
いがく じゅういがく しがく やくがく えいようがく しんたいうんどうがく うんどうきのうがく	<i>i-gaku</i> <i>juu-i-gaku</i> <i>shi-gaku</i> <i>yaku-gaku</i> <i>eeyoo-gaku</i> <i>shintai-undoo-gaku</i> <i>undoo-kinoo-gaku</i>	medicine veterinary medicine dentistry pharmacology dietetics/nutrition kinesiology kinesiology



えんげき	<i>engeki</i>	theatre
おんがく	<i>ongaku</i>	music
びじゅつ	<i>bijutsu</i>	fine arts
びじゅつし	<i>bijutsu-shi</i>	fine arts history
かせいがく	<i>kasee-gaku</i>	home economics
かんこうがく	<i>kankoo-gaku</i>	tourism

### **Application 2** (Dialogues 2-1, 2-2, & 2-3)

A: Ask your practice partner for his/her name, major field of study, and year at school.

B: When asked ***Senkoo wa?***, answer as follows:

If you are not a student, say:

***Watashi wa gakusee de wa arimasen.***

If you are a student but do not major in anything, say:

***Arimasen.***

If you have not figured out what to major in yet, say:

***Mada wakarimasen.***

If you have not decided what to major in yet, say:

***Mada kimete-imasen.***

### **Vocabulary**

わかりません	<i>wakarimasen</i>	have not figured out
きめていません	<i>kimete-imasen</i>	have not decided

### Numerals (100 - 999)

100	<i>hyaku*</i>	123	<i>hyaku-nijuu-san</i>
200	<i>nihyaku</i>	234	<i>nihyaku-sanjuu-yon</i>
300	<i>sanbyaku</i>	345	<i>sanbyaku-yonjuu-go</i>
400	<i>yonhyaku</i>	456	<i>yonhyaku-gojuu-roku</i>
500	<i>gohyaku</i>	567	<i>gohyaku-rokujuu-nana</i>
600	<i>roppyaku</i>	678	<i>roppyaku-nanajuu-hachi</i>
700	<i>nanahyaku</i>	789	<i>nanahyaku-hachijuu-kyuu</i>
800	<i>happyaku</i>	890	<i>happyaku-kyuujuu</i>
900	<i>kyuuhyaku</i>	901	<i>kyuuhyaku-ichi</i>

### Numerals (1,000 - 9,999)

1000	<i>sen*</i>	1098	<i>sen-kyuujuu-hachi</i>
2000	<i>nisen</i>	2109	<i>nisen-hyaku-kyuu</i>
3000	<i>sanzen</i>	3210	<i>sanzen-nihyaku-juu</i>
4000	<i>yonsen</i>	4321	<i>yonsen-sanbyaku-nijuu-ichi</i>
5000	<i>gosen</i>	5432	<i>gosen-yonhyaku-sanjuu-ni</i>
6000	<i>rokusen</i>	6543	<i>rokusen-gohyaku-yonjuu-san</i>
7000	<i>nanasen</i>	7654	<i>nanasen-roppyaku-gojuu-yon</i>
8000	<i>hassen</i>	8765	<i>hassen-nanahyaku-rokujuu-go</i>
9000	<i>kyuusen</i>	9876	<i>kyuusen-happyaku-nanajuu-roku</i>

Note 1: "One hundred" is normally **HYAKU**, not **IPPYAKU**.

Note 2: "One thousand" is normally **SEN**, not **ISSEN**

## Vocabulary Exercises

### Vocabulary Exercise 1

A: Write down any number between 0 and 999, using the Arabic Numerals written in the Japanese style. The number is to be given in writing, not orally.

B: Read in Japanese the number written.

A: Respond with one of the following expressions:

*li desu.*

Good.

*Hontoo desu ka.*

Really?

*Chigaimasu.*

Wrong.

*Dame desu.*

No good.

### Vocabulary Exercise 2

Practice in the same way as in the above exercise, using numbers between 0 and 9,999.

### Vocabulary Exercise 3\*

Calculate in Japanese using numbers from 0 up to 9,999.

#### Vocabulary

たす

*tasu*

plus, add

ひく

*hiku*

minus, subtract

かける

*kakeru*

times, be multiplied by

わる

*waru*

be divided by

## Grammar & Usage Notes I-2

### 1. Negative of Copula Verb DESU

The negative of the copula verb **DESU** is **DE WA ARIMASEN**. Do not interpret the **ARIMASEN** in **DE WA ARIMASEN** as **ARIMASEN** that means “not have.”

the present affirmative form of the copula verb	the present negative ending of the copula verb
です <b>DESU</b>	では ありません <b>DE WA ARIMASEN</b>

E.g., (1) わたしは がくせい です。  
*Watashi wa gakusee desu.* [affirmative]  
 (I am a student.)

(2) わたしは がくせい では ありません。  
*Watashi wa gakusee de wa arimasen.* [negative]  
 (I am not a student.)

### 2. How to Say “Yes” to a Question Sentence with the Copula Verb

Say **HAI** or **EE** first and complete the answer sentence by repeating the last part, i.e., the predicate. Note that the copula verb **DESU** is only a part of the predicate and thus cannot be used by itself without being accompanied by a noun.

E.g., (1) Q : あなたは がくせい ですか。  
*Anata wa gakusee desu ka.*  
 (Are you a student?)

Y : はい、がくせい です。  
*Hai, gakusee desu.* [a formal way of answering]  
 (Yes, [I] am.)

N : ええ、がくせい です。  
*Ee, gakusee desu.* [a casual way of answering]  
 (Yeah, [I] am.)

### 3. How to Say “No” to a Question Sentence with the Copula Verb

Say **IIE** first and complete the answer sentence by repeating the last part, i.e., the predicate in the negative. Note that the negative of the copula verb **DE WA ARIMASEN**, like its affirmative counterpart **DESU**, is only a part of the predicate and thus cannot be used by itself without being accompanied by a noun.

E.g., (1) Q : あなたは がくせい ですか。  
*Anata wa gakusee desu ka.*  
 (Are you a student?)

A : いいえ、がくせい では ありません。  
*ie, gakusee de wa arimasen.*  
 (No, [I] am not.)

### 4. Particle MO

The particle **MO** expresses the meaning “also, too” in affirmative sentences and “either” in negative sentences. It is to be used in place of the particle **WA**.

E.g., (1) A : わたしは がくせい です。  
*Watashi wa gakusee desu.*  
 (I am a student.)

B : わたしも がくせい です。  
*Watashi mo gakusee desu.*  
 (I am a student, too.)

(2) A : わたしは いしゃ では ありません。  
*Watashi wa isha de wa arimasen.*  
 (I am not a medical doctor.)

B : わたしも いしゃ では ありません。  
*Watashi mo isha de wa arimasen.*  
 (I am not a medical doctor, either.)

## 5. Repetition or Re-establishing of Topic Phrase

The topic phrase (a noun phrase plus the particle **WA**) is normally omitted when answering a question. This is because the topic is already established in the question sentence.

E.g., (1) Q : あなたは がくせい ですか。  
*Anata wa gakusee desu ka.*  
 (Are you a student?)

Y : はい、がくせい です。  
*Hai, gakusee desu.*  
 [watashi wa : omitted]  
 (Yes, I am.)

N : いいえ、がくせい では ありません。  
*lie, gakusee de wa arimasen.*  
 [watashi wa : omitted]  
 (No, I am not.)

In some cases, however, the topic phrase is repeated or re-established when answering.

### [1] When what the topic phrase refers to is contrasted or compared with something else

E.g., (2) Q : わたしは がくせい です。あなたも がくせい ですか。  
*Watashi wa gakusee desu. Anata mo gakusee desu ka.*  
 (I am a student. Are you also a student?)

N : いいえ、わたしは かいしゃいん です。  
*lie, watashi wa kaisha-in desu.*  
 [watashi wa : repeated]  
 (No, I am a company employee.)

N : いいえ、わたしは がくせい では ありません。  
*lie, watashi wa gakusee de wa arimasen.*  
 [watashi wa : repeated]  
 (No, I am not a student.)

[2] When answering, using a sentence structure different from that of the question sentence

E.g., (3) Q : あなたの おしごとは？  
*Anata no o-shigoto wa?*  
 ([What is] your job?)

A : わたしは がくせい です。  
*Watashi wa gakusee desu.*  
 [watashi wa : re-established]  
 (I am a student.)

(4) Q : あなたの せんこうは？  
*Anata no senkoo wa?*  
 ([What is] your major?)

A : わたしは がくせい では ありません。  
*Watashi wa gakusee de wa arimasen.*  
 [watashi wa : re-established]  
 (I am not a student.)

6. NAN NO

The particle **NO** can indicate various relationships between two noun phrases. Accordingly, the interrogative phrase **NAN NO** (of what?) asks various meanings.

E.g., (1) なんの がくせい  
*nan no gakusee*  
 (a student of what?)

にほんごの がくせい  
*nihon-go no gakusee*  
 (a student of Japanese)

(2) なんの せんせい  
*nan no sensee*  
 (a teacher of what?)

にほんごの せんせい  
*nihon-go no sensee*  
 (a teacher of Japanese)

(3) なんの きょうかしょ  
*nan no kyooka-sho*  
 (a textbook of what?)

にほんごの きょうかしょ  
*nihon-go no kyooka-sho*  
 (a Japanese textbook)

(4) なんの ほん  
*nan no hon*  
 (a book on what?)

けいざいがくの ほん  
*keezai-gaku no hon*  
 (a book on economics)

## 7. DOKO NO

The interrogative phrase **DOKO NO** asks “belonging to what/which place?” or “from what/which place?,” literally meaning “of what/which place?”

For example, **DOKO NO GAKUSEE** asks “a student of what/which school?.” Answer this question with the name of the school and not with the name of the area where the school is located.

E.g., (1) どの がくせい <i>doko no gakusee</i> (a student of what/which school?)	M I T の がくせい <i>MIT no gakusee</i> (a student at MIT)
(2) どの せんせい <i>doko no sensee</i> (a teacher of what/which school?)	Central High の せんせい <i>Central High no sensee</i> (a teacher at Central High)
(3) どの ぎんこう <i>doko no ginkoo</i> (which bank?)	モントリオールぎんこう <i>Montoriooru-Ginkoo</i> (the Bank of Montreal)

## 8. Two Words for the Same Thing: Honorific Words & Humble Words

In Japanese, there are sometimes two words for one thing, one word being honorific and the other humble. Which word to use is determined mainly by the social relationship between the speaker and the listener.

Typical examples of such words are kinship terms and some words for occupations. For example, **O-TOO-SAN** is the honorific word referring to someone’s father while **CHICHI** is the humble word referring to one’s own father. The same distinction exists between **SENSEE** (teacher: the honorific word) and **KYOOSHI** (teacher: the humble word).

The humble words are used when talking about oneself and one’s own family members. The honorific words are used when talking about people other than oneself and one’s own family members. When addressing someone directly, the honorific words are used.

E.g., (1) ちちは きょうし です。 <i>Chichi wa kyooshi desu.</i> [talking about one’s own family member: humble words] (My father is a teacher.)
--



- (2) やまださんの おとうさんは せんせいです。  
*Yamada-san no o-too-san wa sensee desu.*  
 [talking about someone else's family member: honorific words]  
 (Ms Yamada's father is a teacher.)
- (3) せんせい、おはようございます。  
*Sensee, ohayoo-gozaimasu.*  
 [addressing someone directly]  
 (Teacher, good morning.)
- (4) おとうさん、おはよう。  
*O-too-san, ohayoo.*  
 [addressing someone directly]  
 (Dad, good morning.)

#### 10. WAKARIMASEN & SHIRIMASEN

Both **WAKARIMASEN** and **SHIRIMASEN** can be translated into English as "I do not know," but two expressions have different meanings in Japanese. **WAKARIMASEN** involves thinking or comprehension, meaning "I have not figured (something) out," "I cannot figure (something) out," or "I do not understand (something)." **SHIRIMASEN** is a matter of knowledge and implies that you have never learned something, meaning "I do not have the knowledge."

- E.g., (1) Q : あなたの せんこうは？  
*Anata no senkoo wa?*  
 ([What is] your major?)
- A : まだ わかりません。  
*Mada wakarimasen.*  
 ([I] have not figured [it] out yet.)
- (2) Q : やまだすみこさんの せんこうは？  
*Yamada Sumiko-san no senkoo wa?*  
 ([What is] Ms Sumiko Yamada's major?)
- A : しりません。  
*Shirimasen.*  
 ([I] do not know.)

### 11. Adverbs MADA & MOO

The adverbs **MADA** and **MOO** express different meanings in affirmative and negative sentences.

	In affirmative sentences	In negative sentences
<b>mada</b>	“still”	“yet”
<b>moo</b>	“already”	“any longer”

E.g., (1) Q : あなたは まだ がくせい ですか。

*Anata wa mada gakusee desu ka.*

(Are you still a student?)

A : いいえ、もう かいしゃいん です。

*lie, moo kaisha-in desu.*

(No, [I] am already a company employee.)

(2) Q : あなたは まだ がくせい ですか。

*Anata wa mada gakusee desu ka.*

(Are you still a student?)

A : いいえ、もう がくせい では ありません。

*lie, moo gakusee de wa arimasen.*

(No, [I] am not a student any longer.)

(3) Q : あなたの せんこうは？

*Anata no senkoo wa?*

([What] is your major?)

A : まだ きめていません。

*Mada kimete-imasen.*

([I] have not decided yet.)

When pronouncing the adverb **MOO**, distinguish it from the particle **MO**.

## Culture Notes I-2

### 1. Student or Not

In Japanese culture, being a student means being exempted from most social responsibilities. Most university and college students in Japan are financially supported by their parents. No one expects students to behave as “responsible members of the society” because “they are still students.” When students graduate, they at once become “responsible members of the society” because “they are no longer students.”

This is the cultural background of those expressions **MADA GAKUSEE DESU** (still a student) and **MOO GAKUSEE DE WA ARIMASEN** (no longer a student) and attests to the fact that there are very few older students in Japan.

### 2. Side Jobs

Side jobs are called **ARUBAITO**, a loan word from the German word “arbeiten” meaning “work.” The Japanese word **ARUBAITO**, however, refers only to “a side job” and not “work in general”. The general word for “work” in Japanese is **SHIGOTO**. Part-time jobs held by housewives are normally called **PAATO NO SHIGOTO** or simply **PAATO** in some contexts the word **PAATO** comes from the English word “part.”

### 3. Identity: “Belonging to”

Japanese people tend to identify themselves as persons belonging to a group, school, company, organization, etc. Therefore, when asked what kind of jobs they have, they tend to say if they are **KAISHA-IN** (company employees), **GINKOO-IN** (bank employees), **KOOMU-IN** (government workers), etc. For them, being a secretary or an administrator is not as socially significant as having affiliations. Technical and professional workers, however, may describe what they do rather than what affiliation they have.

### 4. Equivalents in Translation

Some words are not very easy to translate. Such examples include school/university subjects and occupation names. This is because the social structure differs from culture to culture.

## Writing System I-2

### 1. Hiragana Chart

**Hiragana** is one of the two sets of **Kana** (syllabaries) used in Japanese. The other set is called **Katakana**, which will be studied later (Part II). Both Hiragana and Katakana were made from Chinese characters. The origins are indicated in the Writing Practices.

Each forty-six letter set of **Kana** constitutes a syllabary. The forty-six letters are customarily called **50-on (Gojuu-on)**, or “Fifty Sounds.”

The forty-six letters are presented in a “ten line x five column” chart, where “lines” in this case refer to vertical columns and “columns” refer to horizontal lines because Japanese texts are traditionally written in the top to bottom writing in which lines progress from right to left. The “first line” in the chart is, thus, the rightmost column, あいうえお (**AIUEO**).

The last letter presented in the “eleventh line” is considered to be “added,” not to be counted as one of the “ten lines.”

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

Each letter in the above **Kana** Chart is Romanized as follows in this textbook.

n	wa	ra	ya	ma	ha	na	ta	sa	ka	a
		ri		mi	hi	ni	chi	shi	ki	i
		ru	yu	mu	hu	nu	tsu	su	ku	u
		re		me	he	ne	te	se	ke	e
	o	ro	yo	mo	ho	no	to	so	ko	o

## 2. Additional Hiragana & Spelling Rules

The forty-six Hiragana are not enough to transcribe all the Japanese sounds. There are twenty-five additional Hiragana and several spelling rules to deal with this. Hiragana, both the basic forty-six and the additional twenty-five, are generally phonetic and so are the spelling rules. The number of exceptions is minimal. The additional letters and the spelling rules will be introduced later in this textbook.

### 3. SHI in the S Line

The second Hiragana of **the S Line**, which is し, is not pronounced **SI** but **SHI**. The vowel **I** in **SHI** is often “dropped” in speech.

### 4. CHI in the T Line

The second Hiragana of **the T Line**, which is ち, is not pronounced **TI** but **CHI**. As in **SHI**, the vowel **I** in **CHI** is often “dropped” in speech.

### 5. TSU in the T Line

The third Hiragana of **the T Line**, which is つ, is not pronounced **TU** but **TSU**. As in **SHI** and **CHI**, the vowel **U** in **TSU** is often “dropped” in speech.

### 6. O in the W Line

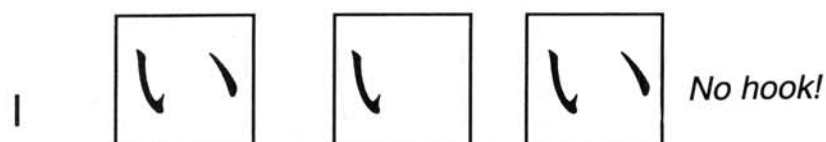
The fifth “column” Hiragana of **the W Line**, which is を, is not pronounced **WO** but **O**. The difference in uses between this Hiragana を and the fifth Hiragana お in the Vowel Line will be explained later.

## Hiragana Introduction I-2

1. Practice writing the five Hiragana **A**, **I**, **U**, **E**, and **O** in the **Vowel Line** on grid paper, following the stroke orders show below.



2nd stroke - upright but slightly curved



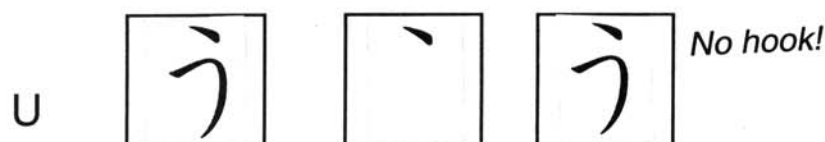
overall - "fat"

2nd stroke < 1st stroke

1st stroke - ends with a hook

2nd stroke - ends with a stop

between 1st & 2nd strokes - an ample space



overall - "tall & slim"

1st stroke - ends with a stop

1st & 2nd strokes - do not touch each other



1st & 2nd strokes - do not touch each other

1st stroke - ends with a stop

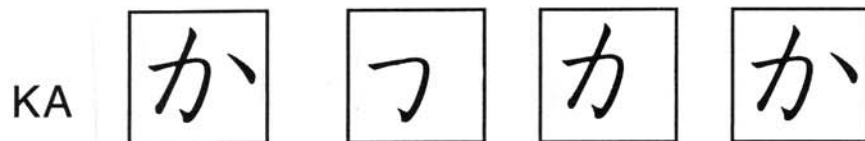
2nd stroke - ends with a stop without a flip



2nd stroke - ends with a fade

3rd stroke - ends with a stop

2. Practice writing the five Hiragana **KA**, **KI**, **KU**, **KE**, and **KO** in the **K Line** on grid paper, following the stroke orders show below.



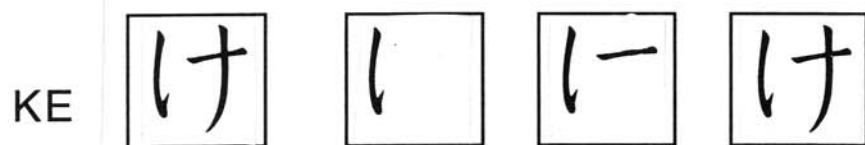
- 1st stroke - rounded "corner" / ends with a hook  
 1st & 2nd strokes - almost parallel with each other  
 2nd stroke - ends with a stop  
 3rd stroke - a short line, not a little dot / ends with a stop



- 3rd stroke - angled / ends with a hook  
 4th stroke - a slightly curved line, not a dot



- overall - "tall and slim"  
 1st stroke - the bend is angular



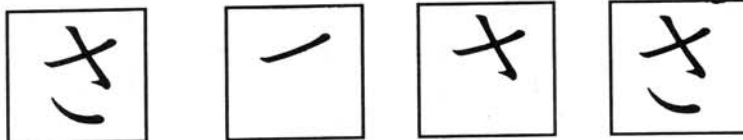
- 1st stroke - upright but slightly curved / ends with a hook  
 3rd stroke - upright / curved only at the end / ends with a fade



- overall - more "tall" than "fat"  
 1st stroke - ends with a hook

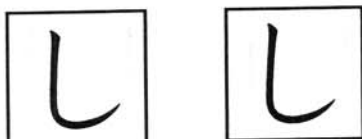
3. Practice writing the five Hiragana **SA**, **SHI**, **SU**, **SE**, and **SO** in the **S Line** on grid paper, following the stroke orders show below.

SA



- 1st stroke - slightly angled  
 2nd stroke - angled / ends with a hook  
 3rd stroke - slightly curved / ends with a stop

SHI



- overall - "tall & slim"  
 1st stroke - upright and curved only at the end / ends with an upward fade

SU



- 2nd stroke - crosses 1st stroke off the middle to the right

SE



- overall - more "fat" than "tall"  
 2nd stroke - ends with a hook  
 3rd stroke - rounded "corner"

SO



- overall - the middle part is the "fattest"  
 1st stroke - ends with a stop



## Hiragana Writing Practice I-2

1. Write the following words in Hiragana.

<i>ao</i>	<div></div> <div></div>	(blue)	<i>aka</i>	<div></div> <div></div>	(red)
<i>ike</i>	<div></div> <div></div>	(pond)	<i>ishi</i>	<div></div> <div></div>	(stone)
<i>koi</i>	<div></div> <div></div>	(carp)	<i>ika</i>	<div></div> <div></div>	(squid)
<i>kaki</i>	<div></div> <div></div>	(oister)	<i>kai</i>	<div></div> <div></div>	(shell)
<i>ushi</i>	<div></div> <div></div>	(cow)	<i>esa</i>	<div></div> <div></div>	(animal feed)
<i>kiku</i>	<div></div> <div></div>	(chrysanthemum)	<i>koke</i>	<div></div> <div></div>	(moss)
<i>ie</i>	<div></div> <div></div>	(house)	<i>eki</i>	<div></div> <div></div>	(station)
<i>koe</i>	<div></div> <div></div>	(voice)	<i>uso</i>	<div></div> <div></div>	(a lie)
<i>kao</i>	<div></div> <div></div>	(face)	<i>ashi</i>	<div></div> <div></div>	(foot, leg)
<i>koshi</i>	<div></div> <div></div>	(lower back)	<i>isu</i>	<div></div> <div></div>	(chair)
<i>ase</i>	<div></div> <div></div>	(perspiration)	<i>asa</i>	<div></div> <div></div>	(morning)
<i>kesa</i>	<div></div> <div></div>	(this morning)	<i>kasa</i>	<div></div> <div></div>	(umbrella)
<i>aa</i>	<div></div> <div></div>	(ah, oh)	<i>ii</i>	<div></div> <div></div>	(good)
<i>ee</i>	<div></div> <div></div>	(yes, yeah)	<i>kuuki</i>	<div></div> <div></div> <div></div>	(air)

## Hiragana Reading Practice I-2

1. Read the following words written in Hiragana.

あお	あか	いけ	いし
こい	いか	かき	かい
うし	えさ	きく	こけ
いえ	えき	こえ	うそ
かお	あし	こし	いす
あせ	あさ	けさ	かさ
ああ	いい	ええ	くうき

2. Circle the Hiragana you can recognize in the words given below.

はい	いいえ
あなた	わたし
なまえ	しごと
しりません	わかりません
おぼえていません	わすれました



3. Answer the following questions Use a humble word in your answer as necessary.

① *Anata no o-kaa-san wa kaisha-in desu ka.*

② *Anata no o-kaa-san wa ginkoo-in desu ka.*

③ *Anata no o-kaa-san wa koomu-in desu ka.*

④ *Anata no o-kaa-san wa shuhu desu*

⑤ *Anata no o-kaa-san wa sensee desu ka.*

4. Complete the following pairs of sentences so as to make sense, paying attention to the particles **MO** and **WA** in the second sentence in each pair.

① *A-san wa kaisha-in desu. B-san mo \_\_\_\_\_*

② *C-san wa ginkoo-in desu. D-san wa \_\_\_\_\_*

③ *E-san wa koomu-in desu. F-san mo \_\_\_\_\_*

④ *G-san wa gakusee desu. H-san wa \_\_\_\_\_*

⑤ *I-san wa sensee desu. J-san mo \_\_\_\_\_*

5. Followings are some of the common jobs in Canada. Find the Japanese equivalents.

Secretaries	_____
Receptionists	_____
Cashiers/tellers	_____
Sales clerks	_____
Sales Supervisors	_____
Sales/advertising managers	_____
General managers	_____
General office clerks	_____
Chefs/cooks	_____
Food servers	_____
Bookkeepers	_____
Accountants and auditors	_____
Registered nurses	_____
Child care workers	_____
Carpenters	_____
Farmers	_____
Truck drivers	_____
Motor vehicle mechanics	_____
Janitors/cleaners	_____
Elementary teachers	_____
Computer programmers	_____

## Review Questions I-2

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

- ① あなたは がくせい ですか。  
*Anata wa gakusee desu ka.*
- ② どこ の がくせい ですか。  
*Doko no gakusee desu ka.*
- ③ せんこう は？  
*Senkoo wa?*
- ④ なんねんせい ですか。  
*Nan-nensee desu ka.*
- ⑤ アルバイト は？  
*Arubaito wa?*
- ⑥ あなたの おとうさんの おしごとは？  
*Anata no o-too-san no o-shigoto wa?*
- ⑦ あなたの おかあさんの おしごとは？  
*Anata no o-kaa-san no o-shigoto wa?*

## Composition Project

### Further Instructions

- After writing your sentences using the Roman Alphabet and the Arabic Numerals, locate the Hiragana letters you have learned and write the letters below the sentence on the next line.
- Review your Lesson 1 sentences and write the Hiragana letters you have learned on the second lines.

### My Lesson 2 Vocabulary List

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## My Lesson 2 Sentences

Use the second lines for Hiragana writing.

① \_\_\_\_\_  
\_\_\_\_\_

② \_\_\_\_\_  
\_\_\_\_\_

③ \_\_\_\_\_  
\_\_\_\_\_

④ \_\_\_\_\_  
\_\_\_\_\_

⑤ \_\_\_\_\_  
\_\_\_\_\_

⑥ \_\_\_\_\_  
\_\_\_\_\_

⑦ \_\_\_\_\_  
\_\_\_\_\_

Use additional paper as necessary