

Part II Lesson 10 あの人はだれですか

Expressive Adjectives 10

いいですねえ。

That's nice!
That's a good idea!

いやですねえ。

That's no good!
That's unpleasant!
That's disgusting!

Classroom Expressions 10

だれのばんですか。

Whose turn is it?

わたしのばんです。

It's my turn.

あなたのばんですよ。

It's your turn!

はなしてみしょう 1

Dialogue 1

A : あそこにおんなの人がいますね。

B : ええ。

A : あの人はだれですか。

B : わたしのクラスメートです。山田すみ子さんといいます。

Dialogue 1-2

A : あそこにおとこの人がいますね。

B : ええ。

A : あの人はだれですか。

B : さあ、しりません。

Dialogue 1-3

A : あそこにおとこの子とおんなの子がいますね。

B : ええ。

A : あの子たちはだれですか。

B : わたしの日本語の先生のお子さんたちです。

名前はただしくんとまり子ちゃんです。

ごい

います	there is/are
ここ	here
そこ	there (near you)
あそこ	over there
どこ	where, which/what place
この _____	this _____
その _____	that _____ (near you)
あの _____	that _____ over there
どの _____	which _____
あのひと (あの人)	that person, he/she
あのこ (あの子)	that child, he/she
ひと (人)	person
こ (子)	child [not often used by itself]
こども (子ども)	child [not often used with この, あの, etc.]
おこさん (お子さん)	child [honorific]
おとこ	male, guy
おんな	female, gal
おとこのひと (おとこの人)	man, gentleman
おんなのひと (おんなの人)	woman, lady
おとこのこ (おとこの子)	boy
おんなのこ (おんなの子)	girl
_____たち	[plural ending mainly for humans]
_____と いいます	be called _____ / His/her name is _____
_____と もうします	I am called _____ / My name is _____
しりません	do not know, not to one's knowledge
なまえ (名前)	name
せんせい (先生)	teacher

Honorific Suffixes for Persons' Names and Their Uses

____さん	<ul style="list-style-type: none"> adults and older children surname • surname + given name • give name
____くん	<ul style="list-style-type: none"> boys and young men surname • surname + given name • give name
____ちゃん	<ul style="list-style-type: none"> girls and young boy's give name

おうよう 1

- Assume that
- those wearing glasses (めがねの) are adults (おとな) and
 - those NOT wearing glasses are children (子ども).

A: Suppose that you do not know anyone around you except your practice partner. Choose one adult (a person wearing glasses) whom you can refer to as あの人, point at him/her discretely, and establish the common ground for conversation with your partner:

あそこに おとこ／おんな の人がいますね。

When the common ground is established, ask your practice partner who that person is: あの方はだれですか。

When choosing a child (a person NOT wearing glasses), 子 instead of 人.

B: If the person asked about is an adult, say: わたしのクラスメートです。 and give his/her name, using the appropriate honorific suffix.

If asked about a child, say: わたしの日本語の先生のお子さんです。 and give his/her name, using the appropriate honorific suffix.

はなしてみましよう 2

Dialogue 2

- A : あそこにおんなの人がいますね。
 B : どの人ですか。
 A : あのめがねの、せいのたかい人です。
 B : ああ、ブロンドの、せいのたかい人ね。
 A : ええ。あの人はだれですか。
 B : わたしの日本しの先生です。
 A : ああ、そうですか。何というお名前ですか。
 B : ペティー・スミス先生です。

ごい

どの ____
 どんな ____

ブロンドの
 せいのたかい

れきし
 ____し
 にほんし (日本し)

なんというおなまえですか。
 (何というお名前ですか。)

せんせい (先生)

that ____ over there
 what kind of ____

blonde
 tall

history
 history of ____
 Japanese history

What is his/her name?

teacher

Describing People 1

Circle the “adjectives” which apply to yourself.

Note: The “adjectives” below are put in the forms used before a noun phrase. DO NOT use them to end a sentence.

NA-Adjectives

ハンサムな	handsome
きれいな	pretty
セクシーな	sexy
グラマーな	voluptuous, curvaceous

I-Adjectives

かわいい	cute
ほそい	slim
せいの たかい	tall
ひくい	short
はなの たかい	having a long nose
ひくい	having a short nose
めの おおきい	having large eyes
ちいさい	having small eyes
ほそい	having narrow, slit-like eyes
まるい	having round eyes
かみの ながい	having long hair
みじかい	having short hair

“Adjectives” ending with た

ふとった	fat
がっしりした	stout, well-built
やせた	thin, skinny
はげた	bald
ひやけた	suntanned

“Adjectives” ending with の

ふとりぎみの

a little fat, slightly on the fat side

ブロンドの

with blonde hair

ちゃぱつの [Asians]

with originally-dark hair died blonde/brown

しらがまじりの

with some greying hairs

 かみのwith hair

まっすぐな

straight

くろい

black/dark

ちゃいろっぽい [Asians]

darkish brown, brownish

ちゃいろい [Caucasians]

brown

ブロンドっぽい

light brown

あかい [Caucasians]

red

しろい

white/grey

ウェーブした

wavy

カールした

curly

 そめたかみのwith hair dyed

ブロンドに

blonde

ちゃいろに

brown

みどりに

green

むらさきに

purple

あかく

red

あおく

blue

ちゃいろっぽく

brownish

 めのwith eyes

くろい

black/dark

ちゃいろっぽい [Asians]

darkish brown, brownish

ちゃいろい [Caucasians]

brown

あおい

blue

れんしゅう 1

1. Choose four “adjectives” that best describe your appearance and write them down below. Just list the “adjectives.” DO NOT use the particle と or periods.

_____	_____
_____	_____

2. Circle two of the four “adjectives” you have chosen that distinguish you from your classmates.
3. • Tell your practice partners your surname (名字 [みょうじ]) and the two “adjectives” you have selected.
 • Your practice partners will do the same to you: write their surname and their two “adjectives” in the table below.
 • When you have collected a pair of “adjectives” for ten classmates, say: できました。

クラスメートの名字	“Adjective” 1	“Adjective” 2

おうよう 2

A: Suppose that you do not know anyone around you except your practice partner.

- Choose one of the people whose surnames and “adjectives” you have collected.
- Refer to the person as あの人. If the person is situated too close to you and your practice partner, move a little away from the person so that you can refer him/her as あの人.
- Point at the person discretely, and ask your practice partner:

あの人はだれですか。

B: You are not sure whom your practice partner has referred to as あの人. In order to establish the common ground for your conversation, ask:

どの人ですか。

A: Describe the person using one or both of the two “adjectives” you have written down. If you choose to use two (or more) adjectives, put them one after another without the particle と. (In writing, place a comma between the two adjectives).

_____人です。 or _____、_____人です。

When your practice partner has understood who you meant, ask the original question again.

B: Now that you understand whom your practice partner has meant, answer the question, pretending that the person is one of your teachers. Specify the subject/discipline as well.

わたしの_____の先生です。

A: Ask for the name: 何というお名前ですか。

B: Answer with the surname (みょうじ) adding the honorific suffix 先生.

はなしてみましよう 3

Dialogue 3 [大学のパーティーで]

A: Bさん、あの人はだれですか。

B: あの人はSFUのがくちょうですよ。

A: ああ、あの人がSFUのがくちょうですか。

じゃあ、あのめがねの、スーツの人は？

B: あの人はキャピラノ・カレッジのすう学の先生です。

A: じゃあ、あの人は？

B: あの人はUBCの英文学のきょうじゅです。

A: 何というお名前ですか。

B: マイケル・マクドナルド先生です。

A: じゃあ、あのめがねの、ジーンズの人は？

B: あの人はわたしのクラスメートです。

リチャード・バロンさんといいます。

ごい

がくちょう	university/college president
きょうじゅ	professor
じょきょうじゅ	assistant professor
こうし	lecturer
じょしゅ	teaching/research assistant [not a "TA" but a university/college teacher's rank]
すうがく (すう学)	mathematics
えいぶんがく (英文学)	English literature

Describing People 2

People can be described not only by body features but also by what they are wearing at a particular moment. Look around and find which persons in your class are describable with the following “adjectives.”

		名前
めがねの	wearing glasses	
サングラスの	wearing sunglasses	
ジーンズの	wearing jeans	
スカートの	wearing a skirt	
スーツの	wearing a suit	
ポニーテールの	wearing a pony tail	
なまあしの	with no socks/hosiery	
はだしの	bare-footed	
はだかの	naked	

ごい (Dialogue 4 on the next page)

あのひと (あの人)	that person [polite]
あれ	that person [humile]
わかい	young
わかくみえます	look young
ちょっと_____	a little_____

はなしてみましよう 4

Dialogue 4 [ともだちのうちのパーティーで]

A: Bさん、あのめがねの人はだれですか。

B: わたしのクラスメートです。

A: 何というお名前ですか。

B: リチャード・バロンさんです。

A: じゃあ、あのながいかみの人は?

B: リチャードさんのガールフレンドです。

A: お名前は?

B: しりません。

A: じゃあ、あのせいのたかい人は?

B: わたしのいもうとです。メアリーといいます。

A: じゃあ、あのきれいな人は?

B: あれはわたしのははですよ。

A: えっ、ほんとうですか。おわかくみえますねえ。

B: そうですか。

A: じゃあ、あのちょっとはげた人は?

B: あれはわたしのちちです。

A: あっ、そうですか。

れんしゅう 2

Read the following names written in Katakana. The surnames (みょうじ) are ordered in あいうえおじゅん (Japanese “alphabetical” order).

	名前
ア	パメラ・アンダーソン
	オーソン・ウェルズ
カ	アート・ガーファンクル
	マハトマ・ガンジー
	ビル・クリントン
	ジャン・クレチエン
	ローズ・ケネディ
サ	マーガレット・サッチャー
	ウィリアム・シェークスピア
	マイケル・ジャクソン
タ	ジェフリー・チョーサー
	チャールズ・ディケンズ
ナ	リチャード・ニクソン
ハ	ジョージ・ブッシュ
	オードリー・ヘップバーン
	ダスティン・ホフマン
マ	ポール・マーティン
	リッキー・マーティン
	クロード・モネ
ヤ	カール・ユング
ラ	ヴィヴィアン・リー
	アブラハム・リンカーン
	ヴァレンティーノ・ロッシ
ワ	ジョージ・ワシントン

おうよう 5

Assume that

- you and your practice partner are at a party
- you have a list of names of the party guests
- the list you created on the previous page is the guest list.

A: You have the guest list, but you do not know what the guests look like. You would like to know which person is which one on the list. Pick a name on the list and ask your practice partner:

どの人が _____ さんですか。

B: Pretend that you know all the guests at the party. Answer your practice partner's question by describing the person.

あの 人が _____ さんです。

If the person in question is not at the party at the moment, say:

_____ さんは いま ここに いません。

A: Fill in the right column of the table on the previous page with the description of each guest you have asked about.

かぞえてみましょう (にん・ひき)

1. Your teacher will ask certain kinds of people to raise their hands. Try to remember who raises his/her hand for each kind.

_____の人(ひと)、てを あげてください。

学生	student
大学生	university student
大学いん生	graduate student
1ねんせい	first-year student
2ねんせい	second-year student
3ねんせい	third-year student
4ねんせい	fourth-year student
カナダ人	Canadian
アメリカ人	American
ちゅうごく人	Chinese person
かんこく人	South Korean
日本人	Japanese person
ちゅうごくけいカナダ人	Canadian of Chinese descent
かんこくけいカナダ人	Canadian of South Korean descent
につけいカナダ人	Canadian of Japanese descent, <i>Nikkei</i>
おとこ	man
おんな	woman
めがね	{person wearing} glasses
ジーンズ	{person wearing} jeans
スカート	{person wearing} a skirt
はだか	nude
ブロンド	{person with} blonde hair
くろいかみ	{person with} black/dark hair

2. A: Ask your partner how many people of a specified kind there are in "this room" (このへや):

このへやに の人が なんにん いますか。

- B: Count aloud in Japanese first and then answer

ひとり、ふたり、3にん、4にん、・・・、 にん います。

If there is no one of the specified kind, say:

の人は いません。

If you are unsure of the right answer, answer with your best guess or say "I cannot figure (it) out": わかりません。

3. On the blackboard(s) (こくばん) in your classroom (きょうしつ), draw pictures (え) of the following animals (どうぶつ), fishes (さかな), insects (むし), etc., which are counted by the counter ひき/びき/ひき.

When drawing a picture (えをかく), make sure you know the Japanese word for that creature.

いぬ	dog	ねこ	cat
さる	monkey	りす	squirrel/chipmunk
うさぎ	rabbit	ねずみ	rat, mouse
さかな	fish	きんぎょ	goldfish
かえる	frog	おたまじゃくし	tadpole
へび	snake	かめ	turtle /tortoise
が	moth	ちょう	butterfly
はえ	fly	とんぼ	dragonfly
はち	bee	てんとうむし	ladybug
くも	spider	ごきぶり	cockroach

4. Your teacher may ask you questions about the art work you just created. Your teacher poses questions, pointing at each item. Answer truthfully.

① Q: これはなんですか。

A: です。

② Q: これはだれのですか。

A: わたしのです。 / さんのです。

Your teacher may express a compliment: ですねえ。

Refer to the bottom four expressions in the vocabulary list on the next page.

- If you are not the creator of the item in question, express your agreement by repeating the same sentence, starting with はい.
- If you are the creator, gently and modestly show your “doubt,” adding “Thank you”:

そうですか。 それは どうもありがとうございます。

5. Pretend that the creatures drawn on the blackboard(s) are all alive.

A: Ask your partner how many creatures of a specified kind there are:

が なんびき いますか。

B: Count aloud in Japanese first and then answer

1 ひき、2 ひき、3 ひき、4 ひき、・・・、 ひき / ひき / ひき います。

If there is no creature of the specified kind, say:

の人は いません。

A: If interested in knowing who drew which pictures, ask also “whose this is,” pointing at the picture.

ごい

て	hand
あげてください	Please raise (something)
へや	room
え	picture, drawing
えをかいてください	Please draw/paint a picture
かわいい	cute
たのしいえ	delightful picture
ほんものみたい	looks like a real/natural one
じょうず	good at (doing something)

	Persons	Animals (medium)	Animals (large)	Birds	
	り/にん	ひき	とう	わ	ば
1	ひとり	いっぴき	いっとう	いちわ	いっば
2	ふたり	にひき	にとう	にわ	
3	さんにん	さんびき	さんとう	さんわ	さんば
4	よにん	よんひき	よんとう	よんわ	
5	ごにん	ごひき	ごとう	ごわ	
6	ろくにん	ろっぴき	ろくとう	ろくわ	ろっば
7	ななにん	ななひき	ななとう	ななわ	
8	はちにん	はっぴき	はっとう	はちわ	はっば
9	きゅうにん	きゅうひき	きゅうとう	きゅうわ	
10	じゅうにん	じゅっぴき / じっぴき	じゅっとう / じっとう	じゅうわ	じゅっば / じっば
?	なんにん	なんびき	なんとう	なんわ	なんば
E.g.		dogs, cats, frogs, snakes, turtle, fish, insects	horses, cows, elephants, tigers, lions, crocodiles		
	Types 0-3/J-3	Type 2-3	Type 1-2	Type 0-4	Type 2-2

Grammar & Usage Notes II-10

1. Particles は & が

The main function of the particle は is to indicate the topic of the sentence. In a Japanese sentence, any phrase can be the topic of the sentence. However, the subject of the sentence is most likely to be the topic of the sentence. The subject which is at the same time the topic is marked by the topic marker particle は and not by the subject marker particle が.

The topic is a piece of information shared by the speaker and the listener. If the subject of the sentence is not the topic of the sentence, it is often a new piece of information for the listener. The subject that is not the topic at the same time is marked by the subject marker particle が.

E.g., (1) あそこに としょかんが あります。
(There is a library over there.)

(2) としょかんは あそこに あります。
(The library is over there.)

2. Summary of こ, そ, あ, & ど

Some of the sets of pronouns starting with こ, そ, あ, and ど, which refer to "this (near the speaker)," "that (near the listener)," "that (over there away from both the speaker and the listener)," and "which," respectively, can be summarized as follows.

	Adjectival{+noun}	Object	Place	Direction
こ	この {+noun}	これ	ここ	こちら
そ	その {+noun}	それ	そこ	そちら
あ	あの {+noun}	あれ	あそこ	あちら
ど	どの {+noun}	どれ	どこ	どちら

E.g., (1) Q: このいぬは だれのいぬですか。
(Whose dog is this [dog]?)

A: わたしのです。
(It's mine.)

- (2) A : それは なんですか。
(What is that thing [near you]?)
- B : これですか。これは ちゃわんです。
([Do you mean] this? This is a tea bowl.)
- (3) A : あれは なんですか。
(What is that thing over there?)
- B : どれですか。
(Which one do you mean?)
- A : あれです。
([I mean] that one over there.)
- (4) Q : ここは どこですか。
(Where are we?)
- A : まちの ちゅうしんです。
(We are in the city centre.)
- (5) Q : ここは なんですか。
(What is this place?)
- A : しりつとしょかんです。
([It] is the City Library.)
- (6) Q : おてあらいは どこですか。
(Where is the washroom?)
- A : あちらです。
(It's in that direction.)
- (7) こちらへ どうぞ。
([Come] this way, please.)

3. **Pronouns** これ, それ, & あれ

The pronouns これ, それ, and あれ, which normally refer to objects, are often used to refer to one's own family members when talking about them to someone else. The expressions このひと (this person), そのひと (that person), and あのひと (that person over there), should not be used for one's own family members.

E.g., (1) Q: あのひとは だれですか。
(Who is that person over there?)

A: あれは わたしのいもうとです。メアリーと いいます。
(That's my younger sister. Her name is Mary.)

Q: あのひとは？
(How about that person over there?)

A: うちのとなりのひとです。ジリアンさんと いいます。
(She's my next door neighbour. Her name is Jillian.)

4. **Verb** いいます

The verb いいます (say, call) with the quotation particle と is used to give the name of a third person. The いう in the expressions なんという おなまえですか (What is his/her name?) and _____という と (when you say _____) is the dictionary form of the verb いいます. Compare the verb いいます with the verb もうします (call oneself) which is used to introduce oneself.

E.g., (1) はじめまして。やまだすみこと もうします。
(How do you do. My name is Sumiko Yamada.)

(2) Q: あのひとは なんという おなまえですか。
(What is the name of that person over there?)

A: マイケル・ニュートンさんです。／ マイケル・ニュートンさんと いいます。
([His name] is Michael Newton.)

(3) Q: マイケル・ニュートンさんと いうと、 だれですか。
(Who is Michael Newton?)

A: CBCの あたらしい しゃちょうです。
(He is the new president of CBC.)

5. Sentence Particle か

Sentences ending with the sentence particle *か* and pronounced with rising intonation are interrogative sentences. When pronounced with falling intonation, however, the sentence particle *か* expresses the speaker's attempt to confirm or acknowledge what he/she has just been told. The commonly-used expression *そうですか* is normally pronounced with falling intonation. If pronounced with rising intonation, it will express a doubt.

- E.g., (1) A : Bさん、あのひとは だれですか。
 [rising intonation: interrogative]
 (Who is that person over there, B?)
- B : あのひとは IBMの シャちょうですよ。
 (That person over there is IBM's President!)
- A : ああ、あのひとが IBMの シャちょうですか。
 [falling intonation: confirmation]
 (Oh, that is *the* IBM President!)

6. Sentence Particle よ

The sentence particle *よ* adds the meaning "I am giving you this information." The connotation varies from "I am just assuring you of this" to "I am surprised that you did not know" and "I am annoyed that you did not know" depending on how it is said. Generally speaking, rising intonation sounds gentler than falling intonation with the sentence particle *よ*.

- E.g., (1) Q : いま いいですか。
 (Is it OK now [my taking your time]?)
- A : ええ、いいですよ。 [rising intonation]
 (Yes, certainly.)
- (2) Q : これは なんですか。
 (What is this?)
- A : すしですよ。 [falling intonation]
 (It's *sushi*, of course!)

7. Sentence Particle ね

The sentence particle ね indicates that the speaker wants to solicit agreement from the person(s) he/she is talking to. It can be translated as "Isn't that so?" or "Can you see?", or sometimes "You mean?" if used for asking back. Sentences ending with the particle ね are pronounced with rising intonation.

E.g., (1) A : あそこに おんなのひとが いますね。

(There is a woman over there, right?)

B : ええ。

(Yes, there is. / Yes, I can see her.)

(2) A : あそこに おとこのひとが いますね。

(There is a man over there, can you see?)

B : どのひとですか。

(Which one do you mean?)

A : あのめがねのひとです。

([The one I mean] is that one with glasses.)

B : ああ、あのめがねのひとね。

(Oh, you mean that person with glasses!)

(3) A : しつもんですか。

([Did] questions [bring you here]? / Do you have questions?)

B : いいえ、ちがいます。しょうテストです。

(No, it is not the case. [The reason I am here] is the quiz.)

A : しょうテスト? ああ、まえのしょうテストですね。

(The quiz? Oh, [I see, you mean] the previous quiz [that you missed]!)

8. Establishing Common Ground in Conversation

When conversing in Japanese, it is essential to establish common ground between/among the conversation participants. It is most typically established by starting the conversation with the topic marker particle は. Another effective tool is the agreement-soliciting sentence particle ね, which forces the listener to pay attention to what the speaker is trying to say.

9. Adjectivals

There are a number of kinds of words, phrases, and clauses that can be used as adjectivals to modify a noun phrase. Following are four such kinds. Adjectivals ending with either い or な are classifiable as adjectives in Japanese, and are called I-adjectives and NA-adjectives, respectively.

When ending a sentence with an I-adjective, the copula verb です is added. The NA ending of NA-adjectives changes into the copula verb-like ending です at the end of a sentence. Not all adjectivals ending with the particle の can be used to end a sentence with. When they can, the particle is to be changed to the copula verb です. Adjectivals ending with the conjugational ending た are normally changed to ています at the end of a sentence.

[1] I-adjective

E.g., (1) ほそい ひと
(a slim person)

(2) わたしのははは ほそいです。
(My mother is slim.)

[2] NA-adjective

E.g., (3) ハンサムな ひと
(a handsome person/man)

(4) リチャードさんは ハンサムです。
(Richard is handsome.)

[3] Phrase ending with the particle の

E.g., (5) めがねの ひと
(a person wearing glasses)

[4] Phrase ending with the conjugational ending た

E.g., (6) はげた ひと
(a bald person)

(7) わたしのちは はげています。
(My father is bald.)

10. How to Put Two or More Adjectivals before a Noun Phrase

There are a number of ways to put two or more adjectivals before a noun phrase in Japanese. One way is to simply place a multiple number of adjectivals one after another without any connecting words, particles, or further conjugations.

E.g., (1) くろい ながい かみ
(long, black hair)

(2) めがねの ハンサムな おとこのひと
(a handsome man with glasses)

(3) ふとった はげた ひと
(a fat, bald person)

(4) ながいかみの セクシーな せいのたかい おんなのひと
(a tall, sexy, long-haired woman)

Culture Notes II-10

1. Compliments

In Japanese culture, compliments are not supposed to be accepted. The most common way to deal with compliments is to say *そうですか* (Is that so?) to convey your “doubt.”

2. Teachers & Doctors

Teachers and medical doctors (and people with some other prestigious occupations) are called *せんせい* in Japan. Once you get acquainted with someone as your *せんせい* in Japanese culture, this person stays as your *せんせい* all through your life no matter how prominent you become in society. A nobel-prize winner, for example, would still call his/her aged and retired elementary school teacher *せんせい*.

3. University Faculty

University faculty in Japan is composed of professors (*きょうじゅ*), assistant professors (*じょきょうじゅ*), lecturers (*こうし*), and teaching/research assistants (*じょしゅ*). Sessional lecturers (*ひじょうきんこうし*) normally do not participate in formal faculty meetings although they can be active in research meetings with other regular faculty members. The kind of teaching assistant system used in North American universities does not exist in Japan. The teaching/research assistants in Japan are a part of the faculty and are not students.

Sound System II-10

1. Consonant Units in Compound Words

When two words are put together to form a compound word, two identical or similar consonants may end up following each other with the vowel **U** in between. When spoken, this vowel **U** is often dropped resulting in the formation of the consonant unit. When written, however, the vowel is usually retained.

E.g., せんたく (laundry) + き (machine) → [written] せんたくき
[spoken] せんたっき

2. Voiced Consonants in Compound Words

In compound words, the beginning of the second element sometimes undergoes sound changes. One such phenomenon is described in Item 1 above. Another phenomenon is voicing the voiceless consonant. In writing, this is achieved by adding “dot dot (てんてん)” to the voiceless consonant.

E.g., (1) まき (roll) + すし (*sushi*) → まきずし (rolled *sushi*)
(2) ごみ (litter, trash) + はこ (box) → ごみばこ (garbage can)
(3) かん (can) + つめ (stuff) → かんづめ (canned, canning)

3. Voiceless & Voiced Consonants

Voiceless consonants such as the **K**, **T**, and **P** sounds are pronounced with an “explosion” whereby a lot of air is released from the mouth at once. Voiced consonants such as **G**, **D**, and **B** sounds are pronounced with “resonance” which takes a longer time than a forceful “explosion.”

E.g., (1) voiceless consonants

かき (persimmon), キス (kiss), たき (falls), とし (age),
パス (pass), ペット (pet)

(2) voiced consonants

ごみ (trash), ぎむ (obligation), だめ (no good), ドル (dollar),
バザー (bazaar), ビール (beer)

Katakana Writing/Reading Practice I-10

Review:

1. Practice reading and writing the following computer-related Katakana words.

コンピュータ	パソコン (personal computer)
ワードプロセッサ	ワープロ (<u>w</u> ord <u>p</u> rocessor)
フロッピー	ディスク
ハードウェア	ソフトウェア
プリンタ	リボン
トナー	レーザー
モニター	ディスプレイ
メニュー	ウィンドーズ
アプリケーション	デジタル

2. Go through the vocabulary sections in the textbook and find any katakana words. Practice reading them.
3. Write in Katakana any loan words (がいらいご) you know.

Kanji Visualization 10

meaning

reading

culture	文化	文化	ぶんか
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literature	文学	文学	ぶんがく
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letter/character	文字	文字	もじ
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れいぶん

ごい

- ① 山田すみ子さんは大学で英文学をせんこうしています。
- ② ひらがなもカタカナも文字です。
- ③ 漢字も文字です。
- ④ アラビアすう字もギリシャすう字も文字です。
- ⑤ 文字も文学も文化のいちぶです。

いちぶ a part