

JAPANESE FOR COMMUNICATION

PART II

2004 Edition

Noriko Omae

Intercultural Communications

JAPANESE
FOR
COMMUNICATION

PART II

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おおまえ のりこ

JAPANESE FOR COMMUNICATION, PART II

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Hiragana Chart - Standard Handwriting Style (pencil-written)

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

Katakana Chart - Standard Handwriting Style (pencil-written)

ン	ワ	ラ	ヤ	マ	ハ	ナ	タ	サ	カ	ア
(イ)	リ	(イ)	ミ	ヒ	ニ	チ	シ	キ	イ	
(ウ)	ル	エ	ム	フ	ヌ	ツ	ス	ク	ウ	
(エ)	レ	(エ)	メ	ヘ	ネ	テ	セ	ケ	エ	
ヲ	ロ	ヨ	モ	ホ	ノ	ト	ソ	コ	オ	

「ひらがな」と「カタカナ」

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

ン ワ ラ ヤ マ ハ ナ タ サ カ ア
 リ ミ ヒ ニ チ シ キ イ
 ル ュ ム フ ヌ ツ ス ク ウ
 レ メ へ ネ テ セ ケ エ
 ヲ ロ ヨ モ ホ ノ ト ソ コ オ

The above two charts, presented in The Textbook Style (a printing style similar to the handwriting style), are for recognition only. For practicing writing, refer to the standard handwriting style charts on the previous two pages.

漢字 (Chinese Characters)

Lesson 1	日本 (にほん) 日本人 (にほんじん) 日本語 (にほんご)	Lesson 6	何人 (なにじん／なんにん) 何を (なにを) 何ですか (なんですか)
Lesson 2	外国 (がいこく) 外人 (がいじん) 英語 (えいご)	Lesson 7	言います (いいます) 話します (はなします) 読みます (よみます)
Lesson 3	何月 (なんがつ) 何日 (なんにち) 何時 (なんじ)	Lesson 8	大きい (おおきい) 小さい (ちいさい) 大学 (だいがく)
Lesson 4	名前 (なまえ) 山田 (やまだ) すみ子 (すみこ)	Lesson 9	学校 (がっこう) 学生 (がくせい) 先生 (せんせい)
Lesson 5	漢字 (かんじ) ローマ字 (ローマじ) 名字 (みょうじ)	Lesson 10	文化 (ぶんか) 文学 (ぶんがく) 文字 (もじ)

The above Chinese character words are introduced in **Kanji Visualization** and are for recognition only. For meanings, refer to **Kanji Visualization** pages.
The writing of Kanji will start in Part III.

漢字 (Chinese Characters)

Lesson 1	日本 (にほん) 日本人 (にほんじん) 日本語 (にほんご)	Lesson 6	何人 (なにじん／なんにん) 何を (なにを) 何ですか (なんですか)
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Note: The above Chinese character words are introduced in **Kanji Visualization** and are for recognition only. For meanings, refer to **Kanji Visualization** pages. The writing of Kanji will start in Part III.

x

Part II

Part II Lesson 1 これは なんですか
 どれですか

Expressive
Adjectives 1

あついですねえ。

It's hot, isn't it!

さむいですねえ。

It's cold, isn't it!

Classroom
Expressions 1

はじめます。

We/I shall begin.

はじめましょう。

Let's begin.

はじめてください。

Please begin.

はなしてみましよう 1

Dialogue 1 [にほんごの じゅぎょうで]

せんせい： これは なんですか。

がくせい： It's a dictionary.

せんせい： にほんごで ってください。

がくせい： すみません。それは じしょです。

せんせい： そうですね。よくできました。

Dictionary は にほんごで「じしょ」です。

じゃあ、あれは なんですか。

がくせい： あれは でんきです。

ごい

はなしてみましよう
じゅぎょう

これ
それ
あれ
なん

じしょ
でんき

{language} で
ってください。

すみません。
よくできました。

vocabulary

Let's speak and see (how it goes).
class (to attend/give)

this one/thing/object
that one/thing/object near you
that one/thing/object over there
what

dictionary
light, electric lamp, electricity

in {language}
Please say (something)

I'm sorry. / I apologize.
Well done.

もちもの (Belongings) 1

Check or circle the things which you have with you now.

ちずちょう	atlas	かがみ	mirror
かばん	(hard) bag, case	おかね	money, cash
ふくろ	(soft) bag, sack	しんぶん	newspaper
ほん	book		
びん	bottle	ちんつうざい	painkiller drug
べんとう	box lunch	かみ	paper
		かみぶくろ	paper bag
けいたいでんわ	cellular phone	えんぴつ	pencil
けいたい	cell phone	ふでばこ	pencil case/box
たばこ	cigarette	ふでいれ	pencil case/sack
くし	comb	えんぴつけずり	pencil sharpener
けしょうひん	cosmetic	しゃしん	photo
		てちょう	pocketbook
よていちょう	day planner		
よていひょう	schedule chart	じょうぎ	ruler (triangular)
でんたく	desk-top	ものさし	ruler
	calculator		(length measuring)
じしょ	dictionary		
めんきょしょう	driver's license	はさみ	scissors
		てかがみ	small mirror
ふうとう	envelope	がくせいしょう	student card
めがね	eyeglasses		
かぞくのしゃしん	family photo	がびょう	tack
まんねんひつ	fountain pen	きょうかしょ	textbook
		まほうびん	thermos bottle
のり	glue	かさ	umbrella
かぎ	key	さいふ	wallet
くちべに	lipstick	とけい	watch, clock
しゅうせいえき	liquid paper	すいとう	water bottle
		うでどけい	wrist watch
ざっし	magazine		
くすり	medicine		

もちもの 2 - がいろいろ

Check or circle the things which you have with you now.

ボールペン	<i>booru-pen</i>	ball-point pen
キャッシュカード	<i>kyasshu-kaado</i>	bank debit card
バインダー	<i>baindaa</i>	binder
バスの ていきけん	<i>basu no teeki-ken</i>	bus pass
バスの きっぷ	<i>basu no kippu</i>	bus ticket
カード	<i>kaado</i>	card
カセット	<i>kasetto</i>	cassette (tape)
CDプレーヤー	<i>shii-dii-pureeyaa</i>	CD player
セロテープ	<i>sero-teepu</i>	cello(phane)/Scotch tape
クリップ	<i>kurippu</i>	clip
コート	<i>kooto</i>	coat
コンパス	<i>konpasu</i>	compass
クレジットカード	<i>kurejitto-kaado</i>	credit card
ディスク	<i>disuku</i>	disk
ゴム	<i>gomu</i>	elastic (string)
わゴム	<i>wa-gomu</i>	elastic band
けしゴム	<i>keshi-gomu</i>	eraser
めがねの ケース	<i>megane no keesu</i>	eyeglass case
ティッシュペーパー	<i>tisshu-peepaa</i>	(facial) tissue
ファイル	<i>fairu</i>	file
ブラシ	<i>burashi</i>	hair brush
ハンドバッグ	<i>hando-baggu</i>	handbag, purse
ハンドクリーム	<i>hando-kuriimu</i>	hand cream
ハンカチ	<i>hankachi</i>	handkerchief
プリント	<i>purinto</i>	handout
ヘッドホン	<i>heddo-hon</i>	headphone
マーカーペン	<i>maakaa-pen</i>	highlighter
ジャケット	<i>jaketto</i>	jacket

ナップサック	<i>nappu-sakku</i>	knapsack
ナイフ	<i>naihu</i>	knife
ラップトップ	<i>rappu-toppu</i>	laptop computer
ライター	<i>raitaa</i>	lighter
サインペン	<i>sain-pen</i>	liner pen, "sign pen"
リップクリーム	<i>rippu-kuriimu</i>	lip cream
ルーズリーフ	<i>ruuzu-riihu</i>	loose leaf
マジック	<i>majikku</i>	(magic) marker pen
マッチ	<i>macchi</i>	match
シャーペン	<i>shaa-pen</i>	mechanical pencil
シャーペンのしん	<i>shaa-pen no shin</i>	mechanical pencil lead
ノート	<i>nooto</i>	notebook
ペンシルケース	<i>penshiru-keesu</i>	pencil case
ペットボトル	<i>petto-botoru</i>	PET bottle
ホチキス	<i>hochikisu</i>	stapler
ホチキスのはり	<i>hochikisu no hari</i>	staple
ラジオ	<i>rajio</i>	radio
ラジカセ	<i>raji-kase</i>	radio cassette tape recorder
ショルダーバッグ	<i>shorudaa-baggu</i>	shoulder bag, purse
テスト	<i>tesuto</i>	test
テープレコーダー	<i>teepu-rekoodaa</i>	tape recorder
テープ	<i>teepu</i>	tape
ウォークマン	<i>wookuman</i>	Walkman®
iPod	<i>aipoddo</i>	iPod

ごい

がいらいご

loan word

きょうしつのなかのもの (Things in Classrooms) 1

Check or circle the things which you can find in this classroom.

こくばん	blackboard
こくばんけし	blackboard eraser
けいじばん	bulletin board
けいさんき	calculator
てんじょう	ceiling
いす	chair
つくえ	desk / table (for studying/writing)
ゆか	floor
でんき	light / electric lamp / electricity
ちず	map, atlas
かべ	wall
ごみばこ	wastepaper basket / trash can
とけい	watch, clock
まど	window

きょうしつのなかのもの 2 - がいらいご

Check or circle the things which you can find in this classroom.

ブラインド	<i>buraindo</i>	blind, shade
カセットテープレコーダー	<i>kasetto</i>	cassette tape recorder
チョーク	<i>chooku</i>	chalk
コンピュータ	<i>konpyuuta</i>	computer
カーテン	<i>kaaten</i>	curtain
ドア	<i>doa</i>	door

コンセント	<i>konsento</i>	electrical outlet
ヘッドホン	<i>heddo-hon</i>	headphone
マイク	<i>maiku</i>	microphone
モニター	<i>monitaa</i>	monitor
オーバーヘッド プロジェクター	<i>oobaa-heddo-purojekutaa</i>	overhead projector
OHP	<i>oo-eichi-pii / oo-ecchi-pii</i>	[abbreviation of “overhead projector”]
ポスター	<i>posutaa</i>	poster
ラジオ	<i>rajio</i>	radio
スクリーン	<i>sukuriin</i>	screen
スピーカー	<i>supiikaa</i>	speaker
スイッチ	<i>suicchi</i>	switch
テープレコーダー	<i>teepu-rekoodaa</i>	tape recorder
テープ	<i>teepu</i>	tape
サーモスタット	<i>saamosutatatto</i>	thermostat
テレビ	<i>terebi</i>	TV
タイプライター	<i>taipu-raitaa</i>	typewriter
ビデオ	<i>bideo</i>	VCR, video
ホワイトボード	<i>howaito-boodo</i>	white board
ワードプロセッサ	<i>waado-purosessa</i>	word processor
ワープロ	<i>wapuro</i>	[abbreviation of “word processor”]

ごい

きょうしつ
なか
もの

practice, exercise
application
application

れんしゅう 1

1. A: **Touch** an object which is **near or just around you** and ask your practice partner:

これは なんですか。

The objects you may be choosing include:

- The desk and chair you are using
- Your belongings you have around yourself
- Your practice partner's belongings near you

- B: Answer in Japanese as follows without repeating the topic phrase これは: _____ です。

2. A: **Point at** an object which is **away from both you and your practice partner** and ask:

あれは なんですか。

The objects you may be choosing are the things that **neither you nor your practice partner can touch**, which include:

- The ceiling and fixtures on the ceiling
- The walls and things on the walls
- The window, curtains, blinds, etc.
- The door, blackboard, white board, bulletin board, etc.
- The OHP, trash can, etc.

- B: Answer in Japanese as follows without repeating the topic phrase あれは: _____ です。

3. Pair up with someone who is not sitting next to you. Do not lean over to your practice partner when pointing at an object.

A: **Point at, but do not touch**, an object which is **near or just around your practice partner** and ask:

それは なんですか。

The objects you may be choosing include:

- The desk and chair your partner are using
- Your partner's belongings near him/her

Do not choose an object which is situated closer to you than to your partner.

Do not choose an object which your practice partner cannot touch without stretching.

B: Answer in Japanese as follows without repeating the topic phrase それは or これは: _____ です。

ごい

これ

this one/thing/object

それ

that one/thing/object near you

あれ

that one/thing/object over there

なん

what

れんしゅう

practice, exercise

おうよう

application

おうよう 1

A: Pretend that you are your practice partner's Japanese teacher. Ask your practice partner the following questions, touching or pointing at an object appropriately.

これは なんですか。

それは なんですか。

あれは なんですか。

If your partner does not answer in Japanese, say:

にほんごで ってください。

B: Pretend that you are a student of your practice partner. Answer the questions without repeating the topic phrase.

If using the following expressions, start with すみません (I'm sorry):

しりません。

わすれました。

おぼえていません。

おぼえました 1

Summarize below the words (you think) you have learned from the application above, without checking the vocabulary lists. Exclude loan words in your listing. Do not use Romanization.

げんご (Languages)

[1] Country/place name + the suffix ご

カントンご	<i>kanton-go</i>	Cantonese
ちゅうごくご		Chinese (Mandarin)
オランダご	<i>oranda-go</i>	Dutch
えいご		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
インドネシアご	<i>indoneshia-go</i>	Indonesian
イタリアご	<i>itaria-go</i>	Italian
にほんご		Japanese
かんこくご		(South) Korean
ちょうせんご		(North) Korean
モンゴルご	<i>mongoru-go</i>	Mongolian
ベルシャご	<i>perusha-go</i>	Persian
ロシアご	<i>roshia-go</i>	Russian
スペインご	<i>supein-go</i>	Spanish
タイご	<i>tai-go</i>	Thai
ベトナムご	<i>betonamu-go</i>	Vietnamese

[2] Ethnic group name or other origin + the suffix ご

エスペラントご	<i>esuperanto-go</i>	Esperanto
ヘブライご	<i>heburai-go</i>	Hebrew
ヒンドゥーご	<i>hinduu-go</i>	Hindi
ラテンご	<i>raten-go</i>	Latin
サンスクリットご	<i>sansukuritto-go</i>	Sanskrit
スワヒリご	<i>suwahiri-go</i>	Swahili
タガログご	<i>tagarogu-go</i>	Tagalog
イディッシュご	<i>idisshu-go</i>	Yiddish

[3] Other + the suffix ご

げんご	language
ぼご／ぼこくご	mother tongue
がいこくご	foreign language
なにご	what/which language?

はなしてみましよう 2

Dialogue 2 [じゅぎょうの あとで]

がくせい： せんせい、これは にほんごで なんですか。

せんせい： 「けしゴム」です。

がくせい： これは？

せんせい： これは 「シャーペン」です。

がくせい： すみません、わかりませんでした。

もういちど ってください。

せんせい： はい、いいですよ。これは 「シャーペン」です。

がくせい： 「シャーペン」ですか。わかりました。

ごい

じゅぎょう
_____のあとで

class (to attend/give)
after _____

かぎかっこ

Japanese quotation marks

けしゴム
シャーペン

eraser
mechanical pencil

わかります
わかりません

understand / figure out / catch
not understand / have not understood /
not figure out / have not figured out

わかりました
わかりませんでした

(have) understood / (have) figured out
did not understand / did not figure out

もう いちど

once more

おうよう 2

A: Pretend that you are your practice partner's student. Ask your "teacher" the following question, pointing out the object you are asking about by touching it or holding it out.

これは にほんごで なんですか。

B: Pretend that you are your partner's Japanese teacher and answer the question.

A: If you did not catch the answer, tell your "teacher" so, and ask him/her to repeat the answer. After getting the answer correctly, ask your "teacher" more questions.

おぼえました 2

Summarize below the words (you think) you have learned from the application above, without checking the vocabulary lists. Exclude loan words in your listing. Do not use Romanization.

はなしてみましよう 3

Dialogue 3 [じゅぎょうの あとで]

がくせい： せんせい、しつもんがあります。

せんせい： はい、なんですか。

がくせい： Timetable は にほんごで なんですか。

せんせい： がくせいの timetable ですか。
Do you mean "timetable" for students?

がくせい： はい、そうです。

せんせい： がくせいの timetable は 「じかんわり」です。

がくせい： じゃあ、バスの timetable は？

せんせい： 「じこくひょう」です。

がくせい： ああ、そうですか。

せんせい： ほかにしつもんは？

がくせい： ありません。どうもありがとうございました。

せんせい： いいえ。

ごい

しつもん

question

あります

have {question, opinion, etc.}

ありません

not have {question, opinion, etc.}

じかんわり

timetable (for students)

じこくひょう

timetable (for transportation system)

ほかに

other than that, any others

おうよう 3

- A: Pretend that you are your practice partner's student and start your conversation with him/her by saying "I have a question":

せんせい、しつもんがあります。

When you have caught your "teacher's" attention, ask for the Japanese equivalent for an English word of your choice.

{An English word} は にほんごで なんですか。

- B: Pretend that you are your practice partner's Japanese teacher and answer the question.

- A: Ask your "teacher" for more Japanese words.

- B: After your "student" has asked a few questions, ask him/her:

ほかにしつもんは？

- A: Say ありません if you have no other questions. Thank your "teacher" appropriately.

If you have any other questions, say まだあります, and continue asking the questions you have.

ごい

まだ [+affirmative]

still

おぼえました 3

はなしてみましよう 4

Dialogue 4

A : あれは なんですか。

B : どれですか。

Which one is (the one you mean)?

A : あれです。

(The one I mean) is that one over there.

B : どれですか。わかりません。

[B moves towards the area that A was pointing to.]

B : これですか。

Is (the one you mean) this one?

A : いいえ、それではありません。 No, (the one I mean) is not that one.

B : じゃあ、これですか。

A : ええ、それです。それは なんですか。

B : これは ごみばこです。

ごい

どれ

which one/thing/object

ごみばこ

wastepaper basket / trash can

おうよう 4

A: Point at an object **away from both you and your practice partner** and ask: あれは なんですか。

B: You cannot figure out what your practice partner is pointing at.
Ask: どれですか。

A: Point at the same object and answer: あれです。

B: You still cannot figure out what your practice partner is pointing at.
Move towards the area he/she is pointing to.

Touch or point at the object you think your partner was pointing at
and ask: これ ですか。

A: If yes, say: はい、それです。
And ask: それは なんですか。

If no, say: いいえ、それではありません。

B: Continue asking これですか until your practice partner says yes,
and then ask the question それはなんですか。

おぼえました 4

はなしてみましよう 5

Dialogue 5 [にほんりょうりのみせで]

がいじん： これは ですか。

にほんじん： すしです。

がいじん： これも すしですか。

にほんじん： いいえ、 すしではありません。さしみです。

がいじん： これは ですか。

にほんじん： てんぷらです。

がいじん： おいしそうですねえ。

にほんじん： ええ、おいしいですよ。

ごい

りょうり
にほんりょうり

cuisine, cooked food, cooking
Japanese cuisine

みせ
にほんりょうりのみせ

shop, store, commercial premises
Japanese restaurant

おいしそうです
おいしいです

look tasty/delicious
tasty, delicious

Adjectives

おいしい	delicious
まずい	unpalatable
からい	spicy
からい／しおからい	salty
あまい	sweet
すっぱい	sour, tart
あますっぱい	sweet and sour
にがい	bitter
あたたかい	hot/heated {food, drink}, warm {air/weather}
つめたい	chilled

Adverbs: Use before an adjective.

すごく	terribly, terrifically, extremely
たいへん	very
すこし	a little

Can you think of examples of the following kinds of taste?

	れい (examples) Use any languages in this column
すごく おいしい	
たいへん おいしい	
たいへん からい	
すこし からい	
あまい	
あますっぱい	
すっぱい	
にがい	
つめたい	

りょうり (Cuisine)

Followings are the names of countries. Add りょうり for the meaning "cuisine."

◇ にほん		
◇ ちゅうか	(ちゅうかりょうり not necessarily "refined")	
□ ちゅうごく	(ちゅうごくりょうり more "refined")	
□ かんこく		South Korean
☆ フランス	<i>huransu</i>	French
☆ イタリア	<i>itaria</i>	Italian
☆ ギリシャ	<i>girisha</i>	Greek
☆ メキシコ	<i>mekishiko</i>	Mexican
☆ インド	<i>indo</i>	Indian
☆ ベトナム	<i>betonamu</i>	Vietnamese
☆ タイ	<i>tai</i>	Thai

Do not add りょうり to the followings. The ending しょく is equivalent to りょうり.

◇ わしょく	Japanese cuisine
☆ ようしょく	Western cuisine

Restaurant

Use the particle の between two words below

Add みせ to ◇ above

E.g., わしょくの みせ
 にほんりょうりの みせ
 ちゅうかりょうりの みせ

Add みせ or レストラン to □ above

E.g., わしょくの みせ
 にほんりょうりの みせ
 ちゅうかりょうりの みせ

Add レストラン to ☆ above

E.g., フランスりょうりの レストラン
 イタリアりょうりの レストラン

おうよう 5

You and your practice partner are now at a restaurant. Decide what kind of restaurant you are in before starting your conversation.

- A: Pretend that you are **NOT** familiar with the kinds of food at the restaurant. Ask your practice partner for the names of dishes, pointing at them one at a time: これは なんですか。
- B: Pretend that you are familiar with the kinds of food of the restaurant. Give your practice partner the names of the dishes. It is not necessary to translate the names of the dishes into Japanese: all you need to do is to Japanize the sounds.
- A: If you think another dish is the same kind of dish as the first dish you asked about, ask: これも _____ ですか。
- B: After giving the name of the dish in question, offer your opinion about the dish, using the sentence particle よ at the end of the sentence.
Examples include:
- たいへん おいしいですよ。
すこし からいですよ。
すっぱいですよ。

れんしゅう 2

1. A: Choose an English word and ask your practice partner for the Japanese equivalent:

{An English word} は にほんご で なんですか。

- B: Answer without repeating the topic phrase.
If you do not know the Japanese equivalent, give the word in another language:

にほんご では しりませんが、 ご では _____ です。

2. A: Choose a Japanese word and ask your practice partner for the English equivalent:

{An Japanese word} は えいご で なんですか。

- B: Answer without repeating the topic phrase.
If you do not know the English equivalent, give the word in another language:

えいご では しりませんが、 ご では _____ です。

3. A: Choose any given or family name and ask your practice partner: _____ は なにごのなまえですか。

B: Answer: ご のなまえです。

ふくしゅうもんだい

1. Answer the following questions. Refer to the vocabulary lists in this lesson as necessary.

- ① “Dictionary” は にほんごで なんですか。
- ② がくせいの “timetable” は にほんごで なんですか。
- ③ バスの “timetable” は にほんごで なんですか。
basu
- ④ 「ちず」は えいごで なんですか。
- ⑤ 「きょうかしよ」は えいごで なんですか。
- ⑥ かべの「とけい」は えいごで なんですか。
- ⑦ 「うでどけい」は えいごで なんですか。
- ⑧ 「いす」は フランスごで なんですか。
huransu
- ⑨ “Today” は フランスごで なんですか。
huransu
- ⑩ “Love” は サンスクリットごで なんですか。
sansukuritto

2. Answer the following questions.

- Refer to the vocabulary lists in this lesson as necessary.
- The meanings of すし and わさび are given in the Culture Notes in this lesson.
- The Katakana words below are all loan words and represent food: guess the meanings.

- ① すしは おいしいですか、まずいですか。
- ② わさびは からいですか、あまいですか。
- ③ カレーは からいですか、あまいですか。
karee
- ④ キムチは からいですか、あまいですか。
kimuchi
- ⑤ チーズケーキは しおからいですか、あまいですか。
chiizu-keeki
- ⑥ アイスクリームは あたたかいですか、つめたいですか。
aisu-kuriimu
- ⑦ キャビアは からいですか、あまいですか。
kyabia
- ⑧ レモンは あまいですか、すっぱいですか、あまずっぱいですか。
remon

ごい

ふくしゅうもんだい
ふくしゅう
もんだい

review question
review
problem, question

Grammar & Usage Notes II-1

1. Giving a Definition or a Name

XはYです is the basic sentence pattern for giving the definition or the name of “X,” where “Y” is the name or the definition.

E.g., (1) これは じしょです。
(This is a dictionary.)

(2) あれは まどです。
(That is a window.)

2. Giving an Equivalent in Another Language

XはLでYです is the basic sentence pattern for giving an equivalent for the word or expression “X,” where “L” is the language name and “Y” is the equivalent in that language.

E.g., (1) これは にほんごで 「じしょ」です。
(This [object] is [called] “jisho” in Japanese.)

(2) Window は にほんごで 「まど」です。
 (“Window” is “mado” in Japanese.
 = the Japanese word for “window” is “mado.”)

(3) 「こくばん」は えいごで blackboard です。
 (“Kokuban” is “blackboard” in English.
 = the English word for “kokuban” is “blackboard.”)

3. Particle で

One of the functions of the particle で is to mean “in {language}.”

E.g., (1) これは にほんごで なんですか。
(What is this [called] in Japanese?)

(2) “Today” は フランスごで “aujourd’hui”です。
(“Today” is “aujourd’hui” in French.)

(3) にほんごで ってください。
(Please say [it] in Japanese.)

4. Quotation Marks

When giving an equivalent in another language, quotation marks are normally used. For (quoting) Japanese words, use the Japanese quotation marks 「 」, which are called かぎっこ. Words from another language can be quoted using the quotation marks (" "), which are often omitted. This is because the non-Japanese script stands out without quotation marks. When the quotation is written in Chinese characters, the Japanese quotation marks are to be placed.

5. Demonstrative Pronouns これ, それ, あれ, & どれ

The meanings of the four demonstrative pronouns これ, それ, あれ, and どれ are as summarized below. The distinctions among the first three pertain to where the speaker and his/her conversation partner (= the listener) are.

	Meaning
これ	this one/thing/object near myself (the speaker)
それ	that one/thing/object near you (the listener)
あれ	that one/thing/object over there away from both of us (the speaker and listener)
どれ	which one/thing/object?

When the speaker and the listener refer to the same object, these demonstrative pronouns are used in the following combinations.

Speaker A		Speaker B	
Referring to an object which is:	Speaker A says:	Speaker B says:	Referring to the same object which is:
near A (me)	これ	これ	near B (me)
near A (me)	これ	それ	near A (you)
near B (you)	それ	これ	near B (me)
away from both A & B (us)	あれ	あれ	away from both A & B (us)

E.g., (1) Q : これは 何ですか。
(What is this?)

A 1 : これは てんぷらです。 [the topic phrase not omitted]
(This is *tempura*.)

A 2 : てんぷらです。 [the topic phrase omitted]
(It's *tempura*.)

(2) Q : これは 何ですか。
(What is this?)

A 1 : それは こくばんけしです。 [the topic phrase not omitted]
(That is a blackboard eraser.)

A 2 : こくばんけしです。 [the topic phrase omitted]
(It's a blackboard eraser.)

(3) Q : それは 何ですか。
(What is that?)

A 1 : これは ダイヤモンドです。 [the topic phrase not omitted]
(This is a diamond.)

A 2 : ダイヤモンドです。 [the topic phrase omitted]
(It's a diamond.)

(4) Q : あれは 何ですか。
(What is that over there?)

A 1 : あれは さいばんしょです。 [the topic phrase not omitted]
(That is a court house.)

A 2 : さいばんしょです。 [the topic phrase omitted]
(It's a court house.)

6. **Verb** あります

In Japanese, there are at least four commonly-used verbs that express the meaning “have”: Among them, the verb あります expresses the meaning “have {question, opinion, concept, notion, object, etc.}” It is used with the particle が marking its direct object. Refer to Item 1 of Grammar & Usage Notes I-8.

E.g., (1) せんせい、しつもんがあります。
(Teacher, I have a question.)

(2) わたしは こんやくしゃがいます。
(I have a fiancé[e].)

(3) わたしは いぬをかっています。
(I have a dog.)

7. **Negative Forms** ありません & ではありません

ありません is the negative form of the verb あります while ではありません is the negative form of the copula verb です.

	Present affirmative	Present negative
Verb <u>あります</u>	<u>あります</u>	<u>ありません</u>
Copula verb <u>です</u>	<u>です</u>	<u>では ありません</u>

E.g., (1) Q: しつもんは?
(Any questions?)

A: ありません。
(I/we don't have any.)

(2) A: わたしは カナダじんです。
(I am a Canadian.)

B: わたしは カナダじんではありません。
(I'm not a Canadian.)

8. Request Sentences

Request sentences can be made by combining the TE form of a verb and the request ending ください. When ください is used by itself, it means "Please give me (something)." Do not use ください by itself to mean "Please." The literal meaning of the request sentence made of the TE form plus ください is "Please give me your (doing something)."

E.g., (1) きいてください.
(Please listen.)

(2) みてください.
(Please look.)

(3) よんでください.
(Please read.)

(4) もういちど いってください.
(Please say [it] again.)

(5) ゆっくり はなしてください.
(Please speak slowly.)

9. Restaurants

Western restaurants are called レストラン (*resutoran* "restaurant"), a loan word borrowed from French. This is why there is no "t" sound at the end of the word.

Japanese restaurants are called various other expressions, which include わしよくのみせ, にほんりょうりのみせ, and にほんりょうりや. The word みせ and the ending や mean "shop," "store," "commercial premises," etc.

Asian restaurants are normally called _____りょうりのみせ.

Chinese cuisine may be called either ちゅうかりょうり or ちゅうごくりょうり, the latter of which often combines with the loan word レストラン. Chinese restaurants called ちゅうかりょうりのみせ or ちゅうかりょうりや are more family-oriented restaurants and those called ちゅうごくりょうりのレストラン are more formal and expensive ones.

Family-run small restaurants which serve home-style food are called しよくどう (diner), which also means "dining hall." Cafeterias may be translated as しよくどう.

10. Expression すみません

The expression すみません has three main uses. It is sometimes pronounced すいません, dropping the M sound in the syllable MI.

[1] Apologizing

- Literal meaning: "What I have done is bad and cannot be canceled out."
- Translation: "I am sorry."

Say すみません when you apologize for something bad you did or said. For apologizing for something rude you did or said, say しつれいしました (I was rude) or its more polite version, しつれいいたしました.

The expression すみません is normally used by socially junior people for apologizing to socially senior people. From socially senior people and among friends and family members, the expression ごめんなさい is normally used instead.

E.g., (1) すみません、わすれました。
(I am sorry, I forgot.)

(2) ごめんなさい、プリントは もうありません。
(I am sorry, I have no more handouts left.)

[2] Catching someone's attention

- Literal meaning: "My interrupting you is bad and it is not something that can be undone, but please excuse my interrupting you."
- Translation: "Excuse me"

When you want to catch someone's attention, say すみません, which is a good conversation starter for asking a question or making a request. For asking something which may be rude to someone, say しつれいですが (I may be rude, but).

E.g., (3) すみません、きょうは なんにちですか。
(Excuse me, what day [of the month] is it today?)

(4) しつれいですが、あなたは なんさいですか。
(I hope you don't mind my asking, but how old are you?)

[3] Thanking

- Literal meaning: “What I received from you is so great that it is difficult to repay you. I owe you.”
- Translation: “I am obliged. / Thank you.” / “How can I ever repay you?”

すみません is frequently used among Japanese speakers for thanking. Some people consider this use of すみません as a misuse or an abuse. They claim that we should use the more positive expression ありがとう for thanking rather than negatively saying すみません (I owe you). The adverb どうも (very much) may be added to either of the two expressions. Refer to Item 11 below.

E.g., (5) どうもすみません。

(I am so much obliged.) [upon receiving a gift]

(6) どうもありがとうございます。

(Thank you so much.) [upon receiving a gift]

(7) おてがみ、ありがとう。

(Thank you for your letter.) [in a reply letter]

10. When Not to Say “Thank You”

It is said that Japanese people often apologize but do not thank often. すみません (I'm sorry) is truly a Japanese speakers' favourite, appealing to a preference for “humbleness,” whereas ありがとう (Thank you) is felt to sound affectatious. Not saying “Thank you” does not necessarily imply ungratefulness: rather it is simply acting according to a cultural form.

The typical situation in which Japanese speakers do not often say “Thank you” is when someone did a small kind act to them (e.g., holding a door for them). They do not thank shop clerks and waiters/waitresses, either. At home, family members do not often thank each other.

When writing a memo or message, do not end it with ありがとう.

11. How to Respond to "Thank You"

There are several ways in how to respond to expressions of gratitude, ありがとう, すみません, and their variations.

[1] いいえ

The most common way is to simply say いいえ (No) gently and expressively. Negating is the logical response to the statement "You did such a rare, therefore, precious thing" or "I owe you." It is equivalent to "Not at all," "Don't mention it," or "No problem." Saying いいえ abruptly may be interpreted as indicating that you are unsatisfied or angry.

[2] はい

Socially senior people (うへのひと) may say はい (Yes) to socially junior people (したのひと) instead of いいえ (No). This is because うへのひと is given certain authority over したのひと and thus can acknowledge, accept, or approve socially junior people's thanking them.

[3] No verbal response

In many cases, Japanese speakers do not say anything back when thanked. Instead, they often acknowledge the thanking by nodding or smiling.

[4] どういたしまして

The expression どういたしまして (You are welcome) is not used very often but is reserved for when one has been thanked for a big favour.

[5] こちらこそ

The expression こちらこそ (The same to you) is used when the person thanked thanks back. It literally means "It is I (not you who should say that)."

Culture Notes II-1

1. Japanese Dish すし

Some non-Japanese people seem to think すし (*sushi*) means raw fish, mixing up すし with さしみ (*sashimi*). *Sushi* is a dish made of seasoned rice that has been topped, rolled, mixed, wrapped, stuffed, etc., with something else, such as fish, vegetables, or egg. The rice is firstly steamed and then seasoned with a mixture of vinegar, sugar, and salt. When the rice has cooled, it is ready to be used to make *sushi*. For さしみ, refer to Item 4 below.

[1] にぎり

The vinegared rice may be hand-shaped into a bite-size piece and then a strip of raw fish, cooked fish, fried eggs, etc., can be placed on top, thus making にぎり (hand-shaped) or にぎりずし (hand-shaped *sushi*). Distinguish にぎり (*nigiri*) from おにぎり, which refers to a rice ball made by hand.

[2] まきずし

Another way of making *sushi* is to roll layered vinegared rice, a sheet of processed seaweed, and small pieces of fish, vegetables, pickles, etc., typically with the seaweed sheet, called のり, forming the outermost layer. The rolling is done with a sheet of flexible “roller”, usually a bamboo mat. This type of *sushi* is generally called まきずし (rolled *sushi*) or のりまき (sea weed roll). In Japan, the word まきずし is normally not abbreviated into “*maki*” as in North America.

まきずし can be made either “fat” or “thin.” The “fat” ones with several kinds of fillings are called ふとまき (fat roll) and the “thin” ones with a single kind of filling or two are called ほそまき (thin roll).

[3] てまき

Sushi rolled directly by hand without using a roller is called てまき (hand-rolled). It is more loosely rolled than that made with a roller. てまき became a new variety of *sushi* in the mid-1970's when *sushi*, the consumption of which was previously limited to festivities and special occasions, became popularized by the spread of *sushi* take-out shops. In North America, てまき is called “cone” although in Japan it is not necessarily cone-shaped.

[4] ちらし

The seasoned rice may also be served in a bowl with strips of several kinds of fish laid on top. This kind is called ちらし (scattered) or ちらしずし.

[5] ごもくずし

Another type of *sushi* is the vinegared rice mixed with seasoned vegetables chopped very finely. Egg crêpe julienne, boiled shrimps, chopped barbecued eel, etc., may also be mixed in. This kind of *sushi* is called ごもくずし (hodgepodge *sushi*), ばらずし (loose *sushi*), or まぜずし (mixed *sushi*). Some people also call this kind ちらしずし (scattered *sushi*) as well. ごもくずし is home-style *sushi*, which does not require years of training to make as にぎり does. すしや (*sushi* shops) normally do not serve ごもくずし while local しょくどう (family-run small restaurants) often do.

[6] いなり

Another home-style *sushi* is the vinegared rice stuffed in seasoned sheets of fried *tofu*. Fried *tofu* sheets cut in half make little pockets, in which a small amount of vinegared rice is stuffed. This type of *sushi* is called いなり (rice god) or いなりずし (rice god *sushi*). It may also be called きつね (fox) or きつねずし (fox *sushi*). These intriguing names come from the folklore belief that foxes, who are the “guard dogs” of Rice God shrines, love fried *tofu*.

[7] Other Types of すし

Other types of *sushi* include ふくさずし (wrapped *sushi*), おしずし (moulded *sushi*), むしずし (steamed *sushi*), etc.

2. How to Eat すし

All the *sushi* can be divided into two groups, one eaten with soy sauce (しょうゆ) and the other without. The ones eaten with soy sauce are にぎり (hand-shaped), ほそまき (thin roll), てまき (hand-rolled), and ちらし (scattered). These *sushi* are provided with a small sauce dish for dipping. For にぎり, first pour a small amount of soy sauce in the sauce dish, and then lightly dip only the topping, not the rice, in the sauce by holding the piece upside down. にぎり is customarily eaten by hand. ほそまき and てまき are dipped on one open end. ちらし is different because the serving is not a bite size: each topping is picked up and dipped in soy sauce much like a さしみ is (Refer to Item 4 below).

Most types of *sushi* are either made or served with Japanese green horseradish (わさび). ふとまき (fat roll) and まぜずし (mixed *sushi*) are normally made without horseradish: the piquant taste of horseradish would interfere with the delicate mix of the seasoned ingredients' flavours. ほそまき (thin roll) with strong flavoured fillings, such as pickled radish and pickled plum paste, do not call for horseradish, either: the taste of horseradish would crash with that of the fillings. For small children, わさび is usually left out from all types of *sushi*. If you would like no or only a small amount of horseradish in your *sushi*, let the server know it when placing your order. Ordering “extra *wasabi*” on the side, however, is not practiced in Japan.

Sushi is usually garnished with slices of pickled ginger called がり. It is sweet and sour and is usually coloured reddish pink. Asking for “extra ginger” is not practiced in Japan, either.

At a *sushi* shop (すしや) in Japan, expect to be served only すし, さしみ, and a few kinds of soup. Japanese restaurants which serve other kinds of Japanese dishes are normally called りょうりや.

3. Some Other Kinds of Japanese Dishes

[1] さしみ

さしみ (*sashimi*) is bite-size strips of raw fish - “raw” in the sense of “not cooked over fire.” さしみ is considered to be “cooked”, or “prepared for consumption”, in the Japanese sense. Preparing fresh さしみ requires elaborate skills, which very few home cooks possess.

さしみ is served with a little heap of わさび on the side on the same plate. When eating さしみ, first pour a little しょうゆ (soy sauce) in the small sauce dish, then mix a small amount of わさび in the sauce, and finally lightly dip a strip of さしみ.

さしみ is usually garnished with finely shredded Japanese radish and a leaf of Japanese basil called しそ. Both are edible and quite refreshing when eating さしみ.

[2] てんぷら

てんぷら (*tempura*) consists of deep-fried vegetables and fish. They are lightly coated with batter made of wheat flour and water. Beating an egg into the batter is optional. The origin of the word てんぷら is not clearly determined: one largely-accepted story is that it is from the Portuguese word “tempora.” Refer to Item 1 above.

[3] すきやき

すきやき (*sukiyaki*) was invented in Japan when Japanese people started to eat non-fish meat in the mid 19th century. This was when Japan became exposed to Western cultures after abandoning its seclusion policy.

すきやき is a kind of hot pot, in which thinly-sliced beef and bite-size-cut vegetables are cooked together in a broth seasoned with soy sauce and sugar. It is usually cooked right on the table with supplies of meat and vegetables piled on a separate large plate. Each person at the table helps him/herself to cooked ingredients and dips them in his/her own small bowl of beaten raw egg before eating them. More uncooked ingredients are added to the pot as people eat.

Sound System II-1

1. Sound Units: Equal Length

Each sound unit in Japanese is pronounced with an equal length of time and the length of time for each sound unit is called “**mora**” (モーラ). Spoken strings of moras are sometimes described by non-Japanese speakers as machine gun shots or the ticking of a metronome.

In Japanese, there are eight kinds of sound units. These sound units can be grouped into two larger categories: one the last sound of which is a vowel, and the other, not a vowel.

Summarized below in the table are the Japanese sound units. The “I” in the Writing System column stands for Part I and the Arabic numerals for Lessons. Refer to each of the Writing System sections in the Part I lessons for the explanation of each kind of the sound units.

The last sound	Sound unit	Romaniz-ation	Hiragana (spelling)	Writing System
A vowel	Vowel unit	A, I, U, E, O	あ, い, う, え, お	I-5
	Doubled vowel unit	A, I, U, E, O	あ, い, う, い/ え, う/ お	I-8
	Consonant-vowel unit	KA, SU, TE, MO, etc.	か, す, て, も, etc.	I-5
	Glide unit	KYA, NYU, MYO, etc.	きゃ, にゅ, みょ, etc.	I-9
Not a vowel	Nasal unit	N	ん	I-6
	Continuous unit	S, SH, H	っ (small-sized)	I-7
	Silent unit	K, T, P, etc.	っ (small-sized)	I-7
	Choked unit	'	っ (small-sized)	I-7

2. Accent: High Tone and Low Tone

Japanese accent (アクセント), although in a strict sense it should not be called “accent,” is characterized by two distinctive tones, high and low. Spoken Japanese may sound like singing because of this.

Each sound unit is pronounced either high or low. There is no tonal change in one sound unit as far as modern standard Japanese is concerned.

In standard Japanese, the first sound unit and the second sound unit in a word always carry different tones. In other words, if the first sound unit is pronounced high, then, the second sound unit is pronounced low, and vice versa. Another accent rule in standard Japanese is that the tone stays low in a word once it goes down. This means that there is only one high tone sequence of sound units in a word.

3. Doubled Vowels and Accent

There is no tonal change in one vowel because there is no tonal change in one sound unit and no sound unit bears two or more vowels. When there are two vowels either of the different sound quality or of the same (i.e., doubled vowels), the two vowels may or may not have the same tone because they are two separate sound units.

For example, the place name とうきょう, which contains two series of doubled vowels, is pronounced with the accent pattern と (low) - う (high) - きょ (high) - う (low), with a change of tones in the first series of doubled vowels but not in the second series.

4. Dialects and Accent Patterns

Dialects (ほうげん) in Japan can be divided into two major groups: **Tokyo Dialect Group** and **Osaka Dialect Group**. The most prominent difference between the two groups is that their accent patterns are very different -- sometimes totally opposite. Some sub-groups of the Tokyo Dialect Group are called no-accent groups, in which words have no fixed accent pattern. **Standard Japanese** (ひょうじゅんご) is based on the idealized dialect spoken in the Tokyo area.

5. Men's Throat Voice & Women's High Voice

Japanese speakers tend to use their “throat voice” when they utter interjections such as はい (yes), へえ ([surprise]), etc. Men use their “throat voice” more extensively than women. Women, on the other hand, speak in a high voice, which is considered to be feminine. Japanese women's high pitched voice is sometimes interpreted childish by non-Japanese speakers.

Writing System II-1

1. Kanji & Kana

Kanji, or Chinese characters, were imported into Japan when Buddhist scriptures were brought in from China. At the time, Japan did not have any writing system of its own. Hiragana and Katakana were later inventions.

At the beginning, the imported Chinese characters were used mainly for their sounds. Ancient oracles, mythologies, folk tales, and government documents were finally recorded using the Chinese characters as syllabaries. This was revolutionary from the culture point of view. Chinese characters, however, were basically foreign letters, which were not perfect for writing Japanese texts with.

In the next stage, these Chinese characters used for their sounds developed into **Kana** syllabaries. **Hiragana** was made from Kanji written in the cursive running style, and **Katakana**, by omitting some parts of Kanji. Each set of Kana was adequate for writing all the Japanese sound units used at the time.

Chinese characters, however, were never abandoned in Japanese writing, even after the invention of self-contained Hiragana and Katakana. There may be numerous reasons behind this. One possible reason is that each Kanji, representing a meaning, carries more message than each Kana, which transcribes no more than one sound unit. Chinese characters are generally superior to Kana for message transmission.

2. Hiragana & Katakana

Some Hiragana and Katakana look alike. This is because some Hiragana and some Katakana were made from the same Kanji or Chinese characters.

Examples:	Kanji 宇	Hiragana う	Katakana ウ
	Kanji 加	Hiragana か	Katakana カ
	Kanji 仁	Hiragana に	Katakana ニ

Each Hiragana was made from a Kanji written in the cursive, running style. This is why Hiragana is generally rounded.

Examples:	Kanji 以	Hiragana い
	Kanji 乃	Hiragana の

Each Katakana, on the other hand, was made from a Kanji by omitting some of its parts. Because Kanji is generally angular, Katakana also adopted the Kanji's squareness.

Examples: Kanji 伊 Katakana イ
 Kanji 乃 Katakana ノ

3. Spaces

In normal Japanese writing, spaces are not left between words, phrases, or sentences. The half "space" after a comma (てん) or a period (まる) is created only because they are positioned closer to the preceding letter: there is no extra space between the comma and the following letter or between the period and the following sentence.

Japanese text is readable without spaces because of the mixed uses of Hiragana, Katakana, and Kanji. Kanji, having more strokes, is visually distinctive when mixed with simpler looking Hiragana and Katakana. Katakana, having straight lines, is also quite distinct from Hiragana, which has a more rounded form.

Substantial words, such as nouns and verbs, are usually written in Kanji. Loan words, most of which are nouns, are written in Katakana. Particles and conjugational endings are written in Hiragana. Visually, as a result, Kanji and Katakana denote "words" in European texts while Hiragana works as "a space". Japanese speakers utilize this visual "aid" fully to the extent that they skim only the Kanji and Katakana words and yet they understand the whole text. Ironically, the more Kanji you know, the easier it is for you to read Japanese text.

4. Katakana Spellings

All of the spelling rules for Hiragana apply to Katakana as well except for how doubled vowels are written. In Hiragana, different doubled vowels are spelled differently. In Katakana, however, all doubled vowels are written with one symbol, which is a "middle bar". This doubled vowel symbol (ー) takes one space (as all other punctuation symbols do) and is written like a hyphen but with a little more length. In top to bottom writing, the doubled vowel symbol takes a vertical shape (|).

E.g., (1) ケーキ (cake)
 (2) コース (course)

















































In some exceptional cases, the doubled vowel spelling rules used for the Hiragana writing are applied to Katakana writing. Japanese language learners need not worry about these exceptions.

Katakana Writing Practice II-1

Warm-up practice:



















1. First Stroke - Horizontal, Left to Right, & Stop

The first stroke of each of the following Katakana is the “**horizontal**” one, written from **left to right**, and ends with a **stop** ending. Practice writing the letters, clearly ending the first strokes with a stop at the right end.

- | | | | | | | | |
|---|---|---|---|---|---|--|----------------------|
| ① |  |  |  |  |  |  | Doubled vowel symbol |
| ② |  |  |  |  |  |  | Katakana NI |
| ③ |  |  |  |  |  |  | Katakana TE |
| ④ |  |  |  |  |  |  | Katakana MO |
| ⑤ |  |  |  |  |  |  | Katakana KI |
| ⑥ |  |  |  |  |  |  | Katakana HI |
| ⑦ |  |  |  |  |  |  | Katakana E |
| ⑧ |  |  |  |  |  |  | Katakana SA |































2. Angular Corners

The first stroke of each of the following Katakana has an **angular** bend at the top right corner. Practice writing the letters, clearly making the corner angular.

- | | | | | | | | |
|---|---|---|---|---|---|--|--------------------|
| ① |  |  |  |  |  |  | Katakana YU |
| ② |  |  |  |  |  |  | Katakana KO |
| ③ |  |  |  |  |  |  | Katakana YO |













3. Fade & Stop Endings

The first stroke of each of the following Katakana ends with a **fade** and the second stroke with a **stop**. Practice writing the letters, clearly distinguishing the two different endings.

- | | | | | | | | |
|---|---|---|---|---|---|--|--------------------|
| ① |  |  |  |  |  |  | Katakana HA |
| ② |  |  |  |  |  |  | Katakana I |
| ③ |  |  |  |  |  |  | Katakana SU |
| ④ |  |  |  |  |  |  | Katakana NU |
| ⑤ |  |  |  |  |  |  | Katakana ME |



















4. Hook & Stop Endings

The first stroke of each of the following Katakana ends with a **hook** and the second stroke with a **stop**. Practice writing the letters, clearly distinguishing the two different endings.

- ①       ヤ (Katakana **YA**)
- ②       セ (Katakana **SE**)













5. Stop & Fade Endings

The first stroke of each of the following Katakana ends with a **stop** and the second stroke with a **fade**. Practice writing the letters, clearly distinguishing the two different endings.

- ①       ナ (Katakana **NA**)
- ②       ソ (Katakana **SO**)
- ③       リ (Katakana **RI**)

6. Upward Strokes

The last stroke of each of the following Katakana is an **upward stroke** and ends with a **fade**. Practice writing the letters, clearly making the last strokes go upward and end with a fade.

- ①       ン (Katakana **N**)
- ②       シ (Katakana **SHI**)

Kanji Visualization

Before you start Kanji Visualization:

Kanji, or Chinese characters, have been used in writing Japanese for many centuries. Approximately two thousand Kanji are in daily use at present.

In **Kanji Visualization**, approximately thirty Kanji will be introduced in the form of Kanji words, i.e., words consisting of Kanji. We will be learning the visual images of those Kanji words and their readings and meanings. Learn these Kanji words as words as if you were learning spellings of English words.

Do not attempt to learn how to write them unless you have a good self-guided Kanji book that shows how to write each Kanji clearly. Trying to copy the Kanji shown in the **Kanji Visualization** should be strictly avoided because the Kanji there are printed in one of the printing styles, and not in the handwriting style.

How to Utilize Kanji Visualization:

1. Visual Image

Look at each Kanji word over and over again, for a short period each time, to imprint the visual image of the Kanji word into your photographic memory.

2. Meaning

Associate the image of each Kanji word with its meaning, which is given in English.

3. Reading

Attach the reading of each Kanji word to its visual image and its meaning. The reading is given in Hiragana.

Kanji Visualization 1

いみ (meaning)

よみかた (reading)

Japan	日本	日本	にほん
-------	----	----	-----

Japanese person	日本人	日本人	にほんじん
-----------------	-----	-----	-------

Japanese language	日本語	日本語	にほんご
-------------------	-----	-----	------

れいぶん (Example Sentences)

- ① やまださんは 日本から きました。
- ② すずきさんは 日本人です。
- ③ たなかさんは 日本語のせんせいです。
- ④ わたしの 日本語のせんせいは 日本人です。
- ⑤ これは 日本語の きょうかしょです。
- ⑥ あれは 日本の ちずです。