

みんなの日本語

初級Ⅰ 第2版

Minna no Nihongo

Elementary Japanese I  
Translation & Grammar Notes—English

翻訳・文法解説  
英語版

スリーイーネットワーク

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# FOREWORD

As the title *Minna no Nihongo* indicates, this book has been designed to make the study of Japanese as enjoyable and interesting as possible for students and teachers alike. Over three years in the planning and compilation, it stands as a complete textbook in itself while acting as a companion volume to the highly-regarded *Shin Nihongo no Kiso*.

As readers may know, *Shin Nihongo no Kiso* is a comprehensive introduction to elementary Japanese that serves as a highly efficient resource enabling students wishing to master basic Japanese conversation to do so in the shortest possible time. As such, although it was originally developed for use by AOTS's technical trainees, it is now used by a wide range of people both in Japan and abroad.

The teaching of Japanese is branching out in many different ways. Japanese economic and industrial growth has led to a greater level of interchange between Japan and other countries, and non-Japanese from a wide variety of backgrounds have come to Japan with a range of different objectives and are now living within local communities here. The changes in the social milieu surrounding the teaching of Japanese that have resulted from this influx of people from other countries have in turn influenced the individual situations in which Japanese is taught. There is now a greater diversity of learning needs, and they require individual responses.

It is against this background, and in response to the opinions and hopes expressed by a large number of people who have been involved in the teaching of Japanese for many years both in Japan and elsewhere, that 3A Corporation proudly publishes *Minna no Nihongo*. While the book continues to make use of the clarity and ease of understanding provided by the special features, key learning points and learning methods of *Shin Nihongo no Kiso*, the scenes, situations and characters in *Minna no Nihongo* have been made more universal in order to appeal to a wider range of learners. Its contents have been enhanced in this way to allow all kinds of students to use it for studying Japanese with pleasure.

*Minna no Nihongo* is aimed at anyone who urgently needs to learn to communicate in Japanese in any situation, whether at work, school, college or in their local community. Although it is an introductory text, efforts have been made to make the exchanges between Japanese and foreign characters in the book reflect Japanese social conditions and everyday life as faithfully as possible. While it is intended principally for those who have already left full-time education, it can also be recommended as an excellent textbook for university entrance courses as well as for short-term intensive courses at technical colleges and universities.

We at 3A Corporation are continuing actively to produce new study materials designed to meet the individual needs of an increasingly wide range of learners, and we sincerely hope that readers will continue to give us their valued support.

In conclusion, I should like to mention the extensive help we received in the preparation of this text, in the form of suggestions and comments from various quarters, and trials of the materials in actual lessons, for which we are extremely grateful. 3A Corporation intends to continue extending its network of friendship all over the world through activities such as the publishing of Japanese study materials, and we hope that everyone who knows us will continue to lend us their unstinting encouragement and support in this.

Iwao Ogawa  
President, 3A Corporation  
March 1998

# FOREWORD TO THE SECOND EDITION

— On the Publication of the Second Edition of *Minna no Nihongo Shokyu* —

We are proud to publish the second edition of *Minna no Nihongo Shokyu*. As stated in the Foreword to the first edition, *Minna no Nihongo Shokyu* can be regarded as a companion volume to *Shin Nihongo no Kiso*, a textbook originally developed for technical trainees.

The first printing of the first edition of *Minna no Nihongo Shokyu I* was issued in March 1998, when great changes in the social environment surrounding the teaching of Japanese were taking place. The burgeoning of relationships between Japan and the rest of the world had led to a rapid increase in the number of students of Japanese and their reasons for studying the language, and the consequent diversification of their requirements had necessitated a response more tailored to learners' individual situations. 3A Corporation published *Minna no Nihongo Shokyu* in response to suggestions and comments received from people on the front lines of Japanese teaching in Japan and elsewhere.

*Minna no Nihongo Shokyu* was acclaimed for its easily-understood key learning points and methods, its high degree of general applicability that took into account learners' diversity, and for being a carefully-crafted learning resource that was outstandingly effective for students attempting to master Japanese conversation quickly. It has served well for over ten years, but any language changes with the times, and both Japan and other countries have experienced great upheavals recently. Particularly in the last few years, the environment in which the Japanese language and its learners are situated has changed drastically.

In these circumstances, 3A Corporation decided to review and partially revise *Minna no Nihongo Shokyu I* and *II*, based on our publishing and training experience and reflecting the many opinions and questions we have received from students and teachers of Japanese, in order to be able to contribute further to the teaching of Japanese as a foreign language.

The revision focused on making the book even more usable and changing any words or scenarios that no longer reflected current conditions. Respecting the wishes of students and teachers, we have preserved the original textbook format, which has the benefit of making the book easy to use for both learning and teaching, and we have introduced more exercises and practice questions designed to strengthen students' active language ability by inviting them to understand situations for themselves and think about how to express themselves, rather than merely following instructions and practising in a passive way. We have included a large number of illustrations for this purpose.

We are extremely grateful for the enormous help we received in the editing of this book, in the form of comments and suggestions from various quarters, and trials in actual lessons. 3A Corporation intends to continue developing textbooks that can not only help students of Japanese to communicate what they need to but also contribute to international interpersonal interchange, and we hope that everyone engaged in such activities will find them useful. We warmly invite everyone who knows us to continue to lend us their unstinting encouragement and support in this.

Takuji Kobayashi  
President, 3A Corporation  
June 2012

# TO USERS OF THIS BOOK

## I . Structure

The second edition of *Minna no Nihongo Shokyu I* consists of two volumes: the Main Text (with CD) and the Translation and Grammar Notes. We plan to publish the Translation and Grammar Notes in twelve languages, starting with English.

The materials have been compiled with the aim of inculcating the four skills of speaking, listening, reading and writing. However the Main Text and the Translation and Grammar Notes do not provide any instruction in reading and writing hiragana, katakana, or kanji.

## II . Contents

### 1. Main Text

#### 1) Japanese Pronunciation

This section gives examples of the chief points to note concerning Japanese pronunciation.

#### 2) Classroom Language, Everyday Greetings and Expressions, Numerals

This section contains a list of words and phrases used in the classroom, basic everyday greetings, and so on.

#### 3) Lessons

There are 25 lessons, each containing the following:

##### ① Sentence patterns

Basic sentence patterns to be learned in that lesson.

##### ② Example sentences

Basic sentence patterns incorporated into short dialogues to show how they are used in actual conversation. New adverbs, conjunctions, and other parts of speech, plus further learning points, are also introduced.

##### ③ Conversation

In the conversation, foreign people living in Japan appear in a variety of situations. The conversation includes everyday greetings and other expressions and as well as the material to be learned in the lesson. If time allows, students can try developing the conversation by introducing some of the Useful Words given in the Translation and Grammar Notes.

##### ④ Exercises

The exercises are split into three levels: A, B, and C.

Exercise A is laid out visually to help students understand the grammatical structure easily. It has been designed to make it easy for students to practise

conjugating verbs and forming connections, as well as mastering the basic sentence patterns.

Exercise B employs various forms to strengthen students' grasp of the basic sentence patterns. A number with an arrow (➔) indicates an exercise that uses an illustration.

Exercise C is designed to help students improve their communication abilities. Students use this exercise to practise conversing while substituting the underlined words in the designated conversation with alternatives matching the situation; however, to prevent this becoming a simple substitution drill, we have wherever possible avoided using words to indicate substitutions. This means that the exercises are very free, with students able to create various different conversational examples based on a single illustration.

Model answers to Exercises B and C are available in a separate compilation volume.

#### ⑤ Practice questions

There are three types of practice question: listening comprehension, grammar, and reading comprehension. The listening comprehension questions are further subdivided into two types: answering short questions, and listening to short conversations and grasping the key points. The grammar questions check students' understanding of vocabulary and grammar points. For the reading comprehension questions, students read a simple passage incorporating vocabulary and grammar they have already studied, and perform various types of task relating to its contents.

#### ⑥ Review

This is provided to enable students to go over the essential points once more every few lessons.

#### ⑦ Summary of Adverbs, Conjunctions and Conversational Expressions

These are practice questions designed to enable students to review the adverbs, conjunctions and conversational expressions presented in this textbook.

### 4) Verb forms

This section summarises the verb forms presented in this textbook, together with various forms added to the ends of verbs.

### 5) Table of Key Learning Points

This is a summary of the key learning points presented in this textbook, focusing on Exercise A. It indicates which of the Sentence Patterns, Example Sentences, and Exercises B and C are relevant to each of the learning points introduced in Exercise A.



## 6) Index

This includes Classroom Language, Everyday Greetings and Expressions, and new vocabulary and expressions appearing in each lesson, with references to the lesson in which they first appear.

## 7) Included CD

The CD that goes with this book contains the conversation and the listening comprehension exercises from each lesson.

## 2. Translation and Grammar notes

- 1) Explanations of the general features of Japanese, as well as the Japanese writing and pronunciation systems.
- 2) Translations of Classroom Language, and Everyday Greetings and Expressions.
- 3) The following for each of Lessons 1 through 25:
  - ① New words and their translations.
  - ② Translations of Sentence Patterns, Example Sentences and Conversations.
  - ③ Useful words relevant to each lesson and snippets of information on Japan.
  - ④ Explanations of the grammar of the Sentence Patterns and expressions.
- 4) A summary of how to express numbers, time, and time periods, a list of counter suffixes, and conjugations of verbs.

## III. Time Required to Complete the Lessons

As a guideline, it should take students 4-6 hours to cover each lesson, and 150 hours to finish the entire book.

## IV. Vocabulary

The book presents approximately 1,000 words, mainly ones used frequently in daily life.

## V. Kanji Usage

Wherever possible, kanji used in this book have been selected from the list of Kanji for Regular Use (Joyo Kanji) announced by the Japanese Cabinet in 1981.

- 1) じゅくじくん 熟字訓 (words that are formed from two or more kanji and have a special reading) which appear in the Appendix to the Joyo Kanji list are written in kanji:  
e.g. ともだち 友達 friend    くだもの 果物 fruit    めがね 眼鏡 spectacles
- 2) Some kanji and readings not appearing in the Joyo Kanji list have been used in place names, people's names and other proper nouns, and in words from artistic, cultural and other specialised fields:  
e.g. おおさか 大阪 Osaka    なら 奈良 Nara    かぶき 歌舞伎 kabuki

- 3) To make the text easier to read, some words have been written in kana even though they appear in the Joyo Kanji list:

e.g. ある(有る・在る) have · exist    たぶん(多分) probably  
きのう(昨日) yesterday

- 4) Numbers are usually shown as Arabic numerals:

e.g. 9時 nine o'clock    4月1日 1st April    1つ one

## VI. Miscellaneous

- 1) Words that can be omitted are enclosed in square brackets:

e.g. 父は 54 [歳] です。 My father is 54 [years old].

- 2) Synonymous words and expressions are enclosed in round brackets:

e.g. だれ(どなた) who

# HOW TO USE THIS BOOK EFFECTIVELY

## 1. Learn the words

The Translation and Grammar Notes introduces the new words for each lesson. Learn these new words by practising making short sentences with them.

## 2. Practise the Sentence Patterns

Make sure you understand the meaning of each sentence pattern, and do Exercises A and B aloud until the pattern becomes automatic.

## 3. Practise holding conversations

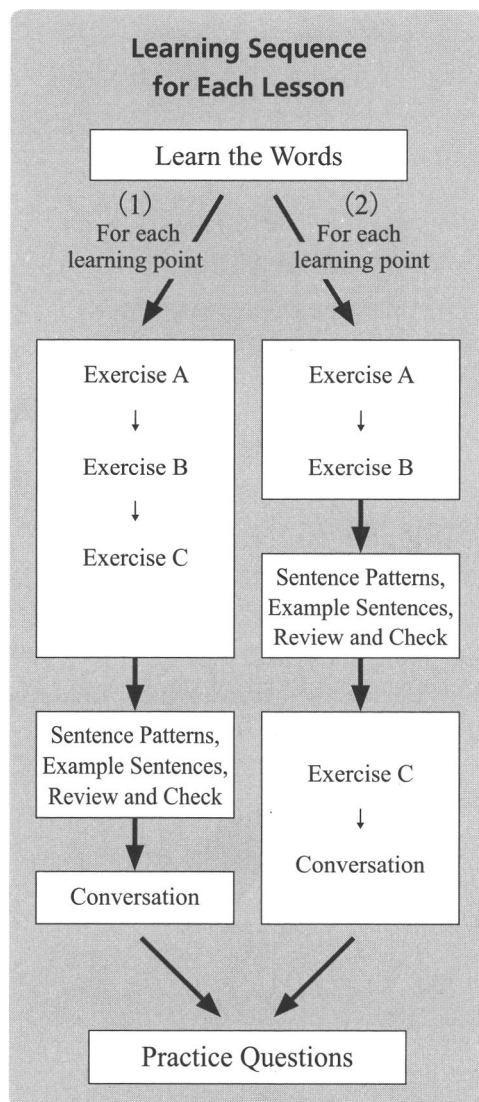
Practise the sentence patterns using the short dialogues given in Exercise C, but don't stop there; carry on and extend the conversations. The conversations simulate everyday situations that students are likely to encounter, and the best way of acquiring a natural conversational rhythm is to act out the conversations using gestures and facial expressions while listening to the CD.

## 4. Check your understanding

Each lesson ends with some practice questions which you should use to check that you have correctly understood the lesson.

## 5. Apply what you have learnt

Try talking to Japanese people using the Japanese you have learnt. Applying what you have learnt right away, before you forget it, is the quickest way to progress.



Study the material by following either Route (1) or Route (2). To make sure you cover all the key learning points, please check the Table of Key Learning Points at the end of this book.

# CHARACTERS



**Mike Miller**

American, employee of IMC



**Sato Keiko**

Japanese, employee of IMC



**Jose Santos**

Brazilian, employee of Brazil Air



**Maria Santos**

Brazilian, housewife



**Karina**

Indonesian, student at Fuji University



**Wang Xue**

Chinese, doctor at Kobe Hospital



**Yamada Ichiro**

Japanese, employee of IMC



**Yamada Tomoko**

Japanese, bank clerk



**Matsumoto Tadashi**

Japanese,  
department chief at IMC



**Matsumoto Yoshiko**

Japanese, housewife



**Kimura Izumi**

Japanese, announcer



**Karl Schmidt**

German,  
engineer at Power Electric Company



**John Watt**

British,  
professor at Sakura University



**Lee Jin Ju**

Korean,  
research worker at AKC



**Teresa Santos**

Brazilian, schoolgirl (9 yrs.),  
daughter of Jose and Maria Santos



**Yamada Taro**

Japanese, schoolboy (8 yrs.),  
son of Ichiro and Tomoko Yamada



**Gupta**

Indian, employee of IMC



**Thawaphon**

Thai,  
student at Japanese language school

※IMC (computer software company)

※AKC (アジア<sup>けんきゅう</sup>研究センター : Asia Research Institute)

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## Lesson 1 .....

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### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation: **How do you do?**

### III . Useful Words and Information

**Countries, People and  
Languages**

### IV . Grammar Notes

1. N<sub>1</sub>は N<sub>2</sub>です
2. N<sub>1</sub>は N<sub>2</sub>じゃ(では) ありません
3. N<sub>1</sub>は N<sub>2</sub>ですか
4. Nも
5. N<sub>1</sub>の N<sub>2</sub>
6. ~さん

## Lesson 2 .....

16

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**Thank you in advance for your  
kindness**

### III . Useful Words and Information

**Family Names**

### IV . Grammar Notes

1. これ／それ／あれ
2. この N／その N／あの N
3. そうです
4. ~か、~か
5. N<sub>1</sub>の N<sub>2</sub>
6. の substituting for a noun
7. お~
8. そうですか

## Lesson 3 ..... 22

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation: **I'll take it, please**

### III . Useful Words and Information

#### Department Store

### IV . Grammar Notes

1. ここ／そこ／あそこ／こちら／  
そちら／あちら
2. Nは placeです
3. どこ／どちら
4. N<sub>1</sub>の N<sub>2</sub>
5. The こ／そ／あ／ど  
system of demonstratives
6. お～

## Lesson 4 ..... 28

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**What time are you open to?**

### III . Useful Words and Information

#### Telephone and Letters

### IV . Grammar Notes

1. 今 - 時 - 分です
2. Vます／Vません／Vました／  
Vませんでした
3. N (time)に V
4. N<sub>1</sub>から N<sub>2</sub>まで
5. N<sub>1</sub>と N<sub>2</sub>
6. ～ね

## Lesson 5 ..... 34

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**Does this train go to Koshien?**

### III . Useful Words and Information

#### National Holidays

### IV . Grammar Notes

1. N (place)へ 行きます／来ます／  
帰ります
2. どこ[へ]も 行きません／  
行きませんでした
3. N (vehicle)で 行きます／来ます／  
帰ります
4. N (person/animal)と V
5. いつ
6. ～よ
7. そうですね

## Lesson 6 ..... 40

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**Shall we go together?**

### III . Useful Words and Information

**Food**

### IV . Grammar Notes

1. Nを V (transitive)
2. Nを します
3. 何を しますか
4. なん and なに
5. N (place)で V
6. Vませんか
7. Vましょう
8. ~か

## Lesson 7 ..... 46

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation: **Welcome**

### III . Useful Words and Information

**Family**

### IV . Grammar Notes

1. N (tool/means)で V
2. 'Word/Sentence'は ~語で  
何ですか
3. N<sub>1</sub> (person)に N<sub>2</sub>を あげます, etc.
4. N<sub>1</sub> (person)に N<sub>2</sub>を もらいます, etc.
5. もう Vました
6. Omission of particles

## Lesson 8 ..... 52

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**It's time we were going**

### III . Useful Words and Information

**Colours and Tastes**

### IV . Grammar Notes

1. Adjectives
2. Nは な-adj [な]です  
Nは い-adj (～い)です
3. な-adjな N  
い-adj (～い) N
4. ～が、～
5. とても／あまり
6. Nは どうですか
7. N<sub>1</sub>は どんな N<sub>2</sub>ですか
8. そうですね



## Lesson 9 ..... 58

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation: **It's a pity.....**

### III . Useful Words and Information

#### Music, Sports and Films

### IV . Grammar Notes

1. Nが あります / わかります  
Nが 好きです / 嫌いです /  
上手です / 下手です
2. どんな N
3. よく / だいたい / たくさん / 少し /  
あまり / 全然
4. ~から、~
5. どうして

## Lesson 10 ..... 64

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**Do you have any nam pla?**

### III . Useful Words and Information

#### Inside the House

### IV . Grammar Notes

1. Nが あります / います
2. Placeに Nが あります / います
3. Nは placeに あります / います
4. N<sub>1</sub> (thing/person/place)の N<sub>2</sub> (position)
5. N<sub>1</sub> や N<sub>2</sub>
6. アジアストアですか

## Lesson 11 ..... 70

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**[I'd like to send] this, please**

### III . Useful Words and Information

#### Menu

### IV . Grammar Notes

1. How to say numbers
2. How to use quantifiers
3. Quantifier (time period)に 一回 V
4. Quantifier だけ / N だけ

## Lesson 12 ..... 76

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**How was the Gion Festival?**

### III . Useful Words and Information

#### Festivals and Places of Note

### IV . Grammar Notes

1. Tense and affirmative/negative forms of noun sentences and な -adjective sentences
2. Tense and affirmative/negative forms of い -adjective sentences
3. N<sub>1</sub>は N<sub>2</sub>より adj です
4. N<sub>1</sub>と N<sub>2</sub>と どちらが adj ですか  
.....N<sub>1</sub> / N<sub>2</sub>の ほうが adj です
5. N<sub>1</sub> [の 中]で 何 / どこ / だれ / いつ  
が いちばん adj ですか  
.....N<sub>2</sub>が いちばん adj です
6. Adjの(の substituting for a noun)

## Lesson 13 ..... 82

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation: **Separately, please**

### III . Useful Words and Information

#### Town

### IV . Grammar Notes

1. Nが 欲しいです
2. Vます -form たいです
3. N (place)へ  $\left\{ \begin{array}{l} Vます -form \\ N \end{array} \right\}$ に  
行きます / 来ます / 帰ります
4. どこか / 何か
5. ご～

## Lesson 14 ..... 88

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation: **To Midoricho, please**

### III . Useful Words and Information

#### Station

### IV . Grammar Notes

1. Verb Groups
2. Vて -form
3. Vて -form ください
4. Vて -form います
5. Vます -form ましょうか
6. Nが V
7. すみませんが

## Lesson 15 ..... 94

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**What family do you have?**

### III . Useful Words and Information

#### Occupations

### IV . Grammar Notes

1. Vて -form も いいですか
2. Vて -form は いけません
3. Vて -form います
4. Nに V
5. N<sub>1</sub>に N<sub>2</sub>を V

## Lesson 16 ..... 100

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**Please show me how to use it**

### III . Useful Words and Information

#### How to Use a Cash Machine

### IV . Grammar Notes

1. How to join two or more sentences together
2. V<sub>1</sub>て -form から、V<sub>2</sub>
3. N<sub>1</sub>は N<sub>2</sub>が adj
4. Nを V
5. どうやって
6. どれ / どの N

## Lesson 17 ..... 106

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**What seems to be the matter?**

### III . Useful Words and Information

**Body and Illness**

### IV . Grammar Notes

1. Vない-form
2. Vない-form ないで ください
3. Vない-form なければなりません
4. Vない-form なくても いいです
5. Making an object the topic of a sentence
6. N (time) までに V

## Lesson 18 ..... 112

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**What do you like doing?**

### III . Useful Words and Information

**Actions**

### IV . Grammar Notes

1. Dictionary form of verbs
2. N  
V-dictionary form こと } が  
できます
3. わたしの 趣味は  
    { N  
    { V-dictionary form こと } です
4. V<sub>1</sub>-dictionary form  
    Nの  
    Quantifier (time period) } まえに、V<sub>2</sub>
5. なかなか
6. ぜひ

## Lesson 19 ..... 118

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation:

**I'll start dieting tomorrow**

### III . Useful Words and Information

**Traditional Culture and  
Entertainment**

### IV . Grammar Notes

1. Vた-form
2. Vた-form ことがあります
3. V<sub>1</sub>た-form り、V<sub>2</sub>た-form り  
    します
4. い-adj (〜い) → ~く  
    な-adj [な] → ~に  
    Nに } あります

## Lesson 20 ..... 124

### I . Vocabulary

### II . Translation

Sentence Patterns and Example Sentences

Conversation: **Shall we go together?**

### III . Useful Words and Information

**How to Address People**

### IV . Grammar Notes

1. Polite style and plain style
2. Proper use of the polite style or plain style
3. Conversation in the plain style

# Lesson 21 ..... 130

## I . Vocabulary

## II . Translation

Sentence Patterns and Example Sentences

Conversation: **I think so, too**

## III . Useful Words and Information

### Positions in Society

## IV . Grammar Notes

1. Plain form と <sup>おも</sup> 思います
2. "Sentences" } と 言います  
Plain form }
3. V } plain form }  
い-adj } plain form } でしょう?  
な-adj } plain form }  
N } ~だ }
4. N<sub>1</sub> (place) で N<sub>2</sub> が あります
5. N (occasion) で
6. N でも V
7. V ない-form ないと……

# Lesson 22 ..... 136

## I . Vocabulary

## II . Translation

Sentence Patterns and Example Sentences

Conversation:

**What kind of flat are you looking for?**

## III . Useful Words and Information

### Clothes

## IV . Grammar Notes

1. Noun modification
2. V-dictionary form  
<sup>じかん やくそく ようじ</sup>  
時間 / 約束 / 用事
3. V ます-form ましょうか

# Lesson 23 ..... 142

## I . Vocabulary

## II . Translation

Sentence Patterns and Example Sentences

Conversation:

**How do you get there?**

## III . Useful Words and Information

### Roads and Traffic

## IV . Grammar Notes

1. V-dictionary form }  
V ない-form ない }  
い-adj (~い) } とき、~ (main clause)  
な-adj な }  
N の }
2. V-dictionary form }  
V た-form } とき、~ (main clause)
3. V-dictionary form と、~ (main clause)
4. N が adj
5. N を motionV

**Lesson 24** ..... 148

**I . Vocabulary**

**II . Translation**

Sentence Patterns and Example Sentences

Conversation:

**Shall I come and help?**

**III . Useful Words and Information**

**Exchanging Gifts**

**IV . Grammar Notes**

1. くれます

2. 
$$V \text{ て-form } \left\{ \begin{array}{l} \text{あげます} \\ \text{もらいます} \\ \text{くれます} \end{array} \right.$$

3. N<sub>1</sub>は N<sub>2</sub>が V

**Lesson 25** ..... 154

**I . Vocabulary**

**II . Translation**

Sentence Patterns and Example Sentences

Conversation:

**Thanks for everything**

**III . Useful Words and Information**

**Life**

**IV . Grammar Notes**

1. Plain past form ら、～ (main clause)

2. Vた-form ら、～ (main clause)

3. Vて-form 
$$\left. \begin{array}{l} V \text{ ない-form } \text{なくて} \\ \text{い-adj (～い)} \rightarrow \sim \text{くて} \\ \text{な-adj [な]} \rightarrow \sim \text{で} \\ N \text{で} \end{array} \right\} \begin{array}{l} \text{も、} \\ \sim \text{(main clause)} \end{array}$$

4. もし

5. Subject of a subordinate clause

**Article 1 : Topic and Subject** ..... 160

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**I . Numerals** ..... 164

**II . Expressions of time** ..... 165

**III . Expressions of period** ..... 167

**IV . Counter suffixes** ..... 168

**V . Conjugations of verbs** ..... 170

# GENERAL FEATURES OF JAPANESE

- 1. Parts of Speech** The Japanese language is composed of verbs, adjectives, nouns, adverbs, conjunctions, particles and other parts of speech.
- 2. Word Order** In Japanese, predicates always come at the end of a sentence. Modifiers always appear in front of the word(s) modified.
- 3. Predicates** Predicates are formed from verbs, adjectives, nouns and です (だ). They inflect according to, for example, whether they are (1) affirmative or negative, (2) past or non-past. They do not inflect for person, gender or number.
- 4. Particles** Particles are used after a word or at the end of a sentence. They indicate relationships between words and add various meanings.
- 5. Omission** Subjects and objects are often omitted if they can be understood from the context.

## JAPANESE WRITING

2

There are three types of script in Japanese: hiragana, katakana, and kanji (Chinese characters).

Hiragana and katakana are phonetic symbols purely representing sounds, while kanji are ideographs, conveying meanings as well as sounds.

Japanese is usually written with a combination of hiragana, katakana, and kanji, with katakana used to write foreign names and loanwords and hiragana used to write particles and the grammatical endings of verbs and adjectives.

Romaji (the letters of the Roman alphabet) are also occasionally used to write Japanese (the names of train stations are one example) for the convenience of foreigners.

Here are examples of all four types of script:

田中 さん は ミラー さん と デパート へ 行 きます。

○ □ □ △ □ □ △ □ ○ □

Mr. Tanaka is going to the department store with Mr. Miller.

大阪 Osaka

○ ☆

(○ – kanji □ – hiragana △ – katakana ☆ – romaji)

# INTRODUCTION

## I . Japanese Pronunciation

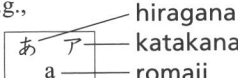
### 1. Kana and Mora

Japanese can be written phonetically in kana as shown below.

A 'mora' is a unit of sound equivalent in length to one Japanese kana (or two of the contracted sounds called yo-on, which are written with small kana).

The Japanese language is based on five vowel sounds: あ (a), い (i), う (u), え (e) and お (o), which are used alone or attached to either a consonant (e.g. k + a = か) or to a consonant plus the semi-vowel 'y' (e.g. k + y + a = きゃ) (the only exception being a special mora, ん, which is not followed by a vowel). All of these sounds are or more or less equal in length when spoken.

	あ-column	い-column	う-column	え-column	お-column
あ-row	あ ア a	い イ i	う ウ u	え エ e	お オ o
か-row k	か カ ka	き キ ki	く ク ku	け ケ ke	こ コ ko
さ-row s	さ サ sa	し シ shi	す ス su	せ セ se	そ ソ so
た-row t	た タ ta	ち チ chi	つ ツ tsu	て テ te	と ト to
な-row n	な ナ na	に ニ ni	ぬ ヌ nu	ね ネ ne	の ノ no
は-row h	は ハ ha	ひ ヒ hi	ふ フ fu	へ ヘ he	ほ ホ ho
ま-row m	ま マ ma	み ミ mi	む ム mu	め メ me	も モ mo
や-row y	や ヤ ya	(いイ) (i)	ゆ ユ yu	(えエ) (e)	よ ヨ yo
ら-row r	ら ラ ra	り リ ri	る ル ru	れ レ re	ろ ロ ro
わ-row w	わ ワ wa	(いイ) (i)	(うウ) (u)	(えエ) (e)	を ヲ o
	ん ン n				

e.g.,  

 hiragana  
 katakana  
 romaji

きゃ キヤ kya	きゅ キュ kyu	きょ キョ kyo
しゃ シャ sha	しゅ シュ shu	しょ ショ sho
ちゃ チャ cha	ちゅ チュ chu	ちょ チョ cho
にゃ ニヤ nya	にゅ ニュ nyu	にょ ニョ nyo
ひゃ ヒヤ hya	ひゅ ヒュ hyu	ひょ ヒョ hyo
みゃ ミヤ mya	みゅ ミュ myu	みょ ミョ myo

りゃ リヤ rya	りゅ リュ ryu	りょ リョ ryo
--------------	--------------	--------------

が-row g	が ガ ga	ぎ ギ gi	ぐ グ gu	げ ゲ ge	ご ゴ go
ざ-row z	ざ ザ za	じ ジ ji	ず ズ zu	ぜ ゼ ze	ぞ ゾ zo
だ-row d	だ ダ da	ぢ チ ji	づ ツ zu	で デ de	ど ド do
ば-row b	ば バ ba	び ビ bi	ぶ ブ bu	べ ベ be	ぼ ボ bo
ぱ-row p	ぱ パ pa	ぴ ピ pi	ぷ プ pu	ぺ ペ pe	ぽ ポ po

ぎゃ ギヤ gya	ぎゅ ギュ gyu	ぎょ ギョ gyo
じゃ ジャ ja	じゅ ジュ ju	じょ ジョ jo

びゃ ビヤ bya	びゅ ビュ byu	びょ ビョ byo
ぴゃ ピヤ pya	ぴゅ ピュ pyu	ぴょ ピョ pyo

The katakana letters in the square on the right are not in the above table. They are used to write sounds which are not original Japanese sounds but are needed for use in loanwords.

ウイ wi	ウエ we	ウオ wo
ツァ tsa	シェ she	ツォ tso
ファ fa	チェ che	フェ fe
	ツェ tse	ジョ jo
	ティ ti	トウ tu
	フィ fi	フェ fe
	ディ di	ジェ je
	ドウ du	
	デュ dyu	

## 2. Long vowels

The five vowel sounds mentioned earlier (あ, い, う, え and お) constitute short vowels in Japanese, but they can be doubled in length (to two moras) to form long vowels. The meaning of a word changes according to the length of its vowel(s).

- e.g. おばさん(aunt) : おばあさん(grandmother)  
おじさん(uncle) : おじいさん(grandfather)  
ゆき(snow) : ゆうき(courage)  
え(picture) : ええ(yes)  
とる(take) : とおる(pass)  
ここ(here) : こうこう(high school)  
へや(room) : へいや(plain)  
カード(card) タクシー(taxi) スーパー(supermarket)  
エスカレーター(escalator) ノート(notebook)

[Note]

### 1) How to write long vowels in hiragana:

To lengthen the vowels of the あ-column, い-column and う-column, add「あ」「い」or「う」respectively.

To lengthen the vowels of the え-column, add「い」

(exceptions : ええ yes, ねえ I say, おねえさん elder sister, and others).

To lengthen the vowels of the お-column, add「う」

(exceptions : おおきい big, おおい many, とおい far, and others).

### 2) How to write long vowels in katakana:

To lengthen any vowel in katakana, add the symbol「ー」.

## 3. Pronunciation of ん

「ん」 is one mora long and never appears at the beginning of a word. To make it easier to say, it is pronounced /n/, /m/ or /ŋ/ according to the sound that comes after it.

① Before sounds from the 「た-row」「だ-row」, 「ら-row」 and 「な-row」,

it is pronounced /n/,

- e.g. はんたい(opposite) うんどう(sport) せんろ(track)  
みんな(everyone).

② Before sounds from the 「ば-row」, 「ぱ-row」 and 「ま-row」, it is pronounced /m/,

- e.g. しんぶん(newspaper) えんぴつ(pencil) うんめい(destiny).

③ Before sounds from the 「か-row」 and 「が-row」, it is pronounced /ŋ/,

- e.g. てんき(weather) けんがく(study visit).



#### 4. Pronunciation of っ

「っ」 is one mora long and appears before sounds from the「か-row」, 「さ-row」, 「た-row」 and 「ぱ-row」. When used in writing loanwords, it is also used before sounds in the「ザ-row」, 「ダ-row」, etc.

- e.g. ぶか(subordinate) : ぶっか (commodity price)  
かっさい(fire) : かいっさい(applause)  
おと(sound) : おっと(husband)  
にっき(diary)    ざっし(magazine)    きって(stamp)  
いっぱい(full)    コっプ(glass)    ベっド.bed)

#### 5. Contracted Sound

The sound represented by using one of the small hiragana letters 「ゃ」「ゅ」 and 「ょ」 in combination with a full-sized hiragana letter is called a yo-on (contracted sound). Although written with two letters, these sounds are only one mora long.

- e.g. ひやく(jump) : ひゃく(hundred)  
じゆう(freedom) : じゅう(ten)  
びゆういん(beauty salon) : びょういん(hospital)  
シャツ(shirt)    おちゃ    (tea)    ぎゅうにゅう(milk)    きょう(today)  
ぶちょう(department head)    りょこう(travel)

#### 6. Pronunciation of が-row

The consonants of the が-row pronounced [g] when they fall at the beginning of a word, and [ŋ] when they fall elsewhere. However, some people these days make no distinction between these two sounds and pronounce them [g] wherever they fall.

#### 7. Devoicing of vowels

The vowels [i] and [u] tend to be devoiced and become silent when they fall between voiceless consonants (e.g. すき like). The final vowel [u] of 「～です」 and 「～ます」 also tends to be silent (e.g. したいです want to do, ききます listen).

#### 8. Accent

The Japanese language has pitch accent; that is, some moras in a word are pronounced high and others low. There are four types of accent, and the meaning of a word changes according to how it is accented.

The standard Japanese accent is characterised by the fact that the first and second moras have different pitches, and that the pitch never rises again once it has fallen.

## Types of accent

### ① Flat (the pitch does not drop)

e.g. に<sup>ˉ</sup>わ (garden) は<sup>ˉ</sup>な (nose) な<sup>ˉ</sup>まえ (name)  
に<sup>ˉ</sup>ほんご (Japanese language)

### ② Beginning high (the pitch drops after the first mora)

e.g. ほ<sup>ˉ</sup>ん (book) て<sup>ˉ</sup>んき (weather) ら<sup>ˉ</sup>いげつ (next month)

### ③ Middle high (the pitch drops after the second mora)

e.g. た<sup>ˉ</sup>まご (egg) ひ<sup>ˉ</sup>こうき (aeroplane) せ<sup>ˉ</sup>んせい (teacher)

### ④ Ending high (the pitch drops after the last mora)

e.g. く<sup>ˉ</sup>つ (shoes) は<sup>ˉ</sup>な (flower) や<sup>ˉ</sup>すみ (holiday)  
お<sup>ˉ</sup>とうと (younger brother)

は<sup>ˉ</sup>な (nose) in ① and は<sup>ˉ</sup>な (flower) in ④ sound similar, but if the particle が is added after these they are accented differently, and ① is pronounced は<sup>ˉ</sup>な<sup>ˉ</sup>が while ④ is pronounced は<sup>ˉ</sup>な<sup>ˉ</sup>が. Here are some other examples of words whose meaning differs according to the type of accent:

は<sup>ˉ</sup>し (bridge) : は<sup>ˉ</sup>し (chopsticks) い<sup>ˉ</sup>ち (one) : い<sup>ˉ</sup>ち (position)

There are also local differences in accent. For example, the accent in the Osaka area is quite different from the standard accent. Here are some examples:

e.g. Tokyo accent : Osaka accent  
(standard Japanese accent)

は<sup>ˉ</sup>な : は<sup>ˉ</sup>な (flower)  
り<sup>ˉ</sup>んご : り<sup>ˉ</sup>んご (apple)  
お<sup>ˉ</sup>んがく : お<sup>ˉ</sup>んがく (music)

## 9. Intonation

There are three patterns of intonation in Japanese: ① flat ② rising, and ③ falling. Questions are pronounced with a rising intonation. Other sentences are usually pronounced flat, but sometimes with a falling intonation. A falling intonation can express feelings such as agreement, disappointment, etc.

e.g. さとう 佐藤 : あした <sup>ともだち</sup>友達と <sup>はなみ</sup>お花見を します。【→flat】  
ミラーさんも いっしょに <sup>い</sup>行きませんか。【↗rising】

ミラー : いいですね。【↘falling】

Sato: I'm going to see the cherry blossoms tomorrow with some friends.

Would you like to come with us, Mr. Miller?

Miller: That sounds good.

## II . Classroom Language

- |   |  |
|---|--|
| 1. <sup>はじ</sup> 始めましょう。                                  | Let's begin.                                       |
| 2. <sup>お</sup> 終わりましょう。                                  | Let's finish.                                      |
| 3. <sup>やす</sup> 休みましょう。                                  | Let's take a break.                                |
| 4. わかりますか。<br>……はい、わかります。<br>……いいえ、わかりません。                | Do you understand?<br>……Yes, I do.<br>No, I don't. |
| 5. もう <sup>いちど</sup> 一度 [ <sup>ねが</sup> お願いします]。          | Once more [please].                                |
| 6. いいです。  | That's fine.                                       |
| 7. <sup>ちが</sup> 違います。                                    | No, that's wrong.                                  |
| 8. <sup>なまえ</sup> 名前                                      | name   |
| 9. <sup>しけん</sup> 試験、 <sup>しゅくだい</sup> 宿題                 | test, homework                                     |
| 10. <sup>しつもん</sup> 質問、 <sup>こた</sup> 答え、 <sup>れい</sup> 例 | question, answer, example                          |

## III . Everyday Greetings and Expressions

- |                          |                   |
|--------------------------|-------------------|
| 1. おはよう ございます。           | Good morning.     |
| 2. こんにちは。                | Hello.            |
| 3.こんばんは。                 | Good evening.     |
| 4. <sup>やす</sup> お休みなさい。 | Good night.       |
| 5. さようなら。                | Goodbye.          |
| 6. ありがとう ございます。          | Thank you.        |
| 7. すみません。                | Excuse me./Sorry. |
| 8. <sup>ねが</sup> お願いします。 | Please.           |

# TERMS USED FOR INSTRUCTION

だい 一 課 ぶんけい 文 型 れいぶん 例 文 かいわ 会 話 れんしゅう 練 習 もんだい 問 題 こたえ 答 え よ 読み物 ふくしゅう 復 習	Lesson - Sentence Pattern Example Sentence Conversation Exercise Practice Question Answer Text Review	フォーム ～形 しゅうしよく 修 飾 れいがい 例 外 めいし 名 詞 どうし 動 詞 けいようし 形 容 詞 けいようし い 形 容 詞 けいようし な 形 容 詞 じょし 助 詞 ふくし 副 詞 せつぞくし 接 続 詞 すうし 数 詞 じょうすうし 助 数 詞 ぎもんし 疑 問 詞	form ～ form modification exception noun verb adjective い -adjective な -adjective particle adverb conjunction numeral counter suffix interrogative
もくじ 目 次	Contents		
さくいん 索 引	Index		
ぶんぼう 文 法 ぶん 文	grammar sentence		
たんごご 単 語 (語) く 句 せつ 節	word phrase clause	めいしぶん 名 詞 文 どうしぶん 動 詞 文	noun (predicate) sentence verb (predicate) sentence
はつおん 発 音 ぼいん 母 音 しいん 子 音 はく 拍	pronunciation vowel consonant mora	けいようしぶん 形 容 詞 文	adjective (predicate) sentence
アクセント	accent	しゅご 主 語 じゅつご 述 語 もくてきご 目 的 語 しゅだい 主 題	subject predicate object topic
イントネーション	intonation		
[か] 行 れつ [い] 列	[か] row [い] column		
ていねいたい 丁 寧 体 ふつうたい 普 通 体 かつよう 活 用	polite style of speech plain style of speech inflection, conjugation	こうてい 肯 定 ひてい 否 定 かんりよう 完 了 みかんりよう 未 完 了 かこ 過 去 ひかこ 非 過 去	affirmative negative perfective imperfective past non-past

# KEY TO SYMBOLS AND ABBREVIATIONS

## 1. Symbols Used in I. Vocabulary

- ① ~ indicates a missing word or phrase  
e.g. ~から 来<sup>き</sup>ました。 came from ~
- ② - indicates a missing number  
e.g. -歳<sup>さい</sup> - years old
- ③ Words and phrases that can be omitted are enclosed in square brackets:  
e.g. どうぞ よろしく [お願<sup>ねが</sup>いします]。 Pleased to meet you.
- ④ Synonymous words and phrases are enclosed in round brackets:  
e.g. だれ(どなた) who
- ⑤ Words marked with a star (\*) are not used in that lesson but are presented as being relevant.
- ⑥ The Exercise C section ((練<sup>れんしゅう</sup>習<sup>C</sup>)) presents expressions used in the lesson's Exercise C.
- ⑦ The Conversation section ((会<sup>かいわ</sup>話)) presents words and expressions used in the lesson's Conversation.

## 2. Abbreviations Used in IV. Grammar Notes

N	noun (名 <sup>めいし</sup> 詞)	e.g. がくせい (student) つくえ (desk)
い-adj	い-adjective (い形 <sup>けいようし</sup> 容 <sup>じ</sup> 詞)	e.g. おいしい (delicious) たかい (high, expensive)
な-adj	な-adjective (な形 <sup>けいようし</sup> 容 <sup>じ</sup> 詞)	e.g. きれい [な] (beautiful) しずか [な] (quiet)
V	verb (動 <sup>どうし</sup> 詞)	e.g. かきます (write) たべます (eat)
S	sentence (文 <sup>ぶん</sup> )	e.g. これは 本 <sup>ほん</sup> です。 This is a book. わたしは あした 東京 <sup>とうきょう</sup> へ 行 <sup>い</sup> きます。 I'm going to Tokyo tomorrow.