

Part I Lesson 3 Birthday

Greetings 3	しつれいします。 <i>Shitsuree-shimasu.</i>	Excuse me (my leaving).
	じゃあ、また。 <i>Jaa, mata.</i>	See ya!
Classroom Expressions 3	はじめましょう。 <i>Hajimemashoo.</i>	Let's start/begin (something).
	きゅうけいに しましょう。 <i>Kyuukee ni shimashoo.</i>	Let's have a break.
	おわりに しましょう。 <i>Owarimashoo.</i>	Let's make it the end. (= Let's call it a day).

Dialogues 1 たんじょうび (Birthday)

Dialogue 1-1 A : Bさんは なんがつうまれ ですか。
 B : 5がつうまれ です。
 A : ほんとうですか。わたしも 5がつうまれ です。
 B : ほんとうですか。

A: <i>B-san wa nan-gatsu-umare desu ka.</i>	A: B, which month-born are (you)?
B: <i>5-gatsu-umare desu.</i>	B: (I) am a May-born.
A: <i>Hontoo desu ka. Watashi mo 5-gatsu-umare desu.</i>	A: Really? I am also a May-born.
B: <i>Hontoo desu ka.</i>	B: Really?

Vocabulary

たんじょうび	<i>tanjoo-bi</i>	birthday [month+day]
{time} うまれ	<i>{time}-umare</i>	{time}-born, a person born in {time}
なんがつ	<i>nan-gatsu</i>	what/which month
{number} がつ	<i>{number}-gatsu</i>	[names of the months]
ほんとう	<i>hontoo</i>	true

Application 1-1 (Dialogue 1-1)

Ask your practice partner for his/her birth month, using his/her name instead of *anata* : ***{name}-san wa nan-gatsu-umare desu ka.***

If your partner's answer is a surprise to you, say: ***Hontoo desu ka.***
 If not, say: ***Aa, soo desu ka.***

Fill in the table provided on the next page, using the Arabic Numerals appropriately. Indicate which response you made as well.

Names of the Months: -GATSU

1 がつ	1-gatsu (ichi-gatsu)	January
2 がつ	2-gatsu (ni-gatsu)	February
3 がつ	3-gatsu (san-gatsu)	March
4 がつ	4-gatsu (shi-gatsu)*	April
5 がつ	5-gatsu (go-gatsu)	May
6 がつ	6-gatsu (roku-gatsu)	June
7 がつ	7-gatsu (shichi-gatsu)*	July
8 がつ	8-gatsu (hachi-gatsu)	August
9 がつ	9-gatsu (ku-gatsu)*	September
10 がつ	10-gatsu (juu-gatsu)	October
11 がつ	11-gatsu (juuichi-gatsu)	November
12 がつ	12-gatsu (juuni-gatsu)	December

なんがつ nan-gatsu what/which month?

This table is provided for Application 1-1 on the previous page

namae	tanjoo-bi	<i>Circle your response</i>
John	1-gatsu 1-tachi	Hontoo desu ka. / Aa, soo desu ka.
		Hontoo desu ka. / Aa, soo desu ka.
		Hontoo desu ka. / Aa, soo desu ka.

This table is provided for Application 1-2 on the next page

kurasu-meeto no namae	kurasu-meeto no tanjoo-bi	o-too-san no tanjoo-bi	o-kaa-san no tanjoo-bi
John	1-gatsu 1-tachi	2-gatsu 14-ka	3-gatsu 27-nichi

Dialogue 1-2

A: Bさんの たんじょうびは いつ ですか。

B: 5がつ21にち です。

A: ほんとうですか。わたしは 5がつ22にち です。

B: ほんとうですか。

A: *B-san no tanjoo-bi wa
itsu desu ka.*

B: *5-gatsu 21-nichi desu.*

A: *Hontoo desu ka. Watashi wa
5-gatsu 22-nichi desu.*

B: *Hontoo desu ka.*

A: When is (your)
birthday, B?

B: (It) is May 21st.

A: Really? Talking about me,
(my birthday) is May 22nd.

B: Really?

Vocabulary

いつ

itsu

when

なんにち

nan-nichi

what/which day of the month

{number} にち

{number}-nichi

[names of the days of a month]

Application 1-2 (Dialogue 1-2)

Ask your classmates for their and their parents' birthdays:

_____ *no tanjoo-bi wa itsu desu ka.*

Fill in the table provided on the previous page, using the Arabic Numerals appropriately.

Vocabulary

クラスメート

kurasu-meeto

classmate

Days of the Month (Irregular forms marked with ♥)

♥	1 たち	1-tachi	(tsui-tachi)	the 1st
♥	2 か	2-ka	(hutsu-ka)	the 2nd
♥	3 か	3-ka	(mik-ka)	the 3rd
♥	4 か	4-ka	(yok-ka)	the 4th
♥	5 か	5-ka	(itsu-ka)	the 5th
♥	6 か	6-ka	(mui-ka)	the 6th
♥	7 か	7-ka	(nano-ka)	the 7th
♥	8 か	8-ka	(yoo-ka)	the 8th
♥	9 か	9-ka	(kokono-ka)	the 9th
♥	10 か	10-ka	(too-ka)	the 10th
	11 にち	11-nichi	(juuichi-nichi)	the 11th
	12 にち	12-nichi	(juuni-nichi)	the 12th
	13 にち	13-nichi	(juusan-nichi)	the 13th
♥	14 か	14-ka	(juuyok-ka)	the 14th
	15 にち	15-nichi	(juugo-nichi)	the 15th
	16 にち	16-nichi	(juuroku-nichi)	the 16th
	17 にち	17-nichi	(juushichi-nichi)	the 17th
	18 にち	18-nichi	(juuhachi-nichi)	the 18th
	19 にち	19-nichi	(juuku-nichi)	the 19th
♥	20 か	20-ka	(hatsu-ka)	the 20th
	21 にち	21-nichi	(nijuichi-nichi)	the 21st
	22 にち	22-nichi	(nijuuni-nichi)	the 22nd
	23 にち	23-nichi	(nijuusan-nichi)	the 23rd
♥	24 か	24-ka	(nijuuyok-ka)	the 24th
	25 にち	25-nichi	(nijuugo-nichi)	the 25th
	26 にち	26-nichi	(nijuuroku-nichi)	the 26th
	27 にち	27-nichi	(nijuushichi-nichi)	the 27th
	28 にち	28-nichi	(nijuuhachi-nichi)	the 28th
	29 にち	29-nichi	(nijuuku-nichi)	the 29th
	30 にち	30-nichi	(sanjuu-nichi)	the 30th
	31 にち	31-nichi	(sanjuuichi-nichi)	the 31st
	なんにち	nan-nichi		which day?

Dialogues 2 せいざ (Horoscope)

Dialogue 2-1

A: Bさんは なにざ ですか。
 B: しりません。
 A: じゃあ、たんじょうびは なんがつなんにち ですか。
 B: 1がつ29にち です。
 A: じゃあ、みずがめざ ですよ。
 B: ああ、そうですか。

A: *B-san wa nani-za desu ka.*

B: *Shirimasen.*

A: *Jaa, tanjoo-bi wa nan-gatsu nan-nichi desu ka.*

B: *1-gatsu 29-nichi desu.*

A: *Jaa, mizugame-za desu yo.*

B: *Aa, soo desu ka.*

A: B, what sign are (you)?

B: I don't know.

A: Then, what month and what day is your birthday?

B: (It) is January 29.

A: Then, you are an Aquarian.

B: Oh, is (that) so!

Vocabulary

せいざ

seeza

horoscope

なにざ

nani-za

(under) what horoscopic sign

なんがつ

nan-gatsu

what month

なんにち

nan-nichi

what day (of the month)

しりません

shirimasen

I don't know.

Not to my knowledge.

よ

yo

[the sentence particle for information giving]

Signs of the Zodiac: -ZA

せいざ	<i>seeza</i>	signs of the zodiac	
おひつじざ	<i>ohitsuji-za</i>	Aries	3/21 ~ 4/19
おうしざ	<i>oushi-za</i>	Taurus	4/20 ~ 5/20
ふたござ	<i>hutago-za</i>	Gemini	5/21 ~ 6/21
かにざ	<i>kani-za</i>	Cancer	6/22 ~ 7/22
ししざ	<i>shishi-za</i>	Leo	7/23 ~ 8/22
おとめざ	<i>otome-za</i>	Virgo	8/23 ~ 9/22
てんびんざ	<i>tenbin-za</i>	Libra	9/23 ~ 10/23
さそりざ	<i>sasori-za</i>	Scorpio	10/24 ~ 11/21
いてざ	<i>ite-za</i>	Sagittarius	11/22 ~ 12/21
やぎざ	<i>yagi-za</i>	Capricorn	12/22 ~ 1/19
みずがめざ	<i>mizugame-za</i>	Aquarius	1/20 ~ 2/18
うおざ	<i>uo-za</i>	Pisces	2/19 ~ 3/20
なにざ	<i>nani-za</i>	what (horoscopic) sign?	

Note 1: The main purpose for discussing the horoscope in this lesson is to practice using the names of months and days and to learn a few new sentence particles, not to learn about the horoscope itself.

Note 2: The dates given above are shown with the month before the slash (/) and the day of the month after. For example, 3/21 represents March (the third month of the year) the 21st.

Note 3: The dates given for each sign of the zodiac above are approximate and may differ from what you know.

Note 4: The literal meanings of the words used for the signs of the zodiac are: おひつじ (ram), おうし (bull), ふたご (twins), かに (crab), しし (lion), おとめ (maiden), てんびん (balance), さそり (scorpion), いて (archer), やぎ (goat), みずがめ (water jug), and うお (fish).

Application 2-1 (Dialogue 2-1)

As shown below, ask your practice partner for his/her horoscopic sign and birthday, using the expressions ***nani-za*** and ***nan-gatsu nan-nichi***.

A: _____ ***san wa nani-za desu ka.***

B: ***Shirimasen.***

A: ***Jaa, tanjoo-bi wa nan-gatsu nan-nichi desu ka.***

B: _____ ***desu.***

Then, based on the birthday given, tell your partner what his/her horoscopic sign is. Use the information-giving sentence particle ***yo***.

A: ***Jaa, _____ desu yo.***

B: ***Aa, soo desu ka.***

<i>namae</i>	<i>tanjoo-bi</i>	<i>seeza</i>
Elizabeth	4-gatsu 29-nichi	oushi-za

Application 2-2 (Dialogue 2-2)

Ask your practice partner what his/her horoscopic sign is. Then, guess in which month he/she was born based on his/her response. Use the sentence particle ***ka*** or ***ne*** appropriately.

<i>namae</i>	<i>seeza</i>	<i>____-gatsu-umare</i>
Peter	shishi-za	8-gatsu-umare

Dialogue 2-2

A : Bさんは なにざ ですか。

B : てんびんざ です。

A : じゃあ、10がつうまれ ですか。

B : いいえ、ちがいます。

A : じゃあ、9がつうまれ ですね。

B : ええ、そうです。

A: *B-san wa nani-za desu ka.*

B: *Tenbin-za desu.*

A: *Jaa, 10-gatsu-umare
desu ka.*

B: *lie, chigaimasu.*

A: *Jaa, 9-gatsu-umare
desu ne.*

B: *Ee, soo desu.*

A: B, what's your sign?

B: (I) am a Libran.

A: Then, are (you)
an October-born?

B: No, that's not the case.

A: Then, (you) are
a September-born, right?

B: Yes, that's right.

Vocabulary

ね

ne

[the sentence particle for
confirmation soliciting]

ちがいます。

Chigaimasu.

That's wrong.

That's not the case.

そう です。

Soo desu.

That's right.

That's the case.

Vocabulary Exercises

Vocabulary Exercise 1

Practice the following questions and answers **orally** with your practice partner by filling in the blanks with numbers. Do not write down either questions or answers. Pay attention to the readings of the numbers.

- ① Q: ____-*gatsu no tsugi wa?* The month after ____?
 A: ____-*gatsu desu.* is ____.
- ② Q: ____-*gatsu no mae wa?* The month before ____?
 A: ____-*gatsu desu.* is ____.

Vocabulary

つぎ	<i>tsugi</i>	the next one
まえ	<i>mae</i>	the previous one

Vocabulary Exercise 2

Practice the following sets of sentences **orally** with your practice partner by filling in the underscored blanks with numbers and the blank boxes with either **-tachi**, **-ka**, or **-nichi**. Note that the first sentence in each of the sets is a statement.

- ① Q: *Kyoo wa* ____- *desu. Ashita wa?*
 A: ____- *desu.*
- ② Q: *Kyoo wa* ____- *desu. Kinoo wa?*
 A: ____- *deshita.*

Grammar & Usage Notes I-3

1. SOO DESU & CHIGAIMASU

The expression **SOO DESU** can be used instead of a noun phrase plus the copula verb **DESU** when answering “yes.” **SOO DESU** literally means “(it) is so” or “(it) is the case.”

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

Y1 : はい、がくせい です。
Hai, gakusee desu.
 (Yes, [I] am.)

Y2 : はい、そうです。
Hai, soo desu.
 [*soo desu* : used instead of *gakusee desu*]
 (Yes, [I] am.)

The verb **CHIGAIMASU** can be used instead of a noun phrase plus **DE WA ARIMASEN**, the negative of the copula verb **DESU**, when answering “no.” **CHIGAIMASU** literally means “(something) differs” or “(it) is not the case.”

E.g., (1) Q : あなたは にほんじん ですか。
Anata wa nihon-jin desu ka.
 (Are you a student?)

N1 : いいえ、にほんじん では ありません。
lie, nihon-jin de wa arimasen.
 (No, [I] am not.)

N2 : いいえ、ちがいます。
lie, chigaimasu.
 [*chigaimasu* : used instead of *gakusee de wa arimasen*]
 (No, [I] am not.)

2. SOO DESU KA & HONTOO DESU KA

The sentence **HONTOO DESU KA** (Is [it] true?) can be pronounced either with rising intonation or with falling intonation. Rising intonation indicates that the speaker is in disbelief or doubt or not fully convinced. The falling intonation indicates that the speaker has accepted or is convinced with what he/she just heard. The same applies to the sentence **SOO DESU KA** (Is [that] so?). The falling/rising intonation is indicated by [↓] and [↑] in the following examples.

E.g., (1) A : Bさんの たんじょうびは いつ ですか。

B-san no tanjoo-bi wa itsu desu ka.

(When is your birthday, B?)

B : 2がつ29にち です。

2-gatsu 29-nichi desu.

([It] is February 29.)

A : ほんとうですか。わたしも 2がつ29にち です。

Hontoo desu ka? [↑] Watashi mo 2-gatsu 29-nichi desu.

(Really? [My birthday] is also february 29.)

B : ほんとうですか。

Hontoo desu ka? [↓]

(Really!)

(2) A : あなたの おしごとは?

Anata no o-shigoto wa?

(Your job is . . .)

B : だいがくの きょうし です。

Daigaku no kyooshi desu.

([I] am a university teacher.)

A : ああ、そうですか。

Aa, soo desu ka. [↓]

(Is that so!)

(3) A : ことは うるうどし です。

Kotoshi wa uruu-doshi desu.

(This year is a leap year.)

B : そうですか。でも、2がつ28にちの つぎは 3がつ 1たち でしたよ。

Soo desu ka. [↑] Demo, 2-gatsu 28-nichi no tsugi wa 3-gatsu

1-tachi deshita yo.

(Is that so? But the day after February 28 was March 1.)

3. Sentence Particle NE

The sentence particle **NE** can be added at the end of a statement sentence to add the meaning “isn’t that so?” This particle is used when the speaker wants to confirm that what he/she thinks is true is really true by asking for agreement from his/her conversation partner. The sentence ending with this particle is usually pronounced with rising intonation, the intonation typically used for a question.

E.g., (1) A : きょうは なんにち ですか。
Kyoo wa nan-nichi desu ka.
 (What day [of the month] is it today?)

B : 4か です。
4-ka desu.
 ([It] is the 4th.)

A : じゃあ、あしたは 5か ですね。
Jaa, ashita wa 5-ka desu ne. [↑]
 (Then, tomorrow is the 5th, right?)

B : ええ、そうです。
Ee, soo desu.
 (Yes, [that] is right.)

The sentence particle **NE** pronounced with falling intonation normally takes the form **NEE**, which is the sentence particle used to make an exclamation sentence.

E.g., (2) A : きょうは なんにち ですか。
Kyoo wa nan-nichi desu ka.
 (What day [of the month] is it today?)

B : 20か です。
20-ka desu yo.
 ([It] is the 20th.)

A : えっ、もう 20か ですか。はやい ですねえ。
E', moo 20-ka desu ka. Hayai desu nee. [↓]
 (What! Is [it] already the 20th? [Time has flown] fast!)

4. Sentence Particle YO

The sentence particle **YO** can be added at the end of a statement sentence in a conversation to add the meaning "I, the speaker, am giving you, my conversation partner, this information." This particle can be used only when the conversation partner apparently does not know the information the speaker is giving out.

The sentence ending with this particle can be pronounced either with rising intonation or with falling intonation: rising intonation tends to be used for giving completely new or surprising information and falling intonation for giving deductive information.

The sentence particle **YO** can convey various degrees of nuance ranging from an innocent "for your information" to a friendly "Oh, I'm surprised you didn't know" to a condescending "Didn't you know? You idiot!" Do not, therefore, overuse this expressive sentence particle. Try it only when you are sure your remark will be accepted as an innocent one. This sentence particle does not translate well into English.

E.g., (1) A : きょうは なんにち ですか。
Kyoo wa nan-nichi desu ka.
 (What day [of the month] is it today?)

B : 4 か ですよ。
4-ka desu yo. [↑]
 ([It] is the 4th.)

A : じゃあ、あしたは？
Jaa, ashita wa?
 (Then, [what day is it] tomorrow?)

B : 5 か ですよ。
5-ka desu yo. [↓]
 ([It] is the 5th.)

5. How to Refer to the Conversation Partner

ANATA is the word which is usually taught in Japanese language classes as the word for “you” (the second person singular). However, this is not the only word meaning “you” nor is it the best word that can be used to mean “you.” Among the numerous words meaning “you” in Japanese, **ANATA** is considered to be the least offensive in many situations, and thus is used in Japanese language textbooks.

The more common way to say “you” is to use the name of the conversation partner. The honorific suffix **-SAN** is normally added to the name unless the speaker and the conversation partner have a close relationship with each other.

Teachers and medical doctors are normally addressed simply as **SENSEE** without their names. Use their family names with the honorific suffix **-SENSEE** only when you need to distinguish two or more teachers and doctors. Addressing teachers and doctors directly as **ANATA** is considered highly unacceptable in Japanese culture.

Another example where using the word **ANATA** is unsuitable is when addressing one’s bosses at work. Use their job titles without their names. Job titles can be used as the suffix to family names when distinguishing two or more people.

E.g., (1) やまださんは がくせい ですか。

Yamada-san wa gakusee desu ka.

(When talking to Ms Yamada: [Ms. Yamada,] are you a student?)

(When talking about Ms Yamada: Is Ms Yamada a student?)

(2) せんせいは なんがつ うまれ ですか。

Sensee wa nan-gatsu-umare desu ka.

(When talking to the teacher: [Teacher,] which-month-born are you?)

(When talking about the teacher: Which-month-born is the teacher?)

6. DESU & DESHITA

DESHITA is the past-tense form of the copula verb **DESU**. Use **DESU** and **DESHITA** with a noun phrase.

the present affirmative form of the copula verbs	the past affirmative form of the copula verb
です DESU	でした DESHITA

E.g., (1) きょうは 9がつ 22にち です。

Kyoo wa 9-gatsu 22-nichi desu.

(Today is September 22nd.)

(2) きのうは 9がつ 21にち でした。

Kinoo wa 9-gatsu 21-nichi deshita.

(Yesterday was September 21st.)

7. Dates

In describing a date in Japanese, the month always precedes the day. For example, May 12th is **5-GATSU 12-NICHI**.

In note-taking or memorandum styles, dates may be abbreviated using a slash or a period between the numbers representing the month and the day. For example, both **5/12** and **5.12** stand for **5-GATSU 12-NICHI**.

Similarly, the year precedes the date, as in **2004-NEN 5-GATSU 12-NICHI** (May 12th, 2004), where **-NEN** is the suffix for years. The note-taking or memorandum style **2004/5/12** and **2004.5.12** can further be abbreviated to **04/5/12** and **04.5.12**.

8. Happy Birthday!

The most common expression for "Happy Birthday!" in Japanese is **TANJOO-BI O-MEDETUU**. Say this expression to friends and family members. Female speakers may say **O-TANJOO-BI O-MEDETUU**. In formal occasions or to socially **UE NO HITO** (socially senior people), the more formal expression **O-TANJOO-BI O-MEDETUU GOZAIMASU** is used.

Culture Notes I-3

1. AI-ZUCHI

In conversation, Japanese speakers do a lot of **AI-ZUCHI**, or “chiming-in,” by saying **SOO DESU KA** [↓] (Is that so?) or **HONTOO DESU KA** [↓] (Is that right!), etc. They also often nod with or without an accompanying interjection which sounds like a grunt or a hum.

The purpose of “chiming-in” is for the listener to assure the speaker that he/she is listening. Therefore, if the listener does not give enough **AI-ZUCHI**, the speaker may feel very uncomfortable because the lack of **AI-ZUCHI**, for a Japanese speaker, is a sure sign that the listener is not listening. In that case, the speaker may in fact ask the listener if he/she is really listening with such a question as **WAKARIMASU KA** (Do you understand?).

Japanese speakers tend to chime-in even when they are conversing in other languages, and may in fact do so too often. Their intention, however, is not to interrupt the speaker but to express that they are paying attention to what the speaker is saying.

2. Horoscope

Fortune-telling is quite popular in Japan, as evidenced by its many forms: palm reading, facial-feature reading, body-type reading, name analysis, and handwriting analysis, to name a few. Chinese astrology, which utilizes twelve different “animal years,” is ingrained into Japanese culture. Western astrology has a pack of followers among younger generations in Japan: many weekly and monthly magazines have a page or two for a Western horoscope column.

3. Birthday Celebration and the Old Way of Counting One's Age

In Japan, birthdays are not celebrated as widely as in Western societies. Although children's birthdays are often celebrated in the form of a party, luncheon, or dinner hosted by the parents, parents' birthdays tend to be ignored by their children. Gift- and card-giving is not a must, either.

This somewhat indifferent attitude towards individuals' birthdays seems to originate from the old custom that everyone becomes one year older on New Year's Day, no matter when your actual birthday is. When a baby is born, it is in the first calendar year, thus called “one year old.” When the baby's first New Year's Day comes, it becomes “two years old” because it is in its second calendar year. Hence a baby born at the end of a year could be called a “two year old” on its second day.

The Western way of counting one's age by the actual length of one's life has spread only since the end of the Second World War (1945). Although more than a half century has passed since then and the Western way has become the dominant way in Japanese daily life, the old custom is still alive in connection with traditional festivals and ceremonies.

Writing System I-3

1. Particle WA

The particle **WA** is customarily written with the Hiragana は [HA]. The **WA** in the negative copula verb **DE WA ARIMASEN** is also written with the Hiragana は [HA].

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

(2) わたしは かいしゃいん では ありません。
Watashi wa kaisha-in de wa arimasen.
 (I am not a company employee.)

2. Particle E

The particle **E**, which means “to {a place}” (to be introduced in Lesson 8), is customarily written with the Hiragana へ [HE].

E.g., (1) わたしは きょねん カナダへ きました。
Watashi wa kyonen kanada e kimashita.
 (I came to Canada last year.)

(2) わたしは ゆうめいな ようちえんへ いきました。
Watashi wa yuumeena yoochien e ikimashita.
 (I went to a famous kindergarten.)

3. HU or FU

In many Romanization systems, the third Hiragana ふ in the H Line is often Romanized as **FU** as in **FUJI-SAN** (Mt. Fuji). This is because the consonant used in ふ sounds somewhat like the “f” sound, in which the upper teeth touch the lower lip. The consonant used in ふ, however, is pronounced with the two lips almost touching each other. In order to avoid pronouncing ふ as “fu,” this Hiragana is romanized as **HU** in this textbook.

Hiragana Introduction I-3

1. Practice writing the five Hiragana **TA**, **CHI**, **TSU**, **TE**, and **TO** in the **T Line** on grid paper, following the stroke orders show below.



1st stroke - short / placed on the left side of the box

2nd stroke - long and angled / ends with a stop

3rd and 4th strokes - both end with a stop / resembles こ but without a hook



2nd stroke - very sharp bend



overall - more "fat" than "tall"

1st stroke - the curve is wide and round / ends with a fade



1st stroke - very sharp bend + smoothly rounded curve

1st stroke - ends with a stop



2nd stroke - rounded "corner" / ends with a stop

2. Practice writing the five Hiragana **NA**, **NI**, **NU**, **NE**, and **NO** in the **N Line** on grid paper, following the stroke orders show below.

NA



- 1st stroke - short / placed on the left side of the box
 2nd stroke - not very long and angled / ends with a stop
 3rd stroke - a short line, not a dot / ends with a hook
 4th stroke - starts as an "extension" of the 1st stroke's hook / upright / flattened loop / ends with a stop without flipping up

NI



- 1st stroke - upright but slightly curved / ends with a hook
 2nd stroke - ends with a stop

NU



- 1st stroke - angled
 2nd stroke - starts higher than the 1st stroke / flattened loop / ends with a stop without flipping up

NE



- 1st stroke - upright and almost straight / placed on the left side of the box
 2nd stroke - crosses the 1st stroke three times / rounded "corner" / flattened loop / ends with a stop without flipping up

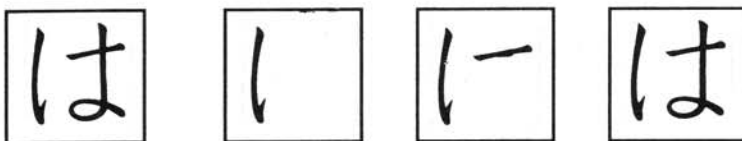
NO



- overall- circular 1st stroke - angled / ends with a fade

3. Practice writing the five Hiragana **HA**, **HI**, **HU**, **HE**, and **HO** in the **H Line** on grid paper, following the stroke orders show below.

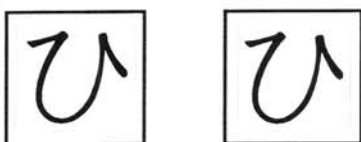
HA



1st stroke - upright but slightly curved / ends with a hook

3rd stroke - upright / flattened loop / ends with a stop without flipping up

HI



overall - slanted to the left

1st stroke - two sharp bends / one big bulge / ends with a stop

HU



1st stroke - short and angled / ends with a hook

2nd stroke - starts as an "extension" of the 1st stroke's hook /
rounded "hook" / ends with a fade

3rd stroke - ends with a hook

4th stroke - starts as an "extension" of the 3rd stroke's hook / ends with a stop

HE



overall - more "fat" than "tall"

1st stroke - not sharply bend

HO



1st stroke - upright but slightly curved / ends with a hook

4th stroke - upright / flattened loop / ends with a stop without flipping up

Hiragana Writing Practice I-3

1. Write the following words in Hiragana.

<i>chichi</i>	<input type="text"/>	(father)	<i>haha</i>	<input type="text"/>	(mother)
<i>hito</i>	<input type="text"/>	(person)	<i>hana</i>	<input type="text"/>	(flower)
<i>tsuchi</i>	<input type="text"/>	(dirt, soil)	<i>nani</i>	<input type="text"/>	(what)
<i>huta</i>	<input type="text"/>	(lid)	<i>hihu</i>	<input type="text"/>	(human skin)
<i>tsuki</i>	<input type="text"/>	(moon)	<i>hoshi</i>	<input type="text"/>	(star)
<i>inu</i>	<input type="text"/>	(dog)	<i>neko</i>	<input type="text"/>	(cat)
<i>hae</i>	<input type="text"/>	(fly [insect])	<i>hai</i>	<input type="text"/>	(yes)
<i>itsu</i>	<input type="text"/>	(when)	<i>uta</i>	<input type="text"/>	(song)
<i>uchi</i>	<input type="text"/>	(home)	<i>kuchi</i>	<input type="text"/>	(mouth)
<i>ue</i>	<input type="text"/>	(up, above)	<i>tsue</i>	<input type="text"/>	(cane)
<i>shita</i>	<input type="text"/>	(down, below)	<i>tsukue</i>	<input type="text"/>	(chair)
<i>chika</i>	<input type="text"/>	(underground)	<i>kutsu</i>	<input type="text"/>	(shoes)
<i>niku</i>	<input type="text"/>	(meat)	<i>sakana</i>	<input type="text"/>	(fish)
<i>hashi</i>	<input type="text"/>	(chopsticks)	<i>nashi</i>	<input type="text"/>	(pear)

Hiragana Reading Practice I-3

1. Read the following words written in Hiragana.

ちち	はは	ひと	はな
つち	なに	ふた	ひふ
つき	ほし	いぬ	ねこ
はえ	はい	いつ	うた
うち	くち	うえ	つえ
した	つくえ	ちか	くつ
にく	さかな	はし	なし

3. Read the following adjectives written in Hiragana.

おおきい (big)	ちいさい (small)
あたたかい (warm)	あつい (hot)
おいしい (delicious)	おかしい (funny, strange)
かなしい (sad)	たのしい (enjoyable)

Similar-Looking Hiragana

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

Note: The printed style used above is not exactly the same as the Standard Handwriting Style. The hooks used in Hiragana **U**, **E**, **O**, **MU**, **TA**, and **NI** above do not appear in the Standard Handwriting Style counterparts. Another common feature of the printing styles is the employment of an “extra” emphasis at the start of some strokes, as visible in Hiragana **KU**, **N**, **TO**, and **O** above. In the Standard Handwriting Style, especially when a pen or a pencil is used, strokes start more “softly.”

Exercises I-3

1. Answer the following questions with one of the two responses below:

Yes: ***Hai, soo desu.***

No: ***lie, chigaimasu.***

Vocabulary

きょう	<i>kyoo</i>	today
あした	<i>ashita</i>	tomorrow
きのう	<i>kinoo</i>	yesterday
がんじつ	<i>gan-jitsu</i>	New Year's Day

- ① *Anata wa 7-gatsu-umare desu ka.*
- ② *Anata no o-too-san wa 8-gatsu-umare desu ka.*
- ③ *Anata no o-kaa-san wa 9-gatsu-umare desu ka.*
- ④ *Anata wa hutago-za desu ka.*
- ⑤ *Anata no o-too-san wa kani-za desu ka.*
- ⑥ *Anata no o-kaa-san wa shishi-za desu ka.*
- ⑦ *Kinoo wa 1-gatsu 1-tachi deshita ka.*

⑧ *Kyoo wa 5-gatsu 19-nichi desu ka.*

⑨ *Ashita wa 9-gatsu 20-ka deshu ka.*

⑩ *Kyoo wa gan-jitsu desu ka.*

2. Answer the following questions, using **Rooma-ji** and **Arabia-suuji**.

Vocabulary

あさって

asatte

the day after tomorrow

おととい

ototoi

the day before yesterday

① *Kyoo wa nan-gatsu nan-nichi desu ka.*

② *Ashita wa nan-gatsu nan-nichi desu ka.*

③ *Asatte wa nan-gatsu nan-nichi desu ka.*

④ *Kinoo wa nan-gatsu nan-nichi deshita ka.*

⑤ *Ototoi wa nan-gatsu nan-nichi deshita ka.*

Review Questions I-3

Answer the following questions. Write your answers using **Rooma-ji** and **Arabia-suuji**.

- ① あなたは なんがつ うまれ ですか。
Anata wa nan-gatsu-umare desu ka.
- ② あなたの たんじょうびは いつ ですか。
Anata no tanjoo-bi wa itsu desu ka.
- ③ あなたは なにぞ ですか。
Anata wa nani-za desu ka.
- ④ あなたの おとうさんは なんがつ うまれ ですか。
Anata no o-too-san wa nan-gatsu-umare desu ka.
- ⑤ あなたの おとうさんの たんじょうびは いつ ですか。
Anata no o-too-san no tanjoo-bi wa itsu desu ka.
- ⑥ あなたの おかあさんは なんがつ うまれ ですか。
Anata no o-kaa-san wa nan-gatsu-umare desu ka.
- ⑦ あなたの おかあさんの たんじょうびは いつ ですか。
Anata no o-kaa-san no tanjoo-bi wa itsu desu ka.
- ⑧ あなたの にほんごの せんせいは なんがつ うまれ ですか。
Anata no nihon-go no sensee wa nan-gatsu-umare desu ka.
- ⑨ あなたの にほんごの せんせいの たんじょうびは いつ ですか。
Anata no nihon-go no sensee no tanjoo-bi wa itsu desu ka.

Composition Project

- If you can, try to write some of the words in your vocabulary list in Hiragana.

My Lesson 3 Vocabulary List

My Lesson 3 Sentences

① _____

② _____

③ _____

④ _____

⑤ _____

⑥ _____

⑦ _____

Use additional paper as necessary