

# Introductions and Getting Started



## Learning and Performance Goals

This chapter will enable you to:

- A) introduce yourself and others in Japanese
- B) greet a person in Japanese appropriately
- C) respond correctly to classroom commands
- D) use a variety of learning strategies to facilitate your study of Japanese
- E) say things such as *This is sushi* or *That is a book*
- F) read and write at least half of the hiragana and 13 kanji



Narita Airport, Tokyo's international airport



## Dear Journal,

I've been thinking about some things that my Japanese teacher told me before I left. I was only in Japanese class for part of the semester before I had to leave, but I think that I got a pretty good start. She said that when learning Japanese, there are several things to think about. One of these is to be careful to practice good pronunciation. I really want to sound as much like a native Japanese speaker as possible, so I paid a lot of attention to this part. Japanese pronunciation didn't take me long to learn, because there are only five basic vowels and nearly every other sound uses the same vowels, but with a consonant or hard sound in front of them. The only sound that does not end in a vowel sound is the sound of the letter N. My teacher said that vowels should not be drawn out when pronounced, but instead should be "short and clear."



Here is a pronunciation guide:

- あ or a as in father
- い or i as in eat
- う or u as in boot
- え or e as in get
- お or o as in go

Once you master these five vowel sounds, all of the remaining sounds (except for the "n" sound) are consonant/vowel combinations. The chart below shows the sounds of Japanese. It is written vertically starting on the right side, and reading from top to bottom. Japanese language can be written both horizontally like English (left to right) and vertically, as seen in the charts below, writing from the top down and starting on the right side and moving left. There are two charts because Japanese uses two writing styles: the hiragana is used for Japanese words, and the katakana is used for foreign and scientific words as well as onomatopoeic or mimetic words.



### 1A. Hiragana Chart

ん N	わ WA	ら RA	や YA	ま MA	は HA (part. WA)	な NA	た TA	さ SA	か KA	あ A
		り RI		み MI	ひ HI	に NI	ち CHI	し SHI	き KI	い I
		る RU	ゆ YU	む MU	ふ FU	ぬ NU	つ TSU	す SU	く KU	う U
		れ RE		め ME	へ HE (part. E)	ね NE	て TE	せ SE	け KE	え E
	を WO (part. O)	ろ RO	よ YO	も MO	ほ HO	の NO	と TO	そ SO	こ KO	お O

## 2. Katakana Chart

ン N	ワ WA	ラ RA	ヤ YA	マ MA	ハ HA	ナ NA	タ TA	サ SA	カ KA	ア A
		リ RI		ミ MI	ヒ HI	ニ NI	チ CHI	シ SHI	キ KI	イ I
		ル RU	ユ YU	ム MU	フ FU	ヌ NU	ツ TSU	ス SU	ク KU	ウ U
		レ RE		メ ME	ヘ HE	ネ NE	テ TE	セ SE	ケ KE	エ E
	ヲ WO	ロ RO	ヨ YO	モ MO	ホ HO	ノ NO	ト TO	ソ SO	コ KO	オ O

Many of my friends have the impression that Japanese is difficult, but the pronunciation is actually quite simple. This is one of the things that I really like about Japanese! Most sounds are pronounced just like they look. Here are a few sounds that you have to be a little careful with:



す (su) as in soup

ち (chi) as in cheese

つ (tsu) similar to the "ts" in cats

ふ (fu) is pronounced not with an "f," but like the sound you make when you blow out a candle.



The "ra" line, ら<sub>RA</sub>, り<sub>RI</sub>, る<sub>RU</sub>, れ<sub>RE</sub>, and ろ<sub>RO</sub>, is different from the "r" sound in English, but is close to the "r" sound in some other languages, such as Spanish. My sensei said that it was more like a combination of the letters R/L/D all rolled up into one. It really isn't difficult at all if you just concentrate on trying to sound just like your teacher or like the voice on the audio files.

There are a few other things you should know about Japanese pronunciation. When you add two marks (゛), called TEN TEN, or a small circle (゜), called MARU, to the top right of a character (for example, か → か<sup>゛</sup> or は → は<sup>゛</sup>), the sound of the consonant changes.



## 1B. Hiragana: Other Syllables

ぱ PA	ば BA	だ DA	ざ ZA	が GA
ぴ PI	び BI	ぢ JI	じ JI	ぎ GI
ぷ PU	ぶ BU	づ ZU	ず ZU	ぐ GU
ぺ PE	べ BE	で DE	ぜ ZE	げ GE
ぽ PO	ぼ BO	ど DO	ぞ ZO	ご GO

The sounds above make up the building blocks of all sounds in Japanese. There are a few combinations that change them slightly, but they don't add to the length of the syllables at all when they are placed together. They merely change the sounds. For example the KI and YO sounds following each other would be きよ (KIYO), two syllables. When the second character is "half-sized" or smaller, though, the sounds are combined, turning it into the one-syllable きよ (KYO).



### 1C. Hiragana: Combined Sounds

り や RYA	み や MYA	ぴ や PYA	び や BYA	ひ や HYA	に や NYA	ち や CHA	じ や JA	し や SHA	ぎ や GYA	き や KYA
り ゆ RYU	み ゆ MYU	ぴ ゆ PYU	び ゆ BYU	ひ ゆ HYU	に ゆ NYU	ち ゆ CHU	じ ゆ JU	し ゆ SHU	ぎ ゆ GYU	き ゆ KYU
り よ RYO	み よ MYO	ぴ よ PYO	び よ BYO	ひ よ HYO	に よ NYO	ち よ CHO	じ よ JO	し よ SHO	ぎ よ GYO	き よ KYO



### Other important pronunciation points:

Some vowels are elongated sounds, which means they are held for twice as long. The difference between the two is like this: いえ means *house* while いいえ, which has an elongated vowel, means *no*. With katakana words, the elongated vowel sound is shown by a straight line after the katakana character. For example, the first "A" sound in the word ジャーナル (*journal*) is pronounced twice as long as the second "A" sound.



One other type of sound found in Japanese is the "doubled consonant." To make this sound, you pause, or freeze your mouth, for just a brief extra second between the sounds just before and after the small TSU (っ). The small TSU (っ) is about half the size of the normal <sup>TSU</sup> and does not have a specific sound of its own. Here are a few words with doubled consonants: いっぱい (a lot) and きっさてん (coffee shop). This isn't hard to do. Just pay attention when your teacher explains how to pronounce the doubled consonant and listen carefully to the audio files that come with this book.

# 単語 New Words

たんご

			<p>本 (n) book HON</p> <p>まんが (n) manga/comics MA N GA</p> <p>アニメ (n) animated cartoons/films A NI ME</p> <p>きもの (n) kimono (Japanese traditional clothing) KI MO NO</p> <p>弁当 (n) box lunch (Japanese), bento BEN TOU</p> <p>始めましょう (v) let's begin HA J I M E M A S H O U</p>
先生 (n) SENSEI	日本 (n) NIHON	東京 (n) TOUKYOU	
			
日本語 (n) NIHONGO	とうふ (n) TOUFU	すし (n) SUSHI	
			
つなみ (n) TSUNAMI	からて (n) KARATE	すもう (n) SUMOU	

## Vocabulary Learning Hints

There are several methods of learning vocabulary words. The trick is finding out which method works best for you. When learning anything new, the more of your senses that you use during the learning process the better, and the longer you will retain the information. An example of this is how we use flash cards. Flash cards are one of the best ways for the beginning learner to remember vocabulary. Many students make flashcards (you can also download flashcards from this book's website, TimeForJapanese.com) and think about the meanings in their heads. A more efficient way of using them is to say each word out loud as you review it. This method has you reading, speaking, AND hearing each vocabulary word. And if you've already written the word down, you have now used all four aspects of language learning and communication!

When learning vocabulary, cramming for a test might seem like a good way to learn the words quickly in the short term, but as with other things, it's easier and more efficient to learn words gradually and to build on them. Each word has to be memorized and incorporated into your long-term memory. Associating words with pictures or with other words that you already know is an excellent way to cement vocabulary into your knowledge base. This is the reason this book, when possible, gives interpretations of Japanese words in pictorial form rather than translating. Then, when you need that vocabulary word later, you can pull the picture out of your memory.

Finally, based on the "use it or lose it" concept, the more you use new words, the better you will remember them. Try to use new Japanese words with your teacher, classmates, family, Japanese speakers, and anybody else who will listen to you! If your goal is to memorize new vocabulary, do not worry whether your spoken Japanese is perfect or not, just try to use the new words as much as possible even if you have a hard time making complete sentences. Study partners are great for getting lots of focused practice as well. Find someone who wants to learn as much as you do!

## Dear Journal,

I have been on this airplane for nearly 12 hours and am just about ready to land in 成田空港, Narita International Airport, the main international airport in 東京. I'm really excited about living in 日本 for the first time. I have wanted to go there for so long that I can't believe that it's really happening! My host brother Jun and his parents are coming to the airport by train to take me back to their house in Tokyo. I have a couple of days until I start school, which I am also a bit nervous about. But I'm excited, too, because this is going to be such a cool adventure!

This airplane is huge. There are 10 seats from side to side and it's full of people from all over the world. The nice woman next to me is on her way to Japan, too. She lives in Sendai, a city in northern Japan, and the person on the other side of her is going to the Philippines.

I always thought that the flight path to Japan would cross the U.S. and then the Pacific, but instead we flew north over Canada and then Alaska. When I asked the flight attendant, he said that our path was actually the shortest route. I also can't believe how cold it is outside! The screen on the back of the seat in front of me shows that the outside temperature at this altitude is REALLY cold. I can use the same screen to watch movies, or look at a map of where we are, the current time at home and in Japan, how far we've come, and how far we have yet to go to our destination. I think I've figured out which line on this screen tells the speed of the airplane. Which one do you think it is?

I think that I've packed enough clothes for the entire year, but Jun told me not to worry about that because there are some really good stores near his house. He says I'll be able to get what I need there if I forgot something. Jun is going to take me shopping for school supplies before school starts, so I didn't bring anything like that.



I did bring some candy, pencils and other things with my school's name on them to give to the kids in my class, and some Western food for my new host family. I've heard that it's important to bring gifts called OMIYAGE, but I'm not sure if what I brought is appropriate or not. My teacher gave me some good recommendations, though. I know one of the most important things is to welcome opportunities and enjoy new experiences. A lot of my friends think I'm a bit crazy to do this, but I think it's going to be the best experience of my life. Here goes. The captain just said that we're landing in 20 minutes!!





## Dear Journal,

こんにちは！ I've got to practice writing what I've learned, so I don't forget. Writing Japanese is challenging, but I think it's very interesting. Japan had no written language of its own until the 4<sup>th</sup> century C.E., when Japan began interacting with China. After that, manuscripts, mostly religious, began to arrive in Japan, via Korea, and the Japanese adopted more and more Chinese institutions, including its writing system. Japanese monks and scholars adopted these characters from Chinese writing to write down their own Japanese language. Japanese call characters of Chinese origin 漢字. The process was difficult in the beginning, because the two languages don't sound at all alike, but it works for the Japanese today. Besides, the writing system is a lot of fun to learn.

Some KANJI resemble pictures, so it is really easy to guess what they mean. Studying kanji is fun. I already have a stack of flash cards that I look at regularly. The more kanji you learn, the easier it is to learn more, because the characters build on each other. For example, the kanji for tree is 木. It looks a little like a tree with branches that stretch out and droop down. If you put two trees together, you have the start of a small woods, 林; if you combine three trees, you get a forest 森. When a line is drawn across the bottom of the vertical stroke in 木, like this 本, the bottom part, or what's underground, that is, the roots, is emphasized. 本 means *book* or *origin root/source* as in the "source" of knowledge.

The kanji for *sun* looks like this: 日. The origin of this character is harder to guess. The character started out as a circle with a dot in it = ☉ but the shape changed over time into something more square, like 日. Note that modern kanji do not have circles in them. When you put together the *sun* (日) and *origin* (本), that is, the *origin* of the *sun*, or the place where the sun rises, you get 日本, or Japan, the "land of the rising sun."



Although the origins of the writing system called HIRAGANA are unclear, some believe hiragana were invented by a Buddhist monk named Koubou Daishi (774-835), who had traveled to China. Hiragana were created by simplifying some of the characters of Chinese origin and creating a group of phonetic syllables, similar to an alphabet. This was a system that could be used to write all spoken Japanese. They were useful because nearly anyone could learn to read them. It had taken years to learn to read all of the characters of Chinese origin. During the Heian Period (794-1185 C.E.), women in the emperor's court wrote with hiragana, and it came to be called "女手", or *women's hand*. There was a separate group of simplified characters for the 46 basic Japanese sounds developed later called KATAKANA, which is currently used to write foreign words and names in Japanese, such as ベースボール (*baseball*). Katakana is also used for scientific names of plants and animals, and onomatopoeia (such as ワンワン = *bark bark* and トントン = *knock knock*). HIRAGANA and KATAKANA together are often called "KANA."

I would really like the chance to meet someone like Koubou Daishi, but of course he's been dead for nearly 1,200 years, so that would be impossible ... right?


Below are the kanji that you will have to learn for this section. When kanji are presented as they are below, you will need to learn how to read and write them. Be sure to pay attention to the numbers corresponding to the stroke order for each character. Stroke order is a very important aspect of kanji writing and is critical information when using kanji dictionaries. Learning correct stroke order might not seem that important at the beginning, but you will eventually understand why it is so crucial.


Notice that most kanji strokes start in the upper left corner and eventually end in the bottom right corner. The basic rule is to write strokes from left to right and from top to bottom. Make mental notes of exceptions to this rule when they come up, such as in the first stroke of the kanji 千 (1,000), which is written at a downward angle from right to left.


Soon you will notice that kanji are made up of parts called radicals. The more you can mentally break down a kanji into its parts, the easier it will be to memorize it. It will be easier to learn new kanji as well, since the new kanji contain some of the same parts (radicals). The kanji hints provided underneath each new kanji identify the parts that make up the new kanji while also offering mental images to help you learn that new kanji. For instance, it will be much easier down the road for you to memorize a potentially difficult new kanji such as “cherry tree.” 桜 is made up of parts which easily help explain the overall meaning of the kanji. The left side (木) is a tree; the right side has a woman (女) sitting with three cherry petals floating down as she admires the spring display.

Here are your three KANJI for this section:



 <p>4 strokes</p>	モク, き - tree <small>MOKU KI</small>	一	十	才	木				
	木 - tree; 木曜日 - Thursday <small>KI MOKUYOU BI</small>								
	This kanji is a picture of a TREE, with a trunk and long sweeping branches.								

 <p>4 strokes</p>	ニ, ひ, にち - day; sun <small>NI HI NICHI</small>	丨	冂	日	日				
	日(本) - Japan; 日 - sun, day <small>NI (HON) HI</small>								
	This was originally a picture of the SUN that has been simplified over the years. It came to also mean DAY. This character appears as a part of many kanji related to time.								

 <p>5 strokes</p>	ホン - book, origin; もと - origin <small>H O N MOTO</small>	一	十	才	木	本			
	本 - book; (日)本 - Japan; (日)本(語) - Japanese language; (松)本 - family/place name <small>HON (NI) HON (NI) HON (GO) (MATSU) MOTO</small>								
	The origin of all BOOKS is one (一) piece of a tree (木). 本 is also a tree (木) where the roots or ORIGIN at the bottom is emphasized. The term for Japan (日本) means “land where the sun originates.”								

*Dear Journal,*

We just landed, but we're still sitting in the airplane. Taxiing toward the terminal seems to be taking forever. The plane trip from Chicago took about 12 hours. It was really cool to fly over Alaska. I could see snow-covered mountains and glaciers and then nothing but blue water, water, and more water, until the green rice fields of Japan appeared.

My host family should be at the airport waiting to pick me up. They said that I have to go through Immigration to get my passport stamped and then through Customs where they sometimes check your luggage. My sensei told me not to wrap any of my OMIYAGE because customs agents might open them.

I have got to practice introducing myself to my host family. I'm kind of nervous about meeting them. Besides Jun, there is his mother Mayumi, his father Tarou, his older brother Ichirou, and his little sister Aiko. We have been e-mailing messages back and forth, and we did one videoconference, but it was early in the morning at home and they were going to bed in Japan. We talked in both English and in Japanese. I'm just going to try to remember what my parents always say, about how good communication means being open to listening and not being afraid to respond. Well, we're at the gate and people are unbuckling their seat belts and getting up. HAJIMEMASHITE, HAJIMEMASHITE, HAJIMEMASHITE...



## ■ 会話 Dialogue

KAI WA

Male agent: 日本語が わかりますか。  
NIHONGO ga WAKARIMASUKA.

Kiara: はい、わかります。  
HAI, WAKARIMASU.

Female agent: いい ですね。Can you introduce yourself?  
I I DESU ne.

Kiara: 初めまして。私は キアラ です。どうぞ よろしく。  
HAJIMEMASHITE. WATASHI wa K I A R A DESU. DOUZO YOROSHIKU.

### REMINDER:

You may see some kanji / vocabulary you do not recognize. Use the context to try to understand the meanings of those parts of the dialogue.

## ■ 単語 New Words

TAN GO

<p>初めまして (v) HAJIMEMASHITE</p>	<p>私 (pron.) WATASHI</p>	<p>私達 (pron.) WATASHI TACHI</p>	<p>僕 (pron.) BOKU (note: used by males only)</p>

きょうかしょ (n) – textbook  
KYOUKASHO

おねがいします (exp) – please  
ONEGAISHIMASU

よろしく おねがいします (exp) – best regards, treat me favorably  
YOROSHIKU ONEGAISHIMASU

どうぞよろしく おねがいします (exp) – polite for  
DOUZO YOROSHIKU ONEGAISHIMASU  
よろしく おねがいします  
YOROSHIKU ONEGAISHIMASU

どうぞよろしく (exp) – best regards, treat me favorably (same meaning as  
DOUZO YOROSHIKU  
よろしく おねがいします)  
YOROSHIKU ONEGAISHIMASU

名前 (n) – name  
NAMA E

～先生 (n, suffix) – used immediately AFTER a teacher's, lawyer's, or doctor's name  
SEN SEI

～さん (suffix) – used immediately AFTER a name (never use with your own name)  
S A N

～くん (suffix) – used immediately AFTER a boy's name (never use with your own name)  
K U N

は (part.) – particle that denotes the sentence topic. Pronounced WA (not HA) when used as a particle.  
wa

です (copula) – similar to “is” or “am”  
DESU

## Classroom Commands and Questions

The top row of each command below is a simple command form of the verb (“Stand!”, for example), the second row is a polite request (“Please stand.”), and the third row asks permission to do the action (“May I stand?”).



たって  
TATTE

たってください  
TATTE KUDASAI

たっても いいですか。  
TATTE mo I I DESU ka

すわって  
SUWATTE

すわってください  
SUWATTE KUDASAI

すわっても いいですか。  
SUWATTE mo I I DESU ka

みて  
MITE

みてください  
MITE KUDASAI

みても いいですか。  
MITE mo I I DESU ka



きょうかしょ をだして  
KYOUKASHO O DASHITE

きょうかしょ をだして  
KYOUKASHO O DASHITE  
ください  
KUDASAI

きょうかしょ をだしても  
KYOUKASHO O DASHITE mo  
いいですか。  
I I DESU ka



ひらいて  
HIRA ITE

ひらいてください  
HIRA ITE KUDASAI

ひらいてもいいですか。  
HIRA ITE mo I I DESU ka



とじて  
TOJITE

とじてください  
TOJITE KUDASAI

とじてもいいですか。  
TOJITE mo I I DESU ka



かいて  
KAITE

かいてください  
KAITE KUDASAI

かいても いいですか。  
KAITE mo I I DESU ka



きいて  
KIITE

きいてください  
KIITE KUDASAI

きいても いいですか。  
KIITE mo I I DESU ka



よんで  
YONDE

よんでください  
YONDE KUDASAI

よんでも いいですか。  
YONDE mo I I DESU ka

When you get up in the morning and see the sun (日) behind a tree (木) like this (東), you are looking east at the sunrise. 東 means east.

Historically, large walls surrounded cities in China, where kanji originated. Each of the four city walls had a large 門 or gate for people entering and leaving the city. This character for MON (門) looks like a gate, doesn't it? On either side of the gate stood large lanterns, often made of stone, similar to the one shown in the picture here. When you saw the large lanterns on either side of a gate, you knew you were approaching the capital. The kanji for capital is pronounced KYOU (京). Can you see the three legs and the small hole in the middle for candle light to shine through?



The second capital of Japan was the city of 京都. Later, the capital was moved to the east (東) where it is now. The present-day capital is written 東京, or eastern capital. Can you understand the meaning by looking at these characters together?

Below you will find a list of kanji that you must learn for this section. Pay careful attention to the stroke order of each kanji. Following along with the examples in the next several chapters and paying close attention to the samples will help you understand exactly how to write other kanji. Be sure to use the kanji practice space in your workbook as instructed.

東 京 語

<p><b>8 strokes</b></p>	トウ; ひがし – east TOU HIGASHI	一	丨	𠃍	𠃍	𠃍	申	東	東
	東(京) – (eastern) capital of Japan; TOU(KYOU) 東 – east (direction) HIGASHI								
	Think of the sun rising in the EAST behind a tree.								

<p><b>8 strokes</b></p>	キョウ – capital K Y O U	丶	一	一	一	古	亨	京	京
	(東)京 – capital city of Japan (TOU) KYOU								
	Think of the picture of the lantern described above. You can also think of the top two strokes as a top hat, the next three strokes as a mouth (口), and the last three strokes as the kanji for small (小). Here is a person with a top hat talking loudly to politicians in the CAPITAL.								

<p><b>14 strokes</b></p>	ゴ – language GO	丶	一	一	一	言	言	言	言
	(日本)語 – the Japanese language (NIHON) GO	訂	語	語	語	語	語		
	The left side is the kanji meaning to say (言); the right side includes the kanji for 5 (五), which is pronounced ゴ and the kanji for mouth (口). If at least five people can use their mouths to say something in common, it must be a LANGUAGE.								

## 言葉の探索 Language Detection

KOTOB A no TANS AKU

- Japanese grammar is relatively simple. Small parts of speech called “particles” show the “relationship” between the words they connect. Imagine that particles are like the hitches that hold train cars together: nearly every word (train car) has a particle (hitch) that connects it to the following word. Check the appendix at the back of this book for a list of common particles and their uses.
- The particle は and です**
  - は is often called a “topic marker.” The topic of a sentence is what is being spoken about, and it is followed by the particle は (pronounced WA).
  - です is known as a copula. It acts like the English verbs of being (is, am, was). Japanese verbs usually come at the end of the sentence.

When these two are together, the は usually connects two words (these words can be nouns, pronouns, adjectives or some combination) and gives the sentence an A = B meaning.

WATASHI wa KIARA DESU = I am Kiara.

A は B です。 = A is B.

**例**  
EXAMPLE

A. 「山川さんは先生です。 = (Mr. or Ms.) Yamakawa is a teacher.  
YAMAKAWASAN wa SENSEI DESU

B. ここは日本です。 = This place is Japan.  
KOKO wa NIHON DESU

C. おすしはおいしいです。 = Sushi is delicious.  
OSUSHI wa OISHII DESU

- ～たち**  
TACHI  
For most nouns, Japanese does not distinguish between singular and plural. For instance, 名前 can mean *name* or *names*, depending on the context. Certain terms used for people, however, can be pluralized by adding the suffix “～たち”.\* Can you guess what these examples mean?

**例**  
EXAMPLE

A. 私 → 私たち  
WATASHI WATASHI TACHI

B. せんせい → せんせいたち  
SENSEI SENSEI TACHI

C. ぼく → ぼくたち  
BOKU BOKU TACHI

\*The tilde (～) is used from time to time to let you know that something precedes or follows the word.

## 練習の時間 Time for Practice

RENSHUU no JIKAN

### 1. Pair Practice

Use the example dialogue below to take turns introducing yourself to others nearby and letting them introduce themselves to you. When introducing yourself or when someone introduces himself or herself to you, it is proper to bow. With your arms at your sides, bow from the waist, letting your eyes move toward the ground with your head and shoulders. There are different degrees of bowing depending on the situation, but for beginners a good generic depth of your bow would be about 45 degrees. A good time to bow is when either of you says the word 初めまして.

HAJIMEMASHITE

**例**  
EXAMPLE

A-SAN: 初めまして。僕は アダム (Adam) です。どうぞ よろしく。  
HAJIMEMASHITE. BOKU wa ADAMU DESU. DOUZO YOROSHIKU.

B-SAN: 初めまして。私は パメラ (Pamela) です。どうぞ よろしく。  
HAJIMEMASHITE. WATASHI wa PAMERA DESU. DOUZO YOROSHIKU.



## 1. Showing Respect

Japanese society is traditionally considered very polite and respectful. There are many ways that the Japanese people show respect to each other. One example of this is the tradition of bowing. When Japanese people first meet, they usually bow, rather than shaking hands. If a Japanese person is meeting a Westerner for the first time, the Japanese person may wait until the Westerner extends his or her hand before deciding whether to shake hands or to bow. Japanese teachers may nod their heads and make a slight bow when meeting their students in the hallway. Deep and extended bowing is an inherent part of other Japanese rituals such as the tea ceremony.



There are many different subtle and not so subtle ways that Japanese vary their bowing techniques depending on the social situation. Observing all the intricacies of the ways Japanese bow can be a fascinating spectator sport for foreigners in Japan. It is said that in a random mix of people from Asia, you can identify the Japanese from a distance because they are the ones bowing the most. Sometimes Japanese even bow when they are talking on the telephone!

Other ways to show respect are built into the language. You may have noticed that Kiara does not use the suffix さん after her own name. You should not use this or any other ending after your own name, either, when speaking Japanese. However, when talking to others, it is polite to use their proper names (not the pronoun “you”) followed by one of the following endings:

～さん  
S A N

which is similar to Mr. or Ms. or Mrs. in English. It is the most common suffix attached to the end of a name.

～せんせい  
S E N S E I

can be used alone and means *teacher*. It is a respectful term used immediately *after* the names of teachers and some professionals such as doctors, lawyers, and politicians.

～くん  
K U N

is used after boys’ names.





～ちゃん  
C H A N

is used for babies, elementary school age children, girls who are younger than the speaker in informal situations, and sometimes with family members or close friends.

～さま  
S A M A


is used when addressing someone in a letter or when showing extreme politeness as a service person would with a patron.

Can you tell which of the following people are older and which are younger? Notice the order of the family name and the given name in Japanese vs. English.

- A.  山本 明先生  
YAMAMOTO AKIRA-SENSEI Mr. Akira Yamamoto (Teacher)
- B.  山田 道夫さん  
YAMADA MICHIO-SAN Mr. Michio Yamada
- C.  高橋 花子さん  
TAKAHASHI HANAKO-SAN Mrs. Hanako Takahashi
- D.  山口 愛子ちゃん  
YAMAGUCHI AIKO-CHAN Aiko Yamaguchi
- E.  中山 けいたくん  
NAKAYAMA KEITA-KUN Keita Nakayama

## 2. Saying and Writing Your Name

East Asian names are usually written with KANJI; non-East Asian names, however, are written with KATAKANA. When saying and writing your name in Japanese, keep in mind that it won't necessarily sound the same as it does in English because not all English sounds are the same in Japanese (for instance, Rs and Ls) or even exist (for instance, the *th* sound and many English vowel sounds do not exist in Japanese). Can you guess what English names these are?

- |   |  |
|---|--|
| A.  キャシー<br>KYASHI-    | B.  トム<br>TOMU      |
| C.  ベン<br>BEN          | D.  エミリー<br>EMIRI-  |
| E.  レオナルド<br>REONARUDO | F.  マイケル<br>MAIKERU |
| G.  キム<br>KIMU         | H.  ジャック<br>JAKKU   |

こちらは母 です。  
KOCHIRA wa HAAH DESU  
This is my mother.



# ■ 会話 Dialogue

KAI WA





**REMINDER:**  
You may see some kanji / vocabulary you do not recognize. Use the context to try to understand the meanings of those parts of the dialogue.

(At the airport)

キアラ： 初めまして。私はキアラです。よろしくおねがいます。じゅん君ですか。  
 KIARA HAJIMEMASHITE. WATASHI wa KIARA DESU. YOROSHIKU ONEGAISHIMASU. JUN-KUN DESU ka.  
 じゅん： はい、そうです。僕はじゅんです。ようこそ！  
 JUN HAI. SOU DESU. BOKU wa JUN DESU. YOUKOSO!  
 よろしくおねがいます。こちらは母です。こちらは父です。  
 YOROSHIKU ONEGAISHIMASU. KOCHIRA wa HAHA DESU. KOCHIRA wa CHICHI DESU.  
 まゆみ： 初めまして。  
 MAYUMI HAJIMEMASHITE.  
 太郎： じゅんの父です。どうぞよろしくおねがいます。  
 TAROU JUN no CHICHI DESU. DOUZO YOROSHIKU ONEGAISHIMASU.

# ■ 単語 New Words

TAN GO


			
ようこそ (exp.) YOUKOSO	こちら (pron.) KOCHIRA	母 (n) HAHA	父 (n) CHICHI


日本人 (n) – Japanese person: NI HON JIN  
 太郎 (n) – a male name: TAROU  
 はい (interj.) – yes, OK, here (roll call)  
 いいえ (interj.) – no  
 はい、そうです – yes it is  
 いいえ、ちがいます – no, it is not/different  
 か (part.) – particle signifying a question

# ■ 漢字 Kanji

かんじ

私 父 母

	わたくし – I, me (polite); わたし – I, me WATAKUSHI WATASHI	一	二	千	禾	禾	私	私	
	私 – I, me (formal); 私 – I, me WATAKUSHI WATASHI								
<b>7 strokes</b>	It's probably going to be easy to remember that this kanji means I or ME, since you'll be writing about yourself a lot! Just remember to keep the first stroke slanted and not straight across and note that it is written from right to left.								

	フ; ちち; (お)とう(さん) – father FU CHICHI (O) TOU (SAN)	ノ	ハ	分	父				
	父 – (my) father; (お)父(さん) – father; 祖父 – grandfather CHICHI (O) TOU (SAN) SOFU								
<b>4 strokes</b>	Here you see a picture of a FATHER's face with a mustache, mouth, and the top of a beard.								

	ボ; はは; (お)かあ(さん) – mother BO HAHHA (O) KAA (SAN)	㇀	㇁	㇂	㇃	㇄		
	母 – (my) mother; (お) 母(さん) – mother HAHA							
	祖母 – grandmother SOBO							
<b>5 strokes</b>	This is actually an ancient pictograph of a woman with two breasts, symbolizing a MOTHER. Be sure to give her two arms and two legs when you write MOTHER.							

## 言葉の探索 Language Detection

KOTO BA no TANSAKU

### 1. ～か - Questions

Forming a question in Japanese is easy. Simply add the particle か to the end of the sentence.

**例** (EXAMPLE)

A. すし です。 = (This is sushi.)  
SUSHI DESU

すし ですか。 = (Is this sushi?)  
SUSHI DESU ka

B. 本 です。 = (This is a book.)  
HON DESU

本 ですか。 = (Is this is a book?)  
HON DESU ka

C. 日本人 です。 = (I am Japanese [person].)  
NIHONJIN DESU

日本人 ですか。 = (Are you Japanese?)  
NIHONJIN DESU ka

### 2. AはBではありません。 - Making a negative statement

To change an affirmative ~です(日本 です。) statement to a negative statement, replace the です with ではありません or じゃありません. じゃありません is less formal.

Affirmative: A は B です。 = A is B.  
私 は じゅん です。  
WATASHI wa J U N DESU。 = I am Jun.

Negative: A は B ではありません。 = A is not B.  
私 は じゅん ではありません。  
WATASHI wa J U N dewa ARIMASEN。 = I am not Jun.  
私 は じゅん じゃありません。  
WATASHI wa J U N JA ARIMASEN。 = I am not Jun. (less formal)

**例** (EXAMPLE)

A. 田中さんは先生 ではありません。 = Mr./Ms. Tanaka is not a teacher.  
TANAKA SAN wa SENSEI dewa ARIMASEN。

B. ここは アメリカ じゃありません。 = This (here) is not America.  
KOKO wa AMERIKA JA ARIMASEN。

C. 日本語 ではありません。 = It is not Japanese.  
NIHONGO dewa ARIMASEN。

### 3. Punctuation

Japanese punctuation is not too complicated. Written Japanese uses periods (。), commas (、), and quotation marks (「」). All sentences, whether statements or questions, end in periods in normal Japanese writing. Manga, signs, and advertising sometimes use English question marks, exclamation marks, and other symbols as well. Questions end with the particle か followed by the Japanese period (。). Commas may be used wherever writers feel a pause would be appropriate, or to convey meaning, however they are not regulated as much as they are in English.

1. First, cover up the “Question” column below and make each statement into a question by adding か to the end. Check your answers. Next, cover up the “Negative Statement” column below and answer each question in the negative by changing the です to ではありません or じゃありません. Check your answers.

**Statement**

こちらは 先生 です。  
KOCHIRA wa SENSEI DESU

東京 です。  
TOUKYOU

なりたいくこう です。

これは どうふ です。

けいこさん です。

**Question**

こちらは 先生 ですか。  
KOCHIRA wa SENSEI DESU ka

東京 ですか。  
とうきょう DESU ka

なりたいくこう ですか。  
NARITAKUUKOU DESU ka

これは どうふ ですか。  
KORE wa TOUFU DESU ka

けいこさん ですか。  
KEIKOSAN DESU ka

**Negative Statement**

こちらは 先生 ではありません/  
KOCHIRA wa SENSEI DEWA ARIMASEN  
じゃありません。  
JA ARIMASEN

東京 ではありません/じゃありません。  
TOUKYOU DEWA ARIMASEN JA ARIMASEN

なりたいくこう ではありません/  
NARITAKUUKOU DEWA ARIMASEN  
じゃありません。  
JA ARIMASEN

これは どうふ ではありません/  
KORE wa TOUFU DEWA ARIMASEN  
じゃありません。  
JA ARIMASEN

けいこさん ではありません/  
KEIKOSAN DEWA ARIMASEN  
じゃありません。  
JA ARIMASEN



# 練習の時間 Time for Practice

RENSHUU no J I K A N

## 1. Small Group Practice (sets of pairs)

Use the dialogue below to ask your partner his/her name. Next, introduce your partner to another group of classmates. Take turns, each person introducing their partner to the others.



A-SAN: お名前は \*何 ですか。  
ONAMAE wa NAN DESU ka  
(What is your name?)

B-SAN: 私は (say your name with a Japanese pronunciation) です。初めまして。  
WATASHI wa DESU. HAJIMEMASHITE.  
(I am \_\_\_\_\_. How do you do?)

(with your same partner to new pair of students)

A-SAN: 初めまして。 (turns to C-SAN) こちらは (B-SAN's name) です。  
HAJIMEMASHITE. KOCHIRA wa DESU.  
(This is \_\_\_\_\_.)

\*何 = what

## 2. Class Activity

Your teacher will assign a Japanese name to you from Appendix 2 for this activity. Circulate among your classmates, introducing yourself with this name. When they introduce themselves to you, write down their English name next to their Japanese name. For example, if Todd's Japanese name is KEN'ICHI, write down "Todd" next to *Ken'ichi*. When you have written down the English names of everyone on your list, sit down. Your teacher may ask you to introduce one or more of your classmates to the class.

## 3. Pair Practice

This is a good way to see if you know the English names of all your classmates and practice your 日本語 at the same time! First, look at the list of Japanese and English names from Class Activity #2, above. Select one of the English names there, then point to one of your classmates and ask your partner if that is (insert name).



You: John くんですか。 (pointing to a classmate: Is that John?)  
SANDESU ka

Your partner: はい、John くんです。 (Yes, that is John.)  
HAI SANDESU  
-OR-

いいえ、John くんじゃありません。 (No, that is not John.)  
I I E SAN JA ARIMASEN  
-OR-

いいえ、John くんではありません。 (No, that is not John.)  
I I E SANDEWA ARIMASEN

*This is slightly more formal than the previous example.*

よろしく おねがいします  
YOROSHIKU ONEGAISHIMASU

This phrase is often translated into English as “Pleased to meet you.” It really has a broader implication and is useful in situations other than first meeting someone. よろしく おねがいします is used a great deal in everyday Japanese conversation. For instance, a high school baseball team will use this term when they bow in unison to their opponents before beginning a game. In this case you would translate よろしく おねがいします roughly as “please, keep me in your good favor.” You are establishing a relationship with someone new and that relationship, in Japanese culture, is taken very seriously. You may or may not meet this person again, but when and if you do, you want them to remember you favorably just in case you might need to make a request of them at some point. Most classes in Japan begin with students standing up and everyone, including the teacher, saying this phrase in unison, to remind everyone of the importance of group cooperation. よろしく おねがいします!



1) 1)じゅん君、  
ただいま。  
キアラさんは  
どこですか。

2) 2) おかえりなさい。  
キアラさんは  
へやにいます。

3) 3) こんばんは。

4) 4) こんばんは。

5) 5) 初めまして。  
あいこです。

6) 6) 初めまして。  
キアラです。  
どうぞよろしく。

7) 7) これは  
おすしです。

8) 8) これは  
おはしです。  
どうぞ。

9) 9) しょうゆは  
どれですか。

10) 10) あれ  
です。  
それは  
わさび  
です。

11) 11) たまごはそれですか。

12) 12) はい、そうです。

# ■ 会話 Dialogue

KAI WA

愛子 : じゅん君、ただいま。キアラさんは どこ ですか。  
A I K O JUN - K U N T A D A I M A . K I A R A - S A N wa D O K O D E S U ka.

じゅん : おかえりなさい。キアラさんは へやに \*います。  
J U N O K A E R I N A S A I . K I A R A - S A N wa H E Y A ni I M A S U .

愛子 : こんばんは。  
A I K O K O N B A N wa.

キアラ : こんばんは。  
K I A R A K O N B A N wa.

愛子 : 初めまして。あいこです。  
A I K O H A J I M E M A S H I T E . A I K O D E S U

キアラ : 初めまして。キアラです。どうぞよろしく。  
K I A R A H A J I M E M A S H I T E . K I A R A D E S U . D O U Z O Y O R O S H I K U .

まゆみ : これは おすし です。これは おはしです。どうぞ。  
M A Y U M I K O R E wa O - S U S H I D E S U . K O R E wa O - H A S H I D E S U . D O U Z O .

キアラ : しょうゆは どれ ですか。  
K I A R A S H O U Y U wa D O R E D E S U ka.

まゆみ : あれ です。それは わさび です。  
M A Y U M I A R E D E S U . S O R E wa W A S A B I D E S U .

キアラ : たまごは それ ですか。  
K I A R A T A M A G O wa S O R E D E S U ka.

じゅん : はい、そう です。  
J U N H A I , S O U D E S U .


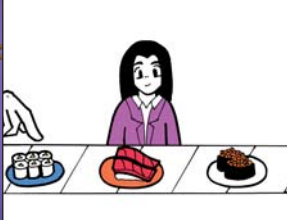
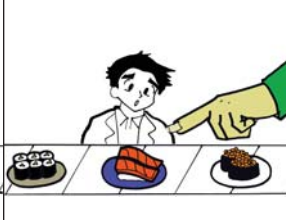
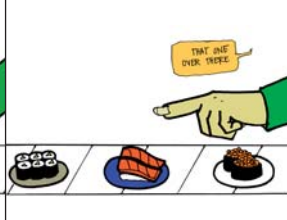
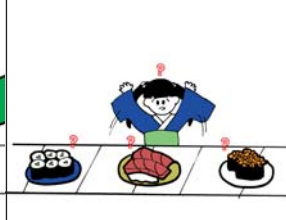





**REMINDER:**  
 You may see some kanji / vocabulary you do not recognize. Use the context to try to understand the meanings of those parts of the dialogue.

\* います to exist (animate beings)

# ■ 単語 New Words

TAN GO

				
おはよう OHAYOU (exp.)	おはようございます OHAYOU GOZAIMASU (exp.)	こんにちは KONNICHI wa (exp.)	こんばんは KONBAN wa (exp.)	お休み OYASUMI (exp.)
				
お休みなさい OYASUMINASAI (exp.)	さようなら SAYOUNARA (exp.)	元気 (n/な adj.) GENKI	ただいま TADAIMA (exp.)	おかえりなさい OKAERINASAI (exp.)

				
ごはん (n) GOHAN	これ KORE	それ SORE	あれ ARE	どれ (inter.) DORE
				
(お)はし (n) HASHI	へや (n) HEYA	しょうゆ (n) SHOUYU	わさび (n) WASABI	たまご (n) TAMAGO

じゃあ また (exp.) – see you later (informal)  
J A A MATA

では また (exp.) – see you later (formal)  
DEWA MATA


バイバイ (exp.) – bye-bye, goodbye (informal)  
B A I B A I


に (part.) – particle after a location word denoting where someone/something exists


どうぞ (exp.) – please (here you go), by all means  
DOUZO

## 漢字 Kanji

気 元 人 休

 <b>6 strokes</b>	き – spirit; energy KI	ノ	一	二	气	気	氣		
	気 – spirit; energy KI								
A person's SPIRIT, marked with an "X," is kept between several layers that consist of flesh and bone. But there is always a key (the first stroke) to unbridling that SPIRIT.									

 <b>4 strokes</b>	ゲン – an ancient currency; もと – origin GEN MOTO	一	二	テ	元				
	元(気) – healthy, in good spirits GEN (KI)								
The top two strokes make up the kanji for two (二), and the bottom two strokes can be thought of as legs. The ORIGIN of modern humans began when we started to walk on two legs.									

 <b>2 strokes</b>	~ジン; ~ニン; ひと — person JIN NIN HITO	ノ	人						
	人 person; (三)人 three (people) (counter for people); (日本)人 (Japanese) person HITO (SAN) NIN (NIHON) JIN								
This is the shape of a PERSON standing up.									

 <b>6 strokes</b>	やす (む) YASU (MU)	ノ	イ	仁	什	休	休			
	休 (む) – to rest, take a break, a vacation; (お) 休 (み) – good night YASU YASU									
	The left side represents a person (人) and appears in many kanji that have something to do with people. The right side is a tree (木). This kanji represents a person RESTING against a tree.									

## 言葉の探索 Language Detection

KOTOBA no TANSAKU

### 1. これ, それ, あれ, どれ

KORE SORE ARE DORE

- これ = this (one)  
KORE  
 それ = that (one) near the listener  
SORE  
 あれ = that (one over there) away from the speaker and listener  
ARE  
 どれ = which one?  
DORE

The use of each of these pronouns depends on the location of an object and the relative locations of the speaker and the listener. KORE これ is used for objects near you, the speaker. SORE それ refers to object(s) near the listener and away from the speaker. ARE あれ is used when the object is away from both the speaker and the listener. DORE どれ is only used for questions.

### 2. お

お is placed in front of some nouns, especially words related to food or drink, to make these references more polite. For example, people in the past were often lucky to get fresh water or rice so お was placed in front of those words to show gratitude. お is not used in front of proper names or words for other animate things. Some examples include:

- |   |  |
|---|--|
| おはし (chopsticks)<br><small>OHASHI</small> | おすし (sushi)<br><small>OSUSHI</small>   |
| おみず (water)<br><small>OMIZU</small>       | おちゃ (green tea)<br><small>OCHA</small> |

### 3. Pointing Out Location

It is easy to use the particle に with the verbs います and あります to point out the location of people and things, using the following pattern:

(Person/Thing)は (location)に います/あります。  
 = Person/Thing is (literally “exists”) in/at/on location.

**例**  
れい  
EXAMPLE

A) 山田先生は 日本に います。 = Mr. Yamada is in Japan.  
 B) キアラは へやに います。 = Kiara is in the room.  
 C) 本は お手洗いに あります。 = The book is in the bathroom.  
 D) まんがは バッグに あります。 = The comic is in the bag.

To be more specific about the location of things, you can add “location words” to the above pattern to make this new pattern:

Person/Thing は location の location word に います/あります。  
 = Person/Thing is (literally “exists”) の location word location.



- A) 山田先生は 教室の中に います。 = Mr. Yamada is **inside** the classroom.  
 B) キアラは ロッカーの前に います。 = Kiara is **in front of** the locker.  
 C) 本は お手洗いの鏡のそばに あります。 = The book is **next to** the bathroom mirror.  
 D) まんがは テーブルの下に あります。 = The comic is **under** the table.

Useful location words that can be used in the same way as the highlighted parts above:

上	above/up	下	under /below
前	in front of/before	後ろ	behind
左	left	右	right
中	inside/middle	外	outside
となり	near/close to		
そば	next to	横	next to
向い	across from	AとBの間	between A and B

Directions:

北	north	東	east
南	south	西	west

## ■ 自習 Self Check

JI SHUU

1. Look at the two columns below. Say an appropriate time or greeting for each blank. The first one is done for you.

### A

7 a.m.

Noon

\_\_\_\_\_ (Choose a time)

11 p.m.

10 a.m.

\_\_\_\_\_ (Choose a time)

### B

おはよう ございます  
OHAYOU GOZAIMASU

\_\_\_\_\_

こんばんは  
KONBAN wa

\_\_\_\_\_

\_\_\_\_\_

おはよう  
OHAYOU

2. Try saying the sentences below in Japanese using the pronouns *これ*, *それ*, *あれ*, and *どれ*. Test yourself to make sure you know which pronoun to use in which situation.

A. This is a book.

B. That (near a partner) is a pencil. (えんぴつ)  
ENPITSU

C. This is an eraser (消しゴム)  
KESHIGOMU

D. Which one is a notebook? (ノート)  
NOOTO

E. That one (over there) is a window. (まど)  
MADO

F. That one (over there) is a car. (くるま)  
KURUMA

G. That one (near a partner) is a cat. (ねこ)  
NEKO

3. Restate the following in English.
- A) えんぴつは つくえに あります。
  - B) 本は バックパックに あります。
  - C) お母さんは 家に います。
  - D) じゅん君は へやに います。

Restate the following in Japanese.

- E) The sushi is in the bag.
- F) The paper is in the notebook.
- G) My father is in Tokyo.
- H) I am in the classroom. (クラスルーム)

## 練習の時間 Time for Practice

RENSHUU no J I K A N

### 1. Pair Practice

Place some of your hiragana or vocabulary flash cards (face up) near you, some near your partner, and some far away from both of you. Take turns asking and answering questions about the location of each of the cards using the correct pronoun. For example, if the flash card for あ is near you, you would say:

**例**  
れい  
EXAMPLE

You:                   これは "あ" ですか。  
                                  KORE wa "A" DESU ka.

                                  Is this "A"?

Your partner:       はい、それは "あ" です。  
                                  H A I, SORE wa "A" DESU.

                                  Yes, that (near you) is "A."

### 2. Pair Practice

Point to one of the items pictured below and ask your partner a question. If the object seems near you, use これ. If the object seems near the speaker, use それ. If the object seems distant from both of you, use あれ.

**例**  
れい  
EXAMPLE

You:                   *(pointing to map of Japan)* これは 日本ですか。  
                                  KORE wa NIHON DESU ka                   = Is this Japan?

Your partner: *(if it is correct)* はい、そうです。  
                                  H A I, SOU DESU                               = Yes, that is correct.

-OR-

*(if it is incorrect)* いいえ、ちがいます。  
                                  I I E, CHIGAIMASU                           = No, that is wrong.



アメリカ



キアラ  
KI A RA



先生  
SEN SEI



おすし



なりたくこう



日本  
NI HON

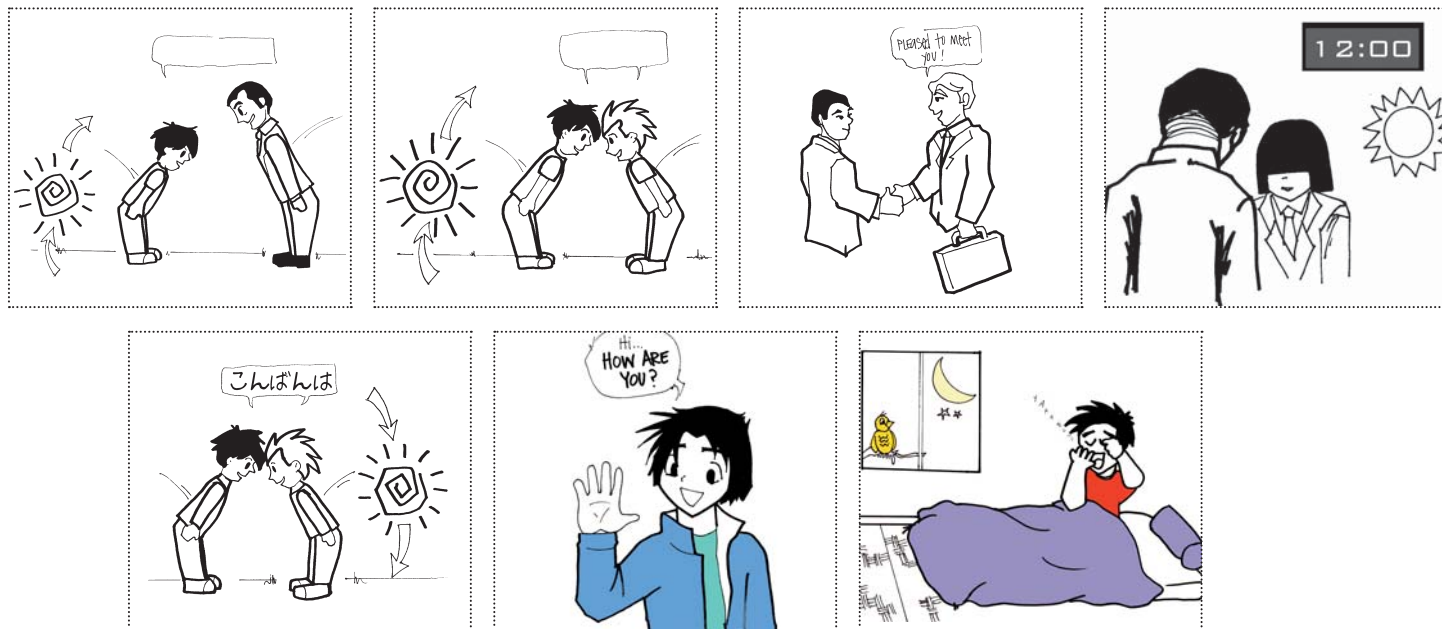
### 3. Pair Practice

Point to one of the pictures below. Your partner will say the appropriate greeting in 日本語. Take turns.



You: (pointing to picture of the student greeting teacher early in the day)

Your partner: おはよう ございます。  
OHAYOU GOZAIMASU



### 3. Pair Practice

Take turns with your partner saying where various people and things are. Talk about teachers, students, and objects, stating what rooms they are in. You might need to use some English words for locations for now, but use the Japanese sentence structure.

- A) Ms. Yamaguchi is in the science room.
- B) Mr. Smith (スミス) is in the art room.
- C) My bag is at home.
- D) (free choice)
- E) (free choice)
- F) (free choice)

単語 New Words

TAN GO

Useful Classroom Commands and Expressions

	<p>ちょっとまって</p>	<p>ゆっくりおねがいします</p>	<p>もういちど いってください</p>
<p>よく 出来ました。 YOKU DEKIMASHITA</p>	<p>ちょっと 待って 下さい。 CHOTTO MATTE KUDASAI</p>	<p>ゆっくり おねがいします。 YUKKURI ONEGAISHIMASU</p>	<p>もう一度 言って 下さい。 MOUICHI DO I T TE KUDASAI</p>
<p>はい。わかります。</p>	<p>いいえ わかりません</p>		<p>えいじで いってください</p>
<p>(はい、) 分かります。 H AI WAKARIMASU</p>	<p>いいえ、分かりません。 I I E WAKARIMASEN</p>	<p>静かに して 下さい。 SHIZUKANI SHITE KUDASAI</p>	<p>英語で 言って 下さい。 EIGO de I T TE KUDASAI</p>
<p>(えんぴつ)を かしてください</p>	<p>WHAT IS THIS IN JAPANESE?</p>	<p>おめしや いって もいいですか。</p>	<p>MAY I GO TO MY LOCKER?</p>
<p>X (object)を 貸して 下さい。 X o KASHITE KUDASAI</p>	<p>Xは (英語/日本語)で X wa (EIGO/NIHONGO) de 何と 言いますか。 NAN TO IIMASU ka</p>	<p>(お)手洗いへ 行っても (O) TEARAI e ITTE mo いいですか。 I I DESUKA</p>	<p>ロッカーへ 行っても ROKKA - e ITTE mo いいですか。 I I DESU ka</p>
<p>おみずを のんでも いいですか。</p>			
<p>(お)水を 飲んでも (O) MIZU o NONDE mo いいですか。 I I DESU ka</p>	<p>きりつ KIRITSU</p>	<p>れい REI</p>	<p>ちやくせき CHAKUSEKI</p>



### 1. Pair Practice

Verbally order your partner to do one of the commands from the list of expressions in Chapter 1-3. Your partner will act it out. Switch roles and do it again until you have both gone through all the commands in that section. If your partner does a particularly good job, you can praise him or her by saying 良く出来ました。  
YOKUDE KIMASHITA

### 2. Pair Practice

Look at the list of classroom objects in Appendix 4. Ask your partner to loan you one. Take turns.



A-さん: けしゴムを 貸して下さい。 = Please lend me an eraser.  
SAN KESHIGOMU o KASHITEKUDASAI

B-さん: (Handing, or pretending to hand over, object) はい、どうぞ。 = Here, please (take it).  
SAN HAI DOUZO

### 3. Class Practice

Play *Sensei Says* using the classroom commands you have learned. Students take turns being the "Sensei."



Caller says: 「Sensei says, たって 下さい。」  
TATTE KUDASAI

(all students stand up)

Caller says: 「すわって 下さい。」  
SUWATTE KUDASAI

(no one should sit down)

Caller says: 「Sensei says, 本を 開いて 下さい。」  
KYOUKASHO o HIRAITE KUDASAI

(everyone should open their textbooks)



It's time for your first passport stamp. An immigration officer will interview you. You will need to introduce yourself and demonstrate recognition of the words and kanji in this chapter in order to get your passport stamped or initialed. Each chapter in this text has a task to complete and a stamp to earn. Collect all ten stamps to show that you've completed the cycle and to earn your yellow-belt samurai status. Check the TimeforJapanese.com website for more rewards after collecting all the passport stamps!

## 単語チェックリスト New Word Checklist TANGO CHEKKURISUTO

### Japanese

### English

#### 1-1

あにめ アニメ	n	animated cartoons/films
からて 空手	n	karate (martial art)
きもの 着物	n	kimono (Japanese traditional clothing)
すし 寿司	n	sushi
すもう 相撲	n	Japanese sumo wrestling
せんせい 先生	n	teacher
つなみ 津波	n	exceptionally large ocean wave

Japanese		English
とうきょう 東京	<i>pn</i>	Tokyo (place name)
とうふ 豆腐	<i>n</i>	tofu
にほん 日本	<i>pn</i>	Japan (place name)
にほんご 日本語	<i>n</i>	Japanese language
はじめましょう 始めましょう	<i>exp.</i>	Let's begin.
べんとう 弁当	<i>n</i>	box lunch (Japanese), bento
ほん 本	<i>n</i>	book
まんが 漫画	<i>n</i>	Japanese comics

### 1-3

おねがい/おねがいます お願い/お願いします	<i>exp.</i>	please
かく/かきます 書く/書きます	<i>v</i>	write (to)
きく/ききます 聞く/聞きます	<i>v</i>	listen (to)
きょうかしよ 教科書	<i>n</i>	textbook
くん ~君	<i>suffix</i>	suffix AFTER a boy's name
さん ~さん	<i>suffix</i>	suffix AFTER a name
すわる/すわります 座る/座ります	<i>v</i>	sit (to)
せんせい ~先生	<i>n, suffix</i>	suffix AFTER a teacher's, lawyer's, or doctor's name
だす/だします 出す/出します	<i>v</i>	take (it) out (to)
たつ/たちます 立つ/立ちます	<i>v</i>	stand (to)
です	<i>copula</i>	helping verb/linking verb used similarly to "is" or "am"
どうぞ よろしく	<i>exp.</i>	best regards, treat me favorably (same meaning as よろしく おねがいます)
どうぞ よろしく おねがいます どうぞ よろしく お願いします	<i>exp.</i>	polite for よろしく お願いします
とじる/とじます 閉じる/閉じます	<i>v</i>	close (to); shut (to) [bound paper objects]
なまえ 名前	<i>n</i>	name
は	<i>part.</i>	denotes a sentence topic
はじめまして 初めまして	<i>exp.</i>	How do you do?
ひらく/ひらきます 開く/開きます	<i>v</i>	open (to) [book/bound object]
ぼく 僕	<i>pron.</i>	I, me (used by males only)
みる/みます 見る/見ます	<i>v</i>	look/see (to)
よむ/よみます 読む/読みます	<i>v</i>	read (to)
よろしく おねがいます よろしく お願いします	<i>exp.</i>	best regards, treat me favorably
わたし 私	<i>pron.</i>	I, me
わたしたち 私達	<i>pron.</i>	we, us

### Classroom Commands and Questions

かいて 書いて	<i>v</i>	write
かいてください。 書いて下さい。		Write please.
かいても いいですか。 書いても いいですか。		Is it OK to write?
きいて 聞いて	<i>v</i>	listen
きいてください。 聞いて下さい。		Listen please.
きいても いいですか。 聞いても いいですか。		Is it OK to listen?
きょうかしよ 教科書	<i>n</i>	textbook

Japanese		English
すわって 座って	v	sit
すわってください。 座ってください。		Sit please.
すわっても いいですか。 座っても いいですか。		Is it OK to sit?
だして 出して	v	take (it) out
だしてください。 出して下さい。		Take (it) out please.
だしても いいですか。 出しても いいですか。		Is it OK to take out (it)?
たって 立って	v	stand
たってください 立ってください。		Stand please.
たっても いいですか。 立っても いいですか。		Is it OK to stand?
とじて 閉じて	v	close; shut
とじてください。 閉じて下さい。		Close/shut (it) please.
とじてもいいですか。 閉じてもいいですか。		Is it OK to close/shut (it)?
ひらいて 開いて	v	open (book)
ひらいてください。 開いて下さい。		Open (book) please.
ひらいても いいですか。 開いても いいですか。		Is it OK to open?
みて 見て	v	look/watch
みてください 見て下さい。		Look/watch please.
みても いいですか。 見ても いいですか。		Is it OK to see/watch?
よんで 読んで	v	read
よんでください。 読んで下さい。		Read please.
よんでも いいですか。 読んでも いいですか。		Is it OK to read?

#### 1-4

いいえ		no
いいえ、ちがいます。 いいえ、違います。	exp.	No, it is not/different.
か	part.	signifies a question
こちら	pron.	this person (polite)
たろう 太郎	pn	Taro (male name)
ちち 父	n	father, dad
にほんじん 日本人	n	Japanese (person)
はい		yes, OK, here (roll call)
はい、そう です。	exp.	yes it is
はは 母	n	mother, mom
ようこそ	exp.	Welcome!, Nice to see you.

#### 1-5

あれ	pron.	that (over there)
おかえりなさい お帰りなさい	exp.	welcome home
おはよう	exp.	good morning (informal)
おはようございます	exp.	good morning (formal)
おやすみ お休み	exp.	good night (informal)
おやすみなさい お休みなさい	exp.	good night (formal)
げんき 元気	n/な adj.	healthy, energetic
ごはん ご飯	n	cooked rice, a meal
これ	pron.	this (one)

Japanese		English
こんにちは	今日は	<i>exp.</i> hello
こんばんは	今晚は	<i>exp.</i> good evening
さようなら		<i>exp.</i> goodbye
じゃあ また		<i>exp.</i> see you later (informal)
しょうゆ	醤油	<i>n</i> soy sauce
それ		<i>pron.</i> that (one)
ただいま		<i>exp.</i> I'm home
たまご	卵	<i>n</i> egg
では また		<i>exp.</i> see you later (formal)
どうぞ		<i>adv.</i> please (here you go), by all means
どれ		<i>inter.</i> which (one)
に		<i>part.</i> in; at; used after a location or time word
ばいばい	バイバイ	bye-bye
(お)はし	(お)箸	<i>n</i> chopsticks
へや	部屋	<i>n</i> room (a)
わさび		<i>n</i> wasabi, Japanese horseradish

## 1-6

### Useful Classroom Commands and Expressions

よく できました。 よく 出来ました。	Well done.
ちょっと まってください。 ちょっと 待って 下さい。	Wait a minute please.
ゆっくり おねがいします。 ゆっくり お願いします。	Please say it more slowly.
もういちど 言ってください。 もう一度 言って 下さい。	Say it again please.
わかりますか。 分かりますか。	Do you understand?
はい、わかります。 はい、分かります。	Yes, I understand.
いいえ、わかりません。 いいえ、わかりません。	No, I don't understand.
しりません。 知りません。	I don't know.
しずかに してください。 静かに して 下さい。	Please be quiet.
えいごで 言ってください。 英語で 言って 下さい。	Please say it in English.
X (object)を かけてください。 X (object)を 貸して 下さい。	Please lend me X.
X (object)は (えいご/にほんご)で なんと いいですか。 X は (英語/日本語)で 何と 言いますか。	What is X in English/Japanese?
おてあらいへ いても いいですか。 お手洗いへ 行っても いいですか。	May I go to the restroom/W.C.?
ロッカーへ いても いいですか。 ロッカーへ 行っても いいですか。	May I go to my locker?
おみずを のんでも いいですか。 お水を 飲んでも いいですか。	May I drink (some) water?
きりつ 起立	<i>n</i> stand up
れい 礼	<i>n</i> bow
ちゃくせき 着席	<i>n</i> sit down