

# Japanese Introductory 1



# JAPANESE INTRODUCTORY 1

IORI HAMADA

Monash University Library



*Japanese Introductory 1 Copyright © 2024 by Iori Hamada is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/), except where otherwise noted.*

This book was published by Monash University via the Council of Australian University Librarians Open Educational Resources Collective. The online version is available at <https://oercollective.caul.edu.au/japanese>.

Note that corporate logos and branding are specifically excluded from the [Creative Commons Attribution Noncommercial Licence](https://creativecommons.org/licenses/by-nc/4.0/) of this work, and may not be reproduced under any circumstances without the express written permission of the copyright holders.

## **Copyright**

*Japanese Introductory 1* by Iori Hamada is licensed under a Creative Commons Attribution Noncommercial 4.0 Licence by Monash University.

Recommended citation: Hamada, I. (2023). *Japanese Introductory 1*. Monash University. <https://oercollective.caul.edu.au/japanese>.

Recommended attribution: *Japanese Introductory 1* by Iori Hamada is licensed under a [Creative Commons Attribution Noncommercial 4.0](https://creativecommons.org/licenses/by-nc/4.0/) Licence by Monash University.

Cover (illustration) by Les Thomas is licensed under a [Creative Commons Attribution Noncommercial 4.0 International Licence](https://creativecommons.org/licenses/by-nc/4.0/).

# CONTENTS

Acknowledgement of Country	xv
Acknowledgements	xvi
Title page	xviii
Introduction	1
About the Author	5
Accessibility Information	vii

## Chapter 1: Head Start with Japanese

1.0 Head Start with Japanese	11
1.1 Introduction to Hiragana	14
1.2 あ (a) – こ (ko)	29
1.3 さ (sa) – と (to)	34
1.4 な (na) – ほ (ho)	39
1.5 ま (ma) – よ (yo)	44
1.6 ら (ra) – ん (n) and Hiragana Review	48

## Chapter 2: Welcome to Japanese Learning Communities (1)

2.0 Welcome to Japanese-Learning Communities (1)	61
2.1 The Japanese Sound System	87
2.2 Additional Features of Hiragana	93
2.3 The Art of Meeting and Greeting	108
2.4 X is Y: Xは (wa) Yです (desu)	126
2.5 Particle を (o)	131
2.6 The Japanese Punctuation System	138
2.7 Gender and First-Person Pronouns	146
2.8 Review	153

## Chapter 3: Welcome to Japanese Learning Communities (2)

3.0 Welcome to Japanese-Learning Communities (2)	159
3.1 Japanese Word Order	185
3.2 Is X Y?: X は (wa) Y ですか (desu ka)	193
3.3 Describing Likes and Dislikes	198

3.4 The Particles の (no) and も (mo)	211
3.5 Numbers 0 to 10 and Year Levels	219
3.6 Review	229

## Chapter 4: Bringing Japan Home (1)

4.0 Bringing Japan Home (1)	235
4.1 Introduction to Katakana	275
4.2 Demonstrative Pronouns: これ (kore), それ (sore), あれ (are) andどれ (dore)	289
4.3 What Is X?: Xは (wa) なん (nan) ですか (desu ka)	298
4.4 How to Count Small Items	304
4.5 The Particle と (to) and the Conjunction それから (sorekara)	314
4.6 The Sentence-Ending Particles ね (ne) and よ (yo)	323
4.7 Review	331

## Chapter 5: Bringing Japan Home (2)

5.0 Bringing Japan Home (2)	339
-----------------------------	-----

5.1 Formal and Informal Speech Styles	367
5.2 X is not Y: Xは (wa) Yじゃないです (janai desu)	372
5.3 Numbers 11 to 100	376
5.4 Telling and Asking One's Place of Origin	382
5.5 The Conjunction でも (demo)	391
5.6 Review	395

## Chapter 6: Expanding Your Japanese Toolkit (1)

6.0 Expanding Your Japanese Toolkit (1)	401
6.1 ます (masu) Form and Verb Conjugation	431
6.2 The Particle に (ni) for Time References	441
6.3 Frequency Words	447
6.4 Closed-Ended Questions: ますか (masu ka)	456
6.5 Exploring the Verbs 'Come' and 'Go'	461
6.6 The Particles に (ni) and へ (e) to Indicate Destinations	470
6.7 The Sentence-Ending Particle よね (yone)	478
6.8 Review	485



## Chapter 7: Expanding Your Japanese Toolkit (2)

7.0 Expanding Your Japanese Toolkit (2)	491
7.1 Introduction to Kanji	524
7.2 Asking and Telling the Time	563
7.3 The Particle で (de) to Indicate Activity Locations	579
7.4 The Particle で (de) to Indicate Tools, Methods or Transportation	587
7.5 Open-Ended Questions Using the ます (masu) Form	595
7.6 The Conjunction から (kara)	615
7.7 Review	622

## Chapter 8: Getting Ready to Take on Japan (1)

8.0 Getting Ready to Take On Japan (1)	629
8.1 Kanji: 今, 何, 半, 上, 中, 下, 月, 火, 水, 木, 金, 土, 日, 曜	664
8.2 Position Words	676

8.3 Days of the Week and Months	684
8.4 Describing Existence: <b>あります</b> (ari masu) and <b>います</b> (i masu)	695
8.5 Open-Ended Questions with <b>あります</b> (ari masu) and <b>います</b> (i masu)	711
8.6 Large Numbers: 101 to 10,000 and Beyond	718
8.7 Review	731

## Chapter 9: Getting Ready to Take on Japan (2)

9.0 Getting Ready to Take On Japan (2)	737
9.1 Kanji: 百, 千, 万, 円, 本, 人, 山, 川, 田, 私	782
9.2 Expressing Desires with <b>たいです</b> (tai desu)	791
9.3 Open-Ended Questions with <b>たいです</b> (tai desu)	809
9.4 Demonstrative Adjectives: <b>この</b> (kono), <b>その</b> (sono), <b>あの</b> (ano) and <b>どの</b> (dono) + <b>だれの</b> (dare no)	822
9.5 Demonstrative Pronouns: <b>ここ</b> (koko), <b>そこ</b> (soko), <b>あそこ</b> (asoko) and <b>どこ</b> (doko)	836
9.6 Japanese Currency and Shopping	847

9.7 Indigenous Perspectives: The Ainu People and Aboriginal and Torres Strait Islander Peoples	867
9.8 Review	883

## Chapter 10: Getting Around Japan (1)

10.0 Getting Around Japan (1)	891
10.1 Kanji: 大, 学, 先, 生, 女, 男, 見, 行, 食, 飲	933
10.2 Verb Conjugation: Te-Form	943
10.3 How to Make Polite Requests: Verb Te-Form + ください (kudasai)	955
10.4 How to Ask for and Give Permission: Verb Te-Form + もいいですか (mo ii desu ka) and もいいです (よ) (mo ii desu [yo])	958
10.5 How to Connect Verbs with the Te-Form	973
10.6 Review	982

## Chapter 11: Getting Around Japan (2)

11.0 Getting Around Japan (2)	989
11.1 Kanji: 口, 入, 出, 右, 左, 東, 西, 南, 北	1018

11.2 Adjective Conjugation	1027
11.3 Asking for and Giving Directions	1046
11.4 How to Make Suggestions and Invitations: ませんか (masen ka)	1059
11.5 How to Make and Agree to Plans: ましよ う (mashou)	1066
11.6 How to Offer Help: ましょうか (mashou ka)	1076
11.7 How to Count Thin Objects: 枚 (まい: mai)	1082
11.8 Review	1089

## Chapter 12: Looking Back, Moving Forward

12.0 Looking Back, Moving Forward	1097
12.1 Kanji: 天, 気, 元, 外, 国	1134
12.2 Past Tense of Adjectives and Nouns	1140
12.3 Past Tense of Verbs	1154
12.4 Past Tense of あります (ari masu) and い ます (i masu)	1169
12.5 Desires in the Past Tense: たかったです (takatta desu)	1178

12.6 Review	1194
Bibliography	1199
Peer-Review Statement	1202
Versioning History	1203
Licensing and Attribution Information	1204
Does Something Need Fixing?	1206



# ACKNOWLEDGEMENT OF COUNTRY

---

The author gratefully acknowledges the Traditional Owners of the lands and their custodianship of the lands from which this publication originated, the Wurundjeri and Boonwurrung people of the Kulin Nations. She pays respect to their Elders, past and present, acknowledging their significant impacts in Australia and globally.

# ACKNOWLEDGEMENTS

---

I would like to express my profound gratitude to all those who have contributed to bringing this project to fruition. First and foremost, I am deeply indebted to the exceptional Monash librarian team – Susie Phillips, Mitchell Reid, Jenny Fafeita, Mia Goodwin, and former librarian Veronica Delafosse – whose expertise and dedication were instrumental throughout this journey. Special thanks to Copyright Adviser Megan Deacon for her invaluable guidance.

I extend my sincere appreciation to the two anonymous reviewers whose thoughtful and critical feedback significantly enhanced the quality of this work. I am also grateful to all my students who provided valuable feedback on early drafts, helping to shape and refine this work.

This manuscript has also benefited immensely from the meticulous attention of Dr Sara Kitaoji, who undertook the considerable task of proofreading over 100,000 words across all chapters.

Additionally, I have been fortunate to receive generous support from the academic community. I would like to extend my special thanks to Dr Thomas Budinette and Dr Wes



Robertson from Macquarie University for their invaluable feedback on the textbook, particularly their insights on gender perspectives, which greatly enriched the material on Japanese pronouns and gender.

I am especially grateful to Associate Professor Beatrice Trefalt and Associate Professor Jeremy Breaden from the Japanese Studies Program for their unwavering support. Their belief in this ambitious project, assistance with the Council of Australian University Librarians grant application, and consistent encouragement were instrumental to its realisation. This project simply would not have been possible without their support.

# TITLE PAGE

---

## Japanese Introductory 1

The information in this work was current at the time of writing.

This publication may contain links to other websites and 3rd party material that are external and we do not control the content of those websites or creation of that material and we accept no liability or loss whatsoever arising from, or connected to, the use of such links or 3rd party material. We do not guarantee the use, accuracy, reliability, currency or completeness of any material contained on this website or any linked site. It is the responsibility of the user to be aware of the terms and conditions governing each website.

This work is licensed under a [Creative Commons NonCommercial license](#), except where otherwise noted. The details of the relevant licence conditions are available on the Creative Commons website, as is the full legal code for the CC BY NC 4.0 licence. Although most of the material included in this work is made available to you under CC BY-NC, there are some items identified within this work that are protected by

copyright or other intellectual property rights and ownership of all of this work remains with the relevant 3rd party. These works cannot be reused and may be subject to further restrictions without obtaining further permission or clearance from the 3rd party rights holder. Monash University has made all reasonable effort to clearly label where the copyright or intellectual property is owned by a 3rd party and to ensure that the owner has consented to this material being presented in this work but makes no guarantee in this regard. Please see the relevant citations for details.

While the author wishes to encourage the use and adaptation of this work, the author and Monash University are not responsible for any adaptations or alterations made to their work in the future by other users, reusing this work.

By accessing and using this work you agree to abide by the conditions above.

## **BOOK INFORMATION**

### **AUTHOR**

Iori Hamada

### **COVER DESIGN**

Les Thomas

### **LICENSE**

CC BY-NC

### **PRIMARY SUBJECT**

Language acquisition

### **ADDITIONAL SUBJECT(S)**

Japanese; Language teaching and learning;  
Language learning: grammar, vocabulary and  
pronunciation

## **PUBLISHER**

Monash University Library

## **PUBLICATION DATE**

2024

## **ISBN**

978-0-6457554-1-1

## **DOI**

[doi.org/10.60754/d0h4-3t80](https://doi.org/10.60754/d0h4-3t80)



# INTRODUCTION

---

## The Features



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=4#h5p-46>

## The User Guide



*An interactive H5P element has been excluded from this version of the text.*

*You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=4#h5p-47>

### Figures – The Features

- 1 “[Torii Gates](#)” with no author. PxHere. Licensed under [CC 0](#).
- 2 “[Moss](#)” with no author. PxHere. Licensed under [CC 0](#).
- 3 “[Mt Fuji](#)” with no author. PxHere. Licensed under [CC 0](#).
- 4 “[Lanterns](#)” with no author. PxHere. Licensed under [CC 0](#).
- 5 “[People at Festivals](#)” with no author. PxHere. Licensed under [CC 0](#).



6 “[Bamboo Path](#)” with no author. PxHere. Licensed under [CC 0](#).

7 “[Shibuya](#)” with no author. PxHere. Licensed under [CC 0](#).

8 “[Fireworks](#)” with no author. PxHere. Licensed under [CC 0](#).

## **Figures – The User Guide**

1 “[Tokyo Station](#)” with no author. PxHere. Licensed under [CC 0](#).

2 “[Tatami Room](#)” with no author. PxHere. Licensed under [CC 0](#).

3 “[Origami Cranes](#)” with no author. PxHere. Licensed under [CC 0](#).

4 “[Doraemon Soft Toys](#)” with no author. PxHere. Licensed under [CC 0](#).

5 “[Garden in Autumn](#)” with no author. PxHere. Licensed under [CC 0](#).

6 “[Cherry Blossom and Boats](#)” with no author. PxHere. Licensed under [CC 0](#).

7 “[Snow Village](#)” with no author. PxHere. Licensed under [CC 0](#).

8 “[People in Kimono](#)” with no author. PxHere. Licensed under [CC 0](#).

# ABOUT THE AUTHOR

---

Dr Iori Hamada is a Lecturer in Japanese Studies at Monash University, Australia. Born and raised in Japan, Iori relocated to Australia in 2006 as a recipient of the Endeavour Japan Award conferred by the Australian Government. In 2019, she was awarded [the Institute of Social Science and Oxford University Press Prize](#) for her co-authored journal article titled ‘[Silent Exits: Risk and Post-3.11 Skilled Migration from Japan to Australia](#)’. In 2021, Iori was also awarded a [Fellowship of Higher Education Academy \(FHEA\) by Advance Higher Education, UK](#).

Iori’s research is centred on interdisciplinary approaches aimed at fostering social inclusion. Her work spans various fields, such as labour migration, gender equality and food production and consumption, all interconnected by the goal of creating a more inclusive and equitable society.

She has penned several language learning books that have been translated into Chinese and Korean.

In addition to her language learning books, Iori is the author of [The Japanese Restaurant: Tasting the New Exotic in Australia](#) (Routledge, 2023). She is currently serving as a lead editor

for the edited volume titled 'Japanese Migrations to Australia: Transformation and Heterogeneity' (Routledge).

Iori can be contacted via [iori.hamada@monash.edu](mailto:iori.hamada@monash.edu).

# ACCESSIBILITY INFORMATION

---

We believe that education must be available to everyone, which means supporting the creation of free, open and accessible educational resources. We are actively committed to increasing the accessibility and usability of the textbooks we produce.

This resource was created with reference to the [WCAG guidelines](#) and aims to meet the criteria listed on our [Accessibility Checklist](#).

If you have problems accessing this resource, please fill in the [Monash open textbook feedback form](#).



# CHAPTER 1: HEAD START WITH JAPANESE





# 1.0 HEAD START WITH JAPANESE

---



*Figure 1: Cherry Blossom*

If you are looking for a language that brings excitement and practicality, Japanese is an excellent choice. With its rich culture and

influence on entertainment, technology and business, Japanese is a language that can unlock many opportunities and enrich your experiences.

This chapter is a vital introduction to Japanese, focusing on equipping you with one of the fundamental scripts in the language – hiragana. Hiragana is a set of phonetic symbols that are mainly used for grammatical particles, as well as the endings of verbs and adjectives.

So why wait? Start your Japanese language journey today and discover all the thrilling possibilities that await you!




## Learning goals

By the end of this chapter, you will be able to:

- Understand what hiragana is and how it functions.
- Understand the benefits of learning hiragana.
- Identify and read the 46 basic hiragana characters.
- Read some simple Japanese words that use hiragana characters.
- Set up a Japanese keyboard input on your computer.
- Type in Japanese.

## Figures

1 “[Cherry Blossom](#)” by [Ryutaro Tsukata](#). Pexels. Licensed under [Pexels licence](#).

2  “[Goal Icon](#)” by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

# 1.1 INTRODUCTION TO HIRAGANA

---

In this module, we will cover the fundamentals of hiragana, focusing on effective reading techniques.

## What is hiragana?

Hiragana is one of the three scripts in the Japanese writing system, as shown below:

**Hiragana (ひらがな)**

**Katakana (カタカナ)**

**Kanji (漢字)**

Hiragana is often the starting point in learning Japanese, primarily serving to provide grammatical context and connect kanji characters in sentences.

You can think of it as the ‘glue’ that holds words and sentences together, making it easier to read in Japanese.

In modern Japanese writing, all three scripts are used together in sentences. For example:

私は今日、日本語のクラスでひらがなを勉強  
します。

*Watashi **wa** kyou Nihongo **no** kurasu **de**  
hiragana **o** benkyou **shimasu**.*

I will study hiragana in Japanese class today.

Note: The punctuation mark ‘、’ is equivalent to the English comma ‘,’. You will learn more about Japanese punctuation in [Module 2.6](#).

Here’s a brief overview of the distinct roles each script plays in the Japanese language. Please note that these are guidelines and exceptions do exist:

- **Kanji** characters are used to represent certain words or parts of words. They are usually content words such as nouns, adjective stems and verb stems. Each kanji character has its own meaning and one or more readings (ways to pronounce it), which you will learn in Chapter 7. For example, 勉強 is a noun-verb compound made up of two kanji characters, 勉 (meaning ‘exertion’) and 強 (meaning ‘strong’). Together, they represent the concept of ‘study’ or ‘learning’. In Japanese, many verbs are formed by combining a kanji noun with the verb する (suru: to do), making it a verb phrase.
- **Hiragana** characters are used to provide grammatical information and fill in the gaps between kanji characters.
- **Katakana** characters are primarily used for transcribing foreign words from languages other than Chinese and are sometimes employed for emphasis. You will learn katakana in [Module 4.1](#).

Keep in mind that hiragana is phonetic, which means the same sentence in the above example can be written entirely in hiragana like this:

わたしはきょう、にほんごのくらすでひらがなを  
べんきょうします。

Hiragana is the starting block for learning Japanese, offering a simpler way to get the hang of reading and writing before diving into the more intricate kanji characters. However, reading sentences fully in hiragana can be tough, as it lacks the clear word boundaries that kanji and katakana provide.

For example, deciphering にわにはにわのにわとり  
がいる might seem daunting, but with kanji, it's  
clearer: 庭には二羽の鶏がいる (niwa ni wa niwa no  
niwatori ga iru), which can be translated as 'There  
are two chickens in the garden'. Here, kanji  
characters help to differentiate 'in the garden' (庭に  
は: niwa ni wa) from 'two chickens' (二羽の鶏: niwa  
no niwatori), making the sentence much easier to  
comprehend and highlighting the importance of  
using different scripts for clarity.

Kanji will be introduced later in the textbook; let's  
focus on the role of hiragana in Japanese for now.

## How many hiragana characters are there?

Hiragana consists of **a set of 46 basic characters**

in the Japanese writing system. While there are additional hiragana characters, which we will explore later in [Module 2.2](#), for now, let's focus on these 46 fundamental ones.

## How can I read words in hiragana?

Reading hiragana is not only straightforward but also quite enjoyable! Every hiragana character represents **a syllable**, akin to a small sound unit that forms words. These syllables can be just a single vowel sound (like the hiragana character あ for the sound 'a') or a combination of a consonant and a vowel (like the hiragana character か for the sound 'ka').

Now, for the fun part: when pronouncing these characters, treat each one as a **mora, a phonological unit used in some languages, including Japanese**. This approach ensures you give each character approximately the same amount of time and rhythm in your speech.

Take にほんご (Nihongo: Japanese language), for example, which comprises four moras (Ni-ho-n-go), each pronounced with equal duration. It's similar to



following a steady beat in music, adding a rhythmic aspect to speaking Japanese.

If you're interested in learning more about moras and the pronunciation of Japanese vowels and consonants, I recommend checking out [Module 2.1](#).

Some examples of Japanese syllables include:

- *ka* in the word *kami* (hair or paper)



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=306#audio-306-1>

- *shi* in the word *shika* (deer)



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=306#audio-306-2>

- *nu* in the word *inu* (dog)



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=306#audio-306-3>

- *re* in the word *remon* (lemon)



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=306#audio-306-4>

- *ho* in the word *hoshi* (star)



*One or more interactive elements has been excluded from this version of the*

text. You can view them online here:

[https://oercollective.caul.edu.au/  
japanese/?p=306#audio-306-5](https://oercollective.caul.edu.au/japanese/?p=306#audio-306-5)

## Should I memorise all the hiragana characters now to read the book?

The answer is 'no'. There is no need to memorise all the hiragana characters to read this book at this stage. Instead, we will use the Roman alphabet to represent Japanese sounds phonetically.

**Roomaji or rōmaji** (ローマ字: ろおまじ), also known as 'romaji' in English, is a useful tool for writing and reading Japanese, especially when you are not yet familiar with the three scripts.

For example, in Japan, you will often see romaji on signboards at train stations, as shown in Figure 1:

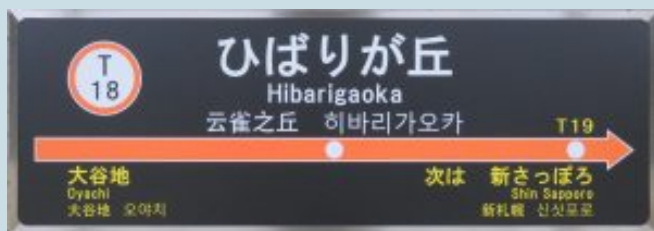


Figure 1: Hibarigaoka Station Signboard

## Romaji, Rōmaji and Romanisation: What's the Difference?

- **Romanisation** refers to the **general process** of transliterating languages into the Roman alphabet, not just Japanese.
- **Roomaji or rōmaji** (with a macron) is the accurate **romanisation of the Japanese term** ローマ字, written in katakana and kanji, meaning 'Roman letters'.
- **Romaji** is the commonly used term in English for Japanese text transliterated into the Roman alphabet.

In short, **romaji** helps English speakers who are not familiar with the Japanese writing system **read and understand Japanese words more easily!**

---

Here is a downloadable PDF chart of basic hiragana that you can use to enhance your everyday Japanese learning experience. The chart is read from top to bottom, and left to right.

**Basic hiragana chart**

あ (a)	か (ka)	さ (sa)	た (ta)	な (na)	は (ha)	ま (ma)	や (ya)	ら (ra)	わ (wa)
い (i)	き (ki)	し (shi)	ち (chi/ti)	に (ni)	ひ (hi)	み (mi)		り (ri)	
う (u)	く (ku)	す (su)	つ (tsu)	ぬ (nu)	ふ (fu/hu)	む (mu)	ゆ (yu)	る (ru)	を (o)
え (e)	け (ke)	せ (se)	て (te)	ね (ne)	へ (he)	め (me)		れ (re)	
お (o)	こ (ko)	そ (so)	と (to)	の (no)	ほ (ho)	も (mo)	よ (yo)	ろ (ro)	ん (n)



Please note that in this textbook, ち and ふ are represented as *chi* and *fu*, respectively, following the Hepburn system of romanisation. However, in some other romanisation systems, they might be represented as *ti* and *hu*, respectively.

[Basic Hiragana Chart Japanese Introductory 1 \(PDF 62 KB\)](#)

## Typing in Japanese chart

Curious about typing in Japanese on your computer? Whether you're a pro or just starting out, we've got you covered!

If you don't have a Japanese keyboard or aren't sure how to use one, don't worry. Take a look at our easy-to-follow instructions below. They'll guide you through setting up Japanese input on your computer and show you the basics of typing in Japanese.

[How to Set Up Japanese Keyboard Input Japanese Introductory 1 \(PDF 168 KB\)](#)

## What are the key benefits of learning hiragana?

Here are some good reasons why learning hiragana offers a good foundation for your Japanese language studies:

- Hiragana forms the core of the Japanese writing system. It is often used to represent sentence elements for which there are no kanji characters. It can also be used instead of kanji to transcribe a word phonetically. So, by mastering hiragana, you will be able to read and write most words in Japanese.
- Hiragana serves as a foundation for learning the two other scripts, katakana and kanji. Knowing hiragana will make it easier for you to build your reading and writing skills in Japanese.
- Learning hiragana will help you to improve your pronunciation of Japanese words. Each hiragana character corresponds to a specific sound (or mora). So, by learning hiragana, you will be able to pronounce words clearly and appropriately.



- Last, but not least, learning hiragana can give you a sense of accomplishment! It can be highly motivating and boost your confidence in your language-learning abilities.

In sum, learning hiragana is a great first step for those starting out in Japanese. It creates a solid base for comprehending, writing and reading the language, and it is crucial for communicating effectively in Japanese.


## Further resources

To further enhance your understanding of the benefits of learning hiragana, the following resource (about 3 minutes long) created by [Tofugu](#) may be useful. It also provides you with an overview of how hiragana functions, which will be covered in more detail in the subsequent modules in this chapter:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=306#oembed-1](https://oercollective.caul.edu.au/japanese/?p=306#oembed-1)*

## Figures

1. “[Hibarigaoka Station Signboard](#)” by [Chuoterminal 02](#).  
Wikimedia Commons. Licensed under [CC by SA 4.0](#).
2.  “[Exclamation Sign Icon](#)” (untitled) by Dave Gandy.  
[Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).

## 1.2 あ (A) – こ (KO)

---

This module will guide you through the essentials of reading hiragana characters. We will focus on 10 of the 46 basic hiragana characters: あ (a), い (i), う (u), え (e) and お (o), as well as か (ka), き (ki), く (ku), け (ke) and こ (ko).

The five vowel sounds of hiragana – あ (a, as in 'uh'), い (i, as in 'six'), う (u, as in 'put'), え (e, as in 'met') and お (o, as in 'pot') – are essential. Remember to pronounce them crisply and briefly. They pair with consonants like 'k', 's', 't', 'n', 'h', 'm', 'y', 'r' and 'w', forming the basis of the hiragana script. This combination of sounds is vital for mastering the reading and pronunciation of Japanese.

### 1. あ (a), い (i), う (u), え (e), お (o)

Practise saying each character slowly at first, and then increase the speed. After that, challenge yourself

to pronounce all five characters smoothly in one go, as if in a single breath.



*One or more interactive elements has been excluded from this version of the text. You*

*can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=314#audio-314-1>

For a focused exploration of the Japanese vowel sounds あ, い, う, え and お, [Module 2.1](#) offers comprehensive guidance and is a great resource.

Are you a visual learner? Then you may find **mnemonics** useful.

But what exactly is mnemonics?

Mnemonics is a learning strategy that assists in the process of memorisation and recall. It can take

the form of images, songs, rhymes or other creative strategies.

To learn the 46 basic hiragana characters, you can also refer to this resource (about 3 minutes long) created by [Tofugu](#). It shows how mnemonics can be used to learn あ, い, う, え and お:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=314#oembed-1>

---

The characters か (ka), き (ki), く (ku), け (ke) and こ (ko) are our next focus.

## 2. か (ka), き (ki), く (ku), け

**(ke), こ (ko)**

Again, practise saying each character slowly at first, and then increase the speed. After that, challenge yourself to pronounce all five characters smoothly in one go, as if in a single breath.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=314#audio-314-2>

For a deeper dive into Japanese consonant pronunciation, [Module 2.1](#) is highly recommended. It provides comprehensive insights and practical examples to help you master the sounds effectively.

Here is an additional resource (about 3 minutes

long) created by [Tofugu](#), which shows you how to learn か, き, く, け and こ using mnemonics:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=314#oembed-2>

## References

Tofugu. “Learn Hiragana Today #2: あいうえお.” YouTube video, 3:29. August 12, 2014. <https://www.youtube.com/watch?v=WJdwOpJwpYg>.

———. “Learn Hiragana Today #3: かきくけこ.” YouTube video, 3:20. August 12, 2014. <https://youtu.be/gLPzqSkIH58?si=BrpKE0GPTeWUNCLt>.

## 1.3 さ (SA) – と (TO)

---

In this module, we will focus on the hiragana characters さ (sa), し (shi), す (su), せ (se) and そ (so), along with た (ta), ち (chi), つ (tsu), て (te) and と (to).

### 1. さ (sa), し (shi), す (su), せ (se), そ (so)

Practise saying each character slowly at first, and then increase the speed. After that, challenge yourself to pronounce all five characters smoothly in one go, as if in a single breath.





*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=318#audio-318-1>*

Here is an additional resource (about 4 minutes long) created by [Tofugu](#), which shows you how to learn さ, し, す, せ and そ using mnemonics:



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=318#oembed-1>*

---

## 2. た (ta), ち (chi), つ (tsu), て (te), と (to)

Practise saying each character slowly at first, and then increase the speed. After that, challenge yourself to pronounce all five characters smoothly in one go, as if in a single breath.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=318#audio-318-2>

Note that ち is represented as *chi* in this textbook, following the Hepburn

system of romanisation. But you might also see it represented as *ti* in some places, depending on the romanisation system used.

Here is an additional resource (about 3 minutes long) created by [Tofugu](#), which shows you how to learn た, ち, つ, て and と using mnemonics:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=318#oembed-2>

## References

Tofugu. “Learn Hiragana Today #4: さしすせそ.” YouTube video, 3:46. August 12, 2014. <https://www.youtube.com/watch?v=CtvnJIFTVOs>.

———. “Learn Hiragana Today #5: たちつてと.” YouTube video, 3:25. September 4, 2014. <https://youtu.be/J9nwOeC-juk?si=BBEQ-gNHZjF0lGSD>.

## 1.4 な (NA) – ほ (HO)

---

In this module, we will focus on the hiragana characters な (na), に (ni), ぬ (nu), ね (ne) and の (no), along with は (ha), ひ (hi), ふ (fu), へ (he) and ほ (ho).

### 1. な (na), に (ni), ぬ (nu), ね (ne), の (no)

Practise saying each character slowly at first, and then increase the speed. After that, challenge yourself to pronounce all five characters smoothly in one go, as if in a single breath.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=329#audio-329-1>*

Here is an additional resource (about 4 minutes long) created by [Tofugu](#), which shows you how to learn な, に, ぬ, ね and の using mnemonics:



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=329#oembed-1>*

For further exploration of mnemonic devices, visit [this webpage](#) by Tofugu.

---

## 2. は (ha), ひ (hi), ふ (fu), へ (he), ほ (ho)

Practise saying each character slowly at first, and then increase the speed. After that, challenge yourself to pronounce all five characters smoothly in one go, as if in a single breath.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=329#audio-329-2>



Note that ふ is represented as *fu* in this textbook, following the Hepburn system of romanisation. But you might also see it represented as *hu* in some places, depending on the romanisation system used.

Here is a more extended resource (about 15 minutes long) created by [Learn Japanese with Kobachan-tachi](#). In addition to a tutorial on learning は, ひ, ふ, へ and ほ using mnemonics, it provides revision games! In this additional resource, you will also learn more about the romanisation of ふ, which can be represented as either *fu* or *hu*, depending on the romanisation system used:





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=329#oembed-2>

## Figures

## 1.5 ま (MA) – よ (YO)

---

In this module, we will focus on the hiragana characters ま (ma), み (mi), む (mu), め (me) and も (mo), along with や (ya), ゆ (yu) and よ (yo).

### 1. ま (ma), み (mi), む (mu), め (me), も (mo)

Practise saying each character slowly at first, and then increase the speed. After that, challenge yourself to pronounce all five characters smoothly in one go, as if in a single breath.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=335#audio-335-1>*

Here is an additional resource (about 13 minutes long) created by [Learn Japanese with Kobachan-tachi](#), which shows you how to learn ま, み, む, め and も using mnemonics. You might also find its revision games helpful:



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=335#oembed-1>*

## 2. や (ya), ゆ (yu), よ (yo)

Practise saying each character slowly at first, and then increase the speed. After that, challenge yourself to pronounce all five characters smoothly in one go, as if in a single breath.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=335#audio-335-2](https://oercollective.caul.edu.au/japanese/?p=335#audio-335-2)*

Here is another resource (about 10 minutes long)  
created by [Learn Japanese with Kobachan-tachi](#),

which shows you how to learn や, ゆ and よ using mnemonics. You might also find its review games helpful:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=335#oembed-2>

## References

Learn Japanese with Kobachan-tachi. “[Hiragana] Learn Japanese—Hiragana M-Line まみむめも in 13 Minutes.” YouTube video, 13:34. March 31, 2023. [https://www.youtube.com/watch?v=D8Kpv4MzV0I&ab\\_channel=LearnJapanesewithKobachan-tachi](https://www.youtube.com/watch?v=D8Kpv4MzV0I&ab_channel=LearnJapanesewithKobachan-tachi).

———. “[Hiragana] Learn Japanese—Hiragana Y-Line やゆよ in 10 Minutes.” YouTube video, 10:08. April 3, 2023. [https://www.youtube.com/watch?v=pJ\\_TRnfvFos&ab\\_channel=LearnJapanesewithKobachan-tachi](https://www.youtube.com/watch?v=pJ_TRnfvFos&ab_channel=LearnJapanesewithKobachan-tachi).

## 1.6 ら (RA) – ん (N) AND HIRAGANA REVIEW

---

In this final module, we will focus on the hiragana characters ら (ra), り (ri), る (ru), れ (re) and ろ (ro), along with わ (wa), を (o) and ん (n).

### 1. ら (ra), り (ri), る (ru), れ (re), ろ (ro)

Practise saying each character slowly at first, and then increase the speed. After that, challenge yourself to pronounce all five characters smoothly in one go, as if in a single breath.

Here is an additional resource (about 15 minutes long) created by [Learn Japanese with Kobachan-tachi](https://www.learnjapanese.co.uk/), which shows you how to learn ら, り, る, れ and ソ using mnemonics. It also includes revision games!

In this resource, you will also learn more about the pronunciation of R-sounds in Japanese, which sound closer to L-sounds, in greater detail:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=349#oembed-1>

---

## 2. わ (wa), を (o), ん (n)

Practise saying each character slowly at first, and then increase the speed. After that, challenge yourself to pronounce all five characters smoothly in one go, as if in a single breath.

Here is an additional resource (about 16 minutes long) created by [Learn Japanese with Kobachan-tachi](https://www.youtube.com/watch?v=349#oembed-2), which shows you how to learn わ, を and ん using mnemonics. It also includes revision games that you may find useful:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=349#oembed-2>



## Exercise 1

1. Some hiragana characters may look slightly different depending on the typeface used. Click on the panel and match the equivalent hiragana characters.

**NOTE:** Only one type of hiragana font provides audio as a hint.



An interactive H5P element has been excluded from this version of the text. You can view it online here:  
<https://oercollective.caul.edu.au/japanese/?p=349#h5p-22>

---

2. Some hiragana characters look very similar. Can you figure out if the following statement is true or false?



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

*<https://oercollective.caul.edu.au/japanese/?p=349#h5p-5>*

---

The following resource, created by [TOMO sensei](#), contains additional words in hiragana. You may find it helpful for assessing your understanding of hiragana:



*One or more interactive elements has been excluded from this version of the text. You can view them*

*online here: <https://oercollective.caul.edu.au/japanese/?p=349#oembed-3>*

## What is the difference between お (o) and を (o) ?

In Japanese, the hiragana character お (o) serves multiple purposes in vocabulary.

Firstly, it is commonly used in everyday words, like おおさか (Oosaka: Osaka) and おとな (otona: adults, grown-ups).

Additionally, it functions as an honorific prefix for nouns, conveying politeness and respect. For example, in おちゃ (ocha: tea), お acts as the honorific prefix for *cha* (tea). Without the honorific お, the tone of what you are saying can shift from polite to brusque.

In contrast, を (o) is a particle used to mark the direct object of a sentence – the target of an action or the object that is being acted upon. For example, in the sentence 「おちゃをください。」 (ocha o kudasai), which means ‘Tea, please’ or, more literally, ‘Please give me tea,’ を marks おちゃ as the object being given.

You will learn more about the particle を in [Module 2.5](#).

## How should I pronounce ん (n)?

In Japanese, the character ん (n) is distinct from the English 'n' in terms of pronunciation. It represents a nasal sound and is produced through the nose rather than the mouth.

Here are a few tips for practising the pronunciation of ん:

- Listen to native Japanese speakers and try to imitate their pronunciation.
- Practise saying words that contain ん out loud, such as せんせい (sensei: teacher) and にほん (Nihon: Japan).
- Drop your jaw slightly as you articulate the Japanese ん sound to pronounce it

accurately.

The pronunciation of ん can vary slightly depending on the surrounding characters. At this stage, it is not necessary to master these nuances, but if you are interested in delving deeper into the pronunciation of ん, please see the following resource created by [Dogen](#).

## How can I write hiragana?

To write hiragana, start with the basic vowels: あ, い, う, え and お. Learn each character's stroke order to make sure you know the proper form and structure.

Consistent practice is key to achieving smooth, natural handwriting. Online resources, like those from the Japan Foundation, offer valuable guidance. They provide hiragana worksheets to help you learn the stroke order

and practise writing the characters. Check out these resources at the [Japan Foundation's website](#).

## References

Dogen. “The 7 Different Ways to Pronounce ん / 「ん」の7つの音.” YouTube video, 1:36. November 16, 2021. <https://www.youtube.com/watch?v=3M-2LjAWb3M>.

Japan Foundation. “Hiragana Memory Hint Worksheets.” October, 2020. <https://jpf.org.au/classroom-resources/resources/hiragana-memory-hint-worksheets/>.

Learn Japanese with Kobachan-tachi. “[Hiragana] Learn Japanese—Hiragana R-Line ろりるれろ in 15 Minutes.” YouTube video, 14:53. April 5, 2023. [https://www.youtube.com/watch?v=R00ytkEZ7\\_4&ct=2s&ab\\_channel=LearnJapanesewithKobachan-tachi](https://www.youtube.com/watch?v=R00ytkEZ7_4&ct=2s&ab_channel=LearnJapanesewithKobachan-tachi).

Learn Japanese with Kobachan-tachi. “[Hiragana] Learn Japanese—Hiragana W-Line + N わをん in 15 Minutes.” YouTube video, 16:14. April 8, 2023. [https://www.youtube.com/watch?v=QW\\_tz795DHI&ab\\_channel=LearnJapanesewithKobachan-tachi](https://www.youtube.com/watch?v=QW_tz795DHI&ab_channel=LearnJapanesewithKobachan-tachi).

SWACIACCLASS. “Japanese Hiragana Alphabet.” 2023. <https://quizlet.com/712699031/japanese-hiragana-alphabet-flash-cards/>.

TOMO sensei. “HIRAGANA TEST 01—Japanese Words Quiz: Hiragana Reading Practice for Beginners.” YouTube video, 4:17. March 10, 2021. [https://www.youtube.com/watch?v=EwJgubX\\_J4k](https://www.youtube.com/watch?v=EwJgubX_J4k).





# CHAPTER 2: WELCOME TO JAPANESE LEARNING COMMUNITIES (1)



## 2.0 WELCOME TO JAPANESE-LEARNING COMMUNITIES (1)

---



*Figure 1:  
Tokyo  
Sky*

In this book, our goal is to provide you with the tools and knowledge to actively participate in dynamic language-learning communities.

In ‘Welcome to Japanese-Learning Communities’, you will start a fun journey to learn basic Japanese conversation skills. This chapter will show you how to introduce yourself and help

you make friends with your fellow classmates and other members in language-learning communities.

It's designed to make interactions in Japanese straightforward and enjoyable, whether you're greeting someone for the first time or stepping into a new cross-cultural sphere.



## Learning goals

By the end of this chapter, you will be able to:

- Identify additional hiragana characters.
- Use simple greetings to start a friendly conversation in Japanese.
- Understand and apply the fundamental sentence pattern 'X は (wa) Y です (desu)' to say 'X is Y' in a self-introduction.

- Learn the Japanese punctuation system to enhance your reading and writing skills.
- Gain insights into various first-person pronouns in Japanese, aside from 私 (わたし: watashi), and how to use them.



## **Why these skills matter**

### **Cognitive benefits**

- Strengthen pattern recognition and reading fluency
- Build confidence in spoken interaction and cultural adaptability
- Reinforce logical sentence structure for clearer expression
- Enhance reading comprehension through punctuation

- Develop awareness of social nuance in pronoun use

### **Real-life benefits**

- Start friendly conversations with ease
- Introduce yourself clearly and naturally
- Use appropriate pronouns for better communication

## Words

Japanese	Romaji	
私（わたし）	<i>watashi</i>	I/me
名前（なまえ）	<i>namae</i>	name
お名前	<i>onamae</i>	name
先生（せんせい）	<i>sensei</i>	teacher/professor, etc.
…さん	<i>san</i>	Mr/Ms/Mrs or an
皆（みな）さん	<i>mina-san</i>	everyone
学生（がくせい）	<i>gakusei</i>	student
大学（だいがく）	<i>daigaku</i>	university
モナシュ（もなしゅ）	<i>Monashu</i>	Monash
自己紹介（じこしょうかい）	<i>jiko-shoukai</i>	self-introduction
日本（にほん）	<i>Nihon</i>	Japan



---

日本語（にほんご）

*Nibongo*

Japanese language

---

水（みず）

*mizu*

water

---

## **Expressions and phrases**

Japanese	Romaji	English
じゃあ	<i>jaa</i>	well then ... / in that case
あ	<i>a</i>	oh / ah / oh / I see.
ええと	<i>eeto</i>	um ... / Let's see ...
はい	<i>hai</i>	yes/okay
お願い（ねが）いします	<i>onagai shimasu</i>	please
X（を）お願いします	<i>X(o) onagai shimasu</i>	X, please
はじめまして	<i>hajime mashite</i>	Nice to meet you
よろしく	<i>yoroshiku</i>	Treat me kindly; Nice to
よろしくお願いします	<i>yoroshiku onagai shimasu</i>	Please treat me kindly; N
ありがとう	<i>arigatou</i>	Thanks
ありがとうございます	<i>arigatou gozaimasu</i>	Thank you very much

どういたしまして	<i>dou itashi mashite</i>	You're welcome
こんにちは	<i>konnichiwa</i>	Hello
おはよう	<i>ohayou</i>	Morning [greeting]
おはようございます	<i>ohayou gozaimasu</i>	Good morning
さようなら	<i>sayounara</i>	Bye
すみません	<i>sumimasen</i>	Excuse me/I'm sorry [apology]
ごめんなさい	<i>gomennasai</i>	I'm sorry [apology]
とてもいいですね	<i>totemo ii desu ne</i>	(That's) really good.

# Key grammar points

Japanese	Romaji	English	Notes
は	<i>wa</i>	—	Particle. This hiragana character is usually pronounced ‘ha’, but when it is used as a particle it is pronounced ‘wa’. This particle is often referred to as a ‘topic marker’, used to indicate the topic of a sentence (see <a href="#">Module 2.4</a> ).
です	<i>desu</i>	is, am, are	Copula/linking verb
Xは?	<i>X wa?</i>	What about X?	In the given sentence pattern, ‘X’ represents a noun, and the particle は (wa) is used to mark the topic of the sentence. This usage highlights the noun ‘X’ as the main topic of discussion.
を	<i>o</i>	—	Particle. This particle is often referred to as an ‘object marker’, used to indicate the direct object of a verb (what or who is being acted upon; see <a href="#">Module 2.5</a> ).

## Exercise 1

Guess which hiragana character needs to be filled in. To check the answer, click the 'turn' button. You can also listen to the sound of each word by clicking the audio icon.

You may notice that some words are not pronounced in the exact way they are written in hiragana and romaji. These sounds are called 'long vowel' sounds, which will be covered in more detail in [Module 2.2](#).



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2026#h5p-7](https://oercollective.caul.edu.au/japanese/?p=2026#h5p-7)



## Model dialogue

Lina and Kevin are practising self-introductions in their first Japanese language class at a university in Australia.

<b>Teacher:</b> じゃあ、みなさん。自己紹介（じこしょうかい）をお願いします（ねが）います。	<i>Jaa, mina-san. Jiko-shoukai o onegai shimasu.</i>
<b>Lina:</b> あ、はじめまして。私（わたし）は*リナ（りな）です。よろしく。 [* The non-Japanese name ‘Lina’ is usually written in katakana, but we are providing the hiragana here to help you read it in Japanese.]	<i>A, hajime mashite. Watashi wa Rina desu. Yoroshiku.</i>
<b>Kevin:</b> Oh, so can we just say よろしく?	<i>Oh, so can we just say, yoroshiku?</i>
<b>Lina:</b> Yeah, that’s a shorter and more casual version of <i>yoroshiku onegai shimasu</i> .	<i>Yeah, that’s a shorter and more casual version of yoroshiku onegai shimasu.</i>
<b>Kevin:</b> Right. ありがとう、リナさん。	<i>Right. Arigatou, Rina-san.</i>
<b>Lina:</b> ええと、お名前（なまえ）は？	<i>Ecto, onamae wa?</i>
<b>Kevin:</b> ケビン（けびん）です。はじめまして。よろしくお願ひ ... What was that again?	<i>Kebin desu. Hajime mashite. Yoroshiku onegai ... What was that again?</i>
<b>Lina:</b> よろしく is just fine!	<i>Yoroshiku is just fine!</i>
<b>Kevin:</b> よろしく！	<i>Yoroshiku!</i>



<p><b>Teacher:</b> リナさん、ケビンさん、とてもいいですね！ Just quickly, when you're talking to your teachers or people who are older than you or in more formal contexts, it's customary to use the longer version of the phrase, '<i>yoroshiku onegai shimasu</i>'.</p>	<p><i>Rina-san, Kevin-san, totemo ii desu ne!</i> Just quickly, when you're talking to your teachers or people who are older than you or in more formal contexts, it's customary to use the longer version of the phrase, '<i>yoroshiku onegai shimasu</i>'.</p>
<p><b>Lina and Kevin:</b> はい。ありがとうございます！</p>	<p><i>Hai, arigatou gozaimasu!</i></p>
<p><b>Teacher:</b> どういたしまして。</p>	<p><i>Dou itashi mashite.</i></p>

## English translation

<b>Teacher:</b> All right, everyone. Please introduce yourselves [literally, ‘Self introduction’].	
<b>Lina:</b> Oh, nice to meet you. I’m Lina. <i>Yoroshiku</i> [‘Treat me kindly’].	
<b>Kevin:</b> Oh, so can we just say <i>yoroshiku</i> ?	
<b>Lina:</b> Yeah, that’s a shorter and more casual version of <i>yoroshiku onegai shimasu</i> .	
<b>Kevin:</b> Right. Thanks, Lina.	
<b>Lina:</b> Well, (what’s) your name?	
<b>Kevin:</b> (I’m) Kevin. Nice to meet you. <i>Yoroshiku onegai</i> ... What was that again?	
<b>Lina:</b> <i>Yoroshiku</i> is just fine!	
<b>Kevin:</b> <i>Yoroshiku</i> !	
<b>Teacher:</b> Lina and Kevin, that’s very good! Just quickly, when you’re talking to you, it’s customary to use the longer version of the phrase, <i>yoroshiku onegai shimasu</i> .	
<b>Lina and Kevin:</b> Okay. Thank you very much!	
<b>Teacher:</b> You’re welcome.	

## Exercise 2

Listen to the following audio files. Each phrase is read twice, first at a slow pace and then at a natural pace. Repeat each phrase after the speaker.

**Teacher:** じゃあ、みなさん。自己紹介をお願いします。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-1>

**Lina:** あ、はじめまして。私はリナです。よろしく。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2026#audio-2026-2](https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-2)

**Kevin:** Oh, so can we just say よろしく?



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2026#audio-2026-3](https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-3)

**Lina:** Yeah, that's a shorter and more  
casual version of *yoroshiku onegai  
shimasu*.

**NOTE:** No audio file provided, since the line is primarily in English.

**Kevin:** Right. ありがとう、リナさん。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-4>

**Lina:** ええと、お名前は？



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-5>

**Kevin:** ケビンです。はじめまして。よろしくお願ひ ... what was that again?



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-6>

**Lina:** よろしく is just fine!



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-7>

**Kevin:** よろしく !



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2026#audio-2026-8](https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-8)

**Teacher:** リナさん、ケビンさん、とても  
いいですね！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2026#audio-2026-9](https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-9)

**Teacher:** Just quickly, when you're talking  
to your teachers or people who are older  
than you or in more formal contexts, it's

customary to use the longer version of the phrase, ‘*yoroshiku onegai shimasu*’.

**NOTE:** No audio file provided, since the line is primarily in English.

**Lina and Kevin:** はい。ありがとうございます  
います！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2026#audio-2026-10](https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-10)

**Teacher:** どういたしまして。



*One or more interactive  
elements has been excluded  
from this version of the text. You can*



*view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2026#audio-2026-11](https://oercollective.caul.edu.au/japanese/?p=2026#audio-2026-11)



## Discussion points

Let's share your observations and thoughts on the following points!

1. The greeting **よろしくお願ひします** (yoroshiku onegai shimasu) might have sounded quite unfamiliar to you at first. How did it make you feel when you heard

it for the first time? Is there an expression in your own language that conveys a similar meaning?

2. How do the brief expressions **あ (a)**, **じゃあ (jaa)** and **ええと (eeto)** function in the conversation? Can you think of specific situations where you might use these phrases? Are you familiar with any other short expressions that facilitate smoother dialogue?

## Further resources

The following resource (about 2 minutes long), created by [Japan Voices](#), may help you understand the cultural nuances and connotations of よろしくお願いします. It uses scenes from the Studio Ghibli anime *Tonari no Totoro* (*My Neighbour, Totoro*), to illustrate the phrase's use when the

family moves to a new house in a new area:





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*


<https://oercollective.caul.edu.au/japanese/?p=2026#oembed-1>

## Figures

1 “Tokyo Sky” (untitled) by [Pierre Blaché](#). Pexels. Licensed under [Pexels licence](#).

2  “Goal Icon” by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

3  “[Speech Bubble Icon](#)” by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC 0](#).

4  “[Lightbulb Icon](#)” by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

## 2.1 THE JAPANESE SOUND SYSTEM

---

In this module, we will explore the fundamental aspects of the Japanese sound system.

The Japanese sound system is relatively straightforward compared to that of English. Each syllable consists of a consonant and a vowel.

### Japanese vowels

The Japanese sound system has **five vowels**, namely, 'a', 'i', 'u', 'e' and 'o'.

Let's watch this short video (about 1 minute long) created by [Kokoro Communications](#) to learn and practise how to pronounce Japanese vowels:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=356#oembed-1](https://oercollective.caul.edu.au/japanese/?p=356#oembed-1)*

Each vowel sound is pronounced distinctly and clearly. For example, 'a' is pronounced as /ah/. It is somewhat akin to the 'uh' sound in English words like 'cup', 'study' and 'tunnel'. However, remember to keep it short and not stretch out the sound.

## Japanese consonants

These consonants are combined with the vowels to form syllables. Compared to English, the Japanese pronunciation system is relatively consistent and uncomplicated.

Japanese consonants are made up of a limited number of sounds, such as 'k', 's', 't', 'n', 'h', 'm', 'y', 'r' and 'w', with some variations of these sounds. They are combined with the five vowels to form syllables.

Let's watch this short video (about 1 minute long), created by [Kokoro Communications](#), to learn and practise how to pronounce Japanese consonants:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=356#oembed-2>

Please note that the chart displayed behind the presenter is oriented vertically. In vertical writing, you read from right to left and from top to bottom. Consequently, the initial hiragana character ‘**あ**’ (a) is located in the top right corner:

---

In [the next module](#), we will explore more about the Japanese sound system using hiragana!



## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=356#h5p-31>

## References

Kokoro Communications. “Japanese Phonetics Part 1: Vowel Sounds.” YouTube video, 0:53. Apr 3, 2021. [https://youtube.com/shorts/JOaJ2BFq-xs?si=NBT8O\\_FunjyAKb7k](https://youtube.com/shorts/JOaJ2BFq-xs?si=NBT8O_FunjyAKb7k).

———. “Japanese Phonetics Part 2: Consonants.” YouTube video, 0:53. Apr 3, 2021. <https://youtube.com/shorts/LWAC224J-SI?si=FLlhw0OCenZcWtla>.



## 2.2 ADDITIONAL FEATURES OF HIRAGANA

---

In this module, we will explore four additional features of hiragana and how they reflect the pronunciation of words in Japanese.

There are four additional features of hiragana that influence the pronunciation of words in Japanese:

- 1. Long vowels**
- 2. Diacritical marks**
- 3. Contracted sounds**

## 4. Double consonants

Let's explore each of these features in detail.

### 1. Long vowels

Some vowels in Japanese can be pronounced as long vowel sounds, which are represented by hiragana. For example, the vowel 'e' is long, pronounced as /ee/, in the word せんせい (sensei). In hiragana, it is represented by a せ (se) and an い (i).

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=359#h5p-71>

## 2. Diacritical marks

Some hiragana characters can be modified with diacritical marks to represent different sounds. There are two types of diacritical marks: **1) だくてん (dakuten)** and **2) はんだくてん (han-dakuten)**.

### 1) だくてん (dakuten) : “

The *dakuten* is represented by two small lines that

look like a double quotation mark ( `` ). It can be placed to the right of certain characters.

A *dakuten* is a mark that alters the sound of a Japanese character from soft (unvoiced) to harder (voiced). For example, the character か (ka) has a soft sound, where the 'k' is spoken without vibrating the vocal cords. When you add a *dakuten* to か, it becomes が (ga), changing the sound to a harder 'g', where the vocal cords vibrate.

Please listen to the recording provided below and notice the difference between the unvoiced 'k' sounds and the voiced 'g' sounds in these pairs of characters: か/が (ka/ga), き/ぎ (ki/gi), く/ぐ (ku/gu), け/げ (ke/ge) and こ/ご (ko/go).

Pay attention to how the 'k' sounds are made without vocal cord vibration, while the 'g' sounds are made with vocal cord vibration.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=359#audio-359-1>

## 2) はんだくてん (han-dakuten) : °

The *han-dakuten* is represented by a small circle (°) and can be placed to the right of an H-sound character.

A *han-dakuten* modifies a character by changing the sound of its initial consonant 'h' to a 'p'. For example, adding a *han-dakuten* to は (ha) changes it to ぱ (pa).

Here is a chart of hiragana with *dakuten* (゛) and *han-dakuten* (゜). Remember to read the chart from top to bottom, and left to right.

Note that ぢ is represented as *ji* and づ is represented as *zu* in this textbook, following the Hepburn system of romanisation. But you might also see them represented as *di* and *du* respectively in some places, depending on the romaji system used.

が (ga)	ざ (za)	だ (da)	ば (ba)	ぱ (pa)
ぎ (gi)	じ (ji)	ぢ (ji/di)	び (bi)	ぴ (pi)
ぐ (gu)	ず (zu)	づ (zu/du)	ぶ (bu)	ぷ (pu)
げ (ge)	ぜ (ze)	で (de)	べ (be)	ぺ (pe)
ご (go)	ぞ (zo)	ど (do)	ぼ (bo)	ぽ (po)

Please listen to the recording below to hear the pronunciation of each hiragana character, ranging from が (ga) to ぽ (po):



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=359#audio-359-2>



## Exercise 2

Read the following three words in sequence and record your voice.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=359#h5p-12>

## 3. Contracted sounds

Two syllables in Japanese can merge into a single, contracted sound, known as **ようおん (you-on)**. In hiragana, this contraction is represented by adding small versions of **ゃ (ya)**, **ゅ (yu)** or **ょ (yo)** to

characters ending in 'i', excluding the character い (i) itself. This process effectively replaces the 'i' sound with 'ya', 'yu' or 'yo'. For example, combining き (ki) with a small や (ya) changes it from き (ki) to きゃ (kya), creating this contracted sound.

Here is a chart of the contracted sounds in hiragana:

きゃ (kya)	しゃ (sha)	ちゃ (cha)	にゃ (nya)	ひゃ (hya)	みゃ (mya)	りゃ (rya)
きゅ (kyu)	しゅ (shu)	ちゅ (chu)	にゅ (nyu)	ひゅ (hyu)	みゅ (myu)	りゅ (ryu)
きょ (kyo)	しよ (shu)	ちょ (cho)	にょ (nyo)	ひょ (hyo)	みょ (myo)	りょ (ryo)

Please listen to the recording below to hear the pronunciation of each hiragana character, ranging from きゃ (kya) to りょ (ryo):



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=359#audio-359-3>

## Exercise 3



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=359#h5p-13>

## 4. Double consonants

Japanese has some sounds that are pronounced as a double consonant, and hiragana characters are used to transcribe these sounds.

Double consonants is represented by **a small つ (tsu)**, called **そくおん (soku-on)**. It introduce a brief

pause before the following consonant sound, creating a distinct pronunciation effect akin to a stutter or a stronger emphasis on the following consonant.

For example, the word なっとう (nattou), meaning 'fermented soybeans', is written with a small っ (tsu) character between the な (na) and と (to) characters to indicate that the 't' is pronounced as a double consonant 'tt'.

## Exercise 4



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=359#h5p-72>

---

Voiced consonants, contracted sounds and double consonants can be combined in various ways to represent a wide range of sounds in Japanese. It is important to learn these different combinations and their pronunciations to read and write Japanese effectively.

Here are some charts of hiragana with additional features to enhance your daily hiragana practice:

## **Additional hiragana charts**

### **Hiragana with diacritical marks**

が (ga)	ざ (za)	だ (da)	ば (ba)	ぱ (pa)
ぎ (gi)	じ (ji)	ぢ (ji/di)	び (bi)	ぴ (pi)
ぐ (gu)	ず (zu)	づ (zu/du)	ぶ (bu)	ぷ (pu)
げ (ge)	ぜ (ze)	で (de)	べ (be)	ぺ (pe)
ご (go)	ぞ (zo)	ど (do)	ぼ (bo)	ぽ (po)

**Hiragana for contracted sounds**

きゃ (kya)	しゃ (sha)	ちゃ (cha)	にゃ (nya)	ひゃ (hya)	みゃ (mya)	りゃ (rya)
きゅ (kyu)	しゅ (shu)	ちゅ (chu)	にゅ (nyu)	ひゅ (hyu)	みゅ (myu)	りゅ (ryu)
きょ (kyo)	しよ (shu)	ちょ (cho)	によ (nyo)	ひょ (hyo)	みょ (myo)	りょ (ryo)

**NOTE:** In addition to the standard set of additional hiragana, there are a few characters that are not commonly used in standard Japanese but can be found in certain contexts. These include: てい (ti), でい (di), ふぁ (fa) and ふぉ (fo).

These characters are typically used in loanwords and foreign names. They represent

sounds that are not traditionally part of the Japanese phonetic system but have been adopted to accommodate foreign words and sounds. For example, ふぁみりー (famirii) for ‘family’ (usually written in katakana as ファミリー) or でいずにー (dizunii) for ‘Disney’ (also usually written in katakana as ディズニー). These characters showcase the adaptability of the Japanese writing system in incorporating foreign linguistic elements.

**Hiragana with diacritical marks and contracted sounds**

ぎゃ (gya)	じゃ (ja)	ぢゃ (ja/dya)	びゃ (bya)	ぴゃ (pya)
ぎゅ (gyu)	じゅ (ju)	ぢゅ (ju/dyu)	びゅ (byu)	ぴゅ (pyu)
ぎょ (gyo)	じょ (jo)	ぢょ (jo/dyo)	びょ (byo)	ぴょ (pyo)

Please listen to the pronunciation of each character listed in the table:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=359#audio-359-4](https://oercollective.caul.edu.au/japanese/?p=359#audio-359-4)*

The combined chart of hiragana with  
additional features can be downloaded here:

[Additional Hiragana Chart Japanese  
Introductory 1 \(PDF 75 KB\)](#)

---

Now that you have familiarised yourself with the  
basic hiragana characters and their additional  
features, you might be interested in the following  
comprehensive resource created by [JAPANESE  
KORO](#). Start at a level that suits your proficiency  
and work your way gradually through the  
increasingly challenging levels.



[https://youtu.be/  
MODSeBnisFE?si=VXqOcgAMXk54yU\\_5](https://youtu.be/MODSeBnisFE?si=VXqOcgAMXk54yU_5)

## References

JAPANESE KORO. “[Hiragana] 100 Reading Challenge Test02 | Level1～Level4 | JLPT Lesson Japanese.” YouTube video, 18:28. July 25, 2023. [https://youtu.be/MODSeBnisFE?si=VXqOcgAMXk54yU\\_5](https://youtu.be/MODSeBnisFE?si=VXqOcgAMXk54yU_5).

## 2.3 THE ART OF MEETING AND GREETING

---

In this module, you will learn how to introduce yourself politely and when to use common greetings, while exploring the cultural nuances and the usage of the honorific suffix **さん (san)**.

### **How can I introduce myself in Japanese?**

There is no set formula for introducing yourself in Japanese, as it can vary depending on the situation and personal preferences.

However, you can try this commonly used, straightforward set of expressions for introducing yourself in Japanese:

### **Step 1. はじめまして**

はじめまして (hajime mashite) is a polite and friendly way to greet someone for the first time. It literally means 'This is the beginning' and can be roughly translated as 'Nice to meet you' in English.

### **Step 2. Your name + です**

Next, say your name followed by です (desu). For example, リナ (りな) です (Rina desu) means '(I am) Lina'.

You can also add the pronoun 私 (わたし: watashi: I) and the topic particle は (pronounced 'wa', not 'ha'). For example, 私はリナです means 'I am Lina'.

We will learn more about how to use the 'X は Yです' sentence structure in [Module 2.4](#).

It is important to remember not to use さん

(san) with your own name. It is an honorific suffix that is intended for others as a sign of politeness and respect, not for self-reference.

### **Step 3. よろしくお願 (ねが) いします**

よろしくお願います (yoroshiku onegai shimasu) is a phrase used to express your desire for a good relationship with the person you are speaking to. It can be translated as 'Please treat me kindly' or 'Nice to meet you' in this context.

In a casual situation, such as a class activity with peers, you can use a shorter, more casual version: *yoroshiku*. However, it is important to remember that it is not appropriate to use this shorter version to address teachers or people who are older than you.

To put it all together, you can say:

**はじめまして。(私は) リナです。よろしくお願います。**

*Hajime mashite. (Watashi wa) Rina desu.*

*Yoroshiku onegai shimasu.*

Nice to meet you. (I am) Lina. Please treat me kindly.

Introducing yourself in Japanese can be a bit intimidating, but don't worry! With these simple phrases and a friendly smile, you can make a great impression.

### Exercise 1

Introduce yourself by filling in your name in the blank in the following sample sentences and record your voice. Afterward, listen to your recording to ensure that your pronunciation is clear and easy to understand.



*An interactive HSP  
element has been excluded*

*from this version of the text. You  
can view it online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=365#h5p-6](https://oercollective.caul.edu.au/japanese/?p=365#h5p-6)

In addition to these self-introduction sentences, bowing is an important aspect of the greeting process in Japan. The timing of the bow may vary, but it is typical to bow while saying よろしく  
お願いします (yoroshiku onegai shimasu).

Here, it's important to keep your eyes down while bowing. This contrasts with the Western practice of shaking hands, where maintaining eye contact is seen as polite and indicative of honesty. In Japanese culture, bowing with your eyes lowered is a sign of humility; direct eye contact during a

bow can be perceived as aggressive or disrespectful.

---

If you're interested in practising the pronunciation of these self-introduction sentences with the correct pitch – which refers to the variation in the tone and how high or low the voice is – the following resource created by [Speak Japanese Naturally](#) may be helpful.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=365#oembed-1>

---

The expression よろしく願ひします, or simply よろしく in more casual situations, is incredibly versatile. It is used in various contexts, including when asking for a favour.

### **What is the difference between はじめまして and よろしく願ひします?**

はじめまして (hajime mashite) is used when meeting someone for the first time, equivalent to 'Nice to meet you' in English. This greeting



expresses that it's the beginning of your acquaintance.

よろしく願います (yoroshiku onegai shimasu) is harder to translate directly but can mean 'Please be kind to me', 'I'm looking forward to working with you' or 'Thank you in advance'. It's used after introductions to request favourable treatment or to express anticipation of a good relationship.

So, はじめまして is used to introduce oneself, while よろしく願います requests a positive interaction moving forward.

## What are the other simple greetings and expressions I can use?

Here are some simple Japanese greetings and expressions that you can use in both formal and casual settings:

### **こんにちは (konnichiwa)**

This is a common greeting that means ‘Hello’ or ‘Good afternoon’. It can be used in both formal and casual settings. The は in こんにちは is pronounced *wa* instead of *ha* because it is used here as a particle that marks the topic of the sentence – the greeting is actually based on the sentence ‘Today is a good day’ (こんにちは [today] は [topic particle] いい [good] ひ [day] です). So, to write こんにちは correctly, use the topic particle は instead of the character わ.

### **おはようございます (ohayou**

**gozaimasu)**

This greeting means 'Good morning' and is used in formal settings such as the workplace or with someone you don't know well. The casual version is おはよう (ohayou), which can be used between family members and friends.

**ありがとうございます (arigatou gozaimasu)**

This phrase means 'Thank you very much' and is used in formal settings. The casual version is ありがとう (arigatou), which can be used between family members and friends.

**どういたしまして (dou itashi mashite)**

This phrase is similar to 'You're welcome' in English. It is used to respond to expressions of gratitude in a polite and humble way.

**すみません (sumimasen)**

This phrase means 'Excuse me' or 'I'm sorry'

depending on the situation, and can be used in formal settings.

### **ごめんなさい (*gomen nasai*)**

This phrase means 'I'm sorry' and is used when apologising to someone.

The phrases **すみません** (*sumimasen*) and **ごめんなさい** (*gomen nasai*) both mean 'I'm sorry' in Japanese, but they are not completely interchangeable.

**ごめんなさい** is a bit more informal, though still polite, and is often used in casual apologies, whereas **すみません** is more formal and professional.

Notably, **すみません** is used more widely than **ごめんなさい**, serving not only to apologise but also to get someone's attention or to excuse oneself in minor situations, like when you're trying to make your way through a crowd.

---

Remember, when greeting someone in Japanese, it is important to consider the level of formality required for the situation. In general, using polite language, with endings such as です (desu) and ござい (ます) (gozai[masu]), is appropriate in formal settings, while shorter and more casual versions are used among friends and family members.

## Exercise 2

Choose the most appropriate expression for each situation.



*An interactive HSP element has been excluded from this version of the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=365#h5p-8](https://oercollective.caul.edu.au/japanese/?p=365#h5p-8)

## **Why do Japanese people bow?**

In countries like Australia, it's common to hug as a greeting among close friends or family. In contrast, Japanese culture emphasises bowing, regardless of whether you're standing or sitting.

Casual greetings, like meeting friends or colleagues, typically involve a slight bow with

a nod of the head. In more formal situations, such as meetings with acquaintances or during ceremonies, the bows are deeper and longer, reflecting the level of respect and formality in the interaction.

In Japanese culture, hugging and kissing are viewed differently than in many Western countries. Traditionally, physical contact is minimised, with hugging and kissing reserved for close family or romantic partners, and not common in public or formal settings. Even though these gestures are becoming slightly more prevalent among younger generations, they are still intimate gestures and not typical for everyday greetings, in contrast to Western cultures where they are often regarded as signs of affection or greeting.

## What is the honorific suffix 'san'? How do I use it when I meet someone?

In Japanese, it's customary not to address someone by their name alone unless there's a close relationship, like with friends or family. Instead, an honorific suffix is typically used after the person's name.

There are several honorific suffixes used in Japanese to show respect to the person being addressed. The most common and neutral suffix is **さん** (san), which can be added to both family names and given names. For example, Ms Rie Kimura can be addressed as 'Kimura-san' or, more informally, 'Rie-san'.

The term **先生** (せんせい: sensei) translates to 'teacher' or 'master' and is used to show respect towards experts in various fields such as teachers, professors, doctors, lawyers or authors. **It is typically used on its own or as an honorific suffix after someone's**



**family name, rather than their given name.**

For example, if Ms Rie Kimura is a high school teacher in Japan, she would be referred to as 'Kimura-sensei' or simply 'Sensei'. However, it would be unusual to call her 'Rie-sensei'. In a kindergarten setting, she might be addressed as 'Rie-sensei', but it's not customary to use 先生 after someone's first name in formal situations.

On a final note, honorific suffixes are used to address or refer to other people, not yourself. This is a common mistake for many Japanese learners, but make sure you don't use an honorific suffix after your own name!

## Exercise 3




*An interactive HSP  
element has been excluded  
from this version of the text. You  
can view it online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=365#h5p-10](https://oercollective.caul.edu.au/japanese/?p=365#h5p-10)

---

If you want to learn more about honorific  
suffixes, here is a concise summary of them  
created by [George Japan](#).



*One or more interactive elements*

 has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=365#oembed-2>

## References

George Japan. “How to Use Honorifics in Japan (san, chan, kun, sama).” YouTube video, 1:00. January 19, 2022. <https://www.youtube.com/shorts/9Ux7BTVy2bo>.

Speak Japanese Naturally. “How to Introduce Yourself in Japanese with Pitch Accent | 自己紹介（じこしょうかい）.” YouTube video, 5:18. August 9, 2020. <https://www.youtube.com/watch?v=UsaNCx8Xzl0>.

## 2.4 X IS Y: Xは (WA) Yです (DESU)

---

In this module, you will learn the fundamental sentence pattern of 'X は (wa) Y です (desu)'.

The Japanese sentence pattern '**X は (wa) Y です (desu)**' is often used to introduce someone or something, where X is the topic of the sentence and Y is the predicate.

A simple example is:

私（わたし）**は**学生（がくせい）**です**。

*Watashi **wa** gakusei **desu**.*

I **am** a university student.

## The particle は (wa)

In this sentence pattern, **は** serves as the **topic marker**, telling us what or who we're talking about. It's like saying, 'As for this person or thing, ...' before sharing more details.

Even though it's written as **は**, when used as a topic marker, you'll pronounce it as 'wa'. The particle **は** comes after the noun or noun phrase it's about. This little particle sets up the context for everything else you're going to say in the sentence.

Particles are an integral component of the Japanese language as they indicate the grammatical relationships between words in a sentence. They are short sentence elements that are used after a noun or verb. You will learn more about particles throughout this textbook.

## です (desu)

**です functions as a polite and formal form of a copula verb or linking verb.** It can be translated as 'is', 'am' or 'are' in English. In short, **です** is used to establish an equivalence between the subject of a sentence and a predicate.

Just to clarify, **a predicate** is a grammatical term used to define the part of the sentence that provides knowledge about the subject. Taking the sentence 私（わたし）は学生（がくせい）です。（Watashi wa gakusei desu）as an example, 学生（student）forms the predicate.

In the Japanese language, **the predicate of a sentence must be either a noun or an adjective**, typically preceded by the subject and followed by **です**.

This chapter will focus on using **nouns as predicates**. We will explore the use of the 'X は Y です' pattern and extend our discussion to include adjectives as predicates in [Module 11.2](#).

## Exercise 1



*An interactive HSP element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=368#h5p-16>

---

Introduce yourself by filling in your name in the blank in the following sample sentences and record your voice. Afterwards, listen to your recording to ensure that your pronunciation is clear and easy to understand.



*An interactive HSP element has*

— *been excluded from this version of  
the text. You can view it online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=368#h5p-18](https://oercollective.caul.edu.au/japanese/?p=368#h5p-18)



## 2.5 PARTICLE を (O)

---

This module introduces the particle を (o), which serves as a direct object marker in Japanese sentences. This particle is essential for identifying the object that receives the action of a verb, clarifying who or what is being acted upon.

### Introduction to the particle を (o)

The particle を, pronounced 'o', is placed directly after a noun or a noun phrase. It serves as a 'direct object marker', indicating the direct object in a sentence. In simpler terms, it clarifies upon what or whom the action is being carried out.

For example, in the phrase 本（ほん）を読（よ）みます (hon o yomi masu), the translation is 'I read

books', with を marking 本 (books) as the item being read.

本を読みます。

*hon o yomi masu*

I read books.

We will explore Japanese verbs such as 読みます (yomi masu: to read) in [Module 6.2](#). However, for now, it's important to understand that the typical Japanese sentence order is 'Topic + は (wa) + Object + を (o) + Verb'. This structure contrasts with English, where the typical sentence order is Subject + Verb + Object:

**Japanese: Topic + は (wa) + Object + を (o)  
+ Verb**

English: Subject + Verb + Object

## Usage in sentences

In this module, we will introduce two sentence patterns where you can effectively use the particle **を**: Noun + **をお願いします** (Noun + o onegai shimasu: Noun, please) and Noun + **ください** (Noun + o kudasai: Noun, please). These are everyday expressions used to make simple requests politely. However, there are slight differences in what each is used to ask for. Let's explore these distinctions.

### 1. Noun + **を お願（ねが）いします**

The structure for making requests in Japanese often follows the pattern: Noun + **を(o) + お願いします** (onagai shimasu), which is very useful.

This chapter has introduced the phrase **お願いします** both as a standalone expression used to convey greetings, gratitude or confirmation, and as a phrase that pairs with the particle **を** to clearly indicate the object or action being requested.

Originating from the word **願（ねが）い** (negai), which means 'wish' or 'hope', the use of **お願いしま**

す represents a polite way to ask someone for a favour. It transitions from merely expressing a desire to issuing a more direct request or instruction. By stating ‘Xをお願いします’, you’re effectively saying ‘I would like X’ or ‘Please X’.

For example, the English request ‘Please introduce yourself’ differs from the Japanese format, which would be ‘自己紹介（じこしょうかい）をお願いします’ (*jiko shoukai o onegai shimasu*), translating to ‘Please introduce yourself’ (literally, ‘self-introduction, please’). This emphasises the action being requested:

自己紹介（じこしょうかい）をお願い（ねが）  
いします。

*Jiko shoukai o onegai shimasu.*

Please introduce yourself.

Keep in mind that the particle を is used exclusively with nouns or noun phrases, not verbs. Therefore, in sentences where actions are involved, it’s more logical to use the noun form of the action.

As demonstrated above, rather than the verb phrase ‘to introduce yourself’, the noun ‘self-introduction’ is used in conjunction with the particle を.

## 2. Noun + を ください

‘X をください’ (X o kudasai) means ‘Please give me X’. Similar to をお願いします, you place a noun in the X position. This common phrase, which incorporates the particle を, is introduced in [Module 4.0](#). Given its frequent use in conversations, let’s examine it here.

Now, here’s a simple example:

水（みず）をください。

*Mizu o kudasai*

Please give me some water.

The verb ください is derived from the more formal and honorific verb くださる, which translates to ‘give me’. It is used to express a humble request, similar in function to くれる, which also means ‘to give’ but is used in a less formal context.

ください is used when requesting something from another person or party. In English, it's akin to saying 'Please give me ...'. Thus, the verb articulates the action of the 'requester'.

So, what distinguishes ... をお願いします from ... をください?

ください is typically more direct and is often used for requests involving concrete and tangible items. Conversely, for non-tangible requests such as understanding, explanations or other abstract concepts, お願いします is preferred.

For example to request a further explanation, you would say: 説明（せつめい）をお願いします (Setsumei o onegai shimasu: I would like a further explanation). This is because 'explanation', or 説明, is an intangible concept.

## Exercise 1



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3075#h5p-73](https://oercollective.caul.edu.au/japanese/?p=3075#h5p-73)

## 2.6 THE JAPANESE PUNCTUATION SYSTEM

---

When it comes to reading and writing in Japanese, understanding the punctuation is crucial. In this module, we will explore the punctuation marks that are typically used in the language.

Punctuation in Japanese is used similarly to English, even though the symbols themselves might not look like what you are used to!

Now, let's take a closer look at the punctuation marks commonly seen in Japanese texts.



## Full stop (。): くてん (kuten) or まる (maru)

A full stop is used to mark the end of a sentence. It comes right after the final forms, such as **です** and **ます**, in polite, formal sentences. Here is an example:

私（わたし）は学生（がくせい）です。

*Watashi wa gakusei desu.*

I am a university student.

## Comma (、): とうてん (touten) or てん (ten)

A comma is used to indicate where you should pause in the middle of a sentence. It is often used after conjunctions, such as **でも** (demo), which means 'however'. Here is an example:

私（わたし）は学生（がくせい）です。で  
も、会社（かいしゃ）のCEOです。

*Watashi wa gakusei desu. Demo, kaisha no  
shii-ii-oo desu.*

I'm a university student, but I'm the CEO of a  
company.

## Single quotation marks (「 」): かぎカッコ (kagi kakko)

Japanese quotation marks are a combination of brackets. The opening single quotation mark is 「 (left corner bracket), and the closing single quotation mark is 」 (right corner bracket).

These look different from English quotation marks, but their function is similar. Here is an example:

ゆみさんは「ありがとう」と言（い）いま  
した。

*Yumiko-san wa 'arigatou' to ii mashita.*

Yumiko said, 'Thank you.'

## Double quotation marks (『 』): にじゅうかぎカッコ (nijuukagi kakko)

The double quotation marks are used to set apart quotations within quotations. Here is an example:

友達（ともだち）は、「ゆみさんが『ああ  
あ！』とさげんだ」と言（い）いました。

*Tomodachi wa 'Yumiko-san ga "aaa!" to sakenda' to ii mashita.*

(My) friend said, 'Yumiko screamed, "AHHH!"'

They are also used to refer to the titles of cultural products, such as books, anime and movies, which are usually indicated in italics in English. Here is an example:

村上春樹（むらかみはるき）さんの『ノルウェー（のるうえー）の森（もり）』は面白（おもしろ）いです。

*Murakami Haruki-san no 'Noruwee no mori' wa omoshiroi desu.*

Haruki Murakami's [book] *Norwegian Wood* is interesting.

## Other punctuation marks

Here are a few other key punctuation marks used in Japanese:

- **Question mark:** In Japanese, a question is typically indicated using the question marker か (ka) at the end of the sentence. This makes the use of a question mark (?) redundant most of the time, especially in formal writing. However, in casual writing, such as in manga or text messages, a question mark can be used to convey a questioning tone of voice, even though its use is not strictly necessary. This is because Japanese speakers often drop the question marker か in conversation, and conveying tone in writing can be challenging without a question mark.
- **Exclamation mark:** The exclamation mark in Japanese is ！
- **Parentheses:** Parentheses in Japanese

are ( ) .

- **The ellipsis:** The ellipsis in Japanese is indicated using three dots: ...

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=371#h5p-118>



## 2.7 GENDER AND FIRST-PERSON PRONOUNS

---

So far, we've used 私 (わたし: watashi) as a first-person pronoun, which is formal and gender neutral. However, in Japanese, there are other first-person pronouns you may choose based on your gender, preference and the level of formality. Let's delve deeper into this topic.

In the Japanese language, you'll find a variety of first-person pronouns, and individuals choose them based on their gender identity or personal preference, and the formality of the situation.

Now, here's the thing to remember: some of these pronouns, such as 僕 (ぼく: boku), 俺 (おれ: ore) and あたし (atashi), come with established



gender associations. Because these pronouns carry traditional gendered meanings, explaining unconventional usage, especially for non-binary individuals, can sometimes be a bit tricky.

But don't worry, there's a friendly approach you can take. When you first meet someone, you can start by using a gender-neutral and formal first-person pronoun such as 私 (わたし: watashi). As you get to know each other better and build a connection, you can comfortably chat about your choice of pronoun for more relaxed situations. Now, let's explore these pronouns and see what sets them apart:

### 私 (わたし: watashi)

- **Usage:** 私 is a gender-neutral and formal first-person pronoun. It is widely used by anyone of any gender identity or expression in formal or polite settings, but is also common in informal and casual settings.
- **Example:** 私は学生 (がくせい) です。  
(Watashi wa gakusei desu.) – I am a student.  
(Formal)
- **Cultural notes:** In Japan, older generations often have traditional views about language

and gender. They might be unfamiliar with unconventional ways of using pronouns. So, it is usually a good idea to start with a more neutral pronoun like 私, which is widely accepted and doesn't specify gender. This approach is gentle and respectful, allowing time to build understanding and rapport with those who may not be as accustomed to the idea of diverse gender identities and gender expressions. Japanese business culture really puts an emphasis on formality and following established norms. So, in these environments, everyone might find it easier to stick with the formal, neutral 私, as it helps to avoid any confusion or misinterpretations.

### 僕 (ぼく: boku)

- **Usage:** 僕 typically conveys a sense of informality while maintaining a respectful tone. It is commonly preferred by young boys and men.
- **Example:** 僕はサッカー (さっかあ) が好きです。 (Boku wa sakkaa ga suki desu) – I like soccer. (Casual)

### 俺 (おれ: ore)

- **Usage:** 俺 is traditionally used by older boys and men and is seen as more casual and assertive than 僕 (boku). It is often associated with masculinity and can convey a sense of confidence or assertiveness.
- **Example:** 俺、今日（きょう）はあまり元気（げんき）じゃない。（Ore, kyou wa amari genki janai）– I’m not so well today. (Casual)

### あたし (atashi)

- **Usage:** Traditionally, あたし is a more feminine form of the first-person pronoun, often used by young women and perceived as softer or more casual compared to 私.
- **Example:** あたし、これが好き！（Atashi, kore ga suki!）– I like this one!

### 自分（じぶん: jibun)

- **Usage:** 自分 literally translates to ‘oneself’ or ‘self’. It is often used in contexts where the speaker is reflecting on their own actions or thoughts, emphasising a sense of self-reference. Unlike 僕 or あたし, which are traditionally associated with masculinity and femininity respectively, 自分 doesn’t carry any

inherent gender implication. This makes it a particularly useful pronoun for non-binary individuals or those who prefer not to express gender through their choice of pronoun. However, please note that its usage can sometimes feel less personal or direct compared to other first-person pronouns, given its literal meaning of 'oneself'.

- **Example:** 自分は悪（わる）くない。(jibun wa waruku nai.) – I'm not in the wrong.  
(Casual)

Using these pronouns is more than just a linguistic preference; it is an avenue for gender expression. These pronouns resonate with their sense of self and also contribute to challenging and reshaping conventional perceptions of gender within Japanese society.

Here's a helpful hint: the way people react to these pronouns can vary greatly depending on your audience. In more casual settings, you're likely to find a warmer reception to different forms of gender expression. However, in formal business settings, as well as conservative or rural areas, using these

pronouns in non-traditional ways can be perceived as quite a daring move.

A thoughtful strategy might be to initially use the gender-neutral pronoun 私 as a respectful starting point. As you grow more comfortable and familiar with those around you, you can then transition to the pronoun that truly reflects ‘you’, be it the casual vibe of 俺 or 僕, or the gentler connotations of あたし. Adopting this step-by-step approach helps you navigate social interactions with care, all while staying true to your personal identity.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=2328#h5p-117>



## 2.8 REVIEW

---

To recap, in this chapter, you have learned various aspects of Japanese to enhance your conversations, as well as your reading and writing skills, including:



### ***Hiragana mastery***

You have now added more hiragana characters to your Japanese reading and writing toolkit, broadening your skills in areas, such as the Japanese sound and punctuation systems.



### ***Greeting techniques***

You have practiced simple greeting

phrases to initiate engaging and friendly conversations confidently.



### ***Self-introduction proficiency***

You have mastered essential sentence patterns to introduce yourself confidently.



### ***'X wa Y desu' sentence pattern***

You have learned to use the fundamental sentence pattern 'X wa Y desu' (X is Y) effectively, refining your self-introduction skills in Japanese.



### ***Punctuation application***

You have gained proficiency in using the Japanese punctuation system, which enhances your reading and writing abilities.





***Understanding the usage of  
different first-person pronouns***

You have explored various first-person pronouns in Japanese, understanding their diverse variations and significant gender dimensions.

The insights you have gained in this chapter provide a solid foundation for your continued journey towards mastering Japanese.

To further consolidate your understanding of the concepts and techniques we have covered in this chapter, we have prepared a revision exercise for you. It is designed to help you practise your new skills. Have fun with it, and feel free to review any sections of the chapter to clarify any points!


## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=1707#h5p-66](https://oercollective.caul.edu.au/japanese/?p=1707#h5p-66)

## Figures

- 1  “[Tick Icon](#)” by [Mrmw](#). Wikimedia Commons.  
Licensed under [CC 1.0](#).

# CHAPTER 3: WELCOME TO JAPANESE LEARNING COMMUNITIES (2)



## 3.0 WELCOME TO JAPANESE-LEARNING COMMUNITIES (2)

---



In this chapter, you will discover a wealth of expressions and grammar tools that will empower you to engage in captivating

introductory conversations with fellow Japanese-language enthusiasts.

Prepare to take your connections within communities of Japanese language learners to the next level!



## Learning goals

By the end of this chapter, you will be able to:

- Understand basic Japanese word order.
- Use additional hiragana with confidence.
- Form questions and answers with 'X は (wa) Y です (desu)' (X is Y).
- Express likes using 'X は (wa) Y が (ga) 好 (す) き (suki) です (desu)'

(X likes Y).

- Apply the particles の and も correctly.
- Read and count the numbers 0-10.
- Use 年生 (ねんせい) for year levels.



## Why these skills matter

### Cognitive benefits

- Strengthen sentence structure awareness for clearer expression.
- Improve reading fluency and comprehension.
- Develop logical thinking through particle use.

### Real-life benefits

- Ask and answer basic questions

naturally.

- Talk about preferences in daily conversations.
- Read and use numbers in real-world contexts.
- Discuss academic year levels accurately.



## Words

Japanese	Romaji	English
<b>Nouns</b>		
まんが	<i>manga</i>	comic books / manga
アニメ（あにめ）	<i>anime</i>	animated TV shows anime
クラブ（くらぶ）	<i>kurabu</i>	club
クラス（くらす）	<i>kurasu</i>	class
オンラインクラス（おんらいんくらす）	<i>onrain kurasu</i>	online class
友達（ともだち）	<i>tomodachi</i>	friend
こちら	<i>kochira</i>	this
専攻（せんこう）	<i>senkou</i>	major
X年生（ねんせい）	<i>nensei</i>	X year level
IT	<i>ai-tii</i>	Information Technology
メディア（めでいあ）	<i>media (medbia)*</i>	media

ラーメン	<i>raamen</i>	ramen noodles
トマト	<i>tomato</i>	tomato
トマトジュース	<i>tomato juusu</i>	tomato juice
わさび	<i>wasabi</i>	wasabi
蜘蛛（くも）	<i>kumo</i>	spider
音楽（おんがく）	<i>ongaku</i>	music
動物（どうぶつ）	<i>doubutsu</i>	animal
猫（ねこ）	<i>neko</i>	cat
犬（いぬ）	<i>inu</i>	dog
スポーツ（すぽおつ）	<i>supootsu</i>	sports
ゲーム（げえむ）	<i>geemu</i>	game
映画（えいが）	<i>eiga</i>	movie/film
<b>Adjectives</b>	These adjectives are known as ‘na-adjective’ introduced in the sentence pattern ‘X は Y’. For more details on this sentence pattern, see the next page.	
好（す）き（な）	<i>suki(na)</i>	likeable

大（だい）好き（な）	<i>daisuki(na)</i>	very likeable
嫌（きら）い（な）	<i>kirai(na)</i>	dislikeable
大（だい）嫌い（な）	<i>daikirai(na)</i>	very dislikeable
<b>Numbers</b>		
ゼロ（ぜろ） or 零（れい）	<i>zero or rei</i>	zero
一（いち）	<i>ichi</i>	one
二（に）	<i>ni</i>	two
三（さん）	<i>san</i>	three
四（よん／し／よ）	<i>yon/shi/yo</i>	four
五（ご）	<i>go</i>	five
六（ろく）	<i>roku</i>	six
七（なな／しち）	<i>nana/shichi</i>	seven
八（はち）	<i>hachi</i>	eight
九（きゅう／く）	<i>kyuu/ku</i>	nine
十（じゅう）	<i>juu</i>	ten

# Expressions and phrases

Japanese	Romaji	English	Notes
… へ よ うこそ	… <i>e</i> <i>youkoso</i>	welcome to …	The particle へ, which means ‘to’, is pronounced <i>e</i> , not <i>be</i> . For more details, see <a href="#">Module 6.5</a> .
いいえ	<i>iie</i>	no	Polite/formal. はい (hai: yes/okay), which is covered in <a href="#">Module 2.0</a> , and いいえ form the foundation for affirmative and negative responses in Japanese conversations.

## Key grammar points

Japanese	Romaji	English	Notes
XはYですか	X wa Y desu ka	Is X Y?	For more details, see <a href="#">Module 3.2</a> .
XはYが好きです	X wa Y ga suki desu	X likes Y	For more details, see <a href="#">Module 3.3</a> .
の	no	of	Possessive particle. For more details, see <a href="#">Module 3.4</a> .
も	mo	too, as well	Addition particle. For more details, see <a href="#">Module 3.4</a> .

### Exercise 1

Guess which hiragana character needs to be filled in. To check the answer, click the 'turn' button. You can also listen to the

sound of each word by clicking the audio icon.



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2030#h5p-63](https://oercollective.caul.edu.au/japanese/?p=2030#h5p-63)



## Model dialogue

Lina invited Kevin to visit the Japanese Club held in their university's Manga Library. Nervously,

Kevin is exploring the club and getting to know other club members.



<b>Kevin:</b> Hi ... こんにちは ...	Hi ... <i>Konnichiwa</i> ...
<b>Lina:</b> あ、ケビン (けびん) さん！日本語 (にほんご) クラブへようこそ！	<i>A, Kebin-san! Nihongo Kurabu e youkoso!</i>
<b>Kevin:</b> Wow, すごいですね。あ、『ハイキュー (はいきゅう) ！！』。	Wow, <i>Sugoi desu ne. A, * 'Haikyuu!!'</i> [the title of a Japanese manga series]
<b>Lina:</b> ケビンさんは『ハイキュー ！！』が好き (す) ですか。	<i>Kebin-san wa 'Haikyuu!!' ga suki desu ka.</i>
<b>Kevin:</b> 大 (だい) 好き (す) です！	<i>Daisuki desu!</i>
<b>Lina:</b> 私 (わたし) も好き (す) です。ええと、こちらはなおさんです。なおさん、こちらは日本語 (にほんご) のクラス (くらす) のケビンさんです。	<i>Watasbi mo suki desu. Eeto, kochira wa Nao-san desu. Nao-san, kochira wa Nihongo no kurasu no Kebin-san desu.</i>
<b>Nao:</b> こんにちは。はじめ (はじめ) まして。	<i>Konnichiwa. Hajime mashite.</i>
<b>Kevin:</b> はじめ (はじめ) まして。ケビン (ケビン) です。よろしく (よろしく) お願い (ねが) いします。	<i>Hajime mashite. Kebin desu. Yoroshiku onegai shimasu.</i>
<b>Nao:</b> なお (なお) です。ケビン (ケビン) さんは一年生 (いちねんせい) ですか。	<i>Nao desu. Kebin-san wa ichi-nensei desu ka.</i>

<b>Kevin:</b> あ、はい。専攻（せんこう）はITです。	<i>A, hai. Senkou wa ai-tii desu.</i>
<b>Nao:</b> 私はメディア（めでいあ）です。三年生（さんねんせい）です。	<i>Watasbi wa media desu. San-nensei desu.</i>
<b>Kevin:</b> あ、そうですか。よろしくお願いします！	<i>A, sou desu ka. Yoroshiku onegai shimasu!</i>
<b>Nao:</b> よろしく！	<i>Yoroshiku!</i>

# English translation

<b>Kevin:</b> Hello ...	
<b>Lina:</b> Ah, Kevin! Welcome to (our) Japanese Club!	
<b>Kevin:</b> Wow, (this is) great. Oh, <i>Haikyu!!</i>	
<b>Lina:</b> Do you like <i>Haikyu!!</i> ?	
<b>Kevin:</b> (I) love it!	
<b>Lina:</b> I like it, too. Umm, this is Nao. Nao, this is Kevin from (my) Japanese class.	
<b>Nao:</b> Hello, nice to meet you.	
<b>Kevin:</b> Nice to meet you, too. I'm Kevin. Please treat me kindly.	
<b>Nao:</b> I'm Nao. Kevin, are you a first-year student?	
<b>Kevin:</b> Yes. My major is IT.	
<b>Nao:</b> I'm (majoring in) Media. (I'm) a third-year student.	
<b>Kevin:</b> Ah, right. It's nice to meet you.	
<b>Nao:</b> Nice to meet you, too!	

## Exercise 2

Listen to the following audio files and repeat each Japanese phrase after. Each phrase is read twice, first at a slow pace and then at a natural pace.

**Kevin:** こんにちは ...。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-1>

**Lina:** あ、ケビン (けびん) さん！日本語 (にほんご) クラブ (くらぶ) へようこそ！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-2](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-2)

**Kevin:** すごいですね。あっ、『ハイキュー  
ー（はいきゅう）！！』。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-3](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-3)

**Lina:** ケビンさんは『ハイキュー！！』  
が好（す）きですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-4>

**Kevin:** 大（だい）好きです！



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-5>

**Lina:** 私（わたし）も好きです。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-6](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-6)

**Lina:** ええと、こちらはなおさんです。  
なおさん、こちらは日本語のクラス（く  
らす）のケビンさんです。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-7](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-7)

**Nao:** こんにちは。はじめまして。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-8](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-8)

**Kevin:** はじめまして。ケビンです。よろ  
しくお願い（ねが）いたします。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-9](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-9)

**Nao:** なおです。ケビンさんは一年生  
（いちねんせい）ですか。





*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-10](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-10)

**Kevin:** あ、はい。専攻（せんこう）はIT  
（あいていい）です。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-11](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-11)

**Nao:** 私はメディア（めでいあ）です。三  
年生（さんねんせい）です。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-12](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-12)

**Kevin:** あ、そうですか。よろしくお願  
い  
します！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2030#audio-2030-13](https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-13)

**Nao:** よろしく！



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2030#audio-2030-14>



## Discussion points

Let's reflect on these points and share our observations and thoughts.

1. **そうですね (sou desu ne)** is what is known as **あいづち (aizuchi)**, a short

response used all the time in conversations to show you are engaged and you understand. Are you familiar with any other examples of あいづち? Feel free to share them!

2. Lina used the word **こちら (kochira)** when introducing Kevin to Nao. Are you familiar with this word? If so, can you come up with some situations where you might be able to use it?
3. Did you notice that Nao used the shortened version of **よろしくお願ひします (yoroshiku onegai shimasu)**? Do you think it was appropriate in this situation? Why or why not?

## Further resources

Short responses in Japanese, known as あ

いづち, are frequently used to demonstrate that you are listening attentively to the speaker.

If you would like to learn more, the following resource created by [Miku Real Japanese](#) explores how あいづち is often used in both formal and informal situations.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2030#oembed-1>

## Figures

- 1 “[Women in Kimono Holding Cotton Candy](#)” by [Sataoshi Hirayama](#). Pexels. Licensed under [Pexels licence](#).
- 2  “[Goal Icon](#)” (untitled) by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).
- 3  “[Speech Bubble Icon](#)” (untitled) by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC 0](#).
- 4  “[Lightbulb Icon](#)” (untitled) by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

## 3.1 JAPANESE WORD ORDER

---

In this module, you will learn four crucial features of Japanese word order. What are they? Let's find out!

There are four crucial features of Japanese word order:

- 1. Verbs come last**
- 2. Particles**
- 3. Flexibility**
- 4. Omission**

Now, let's take a closer look at each point in more detail.

## 1. Verbs come last

In [Module 2.4](#), you learned the fundamental Japanese sentence pattern: ‘X は Y です’. You may have noticed that, unlike English, the copula verb です is placed at the end of the sentence. This is a major feature of Japanese word order: **verbs come last**.

Another important sentence pattern is Topic-Object-Verb (T-O-V). While you will explore this pattern in [Module 6.1](#), it means that the topic of the sentence typically comes first, followed by the object, and then the verb. This differs from the Subject-Verb-Object (S-V-O) word order that is common in English and other European languages.

In language, **subjects** are the doers of an action, while **topics** set the context of a sentence. In Japanese, subjects are often marked by the particle が (ga) and can be omitted if understood from context. Topics, marked by the particle は (wa), provide the conversational focus but aren’t necessarily the performers of the action.

Here is an example of the T-O-V word order:



私（わたし）は日本語（にほんご）を話（は  
な）します。

私 (Topic) + は + 日本語 (Object) + を + 話しま  
す (ます-form of Verb 話す)。

*Watashi wa Nihongo o hanashi masu.*

I speak Japanese.

In this sentence, each word serves a specific function:

	Topic	Topic Particle	Object	Object Particle	Verb
<b>Japanese</b>	私	は	日本語	を	話しま す
<b>Romaji</b>	<i>Watashi</i>	<i>wa</i>	<i>Nihongo</i>	<i>o</i>	<i>hanashi masu</i>
<b>English</b>	I	—	Japanese	—	speak

In the sentence, 私 (watashi: I/me) serves as the topic, highlighted by the particle は (wa). This

particle establishes the topic, framing the context of the sentence. Here, the sentence revolves around the action associated with 'I', which is speaking Japanese. The topic marker (私) provides context and identifies the focus of the sentence – indicating who or what the sentence is about in relation to the action.

## 2. Particles

Japanese particles play a significant role in determining word order in sentences. Unlike English, which has a fixed word order, Japanese relies on particles to establish the relationships between words, allowing for a more flexible word order.

Particles act as markers that indicate the grammatical function and relationship of a word within a sentence. By using different particles in different positions, Japanese speakers can modify the word order to emphasise certain elements or convey different levels of formality.

For example:

- The particle は (wa) marks the topic of the

sentence, and it comes after the topic word.

- The particle を (o) is used to mark the direct object, and it follows the object of the verb.
- Other particles, such as に (ni), へ (e) and で (de), indicate the direction, location or method of an action. You will learn these particles in [Module 6.5](#) and Chapter 7.

### 3. Flexibility

In Japanese, word order is notably flexible, especially in conversational settings. This flexibility lets you adjust the sentence to emphasise particular elements.

For instance, placing the object at the start of a sentence highlights its importance. Here's an example:

日本語を私は話します。

*Nihongo o watashi wa hanashi masu.*

This example sentence positions the object 日本語 (Nihongo: Japanese language) at the beginning to emphasise that the speaker is specifically referring to the Japanese language, highlighting the object of the action.

This technique allows you to spotlight different parts of the sentence depending on what you want to emphasise.

However, for those just starting out with Japanese, sticking to the standard sentence order is advisable until you're more comfortable with the nuances that rearranging the sentence structure can imply.

## 4. Omission

It is also important to note that Japanese allows for the omission of certain elements in sentence construction. This includes the omission of the topic of a sentence, assuming it is understood from the context.

For example, you might have noticed in the dialogues of self-introductions that instead of repeating the topic **私は** (watashi wa) in subsequent sentences, you can omit it. The listener can easily infer from the context that you are still referring to yourself.

In informal conversations, it's common to leave out particles such as **は** (wa) and **を** (o) for brevity and ease.

For example, the sentence **私は日本語を話します** could be simplified to **私日本語話します**, removing the particles but keeping the meaning intact. This makes the speech sound more direct and casual, a style often used among close friends or in relaxed settings.

As a beginner, though, you might find it easier to stick to the standard sentence pattern until you're more comfortable with these nuances.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=423#h5p-76>

## 3.2 IS X Y?: X は (WA) Y ですか (DESU KA)

---

Now you are familiar with the sentence pattern 'Xは (wa) Yです (desu)', you will find it easy to transform it into a question. In this module, we will expand on this sentence pattern and introduce the pattern for questions.

One of the fascinating aspects of learning Japanese is the simplicity of transforming the 'XはYです' sentence pattern into a question!

You can create a question by simply adding the question particle か (ka) at the end of a sentence:

X は Y です。 (X is Y.)

↓

X は Y ですか。 (Is X Y?)

For example, to turn the following sentence into a question:

『ハイキュー（はいきゅう）！！』はまんがです。

*'Haikyuu!!' wa manga desu.*

*Haikyuu!!* is a manga (series).

You simply add か at the end and say:



『ハイキュー！！』はまんがですか。

'Haikyuu!!' wa manga desu **ka**.

Is Haikyuu!! a manga (series)?



*One or more interactive elements has been*

*excluded from this version of the text. You can view them online here:*

<https://percollective.caul.edu.au/japanese/?p=570#audio-570-1>

Keep in mind that the intonation and stress of the sentence also change when converting a statement into a question. Generally, when asking a question, **the**

### **intonation rises at the end of the sentence.**

The question particle か (ka) in Japanese serves as a question marker and often makes the use of a question mark ( ? ) redundant. Therefore, when writing formally, it is recommended to use a full stop ( 。 ) instead of a question mark.

However, in casual writing, such as manga or text messages, Japanese speakers may use a question mark to convey a questioning tone of voice.

## **Exercise 1**



*An interactive HSP  
element has been*

*excluded from this version of the  
text. You can view it online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=570#h5p-35](https://oercollective.caul.edu.au/japanese/?p=570#h5p-35)

## 3.3 DESCRIBING LIKES AND DISLIKES

---

In this module, we will focus on a simple sentence pattern to express your likes and dislikes using the adjectives 好（す）き (suki) and 嫌（きら）い (kirai), respectively.

In Japanese, expressing likes and dislikes is a bit different from English. Instead of using verbs, you will use adjectives! The word for 'likeable' is 好（す）き（な） (**suki[na]**), and the word for dislikeable is 嫌（きら）い（な） (**kirai[na]**).

Here is how you can structure a sentence to say that you like something:

私（わたし）はＹが好（す）きで  
す。

*Watashi wa Y ga suki desu.*

I like Y [literally, 'For me, Y is likeable'].

To replace 'likeable' with 'dislikeable', you simply replace 好き (suki) with 嫌い (kirai). Don't use the final な at this stage.

If you want to express a stronger level of liking or disliking, you use the word 大（だい）(dai) before 好き and 嫌い to mean 'very'. So you can say 大好き (dai suki) for 'love' and 大嫌い (dai kirai) for 'strongly dislike'.

For example, if you are a lover of ramen (ラーメン [らあめん]: raamen), you can say:



*Figure 1: Ramen Noodles*

私はラーメンが大好きです。

*Watashi wa ramen  
ga dai suki desu.*

I love ramen  
[literally, 'For me,  
ramen is very likeable'].



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=1539#audio-1539-1](https://oercollective.caul.edu.au/japanese/?p=1539#audio-1539-1)*

Now, let's explore **three important points** to remember when using this pattern at this stage.

## Point 1. Use a noun in the position marked by Y

A noun or a verb can be placed in the position of Y in the sentence pattern 'XはYが好きです.'. However, to keep it simple for now, just use a noun in this position because it does not require any conjugations.

## Point 2. Use the particle が after Y

Make sure you use the particle が (ga), instead of the particle は (wa), when you first state what you like and dislike with the adjectives 好き and 嫌い.

However, when contrasting two opposing ideas of liking and disliking, you can use the particle は.

### Examples:

私はトマト（とまと）が好きです。

*Watashi wa tomato  
ga suki desu.*

I like tomatoes  
[literally, 'For me,  
tomatoes are  
likeable'].



Figure 2: Tomato Juice

でも、トマトジュース（とまとじゅうす）は嫌いです。

*Demo, tomato juusu  
wa kirai desu.*

But, I dislike tomato juice [literally, 'But tomato juice is dislikeable'].

**NOTE:** The word **でも** (demo: but) is a conjunction that links two contrasting sentences. Don't worry if you are not familiar with it yet – you will learn all about how to use it later in [Module 5.5](#)!





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=1539#audio-1539-2](https://oercollective.caul.edu.au/japanese/?p=1539#audio-1539-2)*

### Point 3. Opt for softer expressions instead of using 嫌い (kirai) and 大嫌い (dai kirai)

It is worth considering that the adjectives 嫌い and 大嫌い carry a strong negative connotation.

When you want to express that you don't particularly like something, it is safer and more natural to negate the statement 好きです and use the expression 'Yがあまり好きじゃないです' (Y ga

amari suki ja nai desu), which translates to ‘I don’t really like Y’ (literally, ‘Y is not very likeable’).

Here, the adverb あまり, meaning ‘not very much’, is used in a negative sentence and placed before 好き じゃないです. You can use this expression to convey your preference without sounding overly negative or strong.

We will delve deeper into the negative ending じゃないです (ja nai desu) in [Module 5.2](#).

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*  
<https://oercollective.caul.edu.au/japanese/?p=1539#h5p-60>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=1539#h5p-59>

---

To provide a comprehensive understanding of how to use **好き** and **嫌い** in your conversations, the second section will guide you through formulating sentences and crafting appropriate responses.

## Questions

To ask someone whether they like something or

someone, use the following sentence pattern for questions:

**Y は好きですか。**

*Y wa suki desu ka.*

Do you like Y? [Literally, 'Is Y likeable?']

As shown, you simply add the question particle か at the end. In this context, it is **more natural to use the particle は, instead of が, when first posing the question without any prior information about the topic.**

Also, remember that in Japanese, it's often more natural and polite to use the person's name instead of the pronoun 'you' (あなた: anata). Don't forget to add さん (san) after the name!

So for example, to ask someone named Ms Yoshida if she likes わさび (wasabi), without any prior

information about the topic of wasabi, you would ask:

吉田（よしだ）さん、わさびは好きですか。

*Yoshida-san, wasabi wa suki desu ka.*

Do you like wasabi, Ms Yoshida?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=1539#audio-1539-3](https://oercollective.caul.edu.au/japanese/?p=1539#audio-1539-3)*

## Affirmative response

To answer the above question in the affirmative, you would say:

はい、好きです。

*Hai, suki desu.*

Yes, I do [literally, 'Yes, it's likeable'].



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=1539#audio-1539-4](https://oercollective.caul.edu.au/japanese/?p=1539#audio-1539-4)*

## Negative response

To answer the above question in the negative, you would say:

いいえ、あまり好きじゃないです。

*lie, amari suki janai desu.*

No, I don't really like it [literally, 'No, it's not very likeable'].



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=1539#audio-1539-5>*

## Exercise 2



*An interactive HSP element has*



## Figures

- 1 “[Ramen Noodles](#)” (untitled) by [Quang Anh Ha Nguyen](#). Pexels. Licensed under [Pexels licence](#).
- 2 “[Tomato Juice](#)” (untitled). Uncredited. PxHere. Licenced under [CC 0](#).



## 3.4 THE PARTICLES の (NO) AND も (MO)

---

This module will show you how to use the particles の (no) and も (mo) in a sentence.

The particle の (no) is called a '**possessive particle**'. It is used to indicate possession or to connect nouns or phrases together to show that the first noun or phrase modifies the second. It is similar to 'of' or 'X's' (apostrophe before the possessive 's') in English.

For example:

- 私（わたし）の 名前（なまえ）  
(watashi no namae) – My name



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=451#audio-451-1](https://oercollective.caul.edu.au/japanese/?p=451#audio-451-1)*

- ケビン（けびん）さんの（専攻）せんこう (Kebin-san no senkou) – Kevin’s major



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=451#audio-451-2](https://oercollective.caul.edu.au/japanese/?p=451#audio-451-2)*

- 日本語（にほんご）のクラス（くらす） (Nihongo no kurasu) – Japanese language class



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=451#audio-451-3](https://oercollective.caul.edu.au/japanese/?p=451#audio-451-3)*

## Exercise 1



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:  
[https://oercollective.caul.edu.au/  
japanese/?p=451#h5p-21](https://oercollective.caul.edu.au/japanese/?p=451#h5p-21)*

---

The particle も (mo) is used to indicate that something else is also true or also the case. It can be translated as ‘also’ or ‘as well’ in English. It is also called an ‘**addition particle**’. To use it in a sentence, simply add it after the relevant word or phrase.

For example:

### Model dialogue 1

Student A: 私（わたし）は三年生（さんねんせい）です。（Watashi wa san-nensei desu.） – I’m a third-year student.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=451#audio-451-4>*

Student B: あ、私も三年生です！（A, watashi mo san-nensei desu!） – Oh, I’m also a third-year student!



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=451#audio-451-5](https://oercollective.caul.edu.au/japanese/?p=451#audio-451-5)*

## Model dialogue 2

Student A: 私はまんがが好（す）きです。  
(Watashi wa manga ga suki desu.) – I like  
manga.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=451#audio-451-6](https://oercollective.caul.edu.au/japanese/?p=451#audio-451-6)*

Student B: そうですか。私もまんがが好きで  
す！ (Soudesuka. Watashi mo manga ga suki  
desu!) – Is that right? I like manga, too!



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=451#audio-451-7](https://oercollective.caul.edu.au/japanese/?p=451#audio-451-7)*

In these examples, the particle も is used instead of the particle は to convey inclusion or addition. When も follows 私 in a sentence, it signifies that the speaker, too, belongs to the category or agrees with the statement mentioned earlier. That is, using も after 私 can imply that the speaker is also a third-year student or that they, too, like manga (Japanese comics). This particle effectively communicates the idea of ‘also’ or ‘as well’ in relation to the topic.

Here’s another handy tip for making your Japanese a bit more natural: you can switch the particle が for も when you want to add something else you like to your sentence.

Remember when we learned 私はトマトが好きで

す (Watashi wa tomato ga suki desu: I like tomatoes.) back in [Module 3.3](#)? If you want to say you also like tomato juice, just replace も with が like this:

トマトジュースも好きです。(Tomato juusu mo suki desu: I also like tomato juice.)

Here, there's no need to repeat 私は in the follow-up sentence since it's understood from the initial statement, 私はトマトが好きです.

## Exercise 2



An interactive H5P element has been excluded from this version of the text. You can view it online here:  
<https://oercollective.caul.edu.au/japanese/?p=451#h5p-19>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=451#h5p-20>



## 3.5 NUMBERS 0 TO 10 AND YEAR LEVELS

---

This module will explain how to count from zero to ten in Japanese. Additionally, you will learn how to use the counter 年生 (ねんせい: nensei) to indicate year levels.

### Counting from 0 to 10

Here is how to count from 0 to 10 in Japanese. Repeat after each sound.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=590#audio-590-1](https://oercollective.caul.edu.au/japanese/?p=590#audio-590-1)

0	ゼロ (zero) or 零 (れい: rei)	6	六 (ろく: roku)
1	一 (いち: ichi)	7	七 (なな: nana) or (しち: shichi)
2	二 (に: ni)	8	八 (はち: hachi)
3	三 (さん: san)	9	九 (きゅう: kyuu) or (く: ku)
4	四 (よん: yon) or (し: shi)	10	十 (じゅう: juu)
5	五 (ご: go)		

Here're a few important points to keep in mind:

- **The number zero:** When counting numbers, the number zero is generally read as 'zero' rather than 'rei'.
- **The number four:** It can also be read as よ (yo) with certain 'counters' (words used for counting objects, people or concepts), such as

年生 (ねんせい: nensei) for year level. We will learn how to use the counter 年生 in this module.

- **The number seven:** When counting numbers, it is a personal preference to read the number seven either as 'nana' or 'shichi'.
- **The number nine:** When counting numbers, the number nine is generally read as 'kyuu' instead of 'ku'.

Now that you can read these basic numbers, you can use them for phone numbers in Japanese. However, keep in mind that instead of saying 'triple three' for the numbers 333 in a phone number, you should say 'san san san'. Similarly, 000 is 'rei rei rei' or 'zero zero zero', not 'triple zero'.

## Exercise 1

Drag numbers from the left to match them with corresponding images on the right. (The

sources of the images used here are listed at the end of this module.)



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*  
<https://oercollective.caul.edu.au/japanese/?p=590#h5p-36>

---

To test your comprehension of small numbers in Japanese, you may find the following resource (about 8 minutes long) created by [MYSensei](#) helpful. The video provides mnemonics and covers the numbers from 0 to 12. In [Chapter 5](#), we will delve into numbers greater than 10.



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=590#oembed-1>

---

## Counter: 年生（ねんせい）

With the basic numbers, you can also describe your year level by using the counter 年生（ねんせい: nensei）. To indicate someone's year level in Japanese, simply add 年生 after the number.

Here are a few examples of how to use the counter 年生 with numbers in Japanese:

Year Level	Japanese	Romaji
1	一年生 (いちねんせい)	ichi-nensei
2	二年生 (にねんせい)	ni-nensei
3	三年生 (さんねんせい)	san-nensei
4	四年生 (よねんせい) *	yo-nensei
5	五年生 (ごねんせい)	go-nensei
6	六年生 (ろくねんせい)	roku-nensei
7	七年生 (ななねんせい) ／しちねんせい)	nana-nensei/ shichi-nensei
8	八年生 (はちねんせい)	hachi-nensei
9	九年生 (きゅうねんせい)	kyuu-nensei
10	十年生 (じゅうねんせい)	juu-nensei



Note that before the counter 年生, the number four is always よ (yo), not よん (yon), and the number nine is commonly きゅう (kyuu), not く (ku).

One important point to keep in mind is that the counter 年生 is specifically used to count school year

levels, such as grade levels in school or university. However, it's not applicable for other types of years, such as:

- **Calendar years:** the term 年 (nen) is used in Japanese for calendar years. For example, the year '2024' is 二千二十四年 (にせんにじゅうよねん: ni-sen ni-juu yo-nen) .
  - **Age:** When talking about someone's age, the counter 歳 (さい: sai) or 才 (さい: sai) is used. For example, 十九歳 (じゅうきゅうさい: juu-kyuu-sai) is '19 years old'. Interestingly, while the age 20 is written as 二十歳, it is pronounced not as にじゅうさい (nijuusai) or にじゅっさい (nijussai) , but as はたち (hatachi) . This is because turning 20 is regarded as a coming-of-age milestone in Japan.
-

## Exercise 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=590#h5p-37>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=590#h5p-38>

## Figures – Exercise 1



- 1 “[Apple](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 2 “[Strawberries](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 3 “[Tomatoes](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 4 “[Starwars Lego](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 5 “[Number Five Written on the Road](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 6 “[Six Marbles](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 7 “[Number Seven](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 8 “[Number Eight on the Door](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 9 “[Number Nine](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 10 “[Ten Fingers](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

11 “[Number Zero](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

## 3.6 REVIEW

---

In this chapter, you have honed your skills in Japanese sentence construction, expanded your hiragana proficiency, and embraced essential grammatical points and daily expressions, including:



### ***Mastering the Japanese word order***

Now, you can confidently construct sentences with the correct structure.



### ***Hiragana proficiency***

You have gained confidence in using

additional hiragana characters, broadening your ability to read and write in Japanese.



***Crafting question sentences  
with 'X はY ですか'***

You can now use the question particle か to form basic questions.



***Expressing likes with 'X はY  
が好（す）きです'***

You can now express your preferences and ask about others' likes using this sentence pattern.



***Particle magic with 'の' and  
'も'***

You have learned to use these particles to enhance your sentences, adding depth and detail to your expression.



### ***Counting numbers from 0 to 10***

You have acquired the ability to count small numbers in Japanese, a fundamental skill for quantifying, discussing quantities in daily life, and reading phone numbers.



### ***Year level with 年生 (ねんせい)***

Now that you have mastered counting skills, you are also able to discuss educational year levels in Japanese.

Each of these skills will add a new dimension to your Japanese conversations. Practise them regularly, and they will become second nature.

We have prepared a fun revision exercise to help you solidify all the wonderful skills you have picked up in this chapter. Whether you need

practice or just want to test your knowledge, this exercise is for you. If anything stumps you, don't hesitate to revisit the chapter. Happy practising!


## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=1712#h5p-67](https://oercollective.caul.edu.au/japanese/?p=1712#h5p-67)

## Figures

- 1  “[Tick Icon](#)” (untitled) by [Mrmw](#). Wikimedia Commons. Licensed under [CCO 1.0](#).

# CHAPTER 4: BRINGING JAPAN HOME (1)





## 4.0 BRINGING JAPAN HOME (1)

---



*Figure 1:  
Tokyo  
Skytree  
Tower*

'Bringing Japan Home' invites you on an exciting journey to immerse yourself in Japanese culture locally.

This chapter offers practical tips for engaging with your local Japanese community, including engaging in conversations with Japanese speakers and connecting with fellow language

enthusiasts. By embracing these cultural opportunities, you will create a sense of ‘home’ and foster cross-cultural understanding, all while cultivating a deeper appreciation for Japanese language and culture.

Let’s embark on this adventure of bringing Japan home, right in your own community!



## Learning goals

By the end of this chapter, you will be able to:

- Understand how katakana functions in sentences.
- Write or type your name in katakana.
- Use demonstrative pronouns for unnamed objects.
- Ask what something is using ‘X は Y です’ with 何 (なん).

- Count small items accurately.
- Distinguish between それから (and then) and と (and) in sentences.
- Use the sentence-ending particles ね and よ appropriately.
- Understand how katakana functions in sentences.



## Why these skills matter

### Cognitive benefits

- Improve pattern recognition by linking katakana to vocabulary.
- Develop precision in using demonstratives and question structures.
- Enhance logical thinking through conjunction and particle use.

### Real-life benefits

- Read and write katakana correctly, including your name.
- Refer to objects smoothly in conversations.
- Ask questions and count items confidently.
- Use natural-sounding transitions and sentence endings.

## Words

Japanese	Romaji	English	Notes
<b>Nouns</b>			
カフェ (かふえ)	<i>kafe</i>	café	カフェ is generally written in katakana, as is the case for other imported concepts such as ‘menu’, ‘crêpe’ and ‘dollar’. The hiragana かふえ is only provided for reference.
メニュー (めにゅう)	<i>menyuu</i>	menu	
お茶 (ちゃ)	<i>ocha</i>	tea	お茶 can be used as a general term for tea, but it usually used to refer specifically to Japanese green tea.

ほうじ茶	<i>houjicha</i>	hojicha (roasted green) tea	Unlike traditional green teas, ほうじ茶 is roasted over high heat, which gives it its distinctive brown color and toastiness. It has a unique, smoky aroma and a mild, slightly sweet flavour.
ラテ (らて)	<i>rate</i>	latte	
コーヒー (こおひい)	<i>koohii</i>	coffee	
ケーキ (けえき)	<i>keeki</i>	cake	

プリン (ぷりん)

*purin*

crème caramel

プリン is a Japanese-style crème caramel or custard pudding, typically served with a caramel sauce. It has a smooth, creamy texture and is a popular dessert in Japan.

クレープ (くれえぷ)

*kureepu*

crêpe

matcha

*matcha*

matcha

matcha is a finely ground powder made from specially grown green tea leaves. Known for its vibrant green colour and slightly bitter taste, it is often used in traditional tea ceremonies and various sweets.



オレンジジュース (おれんじじゅうす)	<i>orenji juusu</i>	orange juice	
ごま	<i>goma</i>	sesame	
あんこ	<i>anko</i>	sweet red bean paste	あんこ is a sweet paste made from red (azuki) beans and sugar. It's widely used as a filling in Japanese desserts, including mochi, どらやき (dorayaki) and たいやき (taiyaki), adding a unique sweetness and texture to traditional treats.
ドル (どる)	<i>doru</i>	dollar	
おすすめ	<i>osusume</i>	recommendation	
テレビ (てれび)	<i>terebi</i>	TV	

---

リモコン (り  
もこん)

*rimokon*

remote (control)

リモコン is derived for an abbreviation of ‘remote control’ (e.g. for operating electronic devices such as TVs, air conditioners and audio equipment).

---

ウェブサイト  
(う えぶさい  
と)

*webusaito*

website

---

学校 (がっこう)

*gakkou*

school

学校 is the general term for ‘school’ in Japanese, covering all educational institutions, including primary and secondary schools. However, it does not specifically refer to a university.

---

---

家 (いえ／うち)	<i>ie/uchi</i>	house/home
-----------	----------------	------------

---

Both *ie* and *uchi* can mean ‘house’ or ‘home’ in Japanese, but they have slightly different nuances: いえ refers to the physical structure of a ‘house’ and is used more formally. It’s often used when speaking objectively about a residence. うち has a more personal and emotional nuance, commonly used to mean ‘home’ or ‘my place’. It implies a sense of belonging or familiarity and is often used informally to refer to one’s

---

own home.

**Demonstrative  
pronouns**

これ	<i>kore</i>	this (one)
それ	<i>sore</i>	that (one)
あれ	<i>are</i>	that (one) over there
どれ	<i>dore</i>	which (one)

**Adjectives**

おいしい	<i>oishii</i>	delicious
------	---------------	-----------

あまい                      *amai*                      sweet

The word あまい is commonly used to describe food with a sweet taste. However, it also carries a figurative meaning, describing someone as overly indulgent or lenient. For example, to say ‘The teacher is indulgent towards their students’, you would use the phrase 先生 (せんせい) は学生 (がくせい) にあまいです (Sensei wa gakusei ni amai desu). Here, あまい conveys the idea of being too

			soft or forgiving.
<b>Numbers (used to count small objects)</b>			For more details, see <a href="#">Module 4.4</a> .
一（ひと）つ	<i>hitotsu</i>	one (thing)	
二（ふた）つ	<i>futatsu</i>	two (things)	
三（みっ）つ	<i>mittsu</i>	three (things)	
四（よっ）つ	<i>yottsu</i>	four (things)	
五（いつ）つ	<i>itsutsu</i>	five (things)	
六（むっ）つ	<i>muttsu</i>	six (things)	
七（なな）つ	<i>nanatsu</i>	seven (things)	
八（やっ）つ	<i>yattsu</i>	eight (things)	
九（ここの） つ	<i>kokonotsu</i>	nine (things)	
十（とお）	<i>too</i>	ten (things)	

## **Expressions and phrases**

Japanese	Romaji	English	Notes
日本語 (にほんご) で	<i>Nihongo de</i>	in Japanese	Please refer to the 'Key grammar points' section below for an explanation of the particle で (de).
大丈夫 (だいじょうぶ) です	<i>Daijoubu desu</i>	It's okay	Polite/formal



Xをど  
うぞ

*X o douzo*

Please  
(have/  
take/do)  
X

The expression  
をどうぞ is  
used when  
offering  
something to  
someone or  
inviting them to  
do something.  
The 'X' in this  
phrase is  
replaced by  
whatever you are  
offering or  
suggesting. The  
particle を (o) is  
the object  
marker in  
Japanese, used  
after the noun  
that serves as the  
object of a  
sentence. Nouns  
should be  
positioned where  
the 'X' is  
indicated. For  
more details on  
the particle を,  
please refer to  
[Module 2.5](#).

Xをください	<i>X o kudasai</i>	X, please / Please give me X	While the expression をください is more direct and commonly used for simple requests, the expression をお願いします is more formal and polite, suitable for a broader range of requests, including favours or actions. For more information, please see <a href="#">Module 2.5</a> .
Xをお願い（ねが）います	<i>X o onegai shimasu</i>	X, please	
そうです	<i>Sou desu</i>	That's right	Polite/formal
わかりました	<i>Wakarimashita</i>	All right / Certainly / I see	Polite/formal

## **Key grammar points**

Japanese	Romaji	English	Notes
Xは何 (なん) ですか	<i>X wa nan desu ka</i>	What is X?	In this sentence pattern, replace ‘X’ with a noun.
それから	<i>sorekara</i>	and then	Conjunction: This conjunction is used to connect clauses or sentences, indicating a sequence of events or actions. For more details on the conjunction, please refer to <a href="#">Module 4.5</a> .

で	<i>de</i>	by means of ...	<p>Particle: This particle is used to indicate the means or method by which an action is performed. When used with a language, it specifies the language employed for writing, speaking or communication. For example, to say ‘in Japanese’, you would use 日本語 (にほんご) で (Nihongo de). This indicates that the action, such as writing or speaking, is done using the Japanese language.</p>
と	<i>to</i>	and	<p>Particle: This particle is used to list multiple items and connect nouns. For more details on the particle と, please refer to <a href="#">Module 4.5</a>.</p>
ね	<i>ne</i>	..., isn’t it?	<p>Particle: This sentence-ending particle is used to seek confirmation or express agreement with the listener.</p>

よ

yo

I'm  
telling  
you /  
you  
know

Particle: This sentence-ending particle adds emphasis and assertiveness, often when introducing new information to the listener. For more details on the particles ね and よ, please refer to [Module 4.6](#).

## Exercise 1

Guess which hiragana or katakana character needs to be filled in. To listen to the pronunciation of each word, click the audio icon. To check the answer, click the 'turn' button.



*An interactive H5P element*

*has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2036#h5p-64](https://oercollective.caul.edu.au/japanese/?p=2036#h5p-64)



## Model dialogue

Lina and Nao find themselves at a local Japanese café in Australia, excited to put their Japanese language skills into practice. They know that the café has Japanese-speaking staff, so they decide to challenge themselves by ordering their food in Japanese.

<b>Café staff:</b> Hi, guys!	Hi guys!
<b>Lina:</b> あ、日本語（にほんご）で大丈夫（だいじょうぶ）です。	<i>A, Nihongo de daijoubu desu.</i>
<b>Staff:</b> そうですか。じゃあ、日本語で。メニュー（めにゅう）をどうぞ。	<i>Sou desu ka .Jaa, Nihongo de! Menyuu o douzo.</i>
<b>Lina:</b> ありがとうございます。あ、これはまっ茶（ちゃ）ケーキ（けいき）ですか。	<i>Arigatou gozaimasu. A, kore wa matcha keeki desu ka.</i>
<b>Staff:</b> はい、そうです。おいしいですよ。	<i>Hai, soudesu. Oishii desu yo.</i>
<b>Lina:</b> じゃあ、まっ茶ケーキをお願い（ねが）します。それから、ほうじ茶ラテ（らて）もお願いします。なおさんは？	<i>Jaa, matcha keeki o onegai shimasu. Sorekara, boujicha rate mo onegai shimasu. Nao-san wa?</i>
<b>Nao:</b> ええと....o	<i>Ecto...</i>



<b>Staff:</b> ごまプリン (ごりん) もおいしいですよ。	<i>Goma purin mo oishii desu yo.</i>
<b>Lina:</b> ごまプリン? どれですか。	<i>Goma purin? Dore desu ka.</i>
<b>Staff:</b> あ、これです。九 (きゅう) ドル (ドル) です。	<i>A, kore desu. Kyuu-doru desu.</i>
<b>Nao:</b> そうですか。これは何 (なん) ですか。	<i>Soudesuka. Kore wa nan desu ka.</i>
<b>Staff:</b> それですか。それはあんこのクレープ (くれえぷ) です。	<i>Sore desu ka. Sore wa anko no kureepu desu.</i>
<b>Nao:</b> 「あんこ」は何ですか。	<i>Anko wa nan desu ka.</i>
<b>Staff:</b> あんこはred bean pasteです。あまいですよ。おすすめです。	<i>Anko wa reddo biin pecsuto desu. Amai desu yo. Osusume desu.</i>

---

**Nao:** じゃあ、あんこのクレープを\*ひとつお願  
いします。それから、私（わたし）もほうじ茶  
ラテをください。

\*Since the kanji 一つ can be mistaken for the katakana  
long vowel mark ‘ー’ in certain fonts, it’s written in  
hiragana here to avoid confusion.

---

**Staff:** はい、わかりました。まっちゃケーキを\*  
ひとつど、あんこのクレープをひとつど、ほう  
じ茶ラテを二（ふた）つですね。

---

**Lina and Nao:** はい、そうです。ありがとうございます  
います！

---

*Jaa, anko no kurepu o bitotsu onegai shimasu. Sorekara,  
watashi mo houji-cha rate o kudasai.*

*Hai, wakari masbita. Matcha keeki o bitotsu to, anko no  
kurepu o bitotsu to, houjicha rate o futatsu desu ne.*

*Hai, soudesu. Arigatou gozaimasu!*

---

## English translation

---

**Staff:** Hi guys!

---

**Lina:** Oh, Japanese is fine!

---

**Staff:** Okay, then in Japanese. Here's a menu.

---

**Lina:** Thank you. Oh, is this a matcha cake?

---

**Staff:** Yes, that's right. It's delicious!

---

**Lina:** Well then, I'll have the matcha cake, please. And also, a hojicha latte, please. How about you, Nao-san?

---

**Nao:** Well...

---

**Staff:** I would say sesame pudding is nice, too.

---

**Lina:** Sesame pudding? Which one is it?

---

**Staff:** Ah, this one is. It's nine dollars.

---

**Nao:** Right. What is this one?

---

**Staff:** That one? That's an anko crêpe.

---

**Nao:** What is 'anko'?

---

**Staff:** It's red bean paste. It's sweet! I recommend it.

---

**Nao:** Then, I will have one anko crêpe. And also, I will have a hojicha latte, too.

---

---

**Café staff:** All right. One matcha cake, one anko crêpe and two hojicha lattes, is that right?

---

**Lina and Nao:** Yes. that's right. Thank you!

---

## Exercise 2

Listen to the following audio files and repeat each Japanese phrase after. Each phrase is read twice, first at a slow pace and then at a natural pace.

**Lina:** あ、日本語（にほんご）で大丈夫（だいじょうぶ）です。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-1>

**Staff:** そうですか。じゃあ、日本語で。  
メニュー（めにゅう）をどうぞ。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2036#audio-2036-2](https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-2)

**Lina:** ありがとうございます。あ、これは  
はまっ茶（ちゃ）ケーキ（けえき）です  
か。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2036#audio-2036-3](https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-3)

**Staff:** はい、そうです。おいしいですよ。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-4>

**Lina:** じゃあ、まっ茶ケーキをお願い（ねが）いします。それから、ほうじ茶ラテ（らて）もお願いします。なおさんは？



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-5>

**Nao:** ええと....



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2036#audio-2036-6](https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-6)

**Staff:** ごまプリン（ぶりん）もおいしい  
ですよ。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2036#audio-2036-7](https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-7)

**Lina:** ごまプリン？どれですか。





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-8>

**Staff:** あ、これです。九（きゅう）ドル（どる）です。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-9>

**Nao:** そうですか。これは何（なん）ですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-10>

**Staff:** そうですね。それはあんこのクレープ（くれえぷ）です。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-11>

**Nao:** 「あんこ」は何ですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-12>

**Staff:** あんこは red bean paste です。あまいですよ。おすすめです。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-13>

**Nao:** じゃあ、あんこのクレープをひとつお願いします。それから、わたしもほうじ茶ラテをください。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-14>

**Staff:** はい、わかりました。まっ茶ケーキをひとつと、あんこのクレープをひとつと、ほうじ茶ラテを二（ふた）つですね。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-15>

**Lina and Nao:** はい、そうです。ありがとうございます！



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2036#audio-2036-16>



## Discussion points

Let's reflect on these points and share our observations and thoughts!

1. Have you ever tried speaking another language at a shop? What was your first experience like? How did it go?
2. Imagine you're working at a café in your hometown. A visitor with limited fluency tries to order in your local language. How would you feel? How might you respond?
3. What challenges do both the speaker and the listener face in these situations? How can they communicate effectively?

## Further resources

If you haven't been to Japan yet and would like to know how ordering works at a restaurant, this resource created by [Cakes with Faces](#) will walk you through with some useful tips and expressions.




By the way, the producer of this video

highlights an intriguing cultural aspect that may resonate with practices around the world. In Japan, pointing at people with one finger is viewed as impolite, much like in many other cultures. Instead, using the whole hand to point at objects or things is considered polite and professional in Japan:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2036#oembed-1>

## Figures

- 1 “[Tokyo Skytree Tower](#)” (Low angle shot of the Tokyo Skytree) by [Evgeny Tchegotarev](#). Pexels. Licensed under [Pexels licence](#).
- 2  “[Goal Icon](#)” (untitled) by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).
- 3  “[Speech Bubble Icon](#)” (untitled) by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC 0](#).
- 4  “[Lightbulb Icon](#)” (untitled) by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC by 3.0](#).



# 4.1 INTRODUCTION TO KATAKANA

---

Welcome to the next step in your Japanese language learning! As you continue mastering hiragana, you will now be introduced to another essential script: カタカナ (katakana).

## What is katakana?

Like hiragana, katakana consists of 46 basic characters that represent distinct sounds in Japanese:

ア (a)	カ (ka)	サ (sa)	タ (ta)	ナ (na)	ハ (ha)	マ (ma)	ヤ (ya)	ラ (ra)	ワ (wa)
イ (i)	キ (ki)	シ (shi)	チ ( <b>chi</b> /ti)	ニ (ni)	ヒ (hi)	ミ (mi)		リ (ri)	
ウ (u)	ク (ku)	ス (su)	ツ (tsu)	ヌ (nu)	フ ( <b>fu</b> /hu)	ム (mu)	ユ (yu)	ル (ru)	ヲ (o)
エ (e)	ケ (ke)	セ (se)	テ (te)	ネ (ne)	ヘ (he)	メ (me)		レ (re)	
オ (o)	コ (ko)	ソ (so)	ト (to)	ノ (no)	ホ (ho)	モ (mo)	ヨ (yo)	ロ (ro)	ン (n)



Please note that in this textbook, チ and フ are represented as *chi* and *fu*, respectively, following the Hepburn system of romanisation. However, in some romanisation systems, they might be represented as *ti* and *hu*, respectively.

In this book, you will encounter katakana words along the way, and we will provide the corresponding hiragana readings to support your learning.

Let's start by understanding what katakana is and how it functions within Japanese sentences.

## When to use katakana

**Katakana is primarily used to transcribe loanwords, that is, words from other languages except for Chinese,** into Japanese. It is also used for onomatopoeic words, scientific and technical terms, and certain personal and place names. A practical example of katakana usage is seen on street signboards:







An interactive H5P element has been excluded from this version of the text. You can view it online here:  
<https://oercollective.caul.edu.au/japanese/?p=603#h5p-24>

*Figure 1: People Walking on Road*

# What katakana looks like

In terms of appearance, **katakana characters have sharper corners and a more angular shape compared to hiragana characters:**

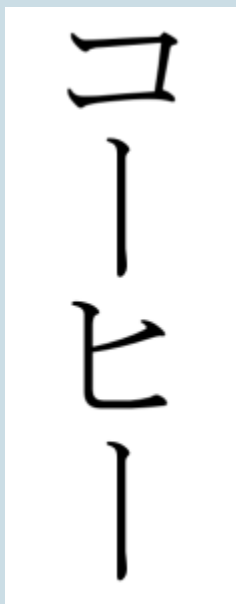
Romaji	Katakana	Hiragana
<i>fu</i>		
o		

## Long vowel sounds in katakana

Another notable difference between hiragana and katakana is its method of transcribing long vowels. In katakana, the symbol ‘ー’ is used to indicate long vowels. For example:

The word ‘coffee’ is written in katakana as ‘コーヒー’ (koohii), rather than in hiragana (こおひい), as it is a loanword.

When writing or typing katakana words with long vowels, the symbol ‘ー’ should be presented vertically like this:



## Similarities between katakana and hiragana

Even though katakana is different from hiragana, there is some good news.

First of all, similar to hiragana, katakana has

additional characters that represent double consonants and contracted sounds, as well as characters with diacritical marks. So, in terms of functionality, katakana works in the same way as hiragana. Here are a few examples:

	Romaji	Hiragana	Katakana
<b>Diacritical Marks</b>	<i>ba • pa</i>	ば • ぱ	バ • パ
<b>Contracted Sounds</b>	<i>kya</i>	きゃ	キャ
<b>Double Consonants</b>	<i>matchi</i>	まっち	マッチ

Second, some katakana characters look similar to their hiragana counterparts, but with sharper lines. Here are a few examples:

Romaji	Hiragana	Katakana
<i>be</i>	へ	ヘ
<i>ri</i>	り	リ
<i>ka</i>	か	カ
<i>ni</i>	に	ニ

## Basic katakana practice

Although our main emphasis in this book is on mastering hiragana, it is important to be aware of katakana words used in sentences. To help you practise recognising katakana characters, try the exercise below using the katakana chart provided:



ア (a)	カ (ka)	サ (sa)	タ (ta)	ナ (na)	ハ (ha)	マ (ma)	ヤ (ya)	ラ (ra)	ワ (wa)
イ (i)	キ (ki)	シ (shi)	チ ( <b>chi</b> /ti)	ニ (ni)	ヒ (hi)	ミ (mi)		リ (ri)	
ウ (u)	ク (ku)	ス (su)	ツ (tsu)	ヌ (nu)	フ ( <b>fu</b> /hu)	ム (mu)	ユ (yu)	ル (ru)	ヲ (o)
エ (e)	ケ (ke)	セ (se)	テ (te)	ネ (ne)	ヘ (he)	メ (me)		レ (re)	
オ (o)	コ (ko)	ソ (so)	ト (to)	ノ (no)	ホ (ho)	モ (mo)	ヨ (yo)	ロ (ro)	ン (n)

Here is a downloadable PDF chart for practising basic katakana:

[Basic Katakana Chart Japanese Introductory 1 \(PDF 60.2 KB\)](#)

## Exercise 1

Can you match the corresponding hiragana and katakana characters that share the same syllables? Click on the panel and identify the equivalent hiragana or katakana character.

**NOTE:** Only the katakana panels provide audio as a hint.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*  
<https://oercollective.caul.edu.au/japanese/?p=603#h5p-23>

---

## Writing and typing your name in katakana

If your name is not of Japanese origin, you will be expected to transcribe it in katakana, rather than hiragana or kanji, particularly in official documents. Here are some tips for writing and typing your name in katakana:

### Tip 1. Check the pronunciation

Before writing a non-Japanese name in katakana, make sure you know the correct pronunciation of the name. Katakana is a phonetic script, so it is important to accurately transcribe the sounds of the name.

### **Tip 2. Double-check the spelling**

Make sure you have spelled your name in hiragana correctly before writing it in katakana. Katakana does not have separate characters for the letters 'r' or 'v', so you may need to substitute them with other characters that sound similar, such as 'l' or 'b', respectively.

So, for example, the English name 'Kevin' is transcribed in Japanese as ケビン (Kebin) instead of ケヴィン (Kevin). This is due to the absence of a native 'v' sound in Japanese. The language typically substitutes the 'v' with the closest equivalent, the 'b' sound, to fit its phonetic system. Such adaptations of foreign sounds to match the available sounds in Japanese are common.

### **Tip 3. Practise writing and typing**

Writing and typing in katakana takes

practice, so take some time to practise writing and typing non-Japanese names.

If you are struggling to convert your name into katakana, don't worry! There are online tools available to help you out. But keep in mind that not all of these tools are 100% accurate, so it might be a good idea to ask a Japanese speaker for some extra help if you can.


## Online Japanese name converters

- Clegg, Simon. "Japanese Name Converter." Developed by Nolan Lawson. Accessed August 13, 2023. <https://japanga.com/name-converter>.
- John, Mitch. "Translate Your Name into Japanese Katakana." Last updated January 29, 2023. Accessed August 13, 2023.

<https://yourkatakana.com/>

## Figures

1 “[People Walking on Road](#)” (untitled) by [Aleksandar Pasaric](#). Pexels. Licensed under [Pexels licence](#).

2  “[Exclamation Sign Icon](#)” (untitled) by Dave Gandy. [Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).

## 4.2 DEMONSTRATIVE PRONOUNS: これ (KORE), それ (SORE), あれ (ARE) AND どれ (DORE)

---

Demonstrative pronouns are useful because they enable you to effortlessly refer to and discuss different objects or things, even if you are unaware of their names. Let's delve deeper into these pronouns, with a particular focus on これ (kore) , それ (sore) , あれ (are) and どれ (dore) .

### What are demonstrative pronouns?

When encountering an object whose name you don't know, you can use the demonstrative

pronouns **これ (kore: this [one])**, **それ (sore: that [one])**, **あれ (are: that [one over there])** and **どれ (dore: which [one])**.

Please use these demonstrative pronouns to indicate objects only, as it can come across as impolite if used to refer to people! For further details, refer to the final section of this module and [Module 3.0](#).

Now, let's watch a video created by [Shiro Neko Japanese](#), which explains the first three demonstrative pronouns – **これ**, **それ** and **あれ** – in a Japanese restaurant setting and how they can be incorporated into sentences.

You can watch the first part of the video, which ends at around 3:20. If you are interested in the usage of demonstrative nouns in sentences, the second part of the video includes a quick reading exercise for additional practice.





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=615#oembed-1](https://oercollective.caul.edu.au/japanese/?p=615#oembed-1)*

Here is a summary of the demonstrative pronouns:

- **これ** is used to refer to something that is close to the speaker.
- **それ** is used to refer to something that is close to the listener.
- **あれ** is used to refer to something that is far away from both the speaker and the listener.

All the demonstrative pronouns are types of nouns.

So, you can use them in the position of X in the following sentence patterns we have learned:

	これ	それ	あれ
XはYです。	これはYです。	それはYです。	あれはYです。
	This is Y.	That is Y.	That [one] over there is Y.
XはYですか。	これはYですか。	それはYですか。	あれはYですか。
	Is this Y?	Is that Y?	Is that [one over there] Y?

Finally, we have a demonstrative pronoun that is also a question word: **‘どれ’ (dore)**.

**どれ** is used in questions and means ‘which’ or ‘which one’. You can use it in the following sentence pattern to ask about a specific item or choice out of a group of things:

**Xはどれですか。**

*X wa dore desu ka.*

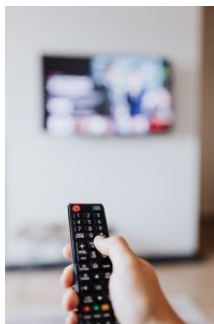
Which (one) is X?

For example, if there are multiple remote controls – リモート・コントロール (りもおと・こんとろおる) or リモコン (りもこん) for short – and you want to know which one is the remote control for the TV, you could ask:

テレビ (てれ  
び) のリモコン  
はどれですか。

*Terebi no  
rimokon wa  
dore desu ka.*

Which one is the  
TV remote  
control?



*Figure 1: TV Remote Control*



*One or more interactive  
elements has been  
excluded from this version of the  
text. You can view them online  
here:*

*[https://oercollective.caul.edu.au/  
japanese/?p=615#audio-615-1](https://oercollective.caul.edu.au/japanese/?p=615#audio-615-1)*

## Exercise 1

Try to say each sentence in Japanese. You can listen to the example sentence in Japanese by clicking the audio icon on the card.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=615#h5p-74>

## How do I refer to people politely using demonstrative pronouns?

To refer to people politely in Japanese, use **こちら** (**kochira**), **そちら** (**sochira**), **あちら** (**achira**) and **どちら** (**dochira**) instead of **これ**, **それ**, **あれ**, and **どれ**. These forms are more respectful and appropriate for formal situations.

For example to say 'This is my teacher'  
politely, you would say:

こちらは私（わたし）の先生（せんせい）で  
す。

**Kochira** wa watashi no sensei desu.

This construction respectfully indicates the  
person you are introducing.

For your reference, these demonstrative  
pronouns, こちら, そちら, あちら and どちら,  
are also used to refer to places with  
politeness, such as 'here', 'there', 'over there'  
and 'where'.

For example to say 'Where is the bathroom?'  
politely, you would say:

お手洗（てあら）いはどちらですか。

Otearai wa **dochira** desu ka.

For now, it's sufficient to know that これ, そ  
れ, あれ and どれ should be used only to refer  
to objects, not people, to maintain politeness.

## Figures

## 4.3 WHAT IS X?: Xは (WA) なん (NAN) ですか (DESU KA)

---

This module will introduce the simple yet powerful question: Xは何（なん）ですか (X wa nan desu ka).

Here is another useful sentence pattern to add to your toolkit:

**Xは何ですか。**

*X wa nan desu ka.*

What is X?

The word **何** (なん: nan) functions as the question



word, indicating 'what'. By substituting 'X' with a specific noun or topic, this sentence pattern enables you to ask about unfamiliar objects or concepts.

Here is an example of how to use this sentence pattern in a conversation:



*Figure 1: Dorayaki*

If you are unfamiliar with the word あんこ (anko), you can substitute X with 何 and ask:

あんこは何ですか。

Anko wa **nan** desu ka.

What is anko?



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://oercollective.caul.edu.au/japanese/?p=608#audio-608-1>

**Anko is X.**

あんこ	は	X	です。
Anko	wa	X	desu.

**What is anko?**

あんこ	は	何	ですか。
Anko	wa	nan	desu ka

Another useful way to utilise this sentence pattern is to ask about how to say something in Japanese. Give the following pattern a try:

Xは日本語（にほんご）で何ですか。

*X wa **Nihongo de** nan desu ka.*

What is X **in Japanese**?

For example, if you want to ask how to say 'English' in Japanese, you can ask:



*Figure 2: Wondering Person*

「English」は日本語で何ですか。

‘English’ wa  
Nihongo de nan  
desu ka.

What is ‘English’ in

Japanese?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=608#audio-608-2](https://oercollective.caul.edu.au/japanese/?p=608#audio-608-2)*

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=608#h5p-25>

## Figures

- 1 “[Dorayaki](#)” (untitled) by [Ocdp](#). Wikimedia Commons. Licensed under [CC 0](#).
- 2 “[Wondering Person](#)” (untitled) by [Pavel Danilyuk](#). Pexels. Licensed under [CC 0](#).

## 4.4 HOW TO COUNT SMALL ITEMS

---

In this module, you will learn the essential technique of counting small objects in Japanese using the versatile counter つ (tsu).

When counting objects in Japanese, **specific counters are applied based on the type of object being counted**, unlike English which uses general numbers like 'one', 'two' and 'three'. We have already explored the counter for school year levels in [Module 3.5](#), which brings accuracy to counting.

In this module, we're focusing on the counter つ (tsu), versatile for counting small objects, abstract ideas, ordinal numbers and even young children's ages, among other things!

Here is a summary of how to count up to 10 small items using the counter つ:

1	一 (ひと) つ (hitotsu)	6	六 (むっ) つ (muttsu)
2	二 (ふた) つ (futatsu)	7	七 (なな) つ (nanatsu)
3	三 (みっ) つ (mittsu)	8	八 (やっ) つ (yattsu)
4	四 (よっ) つ (yottsu)	9	九 (ここの) つ (kokonotsu)
5	五 (いつ) つ (itsutsu)	10	十 (とお) (too)



Please note that the number 10 in Japanese has a special term, 十 (とお: too), and thus does not use the つ counter.

Now, let's learn how to use the counter to count small items up to 10 while enjoying this song created by [Myu Papa](#).



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=620#oembed-1](https://oercollective.caul.edu.au/japanese/?p=620#oembed-1)*

Here's an interesting detail—when counting small items beyond 10 in Japanese, the つ counter is not used. Instead, you switch to the こ (ko) counter. While つ is great for general counting up to 10, こ is versatile and can count items from one to 10 and beyond. For example:

- For one to 10 items, you can use either:
  - One item: 一つ (hitotsu) or 一 (いっ) こ (ikko)
  - Two items: 二つ (futatsu) or 二 (に) こ (niko)



- For items above 10, you exclusively use 'ko':
  - 11 items: 十一 (じゅういっ) こ (juu ikko)
  - 12 items: 十二 (じゅうに) こ (juu ni ko)
  - 13 items: 十三 (じゅうさん) こ (juu san ko)

And this pattern continues for higher numbers.

We will cover the numbers 11 to 100 in [Module 5.3](#).

### Key Points

- The づ counter is generally limited to numbers **one through ten**.
- The こ counter is more commonly used for **small, round or compact objects** and can be used for numbers **beyond ten**.

## Using the つ and こ counters with nouns in sentences

In Japanese, when using counters with nouns, the particle **を** is often used when the noun is the **direct object** of the verb, such as when ordering, buying or making something.

### Using the つ counter

The **つ** counter is used to count small, general items up to **ten**. When using it with a noun, the structure is:

**[Noun] を [Number + つ] [Verb]**

**Example:**

コーヒーを二（ふた）つください。

*Koohii o futatsu kudasai.*

Two (cups of) coffee, please.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=620#audio-620-1](https://oercollective.caul.edu.au/japanese/?p=620#audio-620-1)*

## Using the 個 counter

The 個 counter is commonly used for **small, round or compact objects** and is especially useful when counting beyond **ten**. The sentence structure remains the same:

**[Noun] を [Number + 個] [Verb]**

**Example:**

ケーキ（けえき）を十一（じゅういっ）こお  
願（ねが）いします。

*Keeki o juuikko onegai shimasu.*

Eleven cakes, please.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=620#audio-620-2](https://oercollective.caul.edu.au/japanese/?p=620#audio-620-2)*

## Key Points

- The noun comes first, followed by the number + counter.
- The particle **を** is used when the noun is the object of the sentence (e.g., ordering or buying something).


## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=620#h5p-39>

## Figures

- 1  “[Exclamation Sign Font Awesome](#)” by Dave Gandy. [Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).
- 2 “[Apple](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).
- 3 “[Strawberries](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

4 “[Tomatoes](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

5 “[Starwars Lego](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

6 “[Number Five Written on the Road](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

7 “[Six Marbles](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

8 “[Number Seven](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

9 “[Number Eight on the Door](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

10 “[Number Nine](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

11 “[Ten Fingers](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

## References

Myu Papa. “いちにさんのうた (Myu Sings ‘123 Song’).” YouTube video. 1:53. October 5, 2014. <https://www.youtube.com/watch?v=UgvUPbPSY2g>.



## 4.5 THE PARTICLE と (TO) AND THE CONJUNCTION それから (SOREKARA)

---

This module will explain the usage of the particle と (to) and the conjunction それから (sorekara). Although both can be translated as 'and' in English, there is a functional difference between them.

**The particle と (to)** is used to connect nouns or noun phrases, indicating a combination, addition or listing of items. In contrast, **the conjunction それから (sorekara)** is used to connect sentences or ideas in a sequential manner, indicating a progression or continuation of thoughts.



Now, let's take a closer look at the differences between these two language elements.

## The particle と (to)

と is one of the most commonly used particles in Japanese, and it has several different functions. One key function is **to indicate a complete list of multiple items**.

### Key points to remember

- と only connects nouns or noun phrases, not verbs or adjectives.
- と is used for an exhaustive list of items, meaning that the list includes all the items it connects.
- と cannot be used to start a list or appear at the end; it must link two or more nouns or noun phrases within the sentence.

## Usage in sentences

Pay special attention to the context where と is used. Misuse can change the meaning of a sentence or cause confusion due to its specific linking function.

For example, to order one coffee, one orange juice and two pancakes, you would say:



*Figure 1: Pancakes*

コーヒー（こおひ  
い）一（ひと）つ  
と、オレンジジュ  
ース（おれんじじゅう  
す）一つと、パン  
ケーキ（ぱんけえ  
き）二（ふた）つをお願（ねが）いします。

*Koohii hitotsu to, orenji juusu hitotsu to,  
pankeeki futatsu o onegai shimasu.*

One coffee, one orange juice and two pancakes, please.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=624#audio-624-1>*

Here are the formulas for using the particle と with multiple items:

X と Yをお願いします。

X **to** Y o onegai shimasu.

X **and** Y, please.

X と Y と Z をお願いします。

X **to** Y **to** Z o onegai shimasu.

X, Y **and** Z, please.

Here, the particle と is used to connect the items being ordered. It is important to note that **this particle can only be used to connect nouns**. In other words, it cannot be used to connect words that are not nouns, such as adjectives and verbs. It cannot be used to connect clauses, phrases or sentences either.

---

## The conjunction それから (sorekara)

The conjunction それから is used **to indicate a sequence of events or ideas**. It is commonly translated as 'and', 'and then' or 'in addition' in English.

It is important to note that, unlike **the particle と**,

それから **does not directly connect nouns.**

Instead, it connects entire sentences or clauses. In the following example, it indicates a continuation of what is being ordered. For example:

ラテ（らて）をください。それから、パンケーキ（ぱんけえき）もお願いします。



Figure 2: Latte

*Rate o kudasai. Sorekara, pankeeki mo onegai shimasu.*

Please give me a latte. And a pancake as well, please.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=624#audio-624-2>

Here is the formula for using the conjunction それから with multiple items:

それから、X もお願いします。

**Sorekara,** *X mo onegai shimasu.*

**And** X as well, please.

In Japanese writing, it's common to use a comma (、) after conjunctions such as 'それから' (sorekara: and / and then). This punctuation helps to break the sentence into manageable segments, improving clarity and readability.

The phrase Xもお願いします is typically used when you're asking for something additional, after an initial request has been made. To indicate that you want something 'too' or 'as well', replace the particle を in the standard expression Xをお願いします with the particle も. This changes the meaning to 'X as well, please'. For a detailed explanation of the particle も, see [Module 3.4](#).

In conversational Japanese, particles are sometimes omitted for brevity and simplicity. Therefore, instead of saying Xをお願いします, you can simply say Xお願いします to make a request.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*  
<https://oercollective.caul.edu.au/japanese/?p=624#h5p-119>

## Figures

1 “[Pancakes](#)” (untitled). Uncredited. PxHere. Licensed under [CC 0](#).

2 “[Latte](#)” (untitled). Uncredited. PxHere. Licensed under [CC](#)  
[0](#).



## 4.6 THE SENTENCE-ENDING PARTICLES ね (NE) AND よ (YO)

---

In this module, we will explore the nuances of the Japanese particles ね (ne) and よ (yo), adding a touch of friendliness or assertiveness to your conversations.

### Introduction to ね and よ

The particles **ね (ne)** and **よ (yo)** are commonly used at the end of a sentence to convey certain nuances in conversations.

While both are used as sentence-ending particles in Japanese, they serve different purposes:

- **ね** is used to seek agreement or confirmation, adding a friendly and engaging tone to the conversation, especially when shared knowledge or understanding is implied.
- **よ** is employed to introduce new information, emphasising what the speaker wants to convey as potentially unknown to the listener.

Now, let's take a closer look at how these sentence-ending particles are used in sentences via this short video created by [Learn Japanese with Puni Puni Japan](#):



*One or more interactive elements  
has been excluded from this*

version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=802#oembed-1](https://oercollective.caul.edu.au/japanese/?p=802#oembed-1)

## Usage in sentences

So to recap, ね is used to seek agreement or confirmation, or to invite the listener's attention. It is often used to soften a statement or to make it sound more friendly, agreeable and inclusive.

### Examples:

カフェ（かふえ）のケーキ（けえき）はおいしいです**ね**。

*Kafe no keeki wa oishii desu **ne**.*

*The cake at the café is delicious, isn't it?*

(Seeks confirmation that the cake at the café is tasty.)



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=802#audio-802-1>*

あんこはあまいです**ね**。

*Anko wa amai desu **ne**.*

Red bean paste is sweet, isn't it?

(Uses **ね** to seek agreement, as if sharing a mutual understanding about the sweetness of anko.)



*One or more interactive elements has been excluded from this*

version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=802#audio-802-2](https://oercollective.caul.edu.au/japanese/?p=802#audio-802-2)

In contrast, よ is used to emphasise or assert information, or to provide new information. It adds a sense of confidence and assertiveness to a statement.

When pronounced with emphasis, it can convey a strong command or suggestion, depending on the intonation, like an exclamation mark. So, using it with a soft intonation with a slight smile is the key to maintaining a friendly and approachable tone.

**Examples:**

専攻（せんこう）は日本語（にほんご）です  
よ。

*Senkoo wa nihongo desu yo.*

My major is Japanese!

(Uses よ to introduce this as new or emphasised information, possibly in response to someone's curiosity)



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=802#audio-802-3](https://oercollective.caul.edu.au/japanese/?p=802#audio-802-3)

これは大学（だいがく）のウェブサイトです  
よ。

*Kore wa daigaku no websaito desu yo.*

This is the university's website!

(Uses よ to emphasise or clarify the

information, possibly as new or important information to the listener)



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=802#audio-802-4>*

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=802#h5p-120](https://oercollective.caul.edu.au/japanese/?p=802#h5p-120)

## References

Learn Japanese with Puni Puni Japan. “Japanese Grammar—Japanese Particles yo (よ) and ne (ね).” YouTube video, 2:33. January 10, 2013. <https://www.youtube.com/watch?v=mxLBNw0AILI>.



## 4.7 REVIEW

---

In this chapter, you have delved into katakana and honed your Japanese conversational skills, equipping you for practical interactions in Japanese shops and beyond. Here is a summary of the knowledge and techniques you have acquired:



### ***Katakana understanding***

You have delved into the workings of the katakana script, enhancing your grasp of its function in sentences.



### ***Personal identification***

You have learned to write or type your name in katakana, personalising your Japanese writing experience.



### ***Demonstrative pronouns***

You have acquired the ability to use demonstrative pronouns for objects, adding versatility to your conversation.



### ***Asking 'what' questions***

You have mastered the usage of 何（なん）(nan: what) in the pattern 'XはYですか', allowing you to inquire about unfamiliar objects.



### ***Counting mastery***

You have developed the ability to count small items, a practical skill for daily situations.



### ***Conjunctions and particles***

You have understood the distinct roles of **それから** (sorekara) and **と** (to) for 'and', and applied them appropriately in sentences, enriching your knowledge of connective expressions.



### ***Sentence-ending particles***

You have grasped the nuances of the sentence-ending particles **ね** (ne) and **よ** (yo), and learned how to apply them, adding subtlety and emphasis to your speech.

These skills serve as crucial stepping stones for further growth in your Japanese language journey. Keep up the fantastic work!

Here's a revision exercise to solidify your grasp of this chapter's concepts. Use it to reinforce your learning and practise your skills. Enjoy, and revisit any section if you need more clarity.

## Exercise 1




*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=1717#h5p-68](https://oercollective.caul.edu.au/japanese/?p=1717#h5p-68)

## カタカナ

For practising katakana, you may find this [activity by Steven Kraft](#) helpful.

### Figures

- 1  “[Tick Icon](#)” (untitled) by [Mrmw](#). Wikimedia Commons. Licensed under [CC 1.0](#).
- 2 “[Two Women Looking at the Code at Laptop](#)” (untitled) by [Christina Morillo](#). Pexels. Licensed under [Pexels licence](#).
- 3 “[A Woman Tutoring a Young Man](#)” (untitled) by [MART PRODUCTION](#). Pexels. Licensed under [Pexels licence](#).
- 4 “[Three Girls Standing on Mountain Looking at the View](#)” (untitled) by [RDNE Stock project](#). Pexels. Licensed under [Pexels licence](#).

### References

Kraft, Steven. “Hiragana / Katakana.” Accessed December 11, 2023. <https://steven-kraft.com/projects/japanese/kana/>.

# CHAPTER 5: BRINGING JAPAN HOME (2)





## 5.0 BRINGING JAPAN HOME (2)

---



*Figure 1:  
Colorful  
Papers  
Hanging  
on the  
Tree  
Branch*



## Learning goals

By the end of this chapter, you will be able to:

- Distinguish between formal and informal speech and use formal speech appropriately.
- Form and use the negative of ‘X は Y です’ in conversations.
- Read and count numbers from 11 to 100.
- Use 出身 (しゅっしん: shusshin) to describe place of origin.
- Apply the conjunction でも (demo: however) correctly in sentences.



## Why these skills matter

### Cognitive benefits

- Enhance adaptability in different social contexts.
- Strengthen understanding of sentence negation.
- Develop logical thinking through conjunction use.

### Real-life benefits

- Speak appropriately in formal and casual situations.
- Express both positive and negative statements naturally.
- Handle numbers beyond 10 in everyday situations.
- Talk about place of origin in introductions.

- Use **でも** to make smooth conversational contrasts.

## Words

Japanese	Romaji	English
<b>Money-related nouns</b>		
(お) 会計 (かいけい)	<i>(o)kaikai</i>	bill, check (at a shop, restaurant)
(お) 釣 (つ) り	<i>otsuri</i>	change (money)
<b>Family-related nouns</b>		
お母 (かあ) さん	<i>okaasan</i>	mum
お父 (とう) さん	<i>otousan</i>	dad
お姉 (ねえ) さん	<i>oneesan</i>	

お兄（にい）さん	<i>oniisan</i>
----------	----------------

妹（いもうと）	<i>imouto</i>
---------	---------------

弟（おとうと）	<i>otouto</i>
---------	---------------

<b>Country-related nouns</b>	<b>NOTE:</b> Countries are listed in Japanese alphabetical order. Only the countries included in this list. For additional countries, see the appendix.
------------------------------	---

イギリス（いぎりす）	<i>Igirisu</i>	England
------------	----------------	---------

インド（いんど）	<i>Indo</i>	India
----------	-------------	-------

インドネシア（いんどねしあ）	<i>Indoneshia</i>	Indonesia
----------------	-------------------	-----------

オーストラリア（おおすとらりあ）	<i>Oosutoraria</i>	Australia
------------------	--------------------	-----------

カナダ（かなだ）	<i>Kanada</i>	Canada
----------	---------------	--------

韓国（かんこく）	<i>Kankoku</i>	South Korea
----------	----------------	-------------

タイ（たい）	<i>Tai</i>	Thailand
--------	------------	----------

中国（ちゅうごく）	<i>Chuugoku</i>	China
-----------	-----------------	-------

日本（にほん）	<i>Nihon</i>	Japan
---------	--------------	-------

ニュージーランド（にゅうじいさんど）	<i>Nyuujirando</i>	New Zealand
--------------------	--------------------	-------------

マレーシア（まれえしあ）	<i>Marecsia</i>	Malaysia
--------------	-----------------	----------

出身（しゅっしん）	<i>shusshin</i>	one's place of origin
ご出身	<i>goshusshin</i>	one's place of origin
<b>General nouns</b>		
人（ひと）	<i>hito</i>	person/s
野菜（やさい）	<i>yasai</i>	vegetable
魚（さかな）	<i>sakana</i>	fish
肉（にく）	<i>niku</i>	meat
さしみ	<i>sashimi</i>	sashimi
食（た）べ物（もの）	<i>tabemono</i>	food / things to eat
飲（の）み物（もの）	<i>nominono</i>	drinks / things to drink
ヨガ（よが）	<i>yoga</i>	yoga
ジム（じむ）	<i>jimu</i>	gym
<b>Adjectives/Adverbs</b>		



---

すごい

*sugoi*

great/very

---

# Expressions and phrases

Japanese	Romaji
Xでお願い（ねが）いします	<i>X de onegai shimasu</i>
ごちそうさま	<i>gochisou sama</i>
ごちそうさまでした	<i>gochisou sama deshita</i>
*ありがとうございました	<i>arigatou gozaimashita</i>
ところで	<i>tokorode</i>
へえ	<i>hee</i>
ほら	<i>hora</i>
でも	<i>demo</i>
*ぜんぜん	<i>zenzen</i>

\* For more detailed information on how to use these phrases, please refer to the ‘Further resources’ section at the end of the page.

## Key grammar points

Japanese

Ro

XはYじゃないです

*X wa Y janai desu*

### Exercise 1

Guess which hiragana character needs to be filled in. To check the answer, click the 'turn' button. You can also listen to the sound of each word by clicking the audio icon.



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it*

online here:

[https://oercollective.caul.edu.au/  
japanese/?p=2042#h5p-65](https://oercollective.caul.edu.au/japanese/?p=2042#h5p-65)



## Model dialogue

Lina and Nao have enjoyed the food at a local Japanese café near their university in Australia. As they come to the end of their meal and settle the bill, their connection deepens, and they continue to learn more about each other.

**Lina and Nao:** ごちそうさま！

**Nao:** すみません。お会計（かいけい）お願い（ねが）いします。

**Café staff:** はい。ありがとうございます。二十六（にじゅうろく）ドル

**Nao:** じゃあ、三十（さんじゅう）ドルをお願いします。

**Café staff:** はい。四（よん）ドルのお釣（つ）りです。ありがとうございます。

**Lina and Nao:** ごちそうさまでした！

**Lina:** なおさんの日本語（にほんご）はすごいですね。ところで、なお（なほ）さん（しん）は日本ですか。

**Nao:** 私（わたし）の出身はオーストラリア（おーすとらりあ）。でも、あ）さんの出身は日本。それから、お父（とう）さんの出身はオースト（りな）さんは？出身はオーストラリア？

**Lina:** いいえ、オーストラリアじゃないです。中国（ちゅうごく）です。

**Nao:** へえ、じゃあ、リナさんの日本語と英語（えいご）もすごいね！

**Lina:** ありがとう。でも、ぜんぜん ...。

**Nao:** ほら、すごい！

**Lina:** ハハハ（ははは） ...。

## English translation

**Lina and Nao:** Thanks for the nice meal!

**Nao:** Excuse me. Can we have the check, please?

**Café staff:** Yes, thank you. It's 26 dollars.

**Nao:** Then, here's 30 dollars.

**Café staff:** Okay, here's (your) change of 4 dollars. Thank you very much.

**Lina and Nao:** Thank you for the great food!

**Lina:** Nao, your Japanese is great. By the way, are you from Japan?

**Nao:** I'm from Australia. But my mum is from Japan. And my dad is from Australia. Australia?

**Lina:** No, (I'm) not from Australia. I'm from China.

**Nao:** I see. Then, your Japanese and English are great, too!

**Lina:** Thanks, but not at all ...

**Nao:** See, that's great!

**Lina:** Haha ...

## Exercise 2

Listen to the following audio files and repeat each Japanese phrase after the recording. Each phrase is read twice, first at a slow pace and then at a natural pace.

**Lina and Nao:** ごちそうさま !



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-1>

**Nao:** すみません。お会計（かいけい）  
 お願い（ねが）いたします。

—





*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2042#audio-2042-2](https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-2)

**Café staff:** はい。ありがとうございます。  
す。二十六（にじゅうろく）ドル（ど  
る）です。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2042#audio-2042-3](https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-3)

**Nao:** じゃあ、三十（さんじゅう）ドル  
をお願いします。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2042#audio-2042-4](https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-4)

**Café staff:** はい。四（よん）ドルのお釣  
（つ）りです。ありがとうございました。  
た。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2042#audio-2042-5](https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-5)

**Lina and Nao:** ごちそうさまでした！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2042#audio-2042-6](https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-6)

**Lina:** なおさんの日本語（にほんご）は  
すごいですね。ところで、なおさんの出  
身（しゅっしん）は日本ですか。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=2042#audio-2042-7](https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-7)

**Nao:** 私の出身はオーストラリア（おー  
すとりあ）。でも、私のお母さんの出

身は日本。お父さんの出身はオーストラリア。リナさんは？出身はオーストラリア？



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-8>

**Lina:** いいえ、オーストラリアじゃないです。中国（ちゅうごく）です。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-9>

**Nao:** へえ、じゃあ、リナさんの日本語  
と英語（えいご）もすごいね！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2042#audio-2042-10](https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-10)

**Lina:** ありがとう。でも、ぜんぜん ...。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2042#audio-2042-11](https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-11)

**Nao:** ほら、すごい！



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-12>

**Lina:** \* ハハハ (ははは) ...。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2042#audio-2042-13>

\* The onomatopoeic phrase ハハハ (hahaha) is used to represent laughter in written form, but it may not reflect the actual sound of a person's laugh!



## Discussion points

Let's take a moment to reflect on these points and share our observations and thoughts!

1. While the phrase **ごちそうさま (gochisou sama)** or **ごちそうさまでした (gochisou sama deshita)** is used to express gratitude after finishing a meal in Japanese, do you happen to know the Japanese phrase used when starting a meal? Also, can you think of any phrases used before and after a meal in your own culture?
2. During the conversation between Nao and Lina, did you notice that Nao tends to use more casual and shorter sentences? Take some time to list down those sentences and consider the reasons behind their usage.
3. While Nao tends to use a more casual speech style, you may have noticed that Lina maintains her politeness by using **で**

**す (desu).** Why do you think Lina maintains a formal, polite speech style?

4. In Japanese-speaking contexts, some might use the term ハーフ (haafu), from the English word ‘half’, to describe someone like Nao, whose birth parents are of different national or ethnic backgrounds. While ハーフ may appear straightforward, it is deeply embedded in debates surrounding identity, culture and the changing dynamics of Japanese society. Watch the documentary (about 17 minutes long) created by [Shugo Kawok](#) below and explore the societal and cultural implications of the term, as well as its contentious nature.
5. Nao said ほら、すごい！ and praised Lina’s Japanese skills after Lina responded to Nao’s compliment with the phrase ども、ぜんぜん. What factors do you think prompted Nao to reiterate her praise? Which aspects of Lina’s response contributed to this?



## 'A DIVE INTO HAFU' – The Hafu Phenomenon in Japan (Full Documentary)



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2042#oembed-1](https://oercollective.caul.edu.au/japanese/?p=2042#oembed-1)

### Further resources

The following resource created by [Shiro](#)

[Neko Japanese](#) will explain when to use **ありがとうございます** (arigatou gozaimasu) and **ありがとうございました** (arigatou gozaimashita):



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2042#oembed-2>

---

In Japanese communication, humility is often valued, though not universally. People frequently downplay their abilities and achievements, using phrases such as **ぜんぜんそんなことないです** (zenzen sonna koto nai desu: literally, 'it's not like that at all') or simply **ぜんぜん** (zenzen: not at all) to express modesty. This

practice shows humility and respect, helping to avoid any appearance of arrogance. For further insight, you might find the following resource created by [Aki from Japan](#) helpful:





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*


<https://oercollective.caul.edu.au/japanese/?p=2042#oembed-3>

## Figures

- 1 “[Colorful Papers Hanging on the Tree Branch](#)” by [Satoshi Hirayama](#). Pexels. Licensed under [Pexels licence](#).

2  “[Goal Icon](#)” by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

3  “[Speech Bubble Icon](#)” by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC 0](#).

4  “[Lightbulb Icon](#)” by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

## 5.1 FORMAL AND INFORMAL SPEECH STYLES

---

This module will provide you with an overview of the distinction between formal and informal speech styles in Japanese.

When it comes to speaking Japanese, there are two main speech styles: **formal and informal**.

These styles, shaped by social dynamics and relationships, hold the key to successful communication in Japanese.

For the young adult and adult beginners embarking on their language learning journey, focusing on mastering the formal speech style is a wise choice. It unlocks the gates to professional settings, where

**respect and politeness are particularly important.**

## What are the key differences?

**In formal speech** – when talking to a stranger or someone who is older or in a senior position – it is important to show respect by using polite forms. This includes the polite form **です** (desu) at the end of sentences, which we have emphasised so far.



In [Module 6.1](#), we will learn another important polite form, the **ます** (masu) form. For now, we will continue to focus on the polite form **です** (desu).

Conversely, **in informal speech** – when talking to a close friend or family member – you can be more relaxed and casual. You can use shorter sentences without the polite form **です** and even leave out certain particles.

This resource from [Learn Japanese with Dokidokicomics](#) presents both formal and informal versions of various phrases. While it's not necessary to watch the entire video or grasp all the content, as it may include unfamiliar words, phrases and grammar, it will give you an overview of the differences between formal and informal speech styles.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=853#oembed-1>*

## Why is it important to learn the formal speech style?

Understanding the distinction between formal and

informal speech is important for confidently navigating different social situations. For beginners, we recommend starting with a solid understanding of the formal speech style. This is because you are more likely to encounter new people in Japanese-speaking contexts. As a young adult or adult, you are expected to use polite and formal speech initially when building social and professional relationships.

At the same time, maintaining a balance in your Japanese learning journey is also crucial. We encourage you to become comfortable using polite forms and expressions, while also exploring the nuances and flexibility of informal speech. Achieving this balance is a key aspect of mastering the language!

## **Exercise 1**

This is a quick review exercise on formal and informal speech styles. Read the following



questions and select either the 'true' or 'false' button to respond.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=853#h5p-56>

## Figures



“[Exclamation Sign Icon](#)” (untitled) by Dave Gandy. [Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).

## 5.2 X IS NOT Y: Xは (WA) Yじゃないです (JANAI DESU)

---

This module will introduce you to the negative forms of the 'XはYです' sentence pattern, building on your understanding of the affirmative and question forms.

Do you remember the phrase we learned in [Module 3.3](#)?

**XはYがあまり好（す）きじゃないです。**

*X wa Y ga amari suki janai desu.*

X doesn't like Y very much.

To negate the 'XはYです' sentence pattern, you can use the same ending form **じゃないです** (janai desu):

XはYです。

*X wa Y desu.*

X is Y.

↓

**XはYじゃないです。**

*X wa Y janai desu.*

X is not Y.

Alternatively, for a more formal tone than **じゃないです** (janai desu), you can use **じゃありません** (ja arimasen) or the even more formal **ではありません** (dewa arimasen) to express 'X is not Y'.

Here's how they align in terms of formality:

<b>Polite yet conversational</b>	じゃないです	janai desu
<b>Formal</b>	じゃありません	ja arimasen
<b>More formal</b>	ではありません	dewa arimasen

It's important to recognise that **ではありません** is typically used in written language or formal speech rather than daily conversation. Additionally, you may encounter other formal negation expressions beyond this textbook, such as **ではございません** (dewa gozaimasen).

## Exercise 1



An interactive H5P element has been excluded from this version of the text. You can view it online here:

[https://oercollective.caul.edu.au/  
japanese/?p=610#h5p-58](https://oercollective.caul.edu.au/japanese/?p=610#h5p-58)



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=610#h5p-41](https://oercollective.caul.edu.au/japanese/?p=610#h5p-41)

## 5.3 NUMBERS 11 TO 100

---

Now that you have a basic understanding of the numbers from 0 to 10, you are well equipped to tackle larger numbers. In this module, we will guide you through the process of counting and expressing larger numbers with confidence. Let's dive in and expand your counting skills!

Once you have learned how to count from 0 to 10 in Japanese, you can apply that knowledge to count from 11 to 99 using the following method.

### Numbers 11 to 19

To form the numbers from 11 to 19, we simply add a unit number to 10 (十: じゅう: juu) .



While we introduce kanji starting from Chapter 7 onwards, we have begun using basic kanji for numbers to familiarise you with these fundamental characters early on in the textbook. But don't worry! They all have romaji readings.

Take, for example, 11, which is 十一 (じゅういち: juu-ichi), a simple combination of 十 (じゅう: juu) and 一 (いち: ichi).

Here are the numbers from 11 to 19, so you can see this method in action:

Kanji (Hiragana)	English
十一 (じゅういち)	eleven
十二 (じゅうに)	twelve
十三 (じゅうさん)	thirteen
十四 (じゅうよん) or (じゅうし)	fourteen
十五 (じゅうご)	fifteen
十六 (じゅうろく)	sixteen
十七 (じゅうなな) or (じゅうしち)	seventeen
十八 (じゅうはち)	eighteen
十九 (じゅうきゅう)	nineteen



Please note that when the number 9 (九) is used at the end of a larger number, it is commonly pronounced as きゅう (kyuu). The numbers 4 (四) and 7 (七), however, can be either よん (yon) or し (shi), and either なな (nana) or しち (shichi) at the end of a larger number, respectively.

## Numbers 20, 30, 40, 50, 60, 70, 80 and 90

Easy, isn't it?

Now, let's move on to double-digit numbers beyond 19. We will begin with multiples of 10, which are the numbers that end in 0, such as 20, 30, 40 and so on.

Forming these larger numbers is straightforward.

We just need to say the first number followed by 十 (じゅう: juu), which means ten.

For example, 20 is 二十 (にじゅう: ni-juu), or '2' and '10'.



	<b>Kanji (Hiragana)</b>	<b>Romaji</b>
20	二十 (にじゅう)	ni-juu
30	三十 (さんじゅう)	san-juu
40	四十 (よんじゅう)	yon-juu*
50	五十 (ごじゅう)	go-juu
60	六十 (ろくじゅう)	roku-juu
70	七十 (ななじゅう)	nana-juu*
80	八十 (はちじゅう)	hachi-juu
90	九十 (きゅうじゅう)	kyu-juu*
100	百 (ひゃく)	hyaku



Please note that when the numbers 4, 7 or 9 are used before 十 (じゅう: juu), they should be pronounced as 四 (よん: yon), 七 (なな: nana) and 九 (きゅう: kyuu), respectively.

## Numbers 21 to 99

Last but not least, let's explore how to form double-digit numbers that do not end in 0.

The concept is similar to the numbers from 11 to 19. Here are a few examples:

- **21:** 2-10-1 = 二十一 (にじゅういち: ni-juu-ichi)
- **34:** 3-10-4 = 三十四 (さんじゅうよん: san-juu-yon)
- **47:** 4-10-7 = 四十七 (よんじゅうなな: yon-juu-nana) or (よんじゅうしち: yon-juu-shichi)
- **59:** 5-10-9 = 五十九 (ごじゅうきゅう: go-juu-kyuu)

## The number 100

The exception to note is 100, which is 百 (ひゃく: hyaku). Remember not to add 一 (いち: ichi) to 百 to denote 100; it's simply 百. This is an important detail to memorise!

## Exercise 1

In this video created by [Bocchi & Pocchi](#), there is a review quiz at around the 3:15 mark. Additionally, the first half of the video covers how to count from 0 to 100, which you can also use for review.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=618#oembed-1>*

## Figures



- 1 “[Exclamation Sign Font Awesome](#)” by Dave Gandy. [Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).

## 5.4 TELLING AND ASKING ONE'S PLACE OF ORIGIN

---

Describing your place of origin in Japanese is a simple and friendly way to connect with others. To express your home country or home town, you can use the word 出身（しゅっしん）.

You can use 出身（しゅっしん） either as a stand-alone word or attach it to the place you're from, as in オーストラリア出身 for 'Australia-born'.

One of the easiest ways to use this word is within the sentence structure 'XはYです' (X is Y). For example, you can say:

**私（わたし）の出身はオーストラリアです。**

*Watashi no shusshin wa Oosutoraria desu.*

My home country is Australia.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=868#audio-868-1](https://oercollective.caul.edu.au/japanese/?p=868#audio-868-1)*

Or

**私はオーストラリア出身です。**

*Watashi wa Oosutoraria shusshin desu.*

I'm from Australia.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=868#audio-868-2>

Sharing where you're from with friends or new acquaintances can be an enjoyable experience. It not only reveals a piece of your personal background but also provides an opportunity to discuss culture and customs.

For example, after using the phrase 私の出身はYです (Watashi no shusshin wa Y desu) as an icebreaker to state your origin, you might expand the conversation further:

**私の出身はブラジルです。**

*Watashi no shusshin wa Burajiru desu.*

My home country is Brazil.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=868#audio-868-3](https://oercollective.caul.edu.au/japanese/?p=868#audio-868-3)

**ブラジルの人（ひと: people or person）は  
音楽（おんがく: ongaku）が大好（だい  
す）きです。**

*Burajiru no hito wa ongaku ga daisuki desu.*

People in Brazil love music.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=868#audio-868-4](https://oercollective.caul.edu.au/japanese/?p=868#audio-868-4)

食べ物（たべもの: food）もおいしいです  
よ。

*Tabemono mo oishii desu yo.*

The food is also good.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=868#audio-868-5](https://oercollective.caul.edu.au/japanese/?p=868#audio-868-5)*

This kind of conversation can arouse the interest of the person you're talking to, sparking engaging discussions.

In addition, building on what we've learned in [Module 3.2](#) about turning 'XはYです' into a question, you can ask about someone's place of origin using the question word どこ (doko: where). The typical question format is:



**出身はどこですか。**

*Shusshin wa doko desu ka.*

Where are you from?

So, when describing your place of origin, don't hesitate to use 出身 and engage in friendly conversations. It's an excellent opportunity to make new friends and share the unique aspects of your background!

### 出身 or 人 (じん)?

In Japanese, as in other languages, there are several ways to describe where you're from in Japanese.

The term 出身 is widely used, but 人 (jin: じん), indicating nationality, is also common. As a suffix, 人 is appended to a country's name, such as オーストラリア人 (Oosutoraria-jin) for 'Australian' or 日本人 (Nihon-jin) for 'Japanese'.

However, given the diverse and complex nature of

modern identities, 出身 can provide a more nuanced description of one's background compared to 人 (jin), which mainly refers to nationality. This distinction is important for capturing the multifaceted nature of individual identities, acknowledging that people's cultural and ethnic backgrounds may transcend simple national definitions.

Recognising the difference between 出身 and the suffix 人 is essential for appreciating and articulating the rich diversity within our global community, emphasising that personal identities are often more complex than nationality alone.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=868#h5p-42>

Here is a list of the countries mentioned in kanji/katakana, romaji and English translation:

- 中国（ちゅうごく: Chuugoku） – China
- インド（いんど: Indo） – India
- 日本（にほん: Nihon） – Japan
- ニュージーランド（にゅうじいらんど: Nyuujiirando） – New Zealand
- ネパール（ねばある: Nepaaru） – Nepal
- イギリス（いぎりす: Igrisu） – England
- インドネシア（いんどねしあ: Indoneshia） – Indonesia
- 韓国（かんこく: Kankoku） – South Korea
- ブラジル（ぶらじる: Burajiru） – Brazil
- ウクライナ（うくらいな: Ukuraina） – Ukraine
- セネガル（せねがる: Senegaru） –

Senegal

- フィンランド (ふいんらんど: Finrando) – Finland
- カナダ (かなだ: Kanada) – Canada
- フランス (ふらんす: Furansu) – France

## 5.5 THE CONJUNCTION でも (DEMO)

---

Discover the power of the conjunction **でも** (demo), which will bring depth and complexity to your Japanese conversations.

The conjunction **でも (demo)** in Japanese means 'but' or 'however'. It is used to express a contrast between two ideas or to introduce a contrasting thought. It is used to link two contrasting sentences, but it cannot be used to link nouns or other non-sentential elements.

For example, you could use **でも** to connect two contrasting sentences, such as 'I like sashimi' and 'I don't like wasabi' in Japanese. The sentence would be:

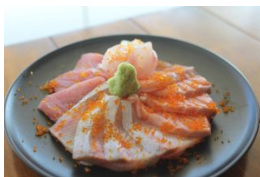


Figure 1: Sashimi and Wasabi

さしみが好（す）き  
です。でも、わさび  
は好きじゃないで  
す。

*Sashimi ga suki  
desu. **Demo**, wasabi  
wa suki janai desu.*

I like sashimi, **but** I don't like wasabi.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=859#audio-859-1](https://oercollective.caul.edu.au/japanese/?p=859#audio-859-1)

Here, でも is used to connect the contrasting ideas  
of liking sashimi but not liking wasabi.

Just a quick note: If you are wondering about when

to use the particles は and が with the adjectives 好 (す) き (な) and 嫌 (きら) い (な) , you will find the explanation in [Module 3.3](#).

## Exercise 1



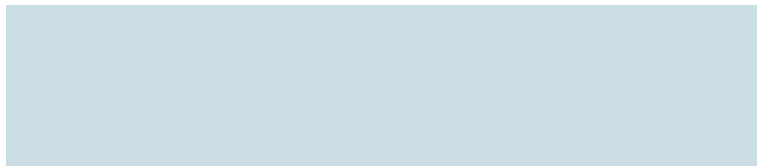
*An interactive HSP element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=859#h5p-44>



*An interactive HSP element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=859#h5p-43>



## Figures

1 “[Sashimi and Wasabi](#)” by [pelambung](#). PxHere. Licensed under [CC 0](#).



## 5.6 REVIEW

---

In this chapter, you have made some fantastic strides in enhancing your Japanese conversational skills! Here is a quick look at the awesome milestones you have achieved:



### ***Formality mastery***

You now understand the distinction between formal and informal speech, making sure you sound just right for the occasion.



### ***Sentence transformation***

You have mastered the negative form of

the 'XはYです' sentence pattern, seamlessly incorporated into dialogues.



### ***Numerical fluency***

You can now count from 11 to 100 in Japanese. Great progress!



### ***Talking about where you are from***

With the useful term 出身 (しゅっしん: shusshin), you are now all set to talk about your place of origin and those of others.



### ***Conjunction application***

You have added the conjunction でも (demo: however/but) to your toolkit, connecting your contrasting thoughts effectively in Japanese.

These skills will serve as valuable tools as you continue to explore and engage with the language. Fantastic effort!

To reinforce your skills and understanding, here is a review exercise for you.


## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=1722#h5p-69](https://oercollective.caul.edu.au/japanese/?p=1722#h5p-69)

## Figures

1  “[Tick Icon](#)” by [Mrmw](#). Wikimedia Commons.  
Licensed under [CC 1.0](#).

# CHAPTER 6: EXPANDING YOUR JAPANESE TOOLKIT (1)



## 6.0 EXPANDING YOUR JAPANESE TOOLKIT (1)

---



*Figure 1:  
Houses  
near  
Trees*

Congratulations on mastering the fundamental sentence pattern ‘XはYです’ using both hiragana and katakana! This achievement represents your initial step into Japanese communication.

With your understanding of the ‘XはYです’

pattern, you're well prepared to enhance your Japanese communication skills further. Learning how to conjugate and use verbs in the **ます** form will allow you to describe everyday actions and activities with clarity and politeness, essential for effective conversation in Japanese. This step is crucial for progressing in your language journey and engaging more deeply with Japanese-speaking environments.

Keep up the excellent work, and continue to explore the rich language and culture of Japan!



## Learning goals

By the end of this chapter, you will be able to:

- Distinguish between **です** (desu) and **ます** (masu).
- Understand the basics of Japanese verb



conjugation.

- Use the 'Topic + Object + Verb' pattern with verbs in the **ます** form.
- Apply time reference and frequency words in sentences in the **ます** form.
- Use the sentence-ending particles **よ** (yo) and **ね** (ne) for conversational nuance.



## Why these skills matter

### Cognitive benefits

- Build a strong foundation for mastering Japanese verb conjugation.
- Enhance sentence-structure awareness for clearer expression.
- Develop sensitivity to conversational nuances through particle use.

### Real-life benefits

- Form polite and grammatically correct sentences.
- Talk about daily activities with proper verb

usage.

- Express time and frequency naturally in conversations.
- Add nuance to speech for smoother interactions.

## Words

Japanese	Romaji	
<b>Ru-verbs</b>		
見 (み) る	<i>miru</i>	to see/w
食 (た) べる	<i>taberu</i>	to eat (s
<b>U-verbs</b>		
飲 (の) む	<i>nomu</i>	to drink
読 (よ) む	<i>yomu</i>	to read (s
会 (あ) う	<i>au</i>	to meet (
使 (つか) う	<i>tsukau</i>	to use (s
行 (い) く	<i>iku</i>	to go (so
帰 (かえ) る	<i>kaeru</i>	to return
<b>Irregular verbs</b>		
来 (く) る	<i>kuru</i>	to come

する	<i>suru</i>	to do (so)
勉強 (べんきょう) する	<i>benkyou suru</i>	to study
<b>Nouns</b>		
僕 (ぼく)	<i>boku</i>	I/me
留学生 (りゅうがくせい)	<i>ryuu-gakusei</i>	internati
社会学 (しゃかいがく)	<i>shakai-gaku</i>	sociology
まんがライブラリー (らいぶらりい)	<i>Manga raiburarii</i>	Manga L
イベント (いべんと)	<i>ibento</i>	event
お菓子 (かし)	<i>okashi</i>	snack
本 (ほん)	<i>hon</i>	book
<b>Places</b>		
お店 (みせ)	<i>omise</i>	shop/sto
スーパー (すうぱあ)	<i>suupaa</i>	superma

コンビニ（こんびに）	<i>konbini</i>	convenience store
レストラン（れすとらん）	<i>resutoran</i>	restaurant
トイレ（といれ）	<i>toire</i>	toilet/bathroom
公園（こうえん）	<i>kouen</i>	park
図書館（としょかん）	<i>toshokan</i>	library
銀行（ぎんこう）	<i>ginkou</i>	bank
本屋（ほんや）	<i>bonya</i>	bookstore
<b>Time references</b>		
今日（きょう）	<i>kyou</i>	today
明日（あした）	<i>ashita</i>	tomorrow
毎日（まいにち）	<i>mainichi</i>	everyday
朝（あさ）	<i>asa</i>	morning
（お）昼（ひる）	<i>(o)hiru</i>	noon/lunch
夜（よる）	<i>yoru</i>	night/evening

毎朝（まいあさ）	<i>maiasa</i>	every morning
毎晩（まいばん）	<i>maiban</i>	every night
今週（こんしゅう）	<i>konsbuu</i>	this week
来週（らいしゅう）	<i>raishuu</i>	next week
週末（しゅうまつ）	<i>shuumatsu</i>	weekend
毎週（まいしゅう）	<i>maishuu</i>	every week
<b>Adverbs</b>		
一緒（いっしょ）に	<i>issboni</i>	together
もちろん	<i>mochiron</i>	of course
本当（ほんとう）に	<i>bontouni</i>	very/real
<b>Frequency adverbs</b>		
いつも	<i>itsumo</i>	always
よく	<i>yoku</i>	often
ときどき	<i>tokidoki</i>	sometimes
あまり	<i>amari</i>	not often
ぜんぜん	<i>zenzen</i>	never/no
<b>Adjectives</b>		

難 (むずか) しい	<i>muzukashii</i>	difficult
------------	-------------------	-----------

## Key grammar points

Japanese	Romaji	English
... よね	<i>yone</i>	..., isn't it?
に	<i>ni</i>	at/on
に	<i>ni</i>	to/towards
へ	<i>e</i>	to/towards

### Exercise 1

Guess which hiragana letter needs to be filled in! To check the answer, click the 'turn' button. You can also listen to the



sound of each word by clicking the audio icon.



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2045#h5p-62](https://oercollective.caul.edu.au/japanese/?p=2045#h5p-62)



## Model dialogue

Kevin, eager to immerse himself further in Japanese language and culture, pays a visit to the Manga Library. His intention? To discover the

latest additions to the library's collection and to find a language exchange partner. After a busy day attending his Japanese class, Kevin has an exciting encounter with someone from Japan who also happens to be a member of the Japanese Club at the Manga Library.

<b>Ren:</b> あ、こんにちは。それ、『ブラック・ジャック（ぶらっく・じゃっく）』ですね。	
<b>Kevin:</b> あ、はい...。	
<b>Ren:</b> 手塚治虫（てづかおさむ）のまんがが好（す）きですか。	
<b>Kevin:</b> はい。でも、大友克洋（おおともかつひろ）のまんがも読（よ）みます。	
<b>Ren:</b> ああ、『アキラ（あきら）』ですよ！僕（ぼく）も読みます！その会（あ）いますよね。毎日（まいにち）まんがライブラリー（らいぶらりー）（き）ますよね。	
<b>Kevin:</b> あ、はい...。	
<b>Ren:</b> ええと、はじめまして。僕はれんです。	
<b>Kevin:</b> あ、ケビン（けびん）です。よろしく。	
<b>Ren:</b> よろしく。僕は留学生（りゅうがくせい）です。出身（しゅっしん）（ほん）です。	
<b>Kevin:</b> ああ、そうですか！専攻（せんこう）は何（なん）ですか。	
<b>Ren:</b> 社会学（しゃかいがく）です。	
<b>Kevin:</b> 社会学...。すみません。社会学は英語（えいご）で何（なん）ですか。	
<b>Ren:</b> Sociologyです。ケビンさんは？	
<b>Kevin:</b> あ、ええと、専攻はIT（あいてい）です。	
<b>Ren:</b> へえ。ところで、明日（あした）日本語（にほんご）クラブ（くらぶ）（いべんと）に来（き）ますか。	
<b>Kevin:</b> 明日（あした）ですか。	

<b>Ren:</b> はい。みんなで日本語の映画（えいが）を観（み）ます。それから（あつち）に日本のお菓子（かし）も食（た）べますよ。もちろん、日本語を勉強（べんきょう）します。ケビンさんも来ますか。	
<b>Kevin:</b> ああ、はい。来ます！ Oh, wait, 行（い）きます？	
<b>Ren:</b> ええと、「行きます」ですね。難（むずか）しいですよね。	
<b>Kevin:</b> はい、日本語は本当（ほんとう）に難しいです…。	

**English translation**

**Ren:** Ah, hi. That's *Black Jack*, right?

**Kevin:** Yes ...

**Ren:** Do you read Osamu Tezuka's comics?

**Kevin:** Yes. But, I read Katsuhiro Otomo's comics, too.

**Ren:** *Akira*, right? So do I! By the way, we see each other often. You come to the Mar

**Kevin:** Ah, yes ...

**Ren:** Well, nice to meet you. I'm Ren.

**Kevin:** I'm Kevin. Nice to meet you, too.

**Ren:** *Yoroshiku*. I'm an international student. I'm from Japan.

**Kevin:** Ah, right! What is your major?

**Ren:** It's *shakai gaku*.

**Kevin:** ... Sorry, what is '*shakai gaku*' in English?

**Ren:** Sociology. What about you, Kevin?

**Kevin:** Oh, um, my major is IT.

<b>Ren:</b> I see. By the way, are you coming to the Japanese Club event tomorrow?	
<b>Kevin:</b> Tomorrow?	
<b>Ren:</b> Yeah. We will watch a Japanese movie together. And then we will have Japanese	
<b>Kevin:</b> Ahhh, well, yes, I will come! Oh, wait, (should I say) ‘I will go’?	
<b>Ren:</b> Umm, ‘I will go’. It’s difficult, isn’t it?	
<b>Kevin:</b> Yes, Japanese is really difficult.	

## Exercise 2

Listen to the following audio files and repeat each Japanese phrase after the recording. Each phrase is read twice, first at a slow pace and then at a natural pace.

**Ren:** あ、こんにちは。それ、『ブラック・ジャック（ぶらっく・じゃっく）』ですよね。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-1>

**Kevin:** あ、はい...。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-2>

**Ren:** 手塚治虫（てづかおさむ）のまんがが好（す）きですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-3>

**Kevin:** はい。でも、大友克洋（おおともかつひろ）のまんがも読（よ）みます。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-4>

**Ren:** ああ、『アキラ（あきら）』ですよね！僕（ぼく）も読みます！ところで、よく会（あ）いますよね。毎日（ま



いにち) まんがライブラリー (らいぶら  
りい) に来 (き) ますよね。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2045#audio-2045-5](https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-5)

**Kevin:** あ、はい....。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2045#audio-2045-6](https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-6)

**Ren:** ええと、はじめまして。僕はれんで  
す。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-7>

**Kevin:** あ、ケビン（けびん）です。よろしく。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-8>

**Ren:** よろしく。僕は留学生（りゅうがくせい）です。出身（しゅっしん）は日本（にほん）です。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-9>

**Kevin:** ああ、そうですか！専攻（せんこう）は何（なん）ですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-10>

**Ren:** 社会学（しゃかいがく）です。ケビンさんは？



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-11>

**Kevin:** 社会学 ...。すみません。社会学は英語（えいご）で何ですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-12>

**Ren:** Sociologyです。ケビンさんは？



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-13>

**Kevin:** あ、ええと、専攻はITです。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-14>

**Ren:** へえ。ところで、明日（あした）日本語（にほんご）クラブ（くらぶ）のイベント（いべんと）に来ますか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-15>

**Kevin:** 明日ですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-16>

**Ren:** はい。みんなで日本語の映画（えいが）を観（み）ます。それから、一緒（いっしょ）に日本のお菓子（かし）も食（た）べますよ。もちろん、日本語も

使（つか）います。ケビンさんも来ますか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-17>

**Kevin:** ああ、はい。来ます！ Oh, wait, 行（い）きます？



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-18>

**Ren:** ええと、「行きます」ですね。難  
(むずか) しいですね。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2045#audio-2045-19](https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-19)

**Kevin:** はい、日本語は本当（ほんとう）  
に難しいです...。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=2045#audio-2045-20](https://oercollective.caul.edu.au/japanese/?p=2045#audio-2045-20)





## Discussion points

Let's reflect on the following points and share your observations and thoughts!

1. When you come across unfamiliar words in Japanese conversations, how do you react? It is a situation many language learners find themselves in, and the response can vary widely. Do you feel a bit hesitant to ask for clarification? If so, why? If not, why not? When engaging with someone who is learning your native language, how do you feel when they pause to ask you for clarification on something you have said?

## Further resources

Asking questions for clarification is a common part of the language-learning process! In the dialogue, Kevin demonstrates one such method with the following pattern:

**XはYで 何（なん）ですか。**

*X wa Y de nan desu ka.*

How do you say X in Y?

Here, you can insert the word you are asking about in place of X, and add the language into which you want the word translated at the position marked by Y.

But that is just one way to seek clarification in Japanese. There are various other techniques, each suitable for different contexts and levels of formality. To explore another method, you might

want to check out this video created by  
[Learn Japanese with JapanesePod101.com](https://www.youtube.com/watch?v=101japanePod101):





*One or more interactive  
 elements has been excluded  
 from this version of the text. You can  
 view them online here:*


[https://oercollective.caul.edu.au/  
 japanese/?p=2045#oembed-1](https://oercollective.caul.edu.au/japanese/?p=2045#oembed-1)

## Figures

1 “[Houses Near Trees](#)” by [WW](#). Pexels. Licensed under [Pexels licence](#).

2  “[Goal Icon](#)” by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

3  “[Speech Bubble Icon](#)” by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC 0](#).

4  “[Lightbulb Icon](#)” by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

## 6.1 ます (MASU) FORM AND VERB CONJUGATION

---

Having mastered the です (desu) form in previous modules, this one will introduce another polite sentence-ending form: ます (masu). We will guide you through a step-by-step process for transforming dictionary forms of verbs into ます forms, enabling you to express actions politely in both present and future tenses.

Congratulations on advancing to the next level in your Japanese language journey! Mastering the ます form enhances your ability to communicate politely and effectively, making it an essential skill for language learners. Let's dive in.

## です versus ます

While the です (desu) form is a polite copula used to link the subject and predicate in basic statements (e.g., XはYです), the ます form is used to **modify verbs, indicating present or future actions in a polite manner**. It is commonly used in everyday interactions, formal settings and written communications.

## Tense

**The ます form primarily indicates actions performed in the present or future tense.** It's flexible enough to convey both habitual actions and planned activities, making it indispensable for polite communication in various contexts.

## Introduction to verb conjugation

When you want to talk about present and future actions in a polite way in Japanese, you need to

change the verb from its **dictionary form** – the basic, unmodified version found in dictionaries – to its **polite form or ます form**.

This process is known as **conjugation**, which allows you to effectively convey politeness and formality in your speech.

You might be unfamiliar with the concept of verb conjugation, but don't worry!

The good news is that there are clear patterns to follow based on the type of verb you're using. In Japanese, we will explore **three types of verbs**, each with its own conjugation rules:

**1. Ru-verbs (or ichi-dan verbs):** Verbs ending in る (ru)

**2. U-verbs (or go-dan verbs):** Verbs ending in the /u/ sound, except for those in (1) and (3)

**3. Irregular verbs:** 来 (く) る (kuru: to come), する (suru: to do) and any extension of

する, such as 勉強（べんきょう）する  
(benkyou suru: to study).

Now let's take a look at the following video (about 5 minutes long) created by [Shiro Neko Japanese](#) to learn how each type of verb follows a conjugation pattern:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=886#oembed-1](https://oercollective.caul.edu.au/japanese/?p=886#oembed-1)*

Here is a table showing how verbs in each category



conjugates in both their affirmative and negative forms:

## 1. Ru-verbs (or ichi-dan verbs)

For ru-verbs, simply replace る with ます to make it affirmative; replace the final る (ru) with ません to make it negative.

Dictionary form	ます
見 (み) る (miru: to see)	見ます (mi masu)
食 (た) べる (taberu: to eat)	食べます (tabe masu)

## 2. U-verbs (or go-dan verbs)

For most u-verbs, replace the final /u/ sound with an /i/ sound and then add ます; replace the final /u/ sound with an /i/ sound, then add ません.


Dictionary form	ます
飲 (の) む (nomu: to drink)	飲みます (nomi masu)
読 (よ) む (yomu: to read)	読みます (yomi masu)
帰 (かえ) る (kaeru: to return)	帰ります (kaeri masu)

## 3. Irregular verbs

There are two main irregular verbs, 来 (く) る

(come) and する (do), that have irregular conjugations in the ます form, but follow the same ません structure.

Dictionary form	ます
来る (kuru: to come)	来 (き) ます (ki masu)
する (suru: to do)	します (shi masu)

 Any verb that ends in する, such as 勉強する (benkyou suru: to study), is treated as an irregular verb and conjugates in the same way as する. For example:

- 勉強します (benkyou shi masu) — I study
- 勉強しません (benkyou shi masen) — I don't study

## Differentiating between ru-verbs and u-verbs

As highlighted in the video, some u-verbs end in る.

To differentiate between ru-verbs and u-verbs that end in る, pay attention to **the vowel sound just before る**.

## 1. Ru-verbs ending in る

Typically, when the vowel sound preceding る is /i/ or /e/, the verb classifies as a ru-verb **in most cases**. For example, 見 (み) る is a ru-verb because the vowel sound preceding る is /i/.

Nonetheless, exceptions to this rule are detailed at the end of this section.

## 2. U-verbs ending in る

Conversely, if the preceding vowel sound is /a/, /u/ or /o/, the verb is consistently classified as an u-verb.

Now, let's test your understanding:

Consider the verbs 食 (た) べる (taberu) and 分 (わ) かる (wakaru).

Which category do each of these belong to?

Here's the answer:

食べる (taberu), meaning 'to eat', is a ru-verb, due to the preceding vowel sound /e/. On the other hand, 分かる (wakaru), meaning 'to understand', is an u-verb, as its preceding vowel sound is /a/.

Consequently, their polite forms (ます form) are 食べます and 分かります, respectively (not 分かます).

## Other cases of u-verbs ending in る

It's important to remember that while verbs ending in る preceded by an /i/ or /e/ sound are generally ru-verbs, some are u-verbs. Notable beginner-level u-verbs ending in る with an /i/ or /e/ sound include:

U-verb	Romaji reading	Meaning	ます form
帰 (かえ) る	kaeru	to return	帰ります
知 (し) る	shiru	to know	知ります
入 (はい) る	hairu	to enter	入ります
要 (い) る	iru	to need	要ります
切 (き) る	kiru	to cut	切ります
走 (はし) る	hashiru	to run	走ります
しゃべる	shaberu	to chat	しゃべります
減 (へ) る	heru	to decrease	減ります


## Tips for changing the dictionary form to ます and ません

- Memorise the patterns for each type of verb by using resources such as verb conjugation charts or apps.
- Practise regularly to get used to the patterns.
- Read the verbs aloud in their polite forms to describe activities or actions you engage in. For example, if you regularly read books, you might say 本（ほん）を読（よ）みます for 'I read books'.

## Exercise 1

Use the resource provided by [Steven Kraft](#) to practise the conjugation of basic verbs. Visit [this page](#) and type in the ます form of verbs for practice.

## Figures

- 1  “[Exclamation Icon](#)” by Dave Gandy. [Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).

## 6.2 THE PARTICLE に (NI) FOR TIME REFERENCES

---

In this module, we will explore how to use the **ます** (masu) form to incorporate time references into your sentences and how to use the particle **に** (ni) to indicate specific times.

### Introduction to time references

Time references play a crucial role when using the **ます** form in Japanese to specify when an action occurs. They help differentiate between present and future contexts in a language where the future tense isn't distinctly marked. Here are some commonly used time references:

### 1. Specific points in time

- 四時 (よじ: yo-ji) : four o'clock
- 月曜日 (げつようび: getsu-youbi) :  
Monday
- 九月 (くがつ: ku-gatsu) : September



These time references indicating specific points in time are **followed by the particle に** in sentences.

For information on how to ask and tell time, please see [Module 7.2](#). For more details on the days of the week and months, please refer to [Module 8.3](#).

### 2. Relative time frames

- 今日 (きょう: kyou) : today
- 明日 (あした: ashita) : tomorrow
- 毎日 (まいにち: mai nichi) : every day
- 朝 (あさ: asa) : morning or in the morning
- (お) 昼 (ひる: [o]hiru) : noon or at noon



- 夜（よる: yoru）: night or at night
- 毎朝（まいあさ: maiasa）: every morning
- 毎晩（まいばん: maiban）: every night
- 今週（こんしゅう: konshuu）: this week
- 来週（らいしゅう: raishuu）: next week
- 週末（しゅうまつ: shuumatsu）: weekend
- 毎週（まいしゅう: maishuu）: every weekend



These relative time frames generally do not require particles before them in sentences.

Time reference words related to the past, such as 'yesterday' and 'last week', will be introduced alongside past tenses in [Chapter 12](#).

Now, let's explore the grammatical rules in more detail.

## Usage in sentences

Here's a sentence pattern that you can use in **ます** forms:

**Topic は + Time reference (に) + Place で +  
Object を + Verb + ます。**

Time reference words usually come after the topic and the appropriate topic particle.

For example, to say 'I drink coffee at a café' in Japanese, you use the **ます** form of 飲 (の) む (nomu: to drink), which is 飲みます (nomi masu), like this:

Topic	Time reference		Place
私は	毎朝（まいあさ）		カフェ

*Watashi wa maiasa kafe de koohii o **nomi**  
**masu**.*

I **drink** coffee at a café every morning.

Here, the time reference 毎朝 does not take the particle に because it refers to a relative or general time frame (i.e., ‘every morning’ depends on what day you are talking about). However, when indicating a specific day such as Friday (金曜日: きんようび: kinyou-bi), it takes the particle に, as in 私は金曜日にカフェでコーヒーを飲みます (Watashi wa kinyou-bi ni kafe de koohii o nomi masu). That concludes this module. Stay tuned for the next module where we will delve into conjugating verbs into the ます form!

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=883#h5p-122>

## Figures

## 6.3 FREQUENCY WORDS

---

In Japanese, frequency words play a crucial role in expressing how often something happens. They help convey the degree of frequency, ranging from 'always' to 'never'.

### Introduction to frequency words

Frequency words are essential for indicating how often something occurs. They are particularly useful when using the **ます** form to discuss the frequency of activities. In this textbook, we will focus on the following frequency words:

1. **いつも** (itsumo): always
2. **よく** (yoku): often
3. **ときどき** (tokidoki): sometimes
4. **あまり** (amari): not often, rarely
5. **ぜんぜん** (zenzen): never, not at all

## Usage in sentences

These frequency words function as adverbs in sentences, typically placed after a time reference word if present (please refer to [Module 6.1](#) for more details on time reference words). Otherwise, they come after the topic particle **は**. Here's a typical sentence structure:

**Topic は + Time reference word (に) +  
Frequency word + Object を + Verb ます。**

Please keep in mind that Japanese word order is relatively flexible, so there may be adjustments, particularly in conversational contexts.

## 1. いつも (*itsumo*): Always

**いつも** indicates something happens consistently, every time.

### Example:

私は朝（あさ）**いつも**コーヒー（こおひい）  
を飲（の）みます。

*Watashi wa asa **itsumo** koohii o nomi masu.*

I **always** drink coffee in the morning.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3891#audio-3891-1>

## 2. よく (yoku): Often

よく indicates something happens frequently but not necessarily all the time.

### Example:

週末（しゅうまつ）よく友達（ともだち）と  
遊（あそ）びます。

*Shuumatsu **yoku** tomodachi to asobi masu.*

I **often** play with friends on the weekend.





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3891#audio-3891-2](https://oercollective.caul.edu.au/japanese/?p=3891#audio-3891-2)*

**NOTE:** 友達と means ‘with friends,’ using the particle と to denote companionship. This phrase functions as a modifier, typically coming after adverbs like the frequency word よく.

### 3. ときどき (tokidoki): Sometimes

ときどき indicates something happens occasionally, not regularly.

**Example:**

私（わたし）は**ときどき**家族（かぞく）と映画（えいが）を見（み）ます。

*Watashi wa **tokidoki** kazoku to eiga o mimasu.*

**I sometimes** watch movies with my family.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3891#audio-3891-3>

#### 4. あまり (amari): Not often, rarely

**あまり** indicates something happens infrequently, or not as much as expected. Unlike other frequency words, it is typically used in negative sentences, such as あまり ... ません.

**Example:**

あまりテレビを見ません。

**Amari** terebi o mi masen.

I **don't** watch TV **often**.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3891#audio-3891-4](https://oercollective.caul.edu.au/japanese/?p=3891#audio-3891-4)

## 5. ぜんぜん (zenzen): Never, not at all

**ぜんぜん** indicates something never happens or is completely absent. Like the word **あまり**, **ぜんぜん** is also typically used in negative sentences, such as **ぜんぜん ... ません**.

**Example:**

友達は**ぜんぜん**勉強（べんきょう）しませ  
ん。でも、テスト（てすと）はいつもいいで  
す。

*Tomodachi wa **zenzen** benkyou shi **masen**.*

*Demo, tesuto wa ii desu.*

My friend **never** studies, but (her) test  
(scores) are always good.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3891#audio-3891-5](https://oercollective.caul.edu.au/japanese/?p=3891#audio-3891-5)*

**NOTE:** In casual conversation, **ぜんぜん** can  
sometimes be used affirmatively in expressions such  
as **ぜんぜん大丈夫**（だいじょうぶ）です (Zenzen  
daijoubu desu) meaning ‘It’s perfectly fine.’

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3891#h5p-121>

## 6.4 CLOSED-ENDED QUESTIONS: ますか (MASU KA)

---

Like the 'XはYです' sentence pattern, it is easy to form questions with the ます form. Let's explore this further!

### Questions in the ます form

To form a question in the ます form, simply add か to the end of the sentence, exactly in the same way as we do to form questions in the です form!

For example, to make the sentence まんが

を読（よ）みます (manga o yomi masu)  
into a question, you would say:

まんがを読ますか。

*Manga o yomi masu **ka**.*

Do you read manga?

## Affirmative response

To answer this question affirmatively, you can say politely:

はい、読みます。

***Hai**, yomi **masu**.*

Yes, I do [literally, 'Yes, (I) read'].

Here, you simply use the key verb **読みます**, and there is usually no need to repeat the object **まんが** and the object particle **を**. This avoids redundancy, as the context is clear.

## Negative response

Now, how would you say 'No, I don't'?

While you could simply say **いいえ** (iee) for 'no', it is considered more polite to use a complete sentence by employing the negative form of **読みます**, which is **読みません** (yomi masen). To create the negative version of the **ます** form, you merely replace **ます** with **ません**.

So, you can reply that you don't read manga like this:



いいえ、読みません。

***lie, yomi masen.***

No, I don't [literally, 'No, (I) don't read'].

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=1349#h5p-123](https://oercollective.caul.edu.au/japanese/?p=1349#h5p-123)

## 6.5 EXPLORING THE VERBS 'COME' AND 'GO'

---

**The verbs 来（く）る (kuru: to come) and 行（い）く (iku: to go) are among the most frequently used verbs in Japanese. In this module, we will explore their usage, some aspects of which differ from their English counterparts.**

Understanding how to use 来（く）る and 行（い）く in Japanese can be straightforward once you get the hang of it, as they mostly align with their English counterparts.

For example, if you want to say ‘the bus is coming’ politely, you would use the **ます** form of 来る, which is **来ます** (ki masu), as follows:

バス（ばす）が来（き）ます。

*Basu ga **ki masu**.*

The bus is **coming**.

Note that the particle が is used instead of the particle は, since the emphasis is placed on the bus performing the action.

Conversely, to say 'the bus is going', use the ます form of 行く, 行きます (iki masu). For example:

バスが行きます。

*Basu ga **iki masu**.*

The bus is **going**.

In this context, the particle が highlights the bus as the subject performing the action. Remember from [Module 3.3](#), が emphasises the subject being discussed. Unlike the topic particle は, which often

introduces the theme or context of the sentence (like 'I' or 私[わたし: watashi]), が directly points to what or who is carrying out the action, such as the bus in this case.

In sum, Japanese functions similarly to English.

However, in English, the verbs 'come' and 'go' are determined by the speaker's relationship to the movement's location. In contrast, the **Japanese verbs 来る and 行く hinge on the speaker's current location**. 来る is used when movement is towards the speaker's current location, and 行く when moving away.

Let's dive deeper with specific examples to clarify how these verbs function in different contexts.

---

Imagine that you and your friend are at each other's homes. In English, if your friend asks you to come to their place, you'd simply say, 'I'm coming'.

However, that's not the case in Japanese. Instead of saying 来ます, you would say:

行きます。

*Iki masu.*

I'm **going**.

Why? That's because you're moving away from your current location (your house) to another place (your friend's house), hence using 行きます instead of 来ます.

Now, let's review the key grammar points to keep in mind:

## Key points to remember

- Use 来る when the speaker is talking about **something or someone coming to their current location.**
- Use 行く when the speaker is talking about **something or someone**

**moving away from their current location.**

And the 'someone' can even be the speaker themselves!

In the scenario of visiting a friend's house, you use **行きます** because you, as the speaker, are talking about yourself moving away from where you're now and going towards where your friend is.

Then, what about this situation? You and your friend are in the same location and your friend asks you whether you are coming back to where you both are now tomorrow. Would you use **来ます** or **行きます**?

Well, in this situation, where you and your friend are discussing returning to your current location tomorrow, the appropriate verb to use is **来ます**. This is because the action pertains to coming back to where you currently are. So you would use **来ます** to express returning to the present location. So you would say:

はい、来（き）ます。

*Hai, **ki masu.***

Yes, I'm **coming.**

So, it is all about your current location – considering where you are and where you are going. Once you grasp this concept, these two verbs become a lot more manageable!

---

For further detail, please watch the following video (about 4 minutes long) created by [Shiro Neko Japanese](#) useful to reinforce your understanding of how to use 来ます (the ます form of 来る) and 行きます (the ます form of 行く):





*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=890#oembed-1>*

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://oercollective.caul.edu.au/japanese/?p=890#h5p-48>*



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=890#h5p-49>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=890#h5p-50>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=890#h5p-124>

**References**

Shiro Neko Japanese. “Japanese [#3-4] [GENKI L3]—I’ll Come (kimasu) or I’ll Go (ikimasu)?” YouTube video, 4:24. December 1, 2020. <https://www.youtube.com/watch?v=vpKPOrjuMcg>.

## 6.6 THE PARTICLES に (NI) AND へ (E) TO INDICATE DESTINATIONS

---

This module helps you learn the nuances of the Japanese particles に (ni) and へ (e), both of which are instrumental in indicating destinations or directions.

### Using the particles に and へ to indicate destinations

The particles に and へ both indicate **the destination or direction towards which someone or something is moving**. Note that although the hiragana character へ is usually

pronounced 'he', when it is used as a particle it is pronounced 'e'.

## に vs. へ

The particles に and へ both indicate movement towards a place and can be used **interchangeably** in most cases without causing miscommunication. However, they convey subtle differences in nuance.

### に: Specific point or goal of destination

に emphasises reaching a **specific** destination or being at a location. It is commonly used in both spoken and written language.

#### Examples:

学校（がっこう）**に**行（い）きます。

Gakkou **ni** iki masu.

I will go **to** school.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3095#audio-3095-1](https://oercollective.caul.edu.au/japanese/?p=3095#audio-3095-1)*

## へ: General direction

へ (pronounced e) highlights **movement** towards a general direction rather than the final arrival. It has a slightly more formal tone and is more frequently used in written contexts.

### Examples:

学校へ行きます。

Gakkou **e** iki masu.

I will go to (or am heading **towards**) school.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3095#audio-3095-2](https://oercollective.caul.edu.au/japanese/?p=3095#audio-3095-2)*

## Key points

- へ focuses on the **destination** (where you end up).
- へ focuses on the **direction** (where you are going).
- **They can be used interchangeably**, but へ is more common in everyday speech, while へ appears more often in

writing.

## Usage in sentences

With this foundation, let's explore practical examples to master the use of these particles in constructing sentences.

The particles に and へ indicating direction or destination are often accompanied with the following verbs:

行 (い) く (iku: to go)

来 (く) る (kuru: to come)

帰 (かえ) る (kaeru: to return/go home)



These verbs describe movement between places and pair up with either に or へ to show the destination where someone or something is going, coming or returning.

Here are some example sentences:

今日（きょう）学校に行きます。

*Kyou gakkou **ni iki masu.***

I will **go to** school today.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3095#audio-3095-3](https://oercollective.caul.edu.au/japanese/?p=3095#audio-3095-3)

明日（あした）日本語（にほんご）のクラス  
（くらす）に来ます。

*Ashita Nihongo no kurasu **ni ki masu.***

I will **come to** the Japanese class tomorrow.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3095#audio-3095-4](https://oercollective.caul.edu.au/japanese/?p=3095#audio-3095-4)*

毎日（まいにち）家（いえ）に帰ります。

*Mainichi ie ni **kaeri masu.***

I **go** home every day.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3095#audio-3095-5](https://oercollective.caul.edu.au/japanese/?p=3095#audio-3095-5)*

## Exercise 1



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3095#h5p-75](https://oercollective.caul.edu.au/japanese/?p=3095#h5p-75)

## 6.7 THE SENTENCE-ENDING PARTICLE よね (YONE)

---

The sentence-ending particle よね (yone) combines the nuances of the individual sentence-ending particles よ (yo) and ね (ne), adding a specific nuance to the entire sentence. In this module, we explore its usage.

### Introduction to よね (yone)

In [Module 4.6](#), we explored the nuances of sentence-ending particles. よ introduces new information, indicating what the speaker believes is unknown to the listener. ね seeks agreement or confirmation, suggesting the information might be shared knowledge. よね combines these functions,

used to confirm information the speaker thinks the listener might already know. Thus, よね is not for conveying completely new information.

### よ

It is used for **emphasis and for introducing new information** the speaker believes the listener doesn't know.

### ね

It is used for **seeking agreement or confirmation** on shared knowledge.

### よね

It is used to **confirm information** that the speaker suspects the listener might already know or to **seek and express agreement**.

In formal speech, よね, like よ and ね, typically follows the verb endings です and ます.

Now, let's take a look at some examples to get a better grasp of it!

## Usage in sentences

### 1. Confirmation

For example, if you are fairly certain that your friend in a higher year level will come to university tomorrow, but you want to confirm it with her, you would say:

これは日本（にほん）のお菓子（かし）です  
よね？

*Kore wa Nihon no okashi desu yone?*

Is this a Japanese snack, **isn't it?**

When seeking agreement, よね can be used to invite the listener's input or to confirm a shared feeling, while ね can be used when you're more confident and simply looking for acknowledgment.

これは日本のお菓子ですね。

*Kore wa Nihon no okashi desu ne.*

This is a Japanese snack, isn't it?

## 2. Agreement

For example, if you find a book challenging and want to confirm with the listener, presuming they might feel the same way, you might say:

この本（ほん）は難（むずか）しいですよ  
ね。

*Kono hon wa muzukashii desu **yone**.*

This book is difficult, isn't it?

When seeking agreement, よね can be used to invite the listener's input or to confirm a shared impression, while ね can be used when you're more confident and simply looking for acknowledgment:

この本は難しいですね。

*Kono hon wa muzukashii desu **ne**.*

This book is difficult, isn't it?

To respond to either comment, the listener  
might say:

そうですよね。

*Sou desu yone.*

Yes, it really is, isn't it?

そうですね。

*Sou desu ne.*

Yes, it is, isn't it?

The difference between these responses is  
subtle; the former places a bit more emphasis  
on agreement.

---

Understanding and using the Japanese sentence-ending particles よ, ね and よね revolves around the nuances of conversation, who you're speaking with, and your intended message. Although mastering these subtle details may take some time, don't stress about it. Actively listening and practising with



these particles is the best way to master their use in everyday conversations!

The following exercise will assist you in gaining a better understanding of how to consider these factors in order to effectively convey your intentions and foster meaningful communication.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=893#h5p-53>



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=893#h5p-54](https://oercollective.caul.edu.au/japanese/?p=893#h5p-54)



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=893#h5p-55](https://oercollective.caul.edu.au/japanese/?p=893#h5p-55)

## 6.8 REVIEW

---

In this chapter, we delved into verbs and sentences in the **ます** form and other critical Japanese grammatical elements that boost your conversational fluency. Highlights of your progress include:



### ***Understanding です vs. ます***

You have developed a solid understanding of the distinctions between **です** (desu) and **ます** (masu), establishing a strong foundation for comprehending Japanese sentence structures.



### ***Mastering verb conjugation***

You have grasped the fundamental principles of Japanese verb conjugation, a pivotal aspect that adds depth and variety to your expressions.



### ***Implementing the T+O+V sentence pattern***

You have learned to apply the 'Topic + Object + Verb' (T+O+V) sentence pattern using verbs in the **ます** form with time reference words and frequency words, empowering you to craft more complex and precise sentences.

These grammar points not only broaden your understanding of the language but also enable you to engage in more nuanced and sophisticated conversations in Japanese. Keep up the fantastic progress!

Let's proceed with a review exercise to reinforce your grasp of the chapter's content.


## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=1726#h5p-70](https://oercollective.caul.edu.au/japanese/?p=1726#h5p-70)

## Figures

- 1  “[Tick Icon](#)” by [Mrmw](#). Wikimedia Commons.  
Licensed under [CC 1.0](#).

2 “[Using a TV Remote Control](#)” with no author. PxHere. Licensed under [CC 0](#).

3 “[Having a Meal](#)” with no author. PxHere. Licensed under [CC 0](#).

4 “[Drinking Tea](#)” with no author. PxHere. Licensed under [CC 0](#).

5 “[Reading a Book](#)” with no author. PxHere. Licensed under [CC 0](#).

6 “[Meeting Friends](#)” with no author. PxHere. Licensed under [CC 0](#).

7 “[Using a Computer](#)” with no author. PxHere. Licensed under [CC 0](#).

# CHAPTER 7: EXPANDING YOUR JAPANESE TOOLKIT (2)





## 7.0 EXPANDING YOUR JAPANESE TOOLKIT (2)

---



*Figure 1:  
Temple in  
Osaka  
Among  
Trees*



## Learning goals

By the end of this chapter, you will be able to:

- Learn the basic kanji for numbers from 1 (一) to 10 (十), as well as the kanji for hour (時) and minute (分).
- Tell time and ask others about the time.
- Use the particle で to indicate where actions happen and what tools, methods or transportation you use.
- Ask and answer 'why' and 'how' questions using verbs in their polite form.
- Use the conjunction から to give reasons and link your ideas together.



## **Why these skills matter**

### **Cognitive benefits**

- Improve your ability to spot patterns by reading kanji
- Sharpen your thinking about where actions happen and the tools, methods or transportation involved by using **で**
- Enhances your ability to explain your thoughts clearly by practising **から**

### **Real-life benefits**

- Gain confidence in how time is expressed and discussed in Japanese
- Clearly convey where you do things and what you use to do them

- Have more meaningful conversations by asking thoughtful questions and explaining your reasons

## Words

Japanese	Romaji	English	Notes
Ru-verbs			
起 (お)きる	<i>okiru</i>	to wake up	Dictionary form
寝 (ね)る	<i>neru</i>	to go to sleep	Dictionary form
U-verb			
始 (はじ) まる	<i>hajimaru</i>	to start	Dictionary form. The subject particle が is typically used with this verb to emphasise what specifically is starting. For example, ‘the class starts’ is クラスが始まります (kurasu ga hajimari masu) in the polite form.

Japanese	Romaji	English	Notes
終 (お) わる	<i>owaru</i>	to end	Dictionary form. The subject particle が is typically used with this verb to emphasise what specifically is ending. For example, ‘the class ends’ is クラスが終わります (kurasu ga owari masu) in the polite form.
話 (は な) す	<i>hanasu</i>	to speak	Dictionary form
聞 (き) く	<i>kiku</i>	to listen/ hear	Dictionary form. The verb can be used to mean ‘to listen/hear’ or ‘to ask’. The particle を is often used with this verb to indicate what is being listened to. For example, 音楽 (おんがく) を聞く means ‘to listen to music’.

Japanese	Romaji	English	Notes
聞 (き) く	<i>kiku</i>	to ask (someone)	Dictionary form. The particle <b>に</b> is often used with this verb to indicate the person being asked. For example, 先生 (せんせい) に聞く means ‘to ask the teacher’.
撮 (と) る	<i>toru</i>	to take (a photo)	Dictionary form. The particle <b>を</b> is often used with this verb to indicate the object (i.e. photo or photos).
<b>Nouns</b>			
時 (じ)	<i>ji</i>	o’clock	時 is a counter used to refer to hours of the day. For further details, see <a href="#">Module 7.2</a> .
何時 (なん じ)	<i>nan-ji</i>	what time	For further details, see <a href="#">Module 7.2</a> .
今 (い ま)	<i>ima</i>	now	
センタ ー (せ んた あ)	<i>sentaa</i>	centre	



Japanese	Romaji	English	Notes
朝食 (ちょうしょく)	<i>chou-shoku</i>	breakfast	朝食 can be used interchangeably with 朝 (あさ) ごはん (asa-gohan), but the former is slightly more formal than the latter.
昼食 (ちゅうしょく)	<i>chuu-shoku</i>	lunch	昼食 can be used interchangeably with 昼 (ひる) ごはん (hiru-gohan), but the former is slightly more formal than the latter.
夕食 (ゆうしょく)	<i>yuu-shoku</i>	dinner	夕食 can be used interchangeably with 晩 (ばん) ごはん (ban-gohan), but the former is slightly more formal than the latter.
携帯電話 (けいたいでんわ)	<i>keitai denwa</i>	mobile phone	携帯電話 literally means ‘mobile telephone’. 電話 on its own means ‘telephone’. 携帯電話 is preferred to abbreviated terms in more formal contexts or when greater clarity is needed.

Japanese	Romaji	English	Notes
携帯 (けいたい)	<i>keitai</i>	mobile (phone)	携帯 literally means ‘mobile’. It is commonly used in casual conversation as an informal shorthand for 携帯電話. It originates from the verb 携帯する ( <i>keitai suru</i> ), meaning ‘to carry with you’ or ‘to have on hand’. Additionally, スマホ ( <i>sumaho</i> ), an abbreviation of スマートフォン ( <i>smartphone</i> ), is often used in colloquial settings to refer to a smartphone.
場所	<i>basho</i>	place	
アルバイト (あるバイト)	<i>arubaito</i>	part-time job	アルバイト is borrowed from the German word <i>Arbeit</i> , meaning ‘work’. It refers to part-time work that students or others might do alongside their primary activities.

Japanese	Romaji	English	Notes
バイト (ばいと)	<i>baito</i>	part-time	バイト can be used informally to refer to part-time work in everyday conversation. It is an abbreviation of アルバイト, which is the term used in official documents and more formal settings.
オーナー (おうなあ)	<i>ounaa</i>	owner	オーナー is often used to refer to an owner of a restaurant or bar.
写真	<i>shashin</i>	photos	To say ‘take a photo’, use 写真を撮る (shashin o toru) in the dictionary form or 写真を撮ります (shashin o tori masu) in the polite form.
インターネット	<i>intanetto</i>	internet	
バス	<i>basu</i>	bus	
電車 (でんしゃ)	<i>densha</i>	train	

Japanese	Romaji	English	Notes
文化 (ぶん か)	<i>bunka</i>	culture	

## **Expressions and phrases**

Japanese	Romaji	English	Notes
ところで	<i>tokorode</i>	by the way	
ごろ	<i>goro</i>	about/ approximately	ごろ is used to express when something is expected to happen or to estimate a time. The structure ‘Time + ごろ’ indicates that the event or action is expected to occur approximately at the given time. For example, 九時（くじ）ごろ (ku-ji goro) means ‘around 9 o’clock’. For further details, see <a href="#">Module 7.2</a> .
みんなで	<i>minna de</i>	together / with everyone	みんなで is used to express doing something together as a group or with everyone.

Japanese	Romaji	English	Notes
もう一人 (ひとり)	<i>mou</i> <i>hitori</i>	one more person / another person	もう is used to indicate an additional quantity or another instance of something. It can be applied to other nouns as well. For example, もう一人 (ひと) づ (mou hitotsu) means ‘one more thing’ or ‘another item’. For further details on counting small items, see <a href="#">Module 4.4</a> .

## Key grammar points

Japanese	Romaji	English	Notes
で	<i>de</i>	at/in	The particle で is used to mark places or locations where activities take place. For further details, see <a href="#">Module 7.3</a> .
で	<i>de</i>	by means of	The particle で can also mean ‘by means of’ when indicating a tool, method, or mode of transportation used to perform an action. For example, ペンで書(か)きます means ‘I (will) write with a pen’. For further details, see <a href="#">Module 7.4</a> .
から	<i>kara</i>	because/ so/ therefore	This conjunction is placed after a reason or cause and followed by the result, effect or consequence. For further details, see <a href="#">Module 7.6</a> .



## Kanji

<b>Number</b>	一 (one), 二 (two), 三 (three), 四 (four), 五 (five), 六 (six), 七 (seven), 八 (eight), 九 (nine) and 十 (ten)
<b>Time</b>	分 (minute / divided portion) and 時 (hour/ time)

**NOTE:** The kanji will be further explored in [Module 7.1](#).

### Exercise 1

What does this mean in English? Click the 'Turn' button to check the answer.



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it*

online here:

[https://oercollective.caul.edu.au/  
japanese/?p=3248#h5p-125](https://oercollective.caul.edu.au/japanese/?p=3248#h5p-125)



## Model dialogue

This conversation continues from [Module 6.0](#), where Kevin and Ren delve into the details of the Japanese Club's event. Kevin is keen to learn more about the schedule and venue, but as their discussion progresses, an unexpected revelation comes to light. Discover the surprising twist and

the intriguing connection as their conversation unfolds!

<b>Kevin:</b> ところで、イベント（いべんと）は何時（なんじ）に始（はじ）まりますか。	<i>Tokorode, ibento wa nan-ji ni hajimari masu ka.</i>
<b>Ren:</b> 午後（ごご）四時半（よじはん）です。七時（しちじ）ごろ終（お）わります。 <b>NOTE:</b> The subject of the verb 終わります is イベント, but it's omitted for clarity and to avoid redundancy, as the listener can easily understand it from the context.	<i>Gogo yo-ji-han desu. Shichi-ji goro owari masu.</i>
<b>Kevin:</b> そうですか。イベントはどこですか。	<i>Sou desu ka. Ibento no wa doko desu ka.</i>
<b>Ren:</b> 学生（がくせい）センター（せんたあ）です。それから、みんなでレストラン（れすとらん）に行（い）きます。一緒（いっしょ）に夕食（ゆうしょく）を食（た）べます。	<i>Gakusei sentaa desu. Sorekara, minna de resutoran ni iki masu. Issho ni yuu-shoku o tabe masu.</i>
<b>Kevin:</b> 誰（だれ）が来（き）ますか。	<i>Dare ga ki masu ka.</i>
<b>Ren:</b> 僕（ぼく）とリナ（りな）さんとなおさんです。ケビン（けびん）さんも来ますか。	<i>Boku to Rina-san to Nao-san desu. Kebin-san mo ki masu ka.</i>

<b>Kevin:</b> 行きます！レストランの名前（なまえ）は何（なん）ですか。	<i>Iki masu! Resutoran no namae wa nan desu ka.</i>
<b>Ren:</b> ええと、名前は...。ちょっと携帯（けいたい）で見（み）ます。あ、これです。「チャチャ（ちゃちゃ）」です。 <b>NOTE:</b> The subject of これです (i.e., the 'name' being looked up) is omitted because it's clear from the context that Ren is referring to the name they just checked on their phone.	<i>Eto, namae wa ... Chotto keitai de mi masu. A, kore desu. 'Chacha' desu.</i>
<b>Kevin:</b> えっ「チャチャ」？僕のバイト（ばいと）の場所（ばしょ）ですよ！	<i>E? 'Chacha'? Boku no baito no basho desu yo!</i>
<b>Ren:</b> そうですか！？オーナー（おうなあ）は日本（にほん）の人（ひと）ですよ。	<i>Sou desu ka!? Oonaa wa Nihon no hito desu yo ne.</i>
<b>Kevin:</b> そうです。まこさんですよ。いつも日本語（にほんご）で話（はな）します。僕（僕）のもう一人（ひとり）の日本語（にほんご）の先生（せんせい）です。	<i>Sou desu. Mako-san desu yo ne. Itsumo Nihongo de hanashi masu. Boku no mou hitori no Nihongo no sensei desu.</i>
<b>Ren:</b> へえ、そうですか。ケビンさんの日本語（にほんご）はすごいですよ。	<i>Hee, sou desu ka. Kevin-san no Nihongo wa sugoi desu yo.</i>

**Kevin:** ありがとう。先生  
が いいですから！

**NOTE:** The particle が is  
used instead of は here to  
emphasise the subject, 先生  
(the teacher or teachers),  
highlighting that it is  
specifically his teachers who  
are ‘good’ or ‘excellent’.

*Arigatou. Sensei ga ii desu  
kara!*

## English translation

---

**Kevin:** By the way, what time does the event start?

---

**Ren:** Umm, at 4:30 pm. It ends around 7:00 pm.

---

**Kevin:** Where is the event?

---

**Ren:** It's at the Student Centre. After that, we'll go to a restaurant. We'll have dinner together.

---

**Kevin:** Who's going?

---

**Ren:** It's me, Lina-san and Nao-san. Will you come too, Kevin?

---

**Kevin:** I'll come! What's the name of the restaurant?

---

**Ren:** Hmm, the name is ... let me check on my phone. Ah, here it is. It's 'Cha-Cha'.

---

**Kevin:** Huh, 'Cha-Cha'? That's where I work.

---

**Ren:** Is that so!? The owner is Japanese, right?

---

**Kevin:** Yes, that's right. It's Mako-san. He always speaks Japanese. He's another one of my Japanese teachers.

---

**Ren:** Oh, really? Kevin, your Japanese is impressive.

---

**Kevin:** Thanks. It's because my teachers are good!

---

## Exercise 2

Listen to the following audio files and repeat each Japanese phrase after the recording. Each phrase is read twice, first at a slow pace and then at a natural pace.

**Kevin:** ところで、イベント（いべんと）は何時（なんじ）に始（はじ）まりますか。



*One or more interactive elements has been excluded*

*from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-1>

**Ren:** 午後（ごご）四時半（よじはん）です。七時（しちじ）ごろ終（お）わります。





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-2>

**Kevin:** イベントはどこですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-3>

**Ren:** 学生（がくせい）センター（せんたあ）です。それから、レストラン（れすとらん）に行（い）きます。一緒（い

っしょ) に夕食 (ゆうしょく) を食  
(た) べます。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3248#audio-3248-4](https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-4)

**Kevin:** 誰 (だれ) が来 (き) ますか。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3248#audio-3248-5](https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-5)

**Ren:** 僕 (ぼく) とリナ (りな) さんと

なおさんです。ケビン（けびん）さんも来ますか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-6>

**Kevin:** 行きます！レストランの名前（なまえ）は何（なん）ですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-7>

**Ren:** ええと、名前は…。ちょっと携帯

(けいたい) で見 (み) ます。あ、これです。「チャチャ (ちゃちゃ)」です。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-8>

**Kevin:** えっ「チャチャ」？僕のバイト (ばいと) の場所 (ばしょ) ですよ。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-9>

**Ren:** そうですか！？オーナー (おうな

あ) は日本（にほん）の人（ひと）ですよ  
ね。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3248#audio-3248-10](https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-10)

**Kevin:** そうです。まこさんですよ。い  
つも日本語（にほんご）で話（はな）し  
ます。僕のもう一人（ひとり）の日本語  
の先生（せんせい）です。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3248#audio-3248-11](https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-11)

**Ren:** へえ、そうですか。ケビンさんの日本語はすごいですよ。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3248#audio-3248-12](https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-12)

**Kevin:** ありがとう。先生がいいですか  
ら！





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3248#audio-3248-13>



## Discussion points

Let's reflect on the following points and share your observations and thoughts!

1. Discuss when to use 行きます and 来ます. Share your thoughts on why Kevin




chose to use 来ますか, not 行きますか, when asking Ren who is going to the event. And why did he use 行きます, not 来ます, in response to Ren's invitation? How do these verbs differ in usage in English and Japanese?

2. Observe how Kevin and Ren utilise short responses, or あいづち (aizuchi), throughout their conversation. Discuss the role of あいづち in Japanese communication and consider situations where you might use similar responses to maintain the flow of conversation or show engagement in English. How do these brief interjections contribute to the overall tone and understanding of the dialogue?

## Figures

- 1 “[Temple in Osaka Among Trees](#)” by [AXP Photography](#). Pexels. Licensed under [Pexels licence](#).



- 2  “[Goal Icon](#)” by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).
- 3  “[Speech Bubble Icon](#)” by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC 0](#).
- 4  “[Lightbulb Icon](#)” by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

# 7.1 INTRODUCTION TO KANJI

---

Welcome to the captivating world of kanji!

As we step through this door, let's explore the essence of kanji and discover its powerful role as a tool for communication.

At the end of the module, we will also learn 12 kanji characters: 一 (one), 二 (two), 三 (three), 四 (four), 五 (five), 六 (six), 七 (seven), 八 (eight), 九 (nine), 十 (ten), 分 (minute / divided portion) and 時 (hour/ time). These are essential for telling and asking about time, which will be covered in the next module.

## What is kanji?

Kanji are Japanese writing symbols that help readers

quickly understand the core meaning of words. While Japanese also uses two simpler writing systems (hiragana and katakana), kanji serve an important purpose: they help to break up sentences and show which parts of a word carry its main meaning.

For example, in the sentence:

**私は家で夕食を食べます。**

*Watashi wa ie de yuu-shoku o tabe masu.*

I eat dinner at home.

The kanji tell us the key information at a glance:

- 私 (わたし: watashi: I)
- 家 (いえ: ie: home)
- 夕食 (ゆうしょく: yuu-shoku: dinner)
- 食 (た[べます]: ta[bemasu]: eat)

The basic elements that connect words are particles (e.g. は, で, を) and verb endings (e.g. ます). They act like the glue of Japanese sentences, working

together like road signs, guiding you through how the words in a sentence relate to each other.

Think of it like this: when you see English words in bold in a long text, they stand out and help you grasp the main points quickly. Kanji works similarly in Japanese. It helps readers:

- identify the important elements of a sentence more quickly.
- tell different words apart easily (especially when there are multiple words that sound the same).
- understand the meaning of new words by recognising familiar kanji or kanji parts.

While learning kanji takes time, each one you learn will make reading Japanese easier and faster. Many Japanese words share the same kanji parts with related meanings, so your understanding grows naturally as you learn more!

## Exercise 1

Let's discover how kanji may appear in your daily life! This exercise will help you start recognising these characters around you.

### Part 1. Kanji hunt

Look for these common kanji in your environment:

- 日 (sun/day) – often seen in 日本 (Nihon: Japan)
- 中 (middle/in) – common in signs that include words such as 中国 (Chuugoku: China) or 中華 (Chuuka: Chinese)
- 大 (big) – found in store names and product descriptions
- 新 (new) – often used in advertisements

### **Where to look**

- Products: Check Asian food packages, especially tea, snacks or instant noodles
- Restaurants: Look at signs of Japanese, Chinese or Asian fusion restaurants
- Media: Browse Japanese company logos or anime titles

### **Part 2. Context detective**

When you find one of these kanji, ask yourself:

1. Where did you find the kanji? (product, sign, advertisement)
2. Does it appear alone or with other characters?
3. Can you spot any of the other kanji from our list nearby?
4. How is the kanji being used? (brand name, description, title)

### Quick culture note

While these kanji are used in both Japanese and Chinese, they might look slightly different or have different meanings. For example, the kanji 新 means 'new' but is pronounced differently in each language:

- Japanese: あたら(しい) / しん
- Chinese (Mandarin): *xīn*

### Share and compare

- Take photos of where you found these kanji (if possible).
- Share with classmates where you spotted these kanji.
- Compare how many times you found each character.

## Understanding kanji types

Kanji were developed over thousands of years and can be grouped into these main categories:

## 1. Pictographic characters

Some basic kanji evolved from ancient Chinese pictographs thousands of years ago. While they look more abstract today, knowing their pictographic origins can help you memorise them.

### Examples:

\* 日 (ひ／び／にち: hi/bi/nichi: sun, day)

\* 山 (やま: yama: mountain):

\* 木 (き: ki: tree):

\* 人 (ひと／じん: hito/jin: person):

\* 手 (て: te: hand):

## 2. Simple indicatives

These kanji show abstract ideas through visual elements. For example, 上 (up) and 下 (down) use position to show meaning.



### 3. Compound indicatives

These kanji combine two or more elements to create new meanings. For example, 休 puts 人 (person) next to 木 (tree) to mean ‘rest’.

### 4. Semantic–phonetic characters

The most common type! These kanji have two parts:

- One part hints at the meaning.
- One part suggests how to pronounce it.

Let’s look at the kanji 漁 (りょう／ぎょ: ryou/gyo), which means ‘fishing’.

On the left, we see 氵, which is the water radical, telling us this kanji is related to water activities. The right side shows 魚 (fish), which contributes both to the meaning (fishing-related) and the sound (ぎょ: gyo).

So, this combination makes perfect sense for a kanji character about fishing!

You'll see this kanji in common words such as 漁業 (ぎょぎょう: gyogyou), meaning 'fishing industry', and 漁師 (りょうし: ryoushi), meaning 'fisher'.

Are you interested in learning more about each kanji type? Here are detailed explanations for each.

## 1. Pictographic characters: 象形文字 (しょうけいもじ: shoukei moji)

Some basic kanji evolved from ancient Chinese pictographs thousands of years ago.

### Examples:

- 日 (ひ／び／にち: hi/bi/nichi: sun, day):
  - Used alone to mean 'sun' or 'day'
  - Appears in place names such as 日本 (にほん: Nihon: Japan)
  - Found in words such as 日曜日 (にちようび: nichi-youbi: Monday)
- 山 (やま: yama: mountain):

- Used alone to mean ‘mountain’
  - Appears in place names such as 富士山 (ふじさん: Fuji-san: Mt. Fuji)
  - Found in compound words such as 火山 (かざん: kasan: volcano)
- 木 (き: ki: tree):
    - Used alone to mean ‘tree’
    - Used as a building block in other nature-related kanji such as 林 (はやし: hayashi: woods)
    - Appears in compound words such as 木曜日 (もくようび: moku-youbi: Thursday)
- 人 (ひと／じん: hito/jin: person):
    - Used alone to mean ‘person’
    - Found in compound words about people, such as 日本人 (にほんじん: Nihon-jin: Japanese person) and 大人 (おとな: otona: adult)
    - Used as a building block in kanji such as:
      - 休む (やすむ: yasumu: to rest) – a person (人) under a tree (木)

体 (からだ: karada: body) – person  
(人) + root (本)

- 手 (て: te: hand):
  - Used alone to mean ‘hand’
  - Found in compound words such as 手紙 (てがみ: tegami: letter)
  - Used as a building block in action-related kanji

## 2. Simple indicatives: 指示文字 (しじもじ: shiji moji)

These kanji express ideas by showing relationships or concepts visually:

- They often use position, direction or marks to show meaning
- They’re more abstract than simple characters but still logical

### Examples:

- 上 (う え: ue) – ‘up/above’: the horizontal line is positioned at the top
- 下 (し た: shita) – ‘down/below’: the horizontal

line is at the bottom

- 中 (なか: naka) – ‘middle/inside’: the vertical line shows something inside a box
- 三 (さん: san) – ‘three’: three horizontal lines

Think of these like road signs – their design helps show their meaning.

### 3. Compound indicatives: 会意文字 (かいいもじ: kai-i moji)

These kanji work like building blocks:

1. Take two or more kanji with known meanings
2. Put them together to create a new meaning
3. The combined meaning often makes logical sense

#### Examples:

- 休 – ‘rest’ combines:
  - 人 (person)
  - 木 (tree)
  - Together: a person resting against a tree
- 森 – ‘forest’ combines:

- Three 木 (tree) characters
- Together: lots of trees make a forest
- 明 – ‘bright’ combines:
  - 日 (sun)
  - 月 (moon)
  - Together: the two brightest objects mean ‘bright’

#### 4. Semantic-phonetic characters: 形声文字 (けいせいもじ: keisei moji)

In Japanese, kanji components are collectively called 部首 (ぶしゅ: bushu) or ‘radicals’ in English. Each radical plays a role in conveying meaning or sound.

There are seven radicals, or seven possible positions where these elements can appear. Two of the most common positions are left and right:

##### 1) The meaning part (偏: へん: hen)

- Typically appears on the left side of the kanji
- Often gives hints about the meaning
- Common examples:
  - 氵 (water radical) → in water-related

kanji, such as 海 (sea), 池 (pond)

- 言 (speech radical) → in speaking-related kanji, such as 話 (speak), 語 (language)
- 手 (hand radical) → in action-related kanji, such as 持 (hold), 打 (hit)

## 2) The sound part (旁: つくり: tsukuri)

- Typically appears on the right side of the kanji
- Often gives a clue about how to read the kanji (especially the on-reading), though the sounds may not match modern Japanese pronunciation exactly
- Can appear in many different kanji. For example: 青 appears in 請, 清, 精 and many other kanji

### Examples of how these work together:

- 銅 (どう: dō) – ‘copper’:
  - 金 = metal (the meaning part)
  - 同 = same, pronounced *dō* (the sound part)

**Other important radicals:** Radicals can appear in five other positions, including:

- At the top (冠: かんむり: kanmuri)
- At the bottom (脚: あし: ashi)

## Further resources

For a deeper understanding of Japanese radicals, this video by [Sun and Moon Channel](#) offers a helpful summary of what radicals are and how they function:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3272#oembed-1](https://oercollective.caul.edu.au/japanese/?p=3272#oembed-1)*



## Understanding *okurigana*: How kanji works with hiragana endings

*Okurigana* (送り仮名) are the hiragana characters that follow kanji in Japanese words. They play several important roles:

### 1. Main functions

1. Show how to read the kanji
2. Tell us about the form of the word (e.g. verb endings for the present or past tense)
3. Help distinguish between similar words

### 2. When *okurigana* is used

#### 1) With verbs

- All verbs typically need *okurigana* in their endings.
- Example:
  - 食べる (た[べる]: ta[beru]) – to eat
    - 食 means ‘eat’.

- べる is the *okurigana* (showing it's a verb and how to read it).
- The brackets **【】** after the verb stem highlight the part that is conjugated, which makes it easier to see how the verb is formed.
- Changes in form:
  - 食べます／食べません／食べますか
  - The *okurigana* changes to indicate '(I) eat / (I) don't eat / Will (you) eat?', while the kanji stays the same.

## 2) With compound verbs

- Compound verbs are the verbs made up of two or more parts.
- Example:
  - 引き上げる (ひ[き]あ[げる]:  
hi[ki]a[geru])
    - Meaning: 'to pull up'
    - 引き (ひき: hiki) – 'to pull'

- 上げる (あげる: ageru) – ‘to raise’

### 3) With similar words

- To distinguish between related meanings
- Example:
  - 通る (とお[る]: too[ru]) – to pass through
  - 通す (とお[す]: too[su]) – to let pass
  - The different *okurigana* show the different meanings of the same kanji (通).

### 4) With i-adjectives

- All i-adjectives (ending in い) need *okurigana*.
- Example:
  - 高い (たか[い]: taka[i]) – expensive/high/tall
    - 高 is the kanji (meaning ‘expensive/high/tall’)
    - い is the *okurigana* (showing it’s an adjective)

### 5) With na-adjectives

- Many na-adjectives have *okurigana*.
- Example:
  - 静か (しず[か]: shizu[ka]) – quiet
- When modifying nouns, な is added to the adjective:
  - 静かな場所 (しず[かな]ばしょ:  
shizu[kana] basho) – quiet place

**NOTE:** While か in 静か is technically *okurigana*, it is **part of the fixed stem** and **does not change form** like the *okurigana* in **i-adjectives**. Therefore, **na-adjectives do not conjugate with *okurigana*.**

✓ 静かです – Correct

✗ 静かいです – Incorrect (This mistakenly treats 静か like an i-adjective.)

### 3. When *okurigana* is NOT used

#### 1) With simple nouns

- 山 (やま: yama) – mountain
- 本 (ほん: hon) – book
- 木 (き: ki) – tree

#### 2) With most compound nouns

- 日本語 (にほんご: Nihongo) – Japanese language
- 図書館 (としょかん: toshokan) – library

### **3) With na-adjectives when they are not used before a noun**

- 便利 (べんり: benri) – convenient
- 特別 (とくべつ: tokubetsu) – special

## **Understanding how to read kanji: The two reading systems**

Think of kanji as having two different ‘voices’ or readings, which reflect their Chinese or Japanese origins. This happened because the Japanese borrowed Chinese characters but already had their own Japanese words for basic concepts.

### **1. The two ways to read kanji**

#### **1) Kun-reading (訓読み: kun-yomi)**

- The ‘Japanese-style’ pronunciation
- Often two or three syllables, or longer
- Typically used when a kanji character stands

alone

- Typically used for basic, everyday words
- Sounds more casual

## **2) On-reading (音読[おんよ]み: on-yomi)**

- The 'Chinese-style' pronunciation
- Often one syllable
- Typically used when multiple kanji are combined to make a compound word
- Typically used for words that express more complex concepts
- Sounds more formal

## **2. Common patterns you will see**

### **1) Basic verbs often use kun-readings**

- 食べる (た[べる]: ta[beru]) – to eat
- 見る (み[る]: mi[ru]) – to see

### **2) Special compound words with kun-readings: 熟字訓 (じゅくじくん: jukuji-kun)**

- Some compound words have special kun-readings that are not made up of the readings

of the individual kanji

- Examples:
  - 一人 (ひとり: hitori) – one person
    - Not 一 (ひと) + 人 (り)
  - 今日 (きょう: kyou) – today
    - Not 今 (きよ) + 日 (う)
  - 大人 (おとな: otona) – adult
    - Not 大 (おと) + 人 (な)
- This is different from regular compounds where you can separate the readings. For example:
  - 山道 (やまみち: yama-michi) – mountain path
    - 山 (やま) + 道 (みち) = mountain + path

### 3) Academic or formal words often use on-readings

- 食事 (しょくじ: shokuji) – meal

- 見学 (けんがく : kengaku) – field trip, observation

### 3. Let's look at some examples

#### 山 (mountain)

- Kun-reading: やま (yama)
  - Used alone: これは山です。 (Kore wa yama desu.) – This is a mountain.
- On-reading: さん (san), ざん (zan)
  - Used in names: 富士山 (Fuji-san) – Mt. Fuji
  - Used in compounds: 火山 (kazan) – volcano

#### 水 (water)

- Kun-reading: みず (mizu)
  - Used alone: 水を飲みます。 (Mizu o nomi masu.) – (I) drink water.
- On-reading: すい (sui)
  - Used in compounds: 水曜日 (sui-youbi)



- Wednesday
- Used in formal terms: 水分 (suibun) – moisture

## 人 (person)

- Kun-reading: ひと (hito)
  - Used alone: 人が来ます。 (Hito ga ki masu.) – A person is coming.
- On-reading: じん (jin), にん (nin)
  - Used in compounds: 日本人 (Nihon-jin) – Japanese person
  - Used as a counter for people: 三人 (san-nin) – three people

## 4. Key points

- When a kanji combines with other kanji, usually it will be an on-reading.
- When a kanji stands alone or is used in

simple verbs, usually it will be a kun-reading

- Most kanji have multiple readings.
- Don't try to memorise all the readings at once.
- Focus on common words first.
- Learn each reading as you encounter and use them in real words.

## Further resources

To deepen your understanding of on- and kun-readings, check out the following resource created by [Max's Japanese](#). It offers insights into recognising and differentiating these readings, enhancing your kanji comprehension:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3272#oembed-2](https://oercollective.caul.edu.au/japanese/?p=3272#oembed-2)*

## Mastering stroke order

Understanding and mastering stroke order is pivotal for kanji character formation, enhancing legibility and ease of writing. Here are the general stroke-order rules:

**Rule #1 – Left to right:** Write strokes from left to right.

**Rule #2 – Top to bottom:** Start at the top and work your way down.

**Rule #3 – Horizontal before vertical:** Draw horizontal strokes before vertical ones when they intersect.

**Rule #4 – Central before outer:** Draw the central strokes before the outer ones.

**Rule #5 – Closing strokes last:** Finish with the strokes that close the shape.

**Rule #6 – Through strokes last:** Write strokes that cut through other parts last.

**Rule #7 – Horizontal central strokes:** Draw horizontal strokes that span the kanji after the basic structure is established.

These principles ensure the kanji retains its intended form and help to facilitate faster and more intuitive learning.

## Further resources

To consolidate your understanding of kanji stroke order, the following resource created by [ToKini Andy](#) may be useful:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3272#oembed-3](https://oercollective.caul.edu.au/japanese/?p=3272#oembed-3)*

## Exercise 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3272#h5p-77>

---

## Kanji for this module

一, 二, 三, 四, 五, 六, 七, 八, 九, 十  
分, 時

## 1. Kanji for small numbers: 一, 二, 三, 四, 五, 六, 七, 八, 九, 十

Here is a table showing the kanji characters from 一 (one), 二 (two), 三 (three), 四 (four), 五 (five), 六 (six), 七 (seven), 八 (eight), 九 (nine) and 十 (ten), along with their kun-readings, on-readings and example phrases that include each kanji.

There's no need to learn everything on the list all at once! Take your time and go at your own pace. For now, let's focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
一	ひと (つ)	いち, いっ	<p>一 (いち: ichi: one) ,            一つ (ひとつ: hitotsu: one thing) ,            一人 (ひとり: hitori: one person) , 一時 (いちじ: ichi-ji: one o'clock) , 一分 (いっぶん: ippun: one minute)  <b>NOTE:</b> 一人 is a jukujikun, a kanji compound that has a unique reading on its own.</p>
二	ふた (つ)	に	<p>二 (に: ni: two) , 二つ (ふたつ: futatsu: two things) , 二人 (ふたり: futari: two people) , 二時 (にじ: ni-ji: two o'clock) , 二分 (にふん: ni-fun: two minutes)  <b>NOTE:</b> 二人 is a jukujikun, a kanji compound that has a unique reading on its own.</p>



Kanji	Kun-reading	On-reading	Example Phrases
三	みっ (つ)	さん	三 (さん: san: three) , 三つ (みっつ: mittsu: three things) , 三人 (さんにん: san-nin: three people) , 三時 (さんじ: three o'clock) , 三分 (さんぷん: san-pun: three minutes)
四	よっ (つ) , よん, よ	し	四 (よん: yon: four) , 四つ (よっつ: yottsu: four things) , 四人 (よにん: yo-nin: four people) , 四時 (よじ: yo-ji: four o'clock) , 四分 (よんぷん: yon-pun: four minutes)
五	いつ (つ)	ご	五 (ご: go: five) , 五つ (いつつ: itsutsu: five things) , 五人 (ごにん: go-nin: five people) , 五時 (ごじ: go-ji: five o'clock) , 五分 (ごぶん: go-fun: five minutes)

Kanji	Kun-reading	On-reading	Example Phrases
六	むっ (つ)	ろく, ろっ	<p>六 (ろく: roku: six) ,          六つ (むっ: muttsu: six things) ,          六人 (ろくにん: roku-nin: six people) ,          六時 (ろくじ: roku-ji: six o'clock) ,          六分 (ろっぷん: roppun: six minutes)</p>
七	なな (つ)	しち	<p>七 (なな: nana or しち: shichi: seven) , 七つ (ななつ: nanatsu: seven things) , 七人 (しちにん: shichi-nin: seven people) , 七時 (しちじ: shichi-ji: seven o'clock) , 七分 (ななふん: nana-fun: seven minutes)</p>
八	やっ (つ)	はち, はっ	<p>八 (はち: hachi: eight) , 八つ (やっつ: vattsu: eight things) , 八人 (はちにん: hachi-nin: eight people) , 八時 (はちじ: hachi-ji: eight o'clock) , 八分 (はっぶん: happun: eight minutes)</p>

Kanji	Kun-reading	On-reading	Example Phrases
九	ここの (つ)	きゅう, く	九 (きゅう: kyuu: nine), 九つ (ここのつ: kokonotsu: nine things), 九人 (きゅうにん/くにん: kyuu-nin/ku-nin: nine people), 九時 (くじ: ku-ji: nine o'clock), 九分 (きゅうふん: kyuu-fun: nine minutes)
十	とお	じゅう, じゅっ, じっ	十 (じゅう: juu: ten), 十 (とお: too: ten things), 十人 (じゅうにん: juu-nin: ten people), 十時 (じゅうじ: juu-ji: ten o'clock), 十分 (じゅっぷん: juppun: ten minutes)

## 2. Kanji for time: 分, 時

Here is the table showing the kanji characters 分 (minute/divided portion) and 時 (o'clock/time), along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
分	わ (ける) , わ (かる)	ぶん, ぶん, ぷん, ぷん	分 (わ) ける (wakeru: to divide) , 分 (わ) かる (wakaru: to understand) , 五分 (ごぶん: go-fun: five minutes) , 十分 (じ ゆつぶん: juppun: ten minutes) , 自分 (じ ぶん: ji-bun oneself)
時	とき	じ	時 (とき: toki: time, moment) , 一時 (い ちじ: ichi-ji: one o'clock) , 時間 (じ かん: jikan: time/ hour)

To aid in mastering their stroke order and form, visual resources are invaluable. Please practise writing the focus kanji in your notebook or on a piece of paper while you watch these videos!

## Further resources

### 1. Kanji for small numbers: 一, 二, 三, 四, 五, 六, 七, 八, 九, 十

The resource created by [StudyIn Daily Japanese](#) focuses on teaching beginners how to write the numbers 1 to 10 in kanji correctly, including the essential numbers 100, 1,000 and 10,000. For now, the emphasis is on mastering the basics: the numbers 1 to 10 in kanji:



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3272#oembed-4>*

### 2. Kanji for time: 分, 時

The following resource created by [Learn Kanji](#) offers step-by-step instructions for writing

the kanji characters 分 (minute/divided portion) and 時 (hour/time). This will enhance your ability to write this character accurately and understand its components:



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3272#oembed-5>*

### Exercise 3

Are you ready to sharpen your kanji writing skills? Download and print the PDF kanji worksheet to start practising and mastering these characters! There's something timeless

and powerful about putting pen to paper – it's one of the best ways to truly learn kanji!

[Chapter 7 Kanji Worksheet](#)

## References

Sun and Moon Channel. “Try to Understand 20% of Kanji in 2 Minutes.” YouTube video, 2:20. August 7, 2021. <https://www.youtube.com/watch?v=QdmR6B5EoII>.

Max's Japanese. “Kunyomi vs. Onyomi—Know the Difference! Reading Kanji.” YouTube video, 12:18. February 17, 2024. <https://www.youtube.com/watch?v=QdmR6B5EoII>.

ToKini Andy. “6 Rules for Writing Japanese Kanji Correctly.” YouTube video, 7:33. September 7, 2023. <https://www.youtube.com/watch?v=ybk5DK1M128>.

Learn Kanji. “Learn Kanji: 分 —Minute, Divide, Separate, Understand, Maybe, Tie, etc (Japanese Grade 2 Level).”

YouTube video, 2:39. May 18, 2019.  
[https://www.youtube.com/watch?v=3oxa\\_VDEUhI](https://www.youtube.com/watch?v=3oxa_VDEUhI).

Learn Kanji. “Learn Kanji 時—Time (時), Four O’clock (四時), One Hour (一時間): How to Write and Read Japanese Kanji.” YouTube video, 1:45. May 18, 2019.  
<https://www.youtube.com/watch?v=kayvkZTBFN0>.



## 7.2 ASKING AND TELLING THE TIME

---

This module focuses on learning how to ask and tell time in Japanese, specifically how to express time with hours (時: じ: ji) and minutes (分: ふん／ぷん: fun/pun).

### Introduction to hours and minutes: 時 and 分

To ask and tell time in Japanese, you use 時 (じ: ji) for hours of the day (o'clock) and 分 (ふん／ぷん: **fun/pun**) for minutes. These act as counters specific to time. To ask 'What time is it?' you use 何時 (なん じ: **nan-ji**), meaning 'what time'.

## Asking the time

To ask the time in Japanese, use the following structure:

今（いま）、何時（なんじ）ですか。

*Ima, **nan-ji** desu ka.*

**What's the time** now?

## Telling the time

To respond, use the following format:

X 時（じ） Y 分（ふん／ぶん）です。

*X-**ji** Y-**fun/pun** desu.*

It's X **o'clock** Y **minutes**.



For hours of the day, or 'o'clock', simply add the counter 時（じ: ji) after the number. However, for minutes, the counter 分 is pronounced 'fun' or 'pun' depending on the preceding number. Specifically, 'fun' follows the numbers 2, 5, 7 and 9, whereas 'pun' follows

the numbers 1, 3, 4, 6, 8 and 10. For example, 一分 (one minute) is read as いっぶん (ippun), instead of いちぶん (ichi-fun).

Here's a table summarising how to read time in Japanese using the counters 時 and 分:

Number	Hours	Minutes
1	一時 (いちじ: ichi-ji)	一分 (いっぶん: ippun)
2	二時 (にじ: ni-ji)	二分 (にぶん: ni-fun)
3	三時 (さんじ: san-ji)	三分 (さんぶん: san-pun)
4	四時 (よじ: yo-ji)	四分 (よんぶん: yon-pun)
5	五時 (ごじ: go-ji)	五分 (ごぶん: go-fun)
6	六時 (ろくじ: roku-ji)	六分 (ろっぶん: roppun)
7	七時 (しちじ or ななじ: shichi-ji or nana-ji)	七分 (ななぶん: nana-fun)
8	八時 (はちじ: hachi-ji)	八分 (はっぶん: happun)
9	九時 (くじ: ku-ji)	九分 (きゅうぶん: kyuu-fun)
10	十時 (じゅうじ: juu-ji)	十分 (じゅっぶん: juppun)

**NOTE:** 七時 can be read as しちじ (shichi-ji) or ななじ (nana-ji) in everyday situations, but 七分 is commonly read as ななぶん (nana-fun), not しちぶん (shichi-fun).

## How to read minutes from 11 to 60

Now, to read minutes from 11 to 60, follow the same pronunciation system, using ‘*fun*’ or ‘*pun*’ depending on the final number before the counter 分. For example, 11 minutes is 十一分 (じゅういっぶん: juu-ippun) and 25 minutes is 二十五分 (にじゅうごぶん: ni-juu go-fun).

Here’s a table showing how to read minutes from 11 to 60 in Japanese:

Minutes	Kanji	Reading
11	十一分	じゅういつぶん (juu-ippun)
12	十二分	じゅうにぶん (juu-ni-fun)
13	十三分	じゅうさんぶん (juu-san-pun)
14	十四分	じゅうよんぶん (juu-yon-pun)
15	十五分	じゅうごぶん (juu-go-fun)
16	十六分	じゅうろっぶん (juu-roppun)
17	十七分	じゅうななぶん (juu-nana-fun)
18	十八分	じゅうはっぶん (juu-happun)
19	十九分	じゅうきゅうぶん (juu-kyuu-fun)
20	二十分	にじゅっぶん (juppun)
21	二十一 分	にじゅういつぶん (ni-juu ippun)
25	二十五 分	にじゅうごぶん (ni-juu go-fun)
30	三十分	さんじゅっぶん (san-juppun)
40	四十分	よんじゅっぶん (yon-juppun)
45	四十五 分	よんじゅうごぶん (yon-juu go-fun)
50	五十分	ごじゅっぶん (go-juppun)
55	五十五 分	ごじゅうごぶん (go-juu go-fun)
60	六十分	ろくじゅっぶん (roku-juppun)

## Two ways to read 30 minutes

Note that 30 minutes is a special case because it can be presented as 三十分 (さんじゅっぶん: san-juppun) or 半 (はん: han). So, 7:30 can be read as しちじさんじゅっぶん (shichi-ji san-juppun) or しちじはん (shichi-ji han).

### Exercise 1

To reinforce your learning, explore the resource provided by [Japanese Smiles](#). Practise by reading the numbers aloud, focusing on correct pronunciation and understanding. This exercise will help you become more fluent in expressing time in Japanese:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3266#oembed-1>

---

## AM and PM

In Japanese, morning (AM) is signified as 午前 (ごぜん: gozen) and afternoon/evening (PM) as 午後 (ごご: gogo) .

午前 is used for times from midnight until just before noon, while 午後 is used for times from noon until just before midnight.

Note that these terms precede the time. This is different from English, where 'AM' and 'PM' follow the time.

### Examples:



### 午前

7 AM

↓

午前七時 (ごぜんしちじ: gozen shichi-ji)

### 午後

4:30 PM

↓

午後四時三十分 (ごごよじさんじゅっぷん:  
gogo yo-ji san-juppun)

or

午後四時半 (ごごよじはん: gogo yo-ji han)

## Exercise 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3266#h5p-78>

## Using 何時（なんじ）に ... ますか to ask and answer ‘At what time do you ...?’

The phrase 何時に ... ますか (**nan-ji ni ... masu ka**) is used to ask ‘At what time do [you] ...?’ in Japanese.

Here, 何時 (なんじ: **nan-ji**) means ‘what time’, and the particle に (**ni**) is used to indicate the specific time an action occurs.

### Examples:

**Asking:**

**何時に起きますか。**

*Nan-ji ni oki masu ka.*

At what time do you wake up?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3266#audio-3266-1](https://oercollective.caul.edu.au/japanese/?p=3266#audio-3266-1)*

**Answering:**


**七時に起きます。**

*Shichi-ji ni oki masu.*

I wake up at 7 o'clock.



*One or more interactive elements*

 has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3266#audio-3266-2>

## Key points

To answer **何時に ... ますか** questions:

1. State the time using the hour (e.g., 七時 for '7 o'clock').
2. Follow with the particle **に**.
3. Use the polite form of the verb, such as **起きます**.

By combining the specific time with **に** and the verb, you can clearly answer questions about when actions take place. For further

details on using **に** with time references, see [Module 6.2](#).

## Adding a topic to specify the subject of a sentence

Building on the basic phrase **何時に ... ますか** to ask ‘At what time do/does ...?’, you can also add a topic at the beginning to clarify what you’re asking about. This is especially useful when you want to know the time for a specific event or activity.

### General structure

#### To ask:

**X は何時に ... ますか。**

*X wa nan-ji ni ... masu ka.*

At what time does X ...?

#### To answer:

**Y 時に ... ます。**

*(X wa) Y-ji ni ... masu.*

(X) ... at Y o'clock.

### Examples:

#### Asking:

**イベントは何時に始まりますか。**

*Ibento wa nan-ji ni hajimari masu ka.*

At what time does the event start?

[Audio file to be inserted]

**NOTE:** Here, **イベントは** specifies that the question is about the event. Literally, the question asks 'As for the event, what times does it start?'

#### Answering:

When answering questions with a specific

topic, there's no need to repeat the topic in the response. You can simply respond with the time, followed by the verb.

**九時に始まります。**

*Ku-ji ni hajimari masu.*

It starts at 9 o'clock.

[Audio file to be inserted]


### Exercise 3



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://oercollective.caul.edu.au/japanese/?p=3266#h5p-115>

## Figures

- 1  “[Exclamation Sign Icon](#)” (untitled) by Dave Gandy. [Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).



## 7.3 THE PARTICLE で (DE) TO INDICATE ACTIVITY LOCATIONS

---

The particle で (de) has various functions, but in this module, we will focus on its role to indicate the location where an activity occurs.

### Using the particle で to indicate activity locations

The particle で is crucial in the Japanese language for **specifying locations where actions occur**. It's used to set the context of where something is happening, making it clear that the action is taking place in a specific setting.

Here are some verbs you can pair with the particle で when mentioning the location of an activity:

### 読 (よ) む (yomu: to read):

Japanese	Place で	Something を	読みます。
Romaji	[Place] <i>de</i>	[Something] <i>o</i>	<i>yomi masu.</i>
English	I (will) read [Something] <b>at/in/on</b> [Place].		

### 会 (あ) う (au: to meet)

Japanese	Place で	Someone に	会います。
Romaji	[Place] <i>de</i>	[Someone] <i>ni</i>	<i>ai masu.</i>
English	I (will) meet [Someone] <b>at/in/on</b> [Place].		

### 食 (た) べる (taberu: to eat):

Japanese	Place で	Something を	食べます。
Romaji	[Place] <i>de</i>	[Something] <i>o</i>	<i>tabe masu.</i>
English	I (will) eat [Something] <b>at/in/on</b> [Place].		

**見 (み) る: to watch/see/look**

<b>Japanese</b>	Place <b>で</b>	Something <b>を</b>	見ます。
<b>Romaji</b>	[Place] <i>de</i>	[Something] <i>o</i>	<i>mi masu.</i>
<b>English</b>	I (will) watch/see/look at [Something] <b>at/in/on</b> [Place].		

**飲 (の) む (nomu: to drink):**

<b>Japanese</b>	Place <b>で</b>	Something <b>を</b>	飲みます。
<b>Romaji</b>	[Place] <i>de</i>	[Something] <i>o</i>	<i>nomi masu.</i>
<b>English</b>	I (will) drink [Something] <b>at/in/on</b> [Place].		

**使 (つか) う (tsukau: to use):**

<b>Japanese</b>	Place <b>で</b>	Something <b>を</b>	使います。
<b>Romaji</b>	[Place] <i>de</i>	[Something] <i>o</i>	<i>tsukai masu.</i>
<b>English</b>	I (will) use [Something] <b>at/in/on</b> [Place].		



The particle **で** functions differently from the

particles に and へ, which are typically used with verbs involving movement to a destination, such as 行 (い) く (iku: to go), 来 (く) る (kuru: to come), and 帰 (かえ) る (kaeru: to return). For further details, see [Module 6.5](#).

## Usage in sentences

In the previous module, we learned the sentence pattern: **Topic は + Time reference word (に) + Frequency word + Object を + Verb ます**. We can effectively incorporate the particle で into this pattern as follows:

Topic は	Time reference word (に)	Frequency word	<b>Place</b> で	Object を	Verb ます。
------------	----------------------------------	-------------------	-------------------	-------------	-------------

Here are examples of this sentence pattern, which describes the location where an action takes place:

Topic は	Time reference word (に)	Frequency word	Place で	Object を	Verb ます。
私 (わたし) は	週末 (しゅうまつ) (に)		カフェ (かふゑ) で	コーヒー (こおひい) を	飲みます。
<i>Watashi wa</i>	<i>shuumatsu (ni)</i>		<i>kafē de</i>	<i>koohii o</i>	<i>nomi masu.</i>
I drink coffee <u>at a/the café</u> on the weekend.					



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3264#audio-3264-1>

Topic は	Time reference word (に)	Frequency word	Place で	Object を	Verb ます。
私は	夜 (よ る) (に)	いつも	家 (う ち) で	本 (ほ ん) を	読 (よ) みま す。
<i>Watashi wa</i>	<i>yoru (ni)</i>	<i>itsumo</i>	<i>uchi de</i>	<i>hon o</i>	<i>yomi masu.</i>
I always read a book <b>at home</b> at night.					



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3264#audio-3264-2](https://oercollective.caul.edu.au/japanese/?p=3264#audio-3264-2)

**NOTE:** While frequency words can appear in different positions, you will find this clear, standard pattern to be most helpful at this stage of your learning.

**NOTE:** The time reference words 週末, 夜, 朝 (あさ) and 昼 (ひる) can be followed

by the particle **に**, depending on style, phrasing and personal preferences.



To indicate destinations (i.e. where you/others are going), use **に** or **へ** instead of **で**:

- 図書館（としょかん）**に** 行（い） きます。（I [will] go to the library）
- NOT: 図書館**で**行きます。

Why? Because **で** shows where an action takes place, but ‘going’ isn’t something that happens at, in or on a place.

Compare:

- 図書館に行きます。（I [will] go **TO** the library）
- 図書館で勉強（べんきょう）します。（I [will] study **AT/IN** the library）

For more about the destination particles **に** and **へ**, see [Module 6.6](#).

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3264#h5p-79>

## Figures



## 7.4 THE PARTICLE で (DE) TO INDICATE TOOLS, METHODS OR TRANSPORTATION

---

This module explores how で is used to indicate the tools, methods or transportation by which an action is performed. Understanding this usage is essential for describing how you do things in Japanese.

### **What is the particle で to indicate tools, methods or transportation?**

The particle で shows what you use (the tool, method or transportation) to accomplish something.

Think of it as indicating 'by means of' or 'using' in English.

## Usage in sentences

### 1. Tools

#### Examples:

携帯（けいたい）で写真（しゃしん）を撮  
（と）ります。

*Keitai **de** shashin o tori masu.*

I take photos **with** my smartphone.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4581#audio-4581-1](https://oercollective.caul.edu.au/japanese/?p=4581#audio-4581-1)*

ペンで名前（なまえ）を書（か）いて  
ください。

Pen **de** namae o kaite kudasai.

Please write your name **with** a pen.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4581#audio-4581-2](https://oercollective.caul.edu.au/japanese/?p=4581#audio-4581-2)

## 2. Methods

### Examples:

日本語（にほんご）で話（はな）します。

*Nihongo **de** hanashi masu.*

I speak **in** Japanese.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4581#audio-4581-3](https://oercollective.caul.edu.au/japanese/?p=4581#audio-4581-3)*

### 3. Transportation

#### Examples:

バス（ばす）**で**大学（だいがく）に行（い）  
きます。

*Basu **de** daigaku ni iki masu.*

I go to university **by** bus.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4581#audio-4581-4](https://oercollective.caul.edu.au/japanese/?p=4581#audio-4581-4)

電車（でんしゃ）**で**家（いえ）に帰（かえ）  
ります。

*Densha **de** ie ni kaeri masu.*

I go home **by** train.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4581#audio-4581-5](https://oercollective.caul.edu.au/japanese/?p=4581#audio-4581-5)*

**NOTE:** Don't confuse this で with the location particle で. Compare:

- バスで行きます。(I [will] go by bus) – tool/method/transportation
- バス停 (てい) で待 (ま) ちます。(I [will] wait at the bus stop) – activity location

## Question-and-answer pattern

This particle is used to answer the question どうやって (How?).

**Examples:**

Q: どうやって大学に行きますか。

*Douyatte daigaku ni iki masu ka.*

How do you go to university?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4581#audio-4581-6](https://oercollective.caul.edu.au/japanese/?p=4581#audio-4581-6)

A: バスで行きます。

*Basu **de** iki masu.*

I go **by** bus.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4581#audio-4581-7](https://oercollective.caul.edu.au/japanese/?p=4581#audio-4581-7)

## Exercise 1



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=4581#h5p-108](https://oercollective.caul.edu.au/japanese/?p=4581#h5p-108)



## 7.5 OPEN-ENDED QUESTIONS USING THE ます (MASU) FORM

---

In this module, we'll explore how to form and respond to open-ended questions using the ます (masu) form. These types of questions are excellent conversation starters!

### Introduction to open-ended questions in the ます form

Open-ended questions are often used as **effective icebreakers** in everyday conversations. They are questions that start with question words, such as who, what, when, where, why and how. They invite detailed responses and allow for in-depth exploration of a topic, providing richer insights than

closed-ended questions, which can be answered with a simple 'yes' or 'no'.

In Japanese, these are the key question words that are often used in open-ended questions in the **ます** form:

1. 何 (なに／なん: **nani/nan**) – What
2. 誰 (だれ: **dare**) – Who
3. いつ (**itsu**) – When
4. どこ (**doko**) – Where
5. どうやって (**douyatte**) or どのように (**donoyouni**) – How



Please be aware that the character 何, which means 'what', can be pronounced as なに (nani) or なん (nan), depending on what comes after it.

The basic form なに is used when it's followed by particles such as を or が. In questions such as 何を食(た)べますか (What will you eat?) or 何が好(す)きですか (What do you like?), 何 is consistently pronounced なに. This pattern is

particularly reliable when 何 is being used to ask about specific things or choices.

When 何 is used with counters, such as 時 for time, it is pronounced なん. For example, 何時 (what time) is pronounced なんじ (**nan**-ji), not なにじ (**nani**-ji). For a detailed explanation of the counter 時, see [Module 7.2](#).

The なん reading is also used before words starting with the following hiragana characters. Here are common examples:

Before ね, の, め:

- 何年 (なんねん: nan-nen) – what year / how many years
- 何の (なんの: nan-no) – what/which kind of ...
- 何名様 (なんめいさま: nan-meisama) – how many people (used when addressing customers in a shop or restaurant)

Before に:

- 何日 (なんにち: nan-nichi) – what day / how many days
- 何人 (なんにん: nan-nin) – how many people

Before と, て:

- 何と (なんと: nan-to) – how/what (expression of surprise)
- 何て (なんて: nan-te) – how/what (casual expression of surprise/emphasis)
- 何という (なんという: nan-toiu) – what kind of / what a ...

Before ど, だ, で:

- 何度 (なんと: nan-do) – what temperature / how many times
- 何だ (なんだ: nan-da) – what is it? (casual)
- 何で (なんで: nan-de) – why/how
- 何でも (なんでも: nan-demo) – anything/ everything

Before よ:

- 何曜日 (なんようび: nan-youbi) – what day of the week



In this chapter, we will use the conversational form どうやって for 'how', rather than どのように, which is more formal and commonly found in written Japanese. .

## Usage in sentences

!To ask open-ended questions politely, begin with the question word that fits the situation (such as asking about a person, place, time, reason or method). Then, follow with the verb in its ます form. Don't forget to add the particle か at the end to make it a question.

### 1. 何 – What

To ask someone about their plans for the weekend, you can start with a basic sentence pattern like this:

週末（しゅうまつ）いつも **Object** をします。

*Shuumatsu itsumo [Object] o shi masu.*

[Subject] will always do **[Object]** on the weekend.

To turn this into a question, replace '**Object**' with 何 (なに, not なん in this case) for 'what', and add the question particle か at the end.

Don't forget to include the particle を after the question word 何. So, the question becomes:

週末いつも何をしますか。

*Shuumatsu itsumo **nani o** shi masu **ka**.*

**What** do (you) always do on the weekend?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3259#audio-3259-1](https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-1)*

Once again, this structure uses を to link the verb to its direct object, that is, the activity being asked about.

## 2. 誰 – Who

This method can be used with various other question words.

Imagine you're unsure about who is coming to your

friend's party tonight. To form your question, you can start with the following sentence pattern:

**Subject が来 (き) ます。**

**[Subject] ga ki masu.**

**[Subject]** will come.

To form the question, you simply replace 'Subject' with the question word 誰 for 'who', followed by the subject particle が. Then, add the question particle か at the end:

**誰が来ますか。**

**Dare ga ki masu ka.**

**Who** will come?



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-2>*

Note that the particle が is used in Japanese to mark the subject of a sentence, especially when introducing new information or emphasising the subject's identity or existence. In the sentence 誰が来ますか, が is used after 誰 because it emphasises and introduces new information about who will come.

### 3. いつ – When

Let's explore the use of いつ. Imagine you know the person you're speaking with will come to Australia soon, but you're unsure about the timing and want to ask about it. Start with the basic sentence pattern using the ます form:

**Time** イベントが始（はじ）まります。

**[Time]** *ibento ga hajimari masu.*

The event will start at/on/in **[Time]**.

To turn this into a question, replace **[Time]** with いつ for 'when', and remember that いつ **does not take any particle**. Then, add the question particle か at the end:



いつイベントが始まりますか。

*Itsu ibento ga hajimari masu ka.*

**When** will the event start?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3259#audio-3259-3](https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-3)

Please keep in mind that no additional particles are added after the question words いつ (itsu) for ‘when’, どうして (doushite) for ‘why’, and どうやって (douyatte) for ‘how’.

#### 4. どこ – Where

For example, to ask ‘where’ someone always eats lunch, start with:

いつも **Place** でお昼（ひる）ご飯（はん）を食（た）べます。

*Itsumo [Place] de ohiru-gohan o tabe masu.*

[Topic] will always eat lunch **at/on/in [Place]**.

Then, replace '**Place**' with **どこ** for 'where', but retain the particle **で**, which indicates the specific location where the action occurs, as discussed in [Module 7.3](#):

いつもどこで夕食を食べますか。

*Itsumo **doko de** yuu-shoku o tabe masu **ka**.*

**Where** do (you) always eat dinner?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-4>

## 5. どうやって or どのように – How

For example, to ask how to get to the university, you can start with:

**Transportation/Method で** 大学（だいがく）に行（い）きます。

**[Transportation/Method de]** *daigaku ni iki masu.*

(I) go to university **[by Transportation/Method]**.

To ask this question, you replace ‘**Transportation/Method**’ with どうやって, which is more conversational than どのように:


どうやって大学（だいがく）に行（い）きますか。

**Douyatte** *daigaku ni iki masu ka.*

**How** do (you) go to university?



One or more interactive elements

 has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-5>

For more about using the particle で to describe tools and means (e.g. バスで), see [Module 7.4](#).

## Responding to questions

Responding effectively to open-ended questions in Japanese involves tailoring your answers to avoid repetitive phrases while providing relevant and concise information.

You can practise responding to the same questions covered above. Listen to the questions using the audio files provided below and replace the question word with your answer.

1. 何

A: 週末いつも何をしますか。

*Shuumatsu itsumo **nani o** shi masu ka.*

**What** do you always do on the weekend?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3259#audio-3259-6](https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-6)*

B: よくゲーム（げえむ）をします。

***Yoku geemu o** shi masu.*

I often play **games**.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-7>

**NOTE:** There is no need to repeat the time word 週末 when answering, as the context is clear.

## 2. 誰

A: 誰が来ますか。

**Dare ga** ki masu ka.

**Who** will come?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-8>

B: ケリー（けりい）さんが来ます。

**Kerii-san ga** *ki masu.*

**Kerry** will come.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3259#audio-3259-9](https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-9)*

### 3. いつ

**A: いつイベントが始まりますか。**

***Itsu* ibento ga hajimari masu *ka*.**

**When** will the event start?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3259#audio-3259-10](https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-10)*

B: 5時に始まります。

**Go-ji ni** hajimari masu.

It will start **at 5 o'clock**.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-11>

**NOTE:** Unlike other question words, いつ (when) never takes particles in questions. When answering questions with いつ, use the particle に with specific times or dates (e.g. 5時に). You don't need to repeat the subject (e.g. イベントが) in the reply since it's clear from the context.

#### 4. どこ

A: どこでいつも夕食（ゆうしょく）を食べますか。

**Doko de** itsumo yuu-shoku o tabe masu ka.



**Where** do you always eat dinner?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3259#audio-3259-12](https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-12)*

B: 家（いえ）で食べます。でも、ときどきレストラン（れすとらん）で食べます。

**le de** tabe masu. Demo, tokidoki resutoran de tabe masu.

I eat (dinner) **at home**. But I sometimes eat (dinner) at a restaurant.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3259#audio-3259-13](https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-13)*

**NOTE:** There is no need to repeat the object 夕食を when answering, as the context is clear.

### 5. どうやって or どのように

A: どうやって大学に行きますか。

**Douyatte** daigaku ni iki masu **ka**.

**How** do you go to university?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-14>

B: バス（ばす）で行きます。

**Basu de** iki masu.

I go **by bus**.





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3259#audio-3259-15](https://oercollective.caul.edu.au/japanese/?p=3259#audio-3259-15)*

**NOTE:** There is no need to repeat the destination **大学に** when answering, as the context is clear. To indicate the means of transportation, use the particle **で**.


## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3259#h5p-80>

## Figures

- 1  “[Exclamation Sign Icon](#)” (untitled) by Dave Gandy. [Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).

## 7.6 THE CONJUNCTION から (KARA)

---

This module explains how the conjugation から (kara) is used to express causation or reasoning.

### Introduction to the conjunction から

**から** (kara) is a conjunction in Japanese used to express causation, reasoning or justification. It is similar to the English words 'because', 'so' or 'therefore'. This conjunction connects a reason or cause to its result or consequence, helping to explain why something happens or why a particular decision is made.

## Usage in sentences

**から** is placed directly after the **です form** of an adjective and a noun, or the **ます form** of a verb (with appropriate particles), to indicate the reason or cause for an action or situation.

### Affirmative: です + から

#### Example:

おいしいですから

*Oishii **desukara***

because it **is tasty**

いいですから

*ii **desukara***

because it **is good**

### Negative: じゃありません + から

学生（がくせい）じゃありませんから

*gakusei janai desu kara*

**because I am not** a student

---

### Affirmative: **ます + から**

#### Example:

勉強（べんきょう）しますから

*benkyou shi masu kara*

**because I (will)** study

### Negative: **ません + から**

#### Example:

勉強（べんきょう）しませんから

*benkyou shi masen kara*

**because I don't/won't** study

There are two sentence structures you can use with から:

## Structure 1

Result/Conclusion。 Reason + から。

### Example:

来年（らいねん）日本（にほん）に行（い）  
きます。日本の文化（ぶんか）が好（す）き  
ですから。

*Rainen Nihon ni iki masu. Nihon no bunka ga  
suki desu **kara**.*

I will go to Japan next year. **Because** I like  
Japanese culture.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3280#audio-3280-1](https://oercollective.caul.edu.au/japanese/?p=3280#audio-3280-1)

**NOTE:** This structure uses two separate sentences. You state the result or conclusion in the first sentence and then explain the reason



in the second sentence. (The second sentence might not be considered grammatically complete in English, but it is in Japanese.) Remember to use the Japanese full stops (。 ).

---

## Structure 2

Reason + から、 Result/Conclusion。

### Example:

日本の文化が好きですから、来年日本に行きます。

*Nihon no bunka ga suki desu **kara**, rainen  
Nihon ni iki masu.*

**Because** I like Japanese culture, I will go to Japan next year.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3280#audio-3280-2>

**NOTE:** In this structure, the reason comes first, followed by the result or conclusion. The two clauses are connected by a comma (、).

## Exercise 1



*An interactive H5P element has been excluded from this version of*

*the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3280#h5p-81](https://oercollective.caul.edu.au/japanese/?p=3280#h5p-81)

## 7.7 REVIEW

---

In this chapter, you have broadened your grasp of Japanese by introducing you to several key grammatical concepts and the basics of kanji. Here are the learning outcomes you have achieved:



### ***Introduction to kanji***

You have begun to explore kanji characters, focusing on numbers (一 through 十) and time-related kanji (時 and 分), enhancing your ability to read and understand basic Japanese texts.



### ***Asking and telling time***

You have learned to ask and tell time using the newly introduced kanji, grasping how to articulate hours and minutes effectively.



### ***Using the particle で***

You have now mastered using the particle で (de) to indicate where actions take place and to describe the tools or means used to perform an action.



### ***Forming and responding to open-ended questions***

You have become more proficient in forming and responding to open-ended questions using the ます form, a vital skill

for interactive and engaging conversations.



***Forming more complex sentences with the conjunction から***

You have understood how to use the conjunction から (kara) to explain reasons, linking thoughts and statements logically.

These skills not only deepen your understanding of Japanese but also empower you to participate more actively in conversations.

Let's reinforce what you've learned with some practice exercises!


## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3283#h5p-107](https://oercollective.caul.edu.au/japanese/?p=3283#h5p-107)

## Figures

- 1  “[Tick Icon](#)” by [Mrmw](#). Wikimedia Commons.  
Licensed under [CC 1.0](#).





# CHAPTER 8: GETTING READY TO TAKE ON JAPAN (1)



## 8.0 GETTING READY TO TAKE ON JAPAN (1)

---



*Figure 1:  
Japanese  
Masks for  
Sale  
Hanging  
on a  
Fence*

Are you ready to set off on an unforgettable journey to Japan? In this chapter, *Getting Ready to Take On Japan*, we'll guide you through the essentials of preparing for your trip, from engaging in meaningful conversations about your plans to effectively asking questions.

Learn how to discuss your travel plans with

friends, discover the best places to stay, and find out how to ask about costs with confidence.

Whether you're curious about must-see destinations, accommodation options or budget considerations, you'll acquire the skills to navigate conversations and gather the information you need.

Prepare to explore practical phrases and strategies that will make your trip planning smooth and enjoyable. Let's get started on making your Japanese adventure a reality!



## Learning goals

By the end of this chapter, you will be able to:

- Recognise essential kanji for weekdays, positions and time.
- Describe where things are in Japanese.

- Talk about dates and plan a schedule.
- Use two key verbs: **あります** (arimasu) for objects and **います** (imasu) for people and animals
- Work with larger numbers up to 10,000.



## **Why these skills matter**

### **Cognitive benefits**

- Strengthen spatial awareness through kanji such as **上** (うえ: ue), **中** (なか: naka) and **下** (した: shita)
- Understand a different way of structuring location and existence
- Enhance number flexibility with the 10,000 (**万**: まん: man) grouping

system

**Real-life benefits**

- Read basic signs and schedules, and make plans in Japanese
- Give clear directions and ask where things are
- Use numbers naturally in everyday contexts

## Words

Japanese	Romaji	English	Notes
Ru-verbs			
いる	<i>iru</i>	to exist	Dictionary form. いる is often translated as 'is/are' or 'have/has'. To indicate where a person or animal is, use the particles に and が in the sentence pattern 'Place に Person/Animal がいます'. For more details, see the key grammar points below.
U-verbs			



Japanese	Romaji	English	Notes
ある	<i>aru</i>	to exist	Dictionary form. ある is often translated as ‘there is/are’ or ‘have/has’. To indicate where something is, use the particles に and が in the sentence pattern ‘Place に Thing があります’. For more details, see the key grammar points below.
泊（と） まる	<i>tomaru</i>	to stay	Dictionary form. To indicate the place where you are staying, use the particle に in the sentence pattern ‘Place に泊まります’.

Japanese	Romaji	English	Notes
送（おく）る	<i>okuru</i>	to send	Dictionary form. To indicate the thing you are sending, use the object particle を in the sentence pattern ‘Thing を送ります’.
<b>Nouns</b>			
学期（がっき）	<i>gakki</i>	semester, (school) term	
みんな	<i>minna</i>	everyone	
冬休（ふゆやすみ）	<i>fuyu-yasumi</i>	winter vacation/holidays	Winter vacation in Japan starts in late December and finishes in early January for schools, or the end of March for universities.

Japanese	Romaji	English	Notes
夏休 (なつやすみ)	<i>natsu-yasumi</i>	summer vacation/holidays	Summer vacation in Japan typically starts from late July and finishes at the end of August for schools, or the end of September for universities.
予定 (よてい)	<i>yotei</i>	plans	
インターンシップ (いんたあんしっぷ)	<i>intaanshippu</i>	internship	インターンシップ is derived from the English word 'internship'.
インターン (いんたあん)	<i>intaan</i>	internship/ intern	インターン is a shortened term for 'internship' and is also used to refer to an intern, that is, an individual participating in an internship.
仕事 (しごと)	<i>shigoto</i>	job/work	

Japanese	Romaji	English	Notes
メルボルン (めるぼるん)	<i>Meruborun</i>	Melbourne	
毎週 (まいしゅう)	<i>mai shuu</i>	every week	
X 週間 (しゅうかん)	<i>X-shuukan</i>	X week(s)	X 週間 is used to express a duration of X weeks, where X is a number: Number + 週間 = X weeks.
X 日間 (にちかん)	<i>X-nichikan</i>	X day(s)	X 日間 is used to express a duration of X days, where X is a number: Number + 日間 = X days.
X 時間 (じかん)	<i>X-jikan</i>	X hour(s)	X 時間 is used to express a duration of X hours, where X is a number: Number + 時間 = X hours.

Japanese	Romaji	English	Notes
東京（とうきょう）	<i>Toukyou</i>	Tokyo	The capital city of Japan, renowned for its bustling metropolis, advanced technology and rich cultural heritage.
京都（きょうと）	<i>Kyouto</i>	Kyoto	Kyoto is a historic city known for its rich cultural heritage. It was the imperial capital of Japan for over a thousand years, from 794 to 1868.

Japanese	Romaji	English	Notes
北海道 (ほっかいどう)	<i>Hokkaidou</i>	Hokkaido	The northernmost island of Japan, known for its beautiful natural landscapes, including mountains and hot springs and its winter sports. Historically, it has been home to the Ainu people, an Indigenous group that also lives in parts of the Russian Far East and northern Honshu. We will learn more about the Ainu people in the next chapter.
楽 (たの) しみ	<i>tanoshimi</i>	excitement or pleasure about something in the future	

Japanese	Romaji	English	Notes
誕生日 (たんじ ょうび)	<i>tanjoubi</i>	birthday	
子 (こ) ども	<i>kodomo</i>	child	
大人 (お とな)	<i>otona</i>	adult	
町 (ま ち)	<i>machi</i>	town	
バス停 (てい)	<i>basu-tei</i>	bus stop	
スーパー	<i>suupaa</i>	supermarket	
お寺 (て ら)	<i>otera</i>	temple	お寺 refers to a Buddhist temple, a place of worship where people go to pray, meditate, and honour Buddha and other deities.

Japanese	Romaji	English	Notes
神社 (じ んじゃ)	<i>jinja</i>	shrine	神社 refers to a Shinto shrine, where people can worship Shinto gods (kami) and participate in rituals to seek blessings, protection or purification. Shrines are marked by a distinctive <i>torii</i> gate at the entrance, symbolising the sacred space.
<b>Position words</b>			For further details, see <a href="#">Module 8.2</a> .
上 (う え)	<i>ue</i>	up/above	
中 (な か)	<i>naka</i>	inside	
下 (し た)	<i>shita</i>	down/ below	
右 (み ぎ)	<i>migi</i>	right	



Japanese	Romaji	English	Notes
左 (ひだり)	<i>hidari</i>	left	
前 (まえ)	<i>mae</i>	front	
後 (うしろ)	<i>ushiro</i>	back	
間 (あいだ)	<i>aida</i>	between	
隣 (となり)	<i>tonari</i>	next	
<b>Days of the week</b>			For further details, see <a href="#">Module 8.3</a> .
月曜日 (げつようび)	<i>getsu-youbi</i>	Monday	
火曜日 (かようび)	<i>ka-youbi</i>	Tuesday	
水曜日 (すいようび)	<i>sui-youbi</i>	Wednesday	
木曜日 (もくようび)	<i>moku-youbi</i>	Thursday	

Japanese	Romaji	English	Notes
金曜日 (きんようび)	<i>kin-youbi</i>	Friday	
土曜日 (どようび)	<i>do-youbi</i>	Saturday	
日曜日 (にちようび)	<i>nichi-youbi</i>	Sunday	
<b>Months</b>			For further details, see <a href="#">Module 8.3</a> .
一月 (いちがつ)	<i>ichi-gatsu</i>	January	
二月 (にがつ)	<i>ni-gatsu</i>	February	
三月 (さんがつ)	<i>san-gatsu</i>	March	
四月 (しがつ)	<i>shi-gatsu</i>	April	
五月 (ごがつ)	<i>go-gatsu</i>	May	
六月 (ろくがつ)	<i>roku-gatsu</i>	June	
七月 (しちがつ)	<i>shichi-gatsu</i>	July	

Japanese	Romaji	English	Notes
八月 (はちがつ)	<i>hachi-gatsu</i>	August	
九月 (くがつ)	<i>ku-gatsu</i>	September	
十月 (じゅうがつ)	<i>juu-gatsu</i>	October	
十一月 (じゅういちがつ)	<i>juu-ichi-gatsu</i>	November	
十二月 (じゅうにがつ)	<i>juu-ni-gatsu</i>	December	
Large numbers			For further details, see <a href="#">Module 8.6</a> .

Japanese	Romaji	English	Notes
百 (ひゃく)	<i>hyaku</i>	hundred	百 is used to represent hundreds. One hundred must be written as 百, not 一. It is read as ‘ <i>hyaku</i> ’ or ‘ <i>byaku</i> ’, depending on the number before it (e.g. ni-hyaku = 200, san-byaku = 300).
千 (せん)	<i>sen</i>	thousand	千 is used to represent thousands. One thousand is typically written as 千, though it can also be written as 一千 (いっせん). It is read as ‘ <i>sen</i> ’ or ‘ <i>zen</i> ’, depending on the number before it.

Japanese	Romaji	English	Notes
万 (まん)	<i>man</i>	ten thousand	万 is used to represent ten thousand. Unlike hundred and thousand, ten thousand must be written as 一万 (いちまん), not just 万.

## Expressions and phrases

Japanese	Romaji	English	Notes
X ぐらい	<i>X gurai</i>	about/ approximately X	ぐらい is placed after a quantity, time or duration to convey that the figure is not exact but rather a general approximation.

## Key grammar points

Japanese	Romaji	English	Notes
X があります	<i>X ga ari masu</i>	there is/ are X  have/ has X	あります is used to indicate the existence or location of non-sentient beings, objects or abstract things, such as plans and events.
X います	<i>X ga i masu</i>	there is/ are X  have/ has X	います is typically used to indicate the existence or location of sentient beings with a sense of autonomy or movement, especially people and animals. In general, あります is used for everything else, even if it's technically alive, including:  1. Plants, which are generally considered non-sentient, even though they are living organisms.  2. Other living things that lack sentience or mobility, such as bacteria, fungi or algae.

**NOTE:** In Japanese, あります (ari masu) and います (i masu) are used to express both

**existence** and **possession** – similar to how English uses ‘have’ or ‘has’. For further details, see [Module 8.4](#).

## Kanji

<b>Time</b>	今 (now), 何 (what) and 半 (half)
<b>Positions</b>	上 (top/above), 中 (middle/inside) and 下 (down/under)
<b>Days of the week</b>	月 (moon), 火 (fire), 水 (water), 木 (tree), 金 (gold), 土 (earth), 日 (sun) and 曜 (day of the week)

**NOTE:** These kanji will be further explored in [Module 8.1](#).

### Exercise 1

Guess which hiragana character needs to be filled in! To check the answer, click the ‘turn’ button.

## Verbs & Nouns



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

*[https://oercollective.caul.edu.au/  
japanese/?p=3515#h5p-126](https://oercollective.caul.edu.au/japanese/?p=3515#h5p-126)*

## Days of the Week & Months



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

*[https://oercollective.caul.edu.au/  
japanese/?p=3515#h5p-127](https://oercollective.caul.edu.au/japanese/?p=3515#h5p-127)*





## Model dialogue

After class, Lina, Nao, Ren and Kevin discuss their winter holiday plans, exploring exciting destinations and delving into fascinating cultural experiences. Read their engaging conversation below!

<b>Lina:</b> 五月（ごがつ）ですね。	<i>Go-gatsu desu ne.</i>
<b>Nao:</b> 学期（がっき）も終（お）わりますね。	<i>Gakki mo owari masu ne.</i>
<b>Ren:</b> みんな、冬休（ふゆやす）みに何（なに）をしますか。予定（よてい）がありますか。	<i>Minna, fuyu-yasumi ni nani o shi masu ka. Yotei ga ari masu ka.</i>
<b>Nao:</b> 私（わたし）は六月（ろくがつ）と七月（しちがつ）にインターン（いんたあん）の仕事（しごと）がありますから、メルボルン（めるぼるん）にいます。	<i>Watashi wa roku-gatsu to shichi-gatsu ni intaan no shigoto ga ari masu kara, Meruborun ni i masu.</i>
<b>Kevin:</b> 毎週（まいしゅう）どのぐらい仕事（しごと）がありますか。	<i>Maishuu dono gurai shigoto ga ari masu ka.</i>
<b>Nao:</b> 月曜日（げつようび）と水曜日（すいようび）と金曜日（きんようび）にあります。	<i>Getsu-youbi to sui-youbi to kin-youbi ni ari masu.</i>
<b>Ren:</b> リナ（りな）さんは？	<i>Rina-san wa?</i>
<b>Lina:</b> 私は七月に日本（にほん）に行（い）きます！	<i>Watashi wa shichi-gatsu ni Nihon ni iki masu!</i>

<b>Ren:</b> えっ、本当（ほんとう）ですか？いいですね！	<i>E, hontou desu ka? Ii desu ne!</i>
<b>Kevin:</b> どのぐらい行きますか。	<i>Dono gurai iki masu ka.</i>
<b>Lina:</b> 二週間（にしゅうかん）ぐらい行きます。	<i>Ni-shuukan gurai iki masu.</i>
<b>Ren:</b> どこに行きますか。	<i>Doko ni iki masu ka.</i>
<b>Lina:</b> 東京（とうきょう）と京都（きょうと）と北海道（ほっかいどう）に行きます。東京にお姉（ねえ）さんがいますから、お姉さんの家（うち）に泊（と）まります。	<i>Toukyou to Kyouto to Hokkaidou ni iki masu. Toukyou ni oneesan ga i masu kara, oneesan no ie ni tomari masu.</i>
<b>Nao:</b> へえ、楽（たの）しみですね！写真（しゃしん）を送（おく）ってくださいね。	<i>Hee, tanoshimi desu ne! Shashin o okutte kudasai ne.</i>

## English translation

---

**Lina:** It's already May, isn't it?

---

**Nao:** The semester is ending too, isn't it?

---

**Ken:** Everyone, what are you doing for the winter vacation? Do you have any plans?

---

**Nao:** I have an internship in June and July. So, I'll be in Melbourne.

---

**Kevin:** How many days a week will you have work?

---

**Nao:** I'll have work on Mondays, Wednesdays and Fridays.

---

**Ken:** What about Rina?

---

**Lina:** I'm going to Japan in July!

---

**Ren:** Oh, really? That's great!

---

**Kevin:** How long will you be going for?

---

**Lina:** I'm going for about two weeks.

---

**Ren:** Where are you going?

---

**Lina:** I'm going to Tokyo, Kyoto and Hokkaido. Because I have an older sister in Tokyo, I'll stay at her house.

---

**Nao:** I see, that sounds exciting! Please send us photos.

---

## Exercise 2

Listen to the following audio files and repeat each Japanese phrase after the recording. Each phrase is read twice, first at a slow pace and then at a natural pace.

**Lina:** もう五月（ごがつ）ですね。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-1>

**Ren:** 学期（がっき）も終（お）わりますね。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3515#audio-3515-2](https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-2)

**Kevin:** みんな、冬休（ふゆやす）みは何  
（なに）をしますか。予定（よてい）が  
ありますか。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3515#audio-3515-3](https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-3)

**Ren:** 私（わたし）は六月（ろくがつ）  
と七月（しちがつ）にインターン（いん

たあん)の仕事(しごと)がありますから、メルボルン(めるぼるん)にいます。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-4>

**Kevin:** 毎週(まいしゅう)どのぐらい仕事がありますか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-5>

**Nao:** 月曜日（げつようび）と水曜日（すいようび）と金曜日（きんようび）にあります。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-6>

**Ren:** リナ（りな）さんは？



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-7>



**Lina:** 私は七月に日本（にほん）に行  
（い） きます！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3515#audio-3515-8](https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-8)

**Ren:** えっ、本当（ほんとう）ですか？  
いいですね！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3515#audio-3515-9](https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-9)

**Kevin:** どのぐらい行きますか。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3515#audio-3515-10](https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-10)

**Lina:** 二週間（にしゅうかん）ぐらい行きます。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3515#audio-3515-11](https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-11)

東京（とうきょう）と京都（きょうと）  
と北海道（ほっかいどう）に行きます。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-12>

東京にお姉（ねえ）さんがいますから、お姉さんの家（いえ）に泊（と）まります。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-13>

**Nao:** へえ、楽（たの）しみですね！写真を送ってくださいね。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3515#audio-3515-14>



## Discussion points

Let's reflect on the following points and share your observations and thoughts!

1. In Japanese conversations, it's common to omit certain words to avoid repetition and

make the dialogue more natural. Pay attention to how some words are left out. Can you identify these sentences? How many words are omitted, and what are they?

## Figures

- 1 “[Japanese Masks for Sale Hanging on a Fence](#)” by [Alex Toi](#). Pexels. Licensed under [Pexels licence](#).
- 2  “[Goal Icon](#)” by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).
- 3  “[Speech Bubble Icon](#)” by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC 0](#).
- 4  “[Lightbulb Icon](#)” by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

## 8.1 KANJI: 今, 何, 半, 上, 中, 下, 月, 火, 水, 木, 金, 土, 日, 曜

---

This module covers essential kanji for understanding and discussing time (今, 何, 半), positions (上, 中, 下) and days of the week (月, 火, 水, 木, 金, 土, 日, 曜).

### Kanji for this module

**Time:** 今, 何, 半

**Positions:** 上, 中, 下

**Days of the week:** 月, 火, 水, 木, 金, 土, 日,  
曜

## 1. Time-related kanji: 今, 何, 半

This section continues from [Module 71](#), expanding on time-related kanji that are essential for discussing and understanding time.

Here's a table showing the kanji characters 今 (now), 何 (what) and 半 (half), along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
今	いま	こん	今 (いま: ima: now) , 今日 (きょう: kyou: today) , 今週 (こんしゅう: konshuu: this week) , 今月 (こんげつ: kongetsu: this month)
何	なに, なん		何 (なに: nani: what) , 何時 (なんじ: nan-ji: what time) , 何人 (なんにん: nan-nin: how many people)
半	はん		七時半 (しちじはん: shichi-ji han: 7:30) , 半分 (はんぶん: hanbun: half) , 半年 (はんとし: han-toshi: half a year)

2. Position-related kanji: 上, 中, 下

Here’s a table showing the kanji characters 上 (top/above), 中 (middle/inside) and 下 (down/under), along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:



Kanji	Kun-reading	On-reading	Example Phrases
上	うえ, のぼ (る)	じょう	上 (うえ: ue: top, above) , 上手 (じょうず) な (jouzuna: skilled) , 上がる (のぼる: noboru: to rise)
中	なか	ちゅう, じゅう	中 (なか: naka: inside) , 中学生 (ちゅうがくせい: chuu-gakusei: junior high school student) , 中国 (ちゅうごく: Chuugoku: China)
下	した, くだ	か	下 (した: shita: under) , 下手 (へた) な (hetana: unskilled) , 下 (くだ) さい (kudasai: please give/do ...)

### 3. Kanji for days of the week: 月, 火, 水, 木, 金, 土, 日, 曜

Here's a table showing the kanji characters 月 (moon), 火 (fire), 水 (water), 木 (tree), 金 (gold), 土 (earth), 日 (sun) and 曜 (day of the week), along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
月	つき	がつ, げつ	月 (つき: tsuki: moon), 月曜日 (げつようび: getsu-youbi: Monday), 一月 (いちがつ: ichi-gatsu: January)
火	ひ, び	か	火 (ひ: hi: fire), 火曜日 (かようび: ka-youbi: Tuesday), 火山 (かざん: kasan: volcano)
水	みず	すい	水 (みず: mizu: water), 水曜日 (すいようび: sui-youbi: Wednesday), 水道 (すいどう: suidou: water supply)
木	き	もく	木 (き: ki: tree), 木曜日 (もくようび: moku-youbi: Thursday), 木材 (もくざい: mokuzai: timber)
金	かね	きん	金 (かね: kane: metal), 金曜日 (きんようび: kin-youbi: Friday), お金 (okane: money)

Kanji	Kun-reading	On-reading	Example Phrases
土	つち	ど, と	土 (つち: tsuchi: earth), 土曜日 (どようび: do-youbi: Saturday), 土地 (とち: tochi: land)
日	び, ひ, か	に, にち, にっ	日 (ひ: hi: day), 日曜日 (にちようび: nichi-youbi: Sunday), 日本 (にほん: Nihon: Japan)
曜	よう		日曜日 (にちようび: nichi-youbi: Sunday), 曜日 (ようび: youbi: day of the week)

## Further resources

### 1. Time-related kanji: 今, 何, 半

The following resources created by [Kanji\\_world](https://www.kanji-world.com/) offer a quick overview of how to

write the kanji characters 今 (now), 何 (what) and 半 (half), and their stroke orders:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3357#oembed-1](https://oercollective.caul.edu.au/japanese/?p=3357#oembed-1)*



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3357#oembed-2](https://oercollective.caul.edu.au/japanese/?p=3357#oembed-2)*



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3357#oembed-3>

## 2. Position-related kanji: 上, 中, 下

The following resources created by [Learn Japanese with Moon-chan](#) demonstrate how to write the kanji characters 上 (top/above), 中 (middle/inside) and 下 (down/under):



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3357#oembed-4>*

—



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3357#oembed-5](https://oercollective.caul.edu.au/japanese/?p=3357#oembed-5)*

### 3. Kanji for days of the week: 月, 火, 水, 木, 金, 土, 日, 曜

The following resource created by [Kanji Academy](#) provides detailed guidance on both writing and reading the kanji characters 月 (moon), 火 (fire), 水 (water), 木 (tree), 金 (gold), 土 (earth), 日 (sun) and 曜 (day of the week), making it a comprehensive tutorial for beginners and those looking to reinforce their kanji skills:



*One or more interactive elements*

*has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3357#oembed-6>*



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3357#oembed-7>*

## Exercise 1

Are you ready to sharpen your kanji writing skills? Download and print the PDF kanji

worksheet to start practising and mastering these characters! There's something timeless and powerful about putting pen to paper – it's one of the best ways to truly learn kanji!

[Chapter 8 Kanji Worksheet](#)

## References

Kanji World. “How to Write NOW – 今 (Ima) in Japanese Kanji.” YouTube shorts. September 18, 2022. <https://youtube.com/shorts/stSKsvulkv8?si=6N6QxFQDCKPGDexe>.

Kanji World. “How to Write WHAT – 何 (Nani) in Japanese Kanji.” YouTube shorts. August 26, 2022. <https://youtube.com/shorts/H5B06LGRncQ?si=KrtEqW4IKMxYYMds>.

Kanji World. “How to Write HALF, MIDDLE – 半 (Han) in Japanese Kanji.” YouTube shorts. April 3, 2022.



[https://youtube.com/shorts/  
sn2thqgfjX8?si=ZnIy7b1xqgEjEpRq](https://youtube.com/shorts/sn2thqgfjX8?si=ZnIy7b1xqgEjEpRq).

Learn Japanese with Moon-chan. “How to Write 上下 (Jyouge / Ue shita) | Learn Kanji with Vocab | JLPT n5 kanji.” YouTube video, 4:02. June 12, 2020.  
<https://www.youtube.com/watch?v=wM2AyiT7ek0>.

Learn Japanese with Moon-chan. “How to Write Kanji 中? | Learn 7 Ways to Use Chuu | Japanese Kanji Middle with Vocabulary.” YouTube video, 4:40. March 16, 2021.  
<https://www.youtube.com/watch?v=5XSskOH3Kt1k>.

Kanji Academy. “Days of the Week in Kanji.” YouTube video, 8:20. January 24, 2020. [https://www.youtube.com/  
watch?v=kQfAhzj7k-E](https://www.youtube.com/watch?v=kQfAhzj7k-E).

## 8.2 POSITION WORDS

---

This module will explore position words and how to use them to specify where objects, humans or animals are positioned.

### **Introduction to position words**

Position words are essential for describing where things are in relation to each other. Below is a list of key position words used in Japanese:

Japanese	Romaji	English
上 (うえ)	<i>ue</i>	up / above / on top of
中 (なか)	<i>naka</i>	in/inside
下 (した)	<i>shita</i>	down / below / under
右 (みぎ)	<i>migi</i>	right
左 (ひだり)	<i>hidari</i>	left
前 (まえ)	<i>mae</i>	front / in front of
後 (うし) ろ	<i>ushiro</i>	back/behind
*間 (あいだ)	<i>aida</i>	between
隣 (となり)	<i>tonari</i>	next to

**NOTE:** The word 間 is commonly used in the pattern 'A と B の 間' (A to B no aida) to indicate 'between A and B'.

## Usage in sentences

### 1. Using the 'X は Y の Position' sentence pattern

To describe the position of something, use a position word in the pattern 'X は Y の Position'. This

structure indicates where X is positioned in relation to Y. For example:

携帯（けいたい）はかばん**の中**（なか）です。

*Keitai wa kaban **no naka** desu.*

The mobile phone is **inside** the bag.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3524#audio-3524-1>*

カフェ（かふえ）は大学（だいがく）の**隣**（となり）です。

*Kafe wa daigaku **no tonari** desu.*

The café is **next to** the university.





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3524#audio-3524-2](https://oercollective.caul.edu.au/japanese/?p=3524#audio-3524-2)*

北海道（ほっかいどう）は東京（とうきょう）**の上（うえ）**です。

*Hokkaidou wa Toukyou **no ue** desu.*

Hokkaido is **above** Tokyo.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3524#audio-3524-3](https://oercollective.caul.edu.au/japanese/?p=3524#audio-3524-3)*

東京（とうきょう）は北海道（ほっかいどう）と京都（きょうと）**の間（あいだ）**です。

Toukyou wa Hokkaidou **to** Kyouto **no aida**  
desu.

Tokyo is **between** Hokkaido **and** Kyoto.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3524#audio-3524-4](https://oercollective.caul.edu.au/japanese/?p=3524#audio-3524-4)

**NOTE:** The word 間 is commonly used in the  
pattern ‘A と B の 間’ (A to B no aida) to  
indicate ‘between A and B’.

## 2. Using the ‘Y の Position に X があります／がいます’ sentence pattern

This pattern builds on the ‘Y の Position’ structure to indicate that there is an X (something or someone) positioned somewhere in relation to Y. In [Module 8.4](#), we will explore how to use があります (ga arimasu) and がいます (ga imasu) more in depth. For

now, here's a brief overview of how to use key position words in this pattern to describe places:

スーパーの後（うし）ろに神社（じんじゃ）  
があります。

Suupaa **no ushiro ni** jinja ga ari masu.

There is a shrine **behind** the supermarket.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3524#audio-3524-5](https://oercollective.caul.edu.au/japanese/?p=3524#audio-3524-5)

お寺（てら）の前（まえ）に子（こ）どもが  
います。

Otera **no mae ni** kodomo ga i masu.

There are children **in front of** the temple.





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3524#audio-3524-6](https://oercollective.caul.edu.au/japanese/?p=3524#audio-3524-6)*

## Exercise 1



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:  
[https://oercollective.caul.edu.au/  
japanese/?p=3524#h5p-82](https://oercollective.caul.edu.au/japanese/?p=3524#h5p-82)*





## 8.3 DAYS OF THE WEEK AND MONTHS

---

Building on the previous module on kanji that introduced the days of the week, we will now delve deeper into both the days of the week and the months of the year.

### **Introduction to the days of the week**


In Japanese, the days of the week are named after elements and celestial bodies, which makes them easier to remember. Here's a breakdown of the days of the week:

Japanese	Romaji	English	Note
月曜日 (げつようび)	<i>getsu-youbi</i>	Monday	Named after the moon (月: つき: tsuki).
火曜日 (かようび)	<i>ka-youbi</i>	Tuesday	Named after fire (火: ひ: hi). Visualise lighting a fire to get your week going.
水曜日 (すいようび)	<i>sui-youbi</i>	Wednesday	Named after water (水: みず: mizu). Imagine flowing through the middle of the week like water.
木曜日 (もくようび)	<i>moku-youbi</i>	Thursday	Named after wood (木: き: ki). Picture a tree standing tall as you approach the end of the week.
金曜日 (きんようび)	<i>kin-youbi</i>	Friday	Named after gold (金: きん: kin). Think of rewarding yourself with something golden at the end of the work week.
土曜日 (どようび)	<i>do-youbi</i>	Saturday	Named after earth (土: つち: tsuchi). Envision grounding yourself and resting on this day.

Japanese	Romaji	English	Note
日曜日 (にちようび)	<i>nichi-youbi</i>	Sunday	Named after the sun (日: ひ: hi). Imagine basking in the sunlight on a relaxing Sunday.

## Months

In Japanese, the months of the year are simply numbered in order and combined with the word for month, 月 (がつ: gatsu).

 It's important to note that while the same kanji 月 is used in the word for 'Monday' (月曜日: げつようび: getsu-youbi), it has a different reading when used for months: げつ for Monday, but がつ for months of the year. This highlights how the same kanji can have different readings depending on the context.

Here's a breakdown of each month:

Japanese	Romaji	English
一月 (いちがつ)	<i>ichi-gatsu</i>	January
二月 (にがつ)	<i>ni-gatsu</i>	February
三月 (さんがつ)	<i>san-gatsu</i>	March
四月 (しがつ)	<i>shi-gatsu</i>	April
五月 (ごがつ)	<i>go-gatsu</i>	May
六月 (ろくがつ)	<i>roku-gatsu</i>	June
七月 (しちがつ)	<i>shichi-gatsu</i>	July
八月 (はちがつ)	<i>hachi-gatsu</i>	August
九月 (くがつ)	<i>ku-gatsu</i>	September
十月 (じゅうがつ)	<i>juu-gatsu</i>	October
十一月 (じゅういちがつ)	<i>juu-ichi-gatsu</i>	November
十二月 (じゅうにがつ)	<i>juu-ni-gatsu</i>	December

## Usage in sentences

Learning how to use the days of the week and the months of the year in sentences not only enhances

your vocabulary but also integrates your knowledge of time expressions, allowing you to communicate effectively about when events are scheduled. Keep practising to gain fluency and confidence!

## 1. Using the 'X は Y です' sentence pattern

This basic sentence pattern can be used to state that it (X) is a specific day or month (Y). It can also be used to state that an event (X) is on a specific day or in a specific month.

### Examples:

今日は月曜日です。

*Kyou wa **getsu-youbi** desu.*

Today is **Monday**.





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3345#audio-3345-1](https://oercollective.caul.edu.au/japanese/?p=3345#audio-3345-1)*

私（わたし）の弟（おとうと）の誕生日（た  
んじょうび）は**九月**です。

*Watashi no otouto no tanjoubi wa **ku-gatsu**  
desu.*

My younger brother's birthday is in  
**September.**



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3345#audio-3345-2](https://oercollective.caul.edu.au/japanese/?p=3345#audio-3345-2)*

## 2. Using the 'Time に Verb' sentence pattern

Use the particle に (ni) after a specific day or month to indicate when an action will happen. For further details on using に with time reference words, see [Module 6.2](#).

### Examples:

四月に日本語（にほんご）を勉強（べんきょう）します。

**Shi-gatsu ni** Nihongo o benkyou shi masu.

I will study Japanese **in April**.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3345#audio-3345-3](https://oercollective.caul.edu.au/japanese/?p=3345#audio-3345-3)



日曜日にお兄（にい）さんと遊（あそ）びま  
す。

**Nichi-youbi** **ni** oniisan to asobi masu.

I will hang out with my older brother **on**  
**Sunday**.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3345#audio-3345-4](https://oercollective.caul.edu.au/japanese/?p=3345#audio-3345-4)*

### 3. Using the 'Time に Event があります' sentence pattern

This sentence pattern is used to indicate that an event is set to happen at a specific time. We'll dive deeper into this in the next module. For now, here's

a quick preview of how to use the particle に to pinpoint specific times:

七月にイベント（いべんと）があります。

**Shichi-gatsu ni** ibento ga ari masu.

There is an event **in July**.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3345#audio-3345-5>

金曜日に日本語（にほんご）のクラス（くらす）があります。

**Kin-youbi ni** Nihongo no kurasu ga ari masu.

We have (a) Japanese class **on Fridays**.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3345#audio-3345-6>*

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://oercollective.caul.edu.au/japanese/?p=3345#h5p-83>*



## 8.4 DESCRIBING EXISTENCE: あります(ARI MASU) AND います(I MASU)

---

In this module, we will focus on describing the existence of both inanimate objects and animate beings, by using the sentence structures X **があります** (X ga ari masu) and X **がいます** (X ga i masu), respectively.

### Using **あります** and **います** to indicate existence

The verbs **あります** (ari masu) and **います** (i masu) are the polite forms of the dictionary verbs **ある** (aru) and **いる** (iru), both meaning ‘to exist’.

## Distinguishing between **あります** and **います**

The choice between **あります** and **います** depends on whether the subject is **non-sentient** (e.g., inanimate objects, events, concepts) or **sentient** (e.g., people, animals).

### Key points

**あります** – The polite form of **ある**, meaning 'to exist'.

✓ Used for **non-sentient subjects**, such as:

- **Inanimate objects** (e.g., books, furniture)
- **Events and scheduled activities** (e.g., meetings, festivals)
- **Abstract concepts** (e.g., time, opportunities)

**Example:**

- 宿題（しゅくだい）があります。  
(Shukudai ga ari masu.) – I have homework.
- 予定（よてい）がありますか。(Yotei ga ari masu ka.) – Do you have any plans?

**います** – The polite form of **いる**, meaning ‘**to exist**’.

✓ Used for **sentient subjects**, such as:

- **People** (e.g., teachers, friends, family)
- **Animals** (e.g., dogs, cats, birds)

**Examples:**

- 妹（いもうと）がいます。(Imouto ga i masu.) – I have a younger sister.
- 先生（せんせい）がいます。(Sensei ga i masu.) – There is a teacher.

**Remember:** While both express existence, **あります** can also indicate having scheduled events or abstract concepts, while **います** is used for relationships and living beings.

Additionally, unlike English, these verbs

remain the same regardless of whether the subject is singular or plural.

## Exceptions to あります and います

In general, **あります** is used for **non-sentient nouns**, while **います** is used for **sentient beings**.

However, there are some exceptions:

**Plants:** Although plants are living organisms, they are generally considered **non-sentient** in Japanese and take **あります** instead of **います**.

### Example:

- ・ 木（き）があります。（Ki ga ari masu.） – There is a tree.

**Microorganisms and immobile life forms:** Tiny life forms such as **bacteria, algae or fungi** are often treated as **non-sentient** and use **あります** in certain contexts.

### Example:



- ・ バクテリア（ばくてりあ）があります。  
(Bakuteria ga ari masu.) – There are bacteria.

**Inanimate groups of living beings:** Some **collective entities** made up of living things, such as a **forest (森: もり)** full of trees or a **coral reef**, are generally treated as **non-sentient wholes** and use **あります**.

**Example:**

- ・ 森があります。 (Koko ni ookina mori ga ari masu.) – There is a forest.

## Forming sentences

When forming sentences to indicate the existence of something with these verbs, we typically use the particle **が** after the subject. Although **は** can be used in broader contexts, **が** is more suitable for emphasising the presence or existence of the subject.

In addition, these verbs are often paired with the particle **に** to indicate the location of the subject or when an event occurs. The location or topic particle

**に** is placed before the noun that specifies the place or time.

Here are the sentence patterns to follow:

### Sentence pattern 1

It is used to indicate the existence of non-sentient subjects at a specific location.

**Place に Non-sentient Subject があります。**

Example:

**東京（とうきょう）に東京スカイツリー（す  
かいつりい）があります。**

***Toukyou ni*** *Toukyou Sukaitsurii ga ari masu.*

There is (a building/landmark called) Tokyo  
Skytree **in Tokyo.**



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3341#audio-3341-1>

## Sentence pattern 2

It is used to indicate the existence of sentient subjects at a specific location.

**Place に Sentient Subject がいます。**

Example:

**北海道（ほっかいどう）にアイヌ（あいぬ）  
の人（ひと）たちがいます。**

***Hokkaidou ni*** *Ainu no hito-tachi ga i masu.*

There are Ainu people **in Hokkaido**.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3341#audio-3341-2>

### Sentence pattern 3

There are two ways to indicate when an event will occur, depending on whether you are referring to a specific or relative time. Note that in relation to events, rather than locations, the verbs あります and います are usually translated into English as '(I/you/we/they) have' or '(he/she) has' rather than 'there is'.

#### 1) Specific time

##### **Specific Time に Event があります。**

Use the particle に to indicate the exact time when an event takes place. This includes specific points in time such as times of the day, days of the week and months of the year.

Example:

月曜日（げつようび）に仕事（しごと）があります。

**Getsu-youbi ni** shigoto ga ari masu.

I have work **on Monday**.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3341#audio-3341-3>

## 2) Relative time

**Relative Time [no particle] Event があります。**

Relative times refer to times that are relative to the time that they are used, such as 'today' (vs. 'on 20 May 2025'), 'this month' (vs. 'in July') or 'in the morning' (vs. 'at 10 AM'). These words are not followed by the time particle **に**, which is only used after specific points in time. Here are examples of relative times:

- ・ 今週（こんしゅう）テスト（てすと）があります (I have a test **this week**).
- ・ 朝（あさ）クラス（くらす）があります (I have a class **in the morning**).

In contrast, specific dates, such as exact hours or calendar days, require the particle に, such as 四時（よじ）に, 木曜日（もくようび）に and 九月（くがつ）に.

Example:

**毎週（まいしゅう）仕事があります。**

***Maishuu shigoto ga ari masu.***

I have work **every week**.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3341#audio-3341-4](https://oercollective.caul.edu.au/japanese/?p=3341#audio-3341-4)

## Usage in sentences

Just like other sentence patterns covered in this textbook, **があります** and **がいます** can be used in negative sentences and questions. They follow the same rules as sentences with **ます** forms, which you're already familiar with!

### 1. Negative sentences

- ・ **がありません／がいません**: Change **ます** to **ません**.

#### Examples:

日本（にほん）の八月（はちがつ）は夏休  
（なつやす）みですから、学校（がっこう）  
**がありません。**

*Nihon no hachi-gatsu wa natsu-yasumi desu  
kara, gakkou **ga ari masen.***

Because it's summer vacation in August in  
Japan, **I don't have** school.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3341#audio-3341-5](https://oercollective.caul.edu.au/japanese/?p=3341#audio-3341-5)*

## 2. Closed-ended questions

To form closed-ended questions using あります or います, simply add the particle **か** to the end of the statement.

### Examples:

火曜日（かようび）に学校（がっこう）が  
**ありますか。**

*Ka-youbi ni gakkou **ga ari masu ka.***



**Do you have** school on Tuesday?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3341#audio-3341-6](https://oercollective.caul.edu.au/japanese/?p=3341#audio-3341-6)*

レストラン（れすとらん）の中（なか）にス  
タッフ（すたっふ）**がいますか。**

*Resutoran no naka ni sutaffu **ga i masu ka.***

**Are there** any staff members inside the  
restaurant?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3341#audio-3341-7](https://oercollective.caul.edu.au/japanese/?p=3341#audio-3341-7)*

### 3. Responding to がありますか / いますか questions

When answering **closed-ended questions** using **あります** (for inanimate objects, events, or concepts) and **います** (for people and animals), you **drop the particle が** and respond with either:

- **はい、あります／います。** (Hai, ari masu / i masu.) – Yes, it is. / Yes, they are there. / Yes, X has/have.
- **いいえ、ありません／いません。** (Iie, ari masen / i masen.) – No, it isn't. / No, they are not there. / No, X doesn't/don't have.

**NOTE:** In responses, the particle **が** is typically omitted for simplicity.

#### Key points

- **あります:** This is the polite form of ある, meaning 'to exist', used with non-sentient subjects, such as inanimate

objects, events, concepts or phenomena.

- **います**: This is the polite form of **いる**, meaning 'to exist', used with sentient subjects, such as people and animals.
- **Both can express possession**, but **あります** is used for things or scheduled events, while **います** is used for people and animals.
- The particle **が** specifies the existence or presence of the subject in a particular location or at a particular time. **は** might be used in other contexts but **が** is more appropriate for emphasising the subject's existence or presence.
- **あります** and **います** can be easily transformed into their negative and question forms by following the standard transformation rules for **ます** verbs.
- When responding to closed-ended questions using **あります** and **います**, drop the particle **が** and respond with either **はい、あります／います** for

‘Yes, it is’, ‘Yes, they are there’ or ‘Yes, X has/have’, or **いいえ、ありません／いません** for ‘No, it isn’t’, ‘No, ‘they are not there’ or ‘No, X doesn’t/don’t have’.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3341#h5p-84>

## 8.5 OPEN-ENDED QUESTIONS WITH あります (ARI MASU) AND います (I MASU)

---

This module focuses on the use of open-ended questions with question markers in the ありますか and いますか sentence patterns, enhancing your conversational skills.

So far, we have explored how to use the patterns ‘X があります’ (X ga ari masu) and ‘X があります’ (X ga i masu) to express and inquire about the existence of both living and non-living objects. With this foundation, we can now delve into how to apply these sentence patterns in open-ended questions. Here are the question markers that you can effectively use:

1. 何 (なに) が (nani ga): What
2. どこに (doko ni): Where
3. いつ (itsu): When
4. 誰 (だれ) が (dare ga): Who

## Main types of open-ended questions

### 1. 何: What

To form an open-ended question using 'X があります' and 'X があります' with the question marker 何, you replace the 'X' with 何 and add the question particle か at the end.

#### Examples:

京都（きょうと）にXがあります。

*Kyouto ni X ga ari masu.*

There are X in Kyoto.

↓

Q: 京都に何がありますか。

*Kyouto ni nani ga ari masu ka.*

What's in Kyoto? [Literally, 'What are there in Kyoto?']

A: お寺（てら）があります。

*Otera ga ari masu.*

There are temples.

**NOTE:** When answering, there is no need to repeat the location, 京都に.

## 2. どこ: Where

Similar to using the question marker 何, to form an open-ended question with 'X に Y があります' and 'X に Y がいます' using the question marker どこ,

you replace the 'X' with どこ and add the question particle か at the end.

### Examples:

Xに先生（せんせい）がいます。

*X ni sensei ga i masu.*

There is a teacher in X.

↓

Q: どこに先生がいますか。

*Doko ni sensei ga i masu ka.*

Where is a teacher?

A: \*クラスの中にいます。

*Kurasu no naka ni i masu.*

There is a teacher in the class / The teacher is  
in the class.

**NOTE:** When answering, there is no need to  
repeat the subject '先生が'.

## 3. いつ: When

To form an open-ended question with 'X に Y が あ



ります’ and ‘X に Y があります’ using the question word いつ, replace X に with いつ and add the question particle か at the end. As explained in [Module 7.5](#), いつ does not take any particles, so the particle に should be omitted.

### Examples:

Xに日本語のクラスがあります。

*X ni Nihongo no kurasu ga ari masu.*

I have Japanese language class on X.

↓

Q: いつ日本語のクラスがありますか。

*Itsu Nihongo no kurasu ga ari masu ka.*

When do you have Japanese language class?

A: 水曜日にあります。

*Sui-youbi ni ari masu.*

I have (it) on Wednesday(s).

**NOTE:** While the question marker いつ does not take particles, when answering with specific time references like days of the week,

you should place the particle **に** immediately after the time reference word.

## 4. 誰: Who

To form an open-ended question using the question marker **誰** with 'X **が** います', you replace X with **誰** and add the question particle **か** at the end.

### Examples:

図書館（としょかん）にXがいます。

*Toshokan ni X ga i masu.*

There are X at the library.

↓

Q: 図書館に**誰**がいます**か**。

*Toshokan ni dare ga i masu ka.*

Who is at the library?

A: 学生（がくせい）がいます。

*Gakusei ga i masu.*

There are students at the library.

**NOTE:** 誰 is used specifically for people.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3526#h5p-85>

## 8.6 LARGE NUMBERS: 101 TO 10,000 AND BEYOND

---

In this module, we explore the intricacies of reading and utilising large numbers in Japanese, extending from 101 up to 10,000 and beyond, crucial for everyday communication and practical contexts.

In [Module 5.3](#), we covered counting from 11 to 100 in Japanese. This module expands upon that foundation by delving into counting from 101 and beyond, focusing on the use of 千 (せん: sen) for thousands and 万 (まん: man) for ten thousands.

## Basic counting principles

Japanese numbers follow a systematic pattern that combines units of ten (十, 百, 千, 万) with specific numerals.

100: 百 (ひゃく : hyaku)

1,000: 千 (せん : sen)

10,000: 万 (まん : man)

## Numbers 101 to 999

Numbers from 101 to 999 in Japanese follow a structured pattern combining hundreds, tens and ones.

Here's a table demonstrating the systematic approach to counting from 101 to 999 in Japanese, where numbers are formed by combining the appropriate units of hundreds, tens and ones:

Number	Japanese
101	百一 (ひゃくいち: hyaku-ichi)
102	百二 (ひゃくに: hyaku-ni)
103	百三 (ひゃくさん: hyaku-san)
104	百四 (ひゃくよん: hyaku-yon)
105	百五 (ひゃくご: hyaku-go)
106	百六 (ひゃくろく: hyaku-roku)
107	百七 (ひゃくなな: hyaku-nana)
108	百八 (ひゃくはち: hyaku-hachi)
109	百九 (ひゃくきゅう: hyaku-kyuu)
110	百十 (ひゃくじゅう: hyaku-juu)
111	百十一 (ひゃくじゅういち: hyaku juu-ichi)
112	百十二 (ひゃくじゅうに: hyaku juu-ni)
...	...
120	百二十 (ひゃくにじゅう: hyaku ni-juu)
...	...
200	二百 (にひゃく: ni-hyaku)
201	二百一 (にひゃくいち: ni-hyaku ichi)
...	...
234	二百三十四 (にひゃくさんじゅうよん: ni-hayku san-juu yon)
...	...

Number	Japanese
300	三百 (さん <b>びやく</b> : san- <b>byaku</b> )
...	...
350	三百五十 (さん <b>びやく</b> ごじゅう: san- <b>byaku</b> go-juu)
...	...
400	四百 (よん <b>ひやく</b> : yon- <b>hyaku</b> )
...	...
500	五百 (ご <b>ひやく</b> : go- <b>hayku</b> )
...	...
578	五百七十八 (ご <b>ひやく</b> ななじゅうはち: go- <b>hyaku</b> nana- <b>juu</b> hachi)
...	...
600	六百 (ろっ <b>びやく</b> : ropp <b>pyaku</b> )
...	...
700	七百 (なな <b>ひやく</b> : nana- <b>hyaku</b> )
...	...
800	八百 (はっ <b>びやく</b> : happ <b>pyaku</b> )
...	...
900	九百 (きゅう <b>ひやく</b> : kyuu- <b>hyaku</b> )
...	...
999	九百九十九 (きゅう <b>ひやく</b> きゅうじゅうきゅう う: kyuu- <b>hyaku</b> kyuu-juu kyuu)



It's important to note that for 100, you do not need 'one' but simply use 'hyaku' (百).



For numbers in the hundreds starting with 300, 600 and 800, it's important to note their irregular readings: 300 is read as ひゃく (byaku), 600 as ろっぴゃく (roppyaku) and 800 as はっぴゃく (happyaku).

## Numbers 1,000 to 10,000

Numbers from 1,000 upwards follow a similar pattern of combining thousands, hundreds, tens and ones:



Number	Japanese
1,000	千 (せん: sen)
1,300	千三百 (せんさんびゃく: sen san-byaku)
2,000	二千 (にせん: ni-sen)
3,000	三千 (さんぜん: san-zen)
3,680	三千六百八十 (さんぜんろっぴゃくはちじゅう: san-zen roppyaku achi-juu)
4,000	四千 (よんせん: yon-sen)
5,000	五千 (ごせん: go-sen)
6,000	六千 (ろくせん: roku-sen)
7,000	七千 (ななせん: nana-sen)
8,000	八千 (はっせん: hassen)
8,844	八千八百四十四 (はっせんはっぴゃくよんじゅうよん: hassen happyaku yon-juu yon)
9,000	九千 (きゅうせん: kyuu-sen)
10,000	一万 (いちまん: ichi-man)



Like 100 (百: ひゃく: hyaku),, you usually do not need 'one' for 1,000 (千: せん: sen); you simply use 'sen'. However, you do include 'one' when counting 10,000 (一万: いちまん: ichi-man) for 10,000; it is not just written or read as 'man'.



It's important to note that 3,000 (as well as all numbers that include 3,000) is always read as **さんぜん** (san-**zen**), not **さんせん** (san-sen).

## Numbers beyond 10,000

When counting beyond 10,000 in Japanese, the pattern continues by adding the respective ten-thousands place and then using the pattern for numbers from 1 to 9,999.

In English, numbers are grouped by thousands (1,000):

- 1,000 = one thousand
- 10,000 = ten thousand
- 100,000 = one hundred thousand
- 1,000,000 = one million

But Japanese groups by ten thousands (万: まん):

- 1,000 = 千 (せん)
- 10,000 = 一万 (いちまん)
- 100,000 = 十万 (じゅうまん) = 'ten ten-thousands'

- 1,000,000 = 百万 (ひゃくまん) = 'one hundred ten-thousands'

So let's break down 100,000 as an example:

- English way: 'one hundred thousand'
- Japanese way: 十万 (じゅうまん) = 'ten ten-thousands'

The counting units go:

1. 一 (いち) = 1
2. 十 (じゅう) = 10
3. 百 (ひゃく) = 100
4. 千 (せん) = 1,000
5. 万 (まん) = 10,000
6. 億 (おく) = 100,000,000

Some examples:

- 250,000 = 二十五万 (にじゅうごまん)
- 3,456,789 = 三百四十五万六千七百八十九 (さんびゃくよんじゅうごまんろくせんなんひゃくはちじゅうきゅう)

This different grouping system often requires English speakers to 'rewire' their thinking about numbers when learning Japanese.



When the unit 1,000 (千: せん: sen) is in the middle of the number, you usually read 'one' as いっ (i-).

- 20,000: 二万 (にまん: ni-man)
- 30,000: 三万 (さんまん: san-man)
- 100,000: 十万 (じゅうまん: juu-man)
- 1,000,000: 百万 (ひゃくまん: hyaku-man)
- 10,000,000: 一千万 (いっせんまん: issen-man)
- 100,000,000: 一億 (いちおく: ichi-oku)

This pattern of combining larger units with smaller units continues for higher numbers, following the Japanese counting system.

## Usage in everyday scenarios

Understanding how to read and use large numbers is crucial for navigating various everyday scenarios, including population statistics. Here are some practical examples:

- **Shopping:** Discussing prices, quantities, and transactions in stores.
- **Finance:** Handling money transactions, discussing salaries, and budgeting.
- **Population:** Describing the size of communities or regions, such as cities or towns.
- **Dates and years:** Talking about historical dates, ages, and years in contexts like education or professional settings.

### Examples:

#### Price

朝食（ちょうしょく）は三千五百円（さんぜんごひゃくえん）です。

*Choushoku wa **san-zen go-hyaku-en** desu.*

The breakfast costs **3,500 yen**.



*One or more interactive elements*



has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3811#audio-3811-1>

**NOTE:** In [Module 9.6](#), we will learn the Japanese currency 円 (えん: en) for 'yen' and how to use it with large numbers.

### Population

この町（まち）に一万（いちまん）人（にん）子どもがいます。

*Kono machi ni **ichi-man-nin** kodomo ga imasu.*

There are **10,000** children in this town.





One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3811#audio-3811-2](https://oercollective.caul.edu.au/japanese/?p=3811#audio-3811-2)

## Year

今年（ことし）は二千二十四年（にせんにじ  
ゅうよねん）です。

*Kotoshi wa* ***ni-sen ni-juu yo-nen*** desu.

This year is **2024**.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3811#audio-3811-3](https://oercollective.caul.edu.au/japanese/?p=3811#audio-3811-3)

We will continue to apply this knowledge and these

skills to count large numbers in [Module 9.6](#), where we will learn how to use them effectively for making purchases in Japan!

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3811#h5p-86>

## Figures

- 1  “[Exclamation Sign Font Awesome](#)” by Dave Gandy. [Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).



## 8.7 REVIEW

---

In this chapter, you've covered a range of important topics in your Japanese learning journey. Here's a recap of what you've accomplished:



### *Learning kanji*

You've become familiar with several essential kanji characters: 今 (now), 何 (what), 半 (half), 上 (top/up), 下 (under/down) and 中 (middle/inside), 月 (moon), 火 (fire), 水 (water), 木 (tree), 金 (gold), 土 (earth), 日 (sun) and 曜 (day of the week).

***Location words***

You've expanded your vocabulary to include various location words, enhancing your ability to describe different places in conversations.

***Days of the week and months***

You can confidently identify and discuss the days of the week and months in Japanese, facilitating effective communication about dates and schedules.

***Understanding existence expressions***

You've grasped the usage of X **があります** (ga ari masu) and X **がいます** (ga i masu)

to express the existence of both sentient beings and non-sentient objects, as well as events and abstract ideas, enabling them to construct sentences with clarity and precision.



### *Using large numbers*

You've learned how to count larger numbers up to 10,000 and beyond, which will prepare you for the next chapter.

With these foundational skills, you're well prepared to continue advancing in your Japanese language studies with confidence and enthusiasm. Keep up the excellent work!

Here's a review exercise to solidify your skills and comprehension.

## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

*[https://oercollective.caul.edu.au/  
japanese/?p=3528#h5p-109](https://oercollective.caul.edu.au/japanese/?p=3528#h5p-109)*

# CHAPTER 9: GETTING READY TO TAKE ON JAPAN (2)



## 9.0 GETTING READY TO TAKE ON JAPAN (2)

---





## Learning goals

By the end of this chapter, you will be able to:

- Recognise and read key kanji:
  - Objects & nature: 本 (book/basis), 山 (mountain), 川 (river), 田 (field)
  - People: 人 (person), 私 (I/private).
- Use demonstrative adjectives and pronouns effectively:
  - この/その/あの/どの + noun (this/that/that over there/which)
  - ここ/そこ/あそこ/どこ (here/there/over there/where)
  - 誰の (whose + noun).



- Express desires with **たいです** (tai desu).
- Navigate Japanese currency (**円: えん**) for shopping.
- Explore cultural connections between the Ainu people of Japan and Aboriginal and Torres Strait Islander peoples of Australia.



## **Why these skills matter**

### **Cognitive benefits:**

- Strengthen reading fluency and meaning association by recognising kanji patterns
- Improve spatial awareness and interpretation of relationships by using **この/その/あの** and **ここ/そこ/あそこ**

- Sharpen mental calculations with larger number units when handling Japanese currency
- Broaden cultural understanding beyond dominant perspectives by comparing Indigenous worldviews

**Real-life benefits:**

- Read common kanji in everyday situations
- Navigate social interactions with precise demonstrative choices
- Shop and order food with cultural awareness
- Handle cash transactions smoothly
- Engage in meaningful discussions about Indigenous cultures in Japan and Australia

## Words

Japanese	Romaji	English	Notes
<b>Ru-verbs</b>			
出（で）かける	<i>dekakeru</i>	to go out	Dictionary form. This verb is typically used with the particle に to indicate where one is going out to.
<b>U-verbs</b>			
歌（うた）う	<i>utau</i>	to sing	Dictionary form. This verb is typically used with the object particle を to indicate what is being sung.
買（か）う	<i>kau</i>	to buy	Dictionary form. This verb is typically used with the object particle を to indicate what is being bought.

Japanese	Romaji	English	Notes
要 (い) る	<i>iru</i>	to need	Dictionary form. This verb is typically used with the subject particle が in affirmative sentences, as in ペンが要ります (pen ga irimasu: I need a pen). However, it is often used with the particle は in negative and question sentences to emphasise the topic.
<b>Irregular verbs</b>			
電話 (でんわ) する	denwa suru	to make a phone call	Dictionary form. This verb is typically used with the particle に to indicate who is being called.
<b>Nouns</b>			

Japanese	Romaji	English	Notes
ウポポイ (うぽぽい)	<i>upopoi</i>	upopoy	This term means ‘singing together’ in the Ainu language, reflecting the Ainu culture’s deep connection to music and communal traditions.
民族	<i>minzoku</i>	ethnic group or people	This term is often used to refer to cultural or ethnic groups within a population.
博物館	<i>hakubutsu-kan</i>	museum	博物 (hakubutsu) means ‘natural history’ or ‘cultural artefacts’ and 館 (kan) means ‘building’ or ‘hall’.
民俗博物館 (みんぞくはくぶつかん)	<i>minzoku hakubutsu-kan</i>	ethnographic museum	This refers to a museum focused on the culture and history of ethnic groups.

Japanese	Romaji	English	Notes
アイヌ (あいぬ)	<i>Ainu</i>	Ainu (Indigenous people of Japan)	The Ainu are Indigenous people who live in Hokkaido and northern Honshu, Japan, as well as on Sakhalin Island, Russia.
先住民 (せんじゅうみん)	<i>senjuu-min</i>	Indigenous people	
言葉 (ことば)	<i>kotoba</i>	word	
意味 (いみ)	<i>imi</i>	meaning	
ホテル (ほてる)	<i>hoteru</i>	hotel	
ユースホステル (ゆうすほすてる)	<i>yusuu hosuteru</i>	youth hostel	
<b>Money-related nouns</b>			For further details, see <a href="#">Module 9.6</a> .
円 (えん)	<i>en</i>	yen	円 is the official currency of Japan, pronounced <i>en</i> .

Japanese	Romaji	English	Notes
レシート (れしいと)	<i>reshiito</i>	receipt	レシート is an informal term that is generally used for personal records of purchases.
領収書 (りょうしゅうしょ)	<i>ryoushuu sho</i>	an official receipt	This is an official receipt that can be requested from a store for business or tax purposes. It includes more formal details than a レシート, such as the purchaser's name, possibly a stamp, and sometimes additional information to satisfy accounting or reimbursement requirements.



Japanese	Romaji	English	Notes
お支払（しは ら）い	<i>oshiharai</i>	payment	Similar to お釣り, the prefix お in お支払い is an honorific prefix that adds politeness and respect. It is commonly used in formal or customer-service settings when referring to payments.
レジ（れじ）	<i>reji</i>	checkout counter or cash register	レジ is a shortened form of レジスター (rejisutaa). It is a loanword from English (register), but only refers to the checkout counter or cash register area in stores.
クレジットカード （くれじ っとかあと）	<i>kurejitto kaado</i>	credit card	

Japanese	Romaji	English	Notes
キャッシュ (きゃっしゅ)	<i>kyasshu</i>	cash	This is a loanword from English (cash) and often used in casual contexts, such as in everyday conversation or the retail sector. キャッシュ can also imply a cash payment method rather than credit card or electronic payments.
現金	<i>genkin</i>	cash	現金 is often used in formal or official contexts. For example, it might appear on legal documents or official forms, or when specifying payment methods, such as 現金払(げんきんばら)い, (genkin barai: cash payment).
Nature-related nouns			

Japanese	Romaji	English	Notes
山 (やま)	<i>yama</i>	mountain	
川 (かわ)	<i>kawa</i>	river	
海 (うみ)	<i>umi</i>	ocean/sea	
田 (た)	<i>ta</i>	rice field	
<b>Demonstrative adjectives and pronouns</b>			For further details, see <a href="#">Module 9.4</a> and <a href="#">Module 9.5</a> .
この	<i>kono</i>	this (+noun)	
その	<i>sono</i>	that (+noun)	
あの	<i>ano</i>	that (+noun over there)	
どの	<i>dono</i>	which (+noun)	
誰 (だれ) の	<i>dareno</i>	whose (+noun)	
ここ	<i>koko</i>	here	
そこ	<i>soko</i>	there	
あそこ	<i>asoko</i>	over there	
どこ	<i>doko</i>	where	

## **Expressions and phrases**

Japanese	Romaji	English	Notes
どんな	<i>donna</i>	what kind of	どんな, unlike most other question words, attaches directly to nouns rather than standing alone. For example, ‘What kind of book do you like?’ is どんな本（ほん）が好（す）きですか.
いくら	<i>ikura</i>	how much	いくら is typically used in the ‘X ば Y ですか’ sentence pattern to ask about the amount or price of something.
たくさん	<i>takusan</i>	a lot / many	In English, ‘a lot’ or ‘many’ is typically used as an adverb (I eat a lot) or adjective (I have many books). In Japanese, たくさん is primarily used as an adverb directly before a verb. For example, 本（ほん）をたくさん読（よ）みます。 (Hon o takusan yomi masu: I read a lot of books.). However, it can also function as a noun when followed by the particle の (no) to directly modify another noun. For example, たくさん本があります。 (Takusan no hon ga ari masu: There are many books.)

# Key grammar points

Japanese	Romaji	English	Notes
たい	<i>tai</i>	want (to do)	Dictionary form. たい is an auxiliary verb. For further details, see <a href="#">Module 9.2</a> .
たいです	<i>tai desu</i>	want (to do)	Polite form.

# Kanji

Money	百 (hundred), 千 (thousand), 万 (ten thousand) and 円 (yen)
Everyday	本 (book/basis), 人 (person), 山 (mountain), 川 (river), 田 (field) and 私 (I/private)

**NOTE:** These kanji will be further explored in [Module 9.1](#).

## Exercise 1

Guess which hiragana character needs to be filled in! To check the answer, click the 'turn' button.

### General terms



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3337#h5p-130](https://oercollective.caul.edu.au/japanese/?p=3337#h5p-130)

### Money-related terms



*An interactive H5P element  
has been excluded from this*

*version of the text. You can view it  
online here:*

*[https://oercollective.caul.edu.au/  
japanese/?p=3337#h5p-131](https://oercollective.caul.edu.au/japanese/?p=3337#h5p-131)*

### **Demonstrative pronouns**



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

*[https://oercollective.caul.edu.au/  
japanese/?p=3337#h5p-132](https://oercollective.caul.edu.au/japanese/?p=3337#h5p-132)*





## Model dialogue

Continue the conversation from [Module 8.0](#) with Lina, Nao, Ren and Kevin as they discuss their exciting winter plans and explore fascinating destinations. Their lively discussion covers everything from travel itineraries to unique cultural experiences at a special museum. Join them to find out where their semester break will take them and what makes these places so intriguing. Don't miss this engaging dialogue – it might just spark some inspiration for your own travel adventures!

<b>Kevin:</b> 北海道（ほっかいどう）ですか。楽（たの）しみですね！	<i>Hokkaidou desu ka. Tanoshimi desu ne!</i>
<b>Nao:</b> 六月（ろくがつ）の北海道はいいですね。北海道大学（ほっかいどうだいがく）に友達（ともだち）がいますから、いつか私（わたし）も行（い）きたいです。	<i>Rokugatsu no Hokkaidou wa ii desu yo ne. Hokkaidou Daigaku ni tomodachi ga i masu kara, itsuka watashi mo iki tai desu.</i>
<b>Ren:</b> 北海道大学は札幌（さっぽろ）にありますよね。	<i>Hokkaidou Daigaku wa Sapporo ni ari masu yo ne.</i>
<b>Nao:</b> はい、そうです。リナ（りな）さんは北海道でどこに行きますか。	<i>Hai, sou desu. Rina-san wa Hokkaidou de doko ni iki masu ka?</i>
<b>Lina:</b> 私は札幌（さっぽろ）と小樽（おたる）と白老町（しらおいちょう）に行きます。	<i>Watashi wa Sapporo to Otaru to Shiraoi-chou ni iki masu.</i>
<b>Kevin:</b> 白老町？	<i>Shiraoi-chou?</i>

<p><b>Lina:</b> はい。そこにウポポイ（うぽぽい）があります。</p> <p><b>NOTE:</b> The term ウポポイ (Upopoi: Upopoy) can also refer to the <a href="#">民族共生象徴空間</a> (みんぞくきょうせいしやうちょうくうかん: Minzoku Kyousei Shouchou Kuukan: The Symbolic Space of Ethnic Harmony). This complex includes the Upopoy National Ainu Museum and Park, or 国立アイヌ民族博物館 (こくりつあいぬみんぞくはくぶつかん: Kokuritsu Ainu Minzoku Hakubutsu-kan), which showcases the culture and history of the Ainu people.</p>	<p><i>Hai. Soko ni Upopoi ga ari masu.</i></p>
<p><b>Kevin:</b> へえ。そこはどんな場所（ばしょ）ですか。</p>	<p><i>Hec. Soko wa donna basho desu ka?</i></p>
<p><b>Lina:</b> アイヌ（あいぬ）の人（ひと）たちの民俗博物館（みんぞくはくぶつかん）があります。ウポポイは、アイヌの人たちの言葉（ことば）です。意味（いみ）は「みんなで歌（うた）う」です。</p>	<p><i>Ainu no bito-tachi no minzoku hakubutsu-kan ga ari masu. Upopoi wa, Ainu no bito-tachi no kotoba desu. Imi wa 'minna de utau' desu.</i></p>
<p><b>Kevin:</b> ...</p>	<p>...</p>

<b>Ren:</b> ケビン (けびん) さん、アイヌは日本の先住民 (せんじゅうみん) です。ところで、白老町ではどこに泊 (と) まりますか。	<i>Kevin-san, Ainu wa Nihon no senjuu-min desu yo. Tokoro de, Shiraoi-chou de wa doko ni tomari masu ka.</i>
<b>Lina:</b> ユースホステル (ゆうすほすてる) に泊まります。	<i>Yuusu hosuteru ni tomari masu.</i>
<b>Kevin:</b> そこはいくらぐらいですか。	<i>Soko wa ikura gurai desu ka.</i>
<b>Rina:</b> ええと、八千円 (はっせんえん) ぐらいです。	<i>Ecto, hassen-en gurai desu.</i>

<p><b>Nao:</b> 北海道には山（やま）も川（かわ）もたくさんありますよ。それから、おいしい食（た）べ物（もの）もたくさんありますよね。</p> <p><b>NOTE:</b> We will learn how to use adjectives, such as おいしい (oishii: delicious), in detail in <a href="#">Module 11.2</a>.</p> <p>Additionally, the particle <b>には</b> is a combination of <b>に</b> (which marks a place, time or target) and <b>は</b> (the topic marker). It is used when you want to highlight or emphasise a specific location, time or target in a sentence. In this context, it is used to emphasise that in Hokkaido in particular, there are many mountains and rivers (perhaps more than in other places or as a notable feature of Hokkaido).</p>	<p><i>Hokkaidou ni wa yama mo kawa mo takusan arimasu yo. Sorekara, oishii tabemono mo takusan arimasu yo ne.</i></p>
<p><b>Ken:</b> 僕（ぼく）は札幌ラーメンが大好（だいす）きです。</p>	<p><i>Boku wa Sapporo raamen ga daisuki desu.</i></p>
<p><b>Lina:</b> 私も好きです！おいしいですよ。</p>	<p><i>Watashi mo suki desu! Oishii desu yo ne.</i></p>
<p><b>Kevin:</b> へえ。僕も北海道に行きたいです！</p>	<p><i>Hee. Boku mo Hokkaidou ni iki tai desu!</i></p>

**English translation**

---

**Kevin:** So (you're going to) Hokkaido, right? That sounds exciting!

---

**Naο:** Hokkaido in June is great, isn't it? Because I have a friend at Hokkaido University, I would like to visit there sometime as well.

---

**Ren:** Hokkaido University is in Sapporo, right?

---

**Naο:** Yes, that's right. Lina, where are you going in Hokkaido?

---

**Lina:** I'm going to Sapporo, Otaru and Shiraoi Town.

---

**Kevin:** Shiraoi Town?

---

**Lina:** Yes. The Upopoy is there.

---

**Kevin:** I see. What kind of place is that?

---

**Lina:** It's a folklore museum dedicated to the Ainu people. Upopoy is an Ainu word. It means 'singing together'.

---

**Kevin:** ...

---

**Ren:** Kevin, the Ainu are the Indigenous people of Japan. By the way, where will you stay in Shiraoi Town?

---

**Lina:** I'll stay at a youth hostel.

---

**Kevin:** How much is it there?

---

**Lina:** Well, it's about 8,000 yen.

---

**Naο:** There are many mountains and rivers in Hokkaido, you know. And there's also a lot of good food, right?

---

**Ken:** I love Sapporo ramen.

---

---

**Ren:** I like it, too! It's good isn't it?

---

**Kevin:** Wow. I want to go to Hokkaido, too!

---

## Exercise 2

Listen to the following audio files and repeat each Japanese phrase after the recording. Each phrase is read twice, first at a slow pace and then at a natural pace.

**Kevin:** 北海道（ほっかいどう）ですか。  
楽（たの）しみですね！



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-1>



**Nao:** 六月（ろくがつ）の北海道はいいですね。北海道大学（ほっかいどうだいがく）に友達（ともだち）がいますから、いつか私（わたし）も行（い）きたいです。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-2>

**Ren:** 北海道大学は札幌（さっぽろ）にありますよね。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3337#audio-3337-3](https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-3)

**Nao:** はい、そうです。リナ（りな）さんは北海道どこに行きますか。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3337#audio-3337-4](https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-4)

**Lina:** 私は札幌と小樽（おたる）と白老町（しらおいちょう）に行きます。





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-5>

**Kevin:** 白老町？



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-6>

**Lina:** はい。そこにウポポイ（うぽぽい）があります。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-7>

**Kevin:** へえ。そこはどんな場所（ばしょ）ですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-8>

**Lina:** アイヌ（あいぬ）の人（ひと）たちの民族博物館（みんぞくはくぶつかん）があります。ウポポイは、アイヌの

人たちの言葉（ことば）です。意味（いみ）は「みんなで歌（うた）う」です。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-9>

**Ren:** ケビン（けびん）さん、アイヌは日本の先住民（せんじゅうみん）ですよ。ところで、白老町ではどこに泊（と）まりますか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-10>

**Lina:** ユースホステル（ゆうすほすて  
る）に泊まります。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3337#audio-3337-11](https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-11)

**Kevin:** そこはいくらぐらいですか。



*One or more interactive  
elements has been excluded*

*from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3337#audio-3337-12](https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-12)

**Lina:** ええと、八千円（はっせんえん）  
ぐらいです。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3337#audio-3337-13](https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-13)

**Nao:** 北海道には山（やま）も川（か  
わ）もたくさんありますよね。それか  
ら、おいしい食（た）べ物（もの）もあ  
りますよね。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-14>

**Ken:** 僕（ぼく）は札幌ラーメンが大好き（だいす）きです。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-15>

**Lina:** 私も好きです！おいしいですね。





*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3337#audio-3337-16](https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-16)

**Kevin:** へえ。僕も北海道に行きたいです！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3337#audio-3337-17](https://oercollective.caul.edu.au/japanese/?p=3337#audio-3337-17)



## Discussion points

Let's reflect on the following points and share your observations and thoughts!

1. Do you know anything about the Ainu people? Watch the first three videos below to learn more about their traditions and language.
2. Discuss whether there are any distinctive Indigenous peoples and their cultures in your home country that you would like to talk about. Are there any similarities between these cultures and the Ainu people? The third video material could be particularly useful if you're interested in discussing the connections between the Ainu and Aboriginal and Torres Strait Islander peoples.

## Further resources

The photo gallery presents a collection of images taken at the **Upopoy National Ainu Museum and Park**, located near **Shiraoi Station** in Hokkaido, Japan. The author documented the site's exhibits, architecture and cultural displays through photography. The gallery includes photos of Ainu artefacts and interactive spaces designed for cultural education. The images provide a visual record of the museum's role in preserving and presenting Ainu heritage.



Shiraoi Station



Upopoy Entrance



Traditional Ainu Garments



Ainu 'Tom a' Mat



Ainu  
'Cepker'  
Fish Skin  
Leather  
Shoes



Ainu  
'Makiri'  
Knife



Traditional Ainu Clothing of the Deceased



Upopoy Café Inside

These introductory resources presented by [Till Tomorrow Docu](#) and the [United Nations](#) offer a brief overview of the Ainu people's relationship with the spiritual or divine being 'Kamuy', and the history of

the Ainu people to the present day,  
respectively:



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3337#oembed-1](https://oercollective.caul.edu.au/japanese/?p=3337#oembed-1)



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3337#oembed-2](https://oercollective.caul.edu.au/japanese/?p=3337#oembed-2)

For a more in-depth resource, this one-  
hour lecture by Dr Kathleen Olive on [the](#)

[Limelight Arts Travel YouTube channel](#)

offers a comprehensive perspective on Ainu culture and history, and how it has been studied and understood:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3337#oembed-3>

[This video](#), created by [Andrea Myers](#), explores the parallel assimilation processes that have impacted Indigenous peoples in both Australia and Japan. It delves into the shared challenges faced by the Aboriginal and Torres Strait Islander and Ainu peoples, highlighting the historical and ongoing effects of assimilation policies in both countries. This resource offers



valuable insights into the common struggles and resilience of these Indigenous communities:




*One or more interactive elements has been excluded from this version of the text. You can view them online here:*


<https://oercollective.caul.edu.au/japanese/?p=3337#oembed-4>


For a more in-depth critical discussion on the Upopoy National Ainu Museum and the potential shortcomings of the 2020 Tokyo Olympics in promoting Ainu culture and recognising their Indigenous rights, you may find Tessa Morris-Suzuki's scholarly article [\*Indigenous Rights and the 'Harmony Olympics'\*](#) (2020) insightful.

## Figures

1 “[Hokkaido](#)” by [Koichi Tanaka](#). Pexels. Licensed under [Pexels licence](#).

2  “[Goal Icon](#)” by [faisalovers](#). Wikimedia Commons. Licensed under [CC BY 3.0](#).

3  “[Speech Bubble Icon](#)” by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC0](#).

4  “[Lightbulb Icon](#)” by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC BY 3.0](#).

## References

Till Tomorrow Docu. “Till Tomorrow—Ep. 2: Japan—Ainu.” YouTube video, 7:28. October 31, 2019. <https://www.youtube.com/watch?v=g2PTpCINs7E>.

United Nations. “AINU: Indigenous Peoples in Japan.” YouTube video, 5:10. July 25, 2017. <https://www.youtube.com/watch?v=fKZOmRNarj8>.

Limelight Arts Travel. “The Ainu People, with Dr Kathleen

Olive.” YouTube video, 1:07:49. July 9, 2024.  
<https://www.youtube.com/watch?v=fKZOmRNarj8>.

Myers, Andrea. “Ainu People of Japan and the Aboriginal People of Australia.” YouTube video, 11:36. Jun 21, 2019.  
[https://www.youtube.com/watch?v=Yhzmd4Otb\\_k](https://www.youtube.com/watch?v=Yhzmd4Otb_k).

Morris-Suzuki, Tessa. “Indigenous Rights and the ‘Harmony Olympics.” *Asia-Pacific Journal: Japan Focus* 18, no. 4 (2020).  
<https://apjff.org/2020/4/morris-suzuki>.

## 9.1 KANJI: 百, 千, 万, 円, 本, 人, 山, 川, 田, 私

---

This module focuses on kanji related to money – 百 (hundred), 千 (thousand), 万 (ten thousand) and 円 (yen) – and essential kanji for everyday use, – 本 (book/basis), 人 (person), 山 (mountain), 川 (river), 田 (field) and 私 (I/private).

### Kanji for this module

百, 千, 万, 円, 本, 人, 山, 川, 田, 私

## 1. Money-related kanji: 百, 千, 万, 円

This section introduces kanji related to money, which are essential for discussing large numbers and currency in Japanese.

Here is a table showing the kanji 百 (**hundred**) , 千 (**thousand**) , 万 (**ten thousand**) and 円 (**yen**) , along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
百		ひゃく, びゃく, ぴゃく	百 (ひゃく: hyaku: hundred) , 百円 (ひゃくえん: hyaku-en: 100 yen)
千		せん, ぜん	千 (せん: sen: thousand) , 千円 (せんえん: sen-en: 1,000 yen)
万		まん	万 (まん: man: ten thousand) , 一万円 (いちまんえん: ichi-man-en: 10,000 yen)
円	まる	えん	三千円 (さんぜんえん: san-zen en: 3,000 yen) , 円高 (えんだか: en-daka: yen appreciation)

2. Everyday kanji: 本, 人, 山, 川, 田, 私

Here is a table showing the kanji 本 (book, basis) , 人 (people) , 山 (mountain) , 川 (river) , 田 (field) and 私 (I, private) , along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
本	もと	ほん	本 (ほん: hon: book, basis), 日本 (にほん: Nihon: Japan), 本日 (ほんじつ: honjitsu: today)
人	ひと	じん, にん	人 (ひと: hito: person), 日本人 (にほんじん: Nihon-jin: Japanese person/s), 人口 (じんこう: jinkou: population)
山	やま	さん	山 (やま: yama: mountain), 富士山 (ふじさん: Fuji-san: Mt. Fuji), 山道 (やまみち: yamamichi: mountain path)
川	かわ, がわ		川 (かわ: kawa: river), 小川 (おがわ: ogawa: small rivers)
田	た, だ		田 (た: ta: field), 田んぼ (たんぼ: tanbo: rice field)
私	わたし	し	私 (わたし: watashi: I/me), 私立 (しりつ: shiritsu: privately established [school])

## Further resources

### 1. Money-related kanji: 百, 千, 万, 円

The following resource from [Let's Study Japanese! – Beautiful Friends](#) illustrates how to write key kanji related to money – 百 (hundred) , 千 (thousand) , 万 (ten thousand) and 円 (yen) – and their stroke orders. The explanations are provided entirely in Japanese, but you can enable the auto-generated captions by clicking the CC button:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3506#oembed-1>



## 2. Everyday kanji: 本, 人, 山, 川, 田, 私

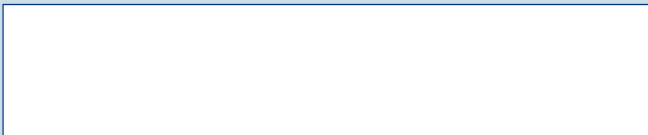
The resource created by [おがちゃんねる/OgaChannel](#) provides a detailed guide on writing the kanji 人 (people) , 山 (mountain) , 川 (river) and 田 (rice field) , including explanations of their meanings, formation and usage:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3506#oembed-2>

This resource from [StudyInDaily Japanese](#) offers a quick overview of the kanji 本 (book, basis), as well as three similar kanji: 木 (tree), 休 (rest) and 体 (body):





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3506#oembed-3>

This resource created by [Learn Japanese with Moonchan](#) demonstrates how to master and write the kanji 私 (I, private) with detailed explanations:



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3506#oembed-4>

## Exercise 1

Are you ready to sharpen your kanji writing skills this week? Download and print the PDF kanji worksheet to start practising and mastering these characters! There's something timeless and powerful about putting pen to paper – it's one of the best ways to truly learn kanji!

[Chapter 9 Kanji Worksheet](#)

## References

Let's Study Japanese!—Beautiful Friends. “[Kanji] 03 Let's Write “100/1000/10,000/Yen.” YouTube video, 11:11. September 2, 2020. <https://www.youtube.com/watch?v=cHSSa8iQhJ4>.

おがちゃんねる/OgaChannel. “[おがちゃん先生の

Japanese Kanji #3] 山 川 田 人 | Stroke | Usage.” YouTube video, 8:03. February 11, 2021. <https://www.youtube.com/watch?v=9EW4gTi2ab0>.

StudyInDaily Japanese. 4 Kanji in 10 seconds.YouTube shorts. May 10, 2022. <https://youtube.com/shorts/ZGQyFyAmYIo?si=McvUZXGBlh-Qngg7>.

Learn Japanese with Moon-chan. “How to Write Kanji 私 (watashi/ shi)? | Easy Way to Learn Kanji (JLPT N4).” YouTube video, 2:31. February 1, 2022. <https://www.youtube.com/watch?v=WEqTCF3Ro0E>.

## 9.2 EXPRESSING DESIRES WITH たいです (TAI DESU)

---

This module explores the use of the たい (tai) form, equipping learners with the key skills they need to talk about things they want or want to do clearly and effectively.

### Introduction たいです

When you want to express desires in Japanese, the auxiliary verb (or suffix) たい (tai) is incredibly useful. **This suffix is attached to verb stems to communicate a desire or intention to do something.**

Here is a quick guide on understanding the たい

form and applying it across various verbs while maintaining politeness:

- **Attachment:** たい is appended directly to the stem of a verb to indicate a desire or intention.
- **Politeness:** In formal or polite situations, you can add the ending です (desu) after たい, as in たいです.

Using たい correctly not only helps you convey what you want to do clearly but also ensures you remain respectful in various social contexts.

## Conjugating verbs into たいです

### 1. Affirmative form

To express a desire or intention politely using the たい form, start with the ます form of the verb.

**For regular verbs:**

- 歌（うた）います (utai masu) means ‘to

sing'.

- Remove **ます** to get the verb stem: 歌い (utai).
- Add **たいです** to indicate desire: 歌いたいです (utai tai desu) – I want to sing.

歌いたいです。

Utai ***tai desu.***

I **want to** sing.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3350#audio-3350-1](https://oercollective.caul.edu.au/japanese/?p=3350#audio-3350-1)

**For irregular verbs:** Some verbs, such as **する** (to do) and **来 (く) る** (to come), have a distinctive **ます** form but the principle of adding **たいです** is the same as for regular verbs.

**する** (suru: to do):

- **ます form:** **します** (shi masu) → remove **ます** → add **たいです**
- **Affirmative:** **したいです** (shi tai desu) – I want to do (it).

**電話（でんわ）する** (denwa suru: to make a phone call):

- **ます form:** **電話します** (denwa shi masu) → remove **ます** → add **たいです**
- **Affirmative:** **電話したいです** (denwa shi tai desu) — I want to make a phone call.

**来（く）る** (kuru: to come):

- **ます form:** **来（き）ます** (ki masu) → remove **ます** → add **たいです**
- **Affirmative:** **来（き）たいです** (ki tai desu) – I want to come.

## 2. Negative form

Change **たい** to **たくない** to make the phrase negative, meaning ‘I don’t want to...’. To make it more formal or polite, simply add **です** at the end.



**For regular verbs:**

- **歌いたいです** (utai tai desu) – I want to sing.
- **歌いたくないです** (utai takunai desu) – I don't want to sing.

**For irregular verbs:**

- **する:**
  - Affirmative: **したいです** (shi tai desu) – I want to do it.
  - Negative: **したくないです** (shi takunai desu) – I don't want to do it.
- **電話する:**
  - Affirmative: **電話したいです** (denwa shi tai desu) — I want to make a phone call.
  - Negative: **電話したくないです** (denwa shi takunai desu) — I don't want to make a phone call.
- **来（く）る:**
  - Affirmative: **来（き）たいです** (ki tai desu) — I want to come.

- Negative: 来 (き) たくないです (ki takunai desu) — I don't want to come.

### Examples:

歌いたくないです。

*Utai* **takunai desu.**

I **don't want to** sing.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3350#audio-3350-2](https://oercollective.caul.edu.au/japanese/?p=3350#audio-3350-2)

## 3. Question form

- Simply add the question particle か (ka) to the

end of the affirmative form.

## Examples:

### Affirmative statement:

歌いたいです。

*Utai tai desu.*

I want to sing.

### Converted to question:

歌いたいですか。

*Utai tai desu ka.*

**Do you** want to sing?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3350#audio-3350-3](https://oercollective.caul.edu.au/japanese/?p=3350#audio-3350-3)

## Additional notes on **たい** and **欲しい**

To ‘want’ in English can be translated into Japanese as **たい** (tai) or **欲しい** (hoshii), depending on whether an action or a tangible object is wanted.

**たい** is used with verbs to express wanting **to do** something. For example, 食(た)べたいです (tabe tai desu: I want to eat).

**欲しい** is an i-adjective that is used with nouns to express wanting a specific **object** or **thing**. The subject particle **が** is typically used after the noun that is wanted. For example: 私 (わたし) は車 (くるま) が欲しいです (Watashi wa kuruma ga hoshii desu) – I want a car. (Literally, ‘A car is wanted/desirable’.)

Here, **が** emphasises **車** (car) as the object of desire. Unlike **は**, which introduces the topic, **が** emphasises what is specifically wanted.

Careful use of **たい** and **欲しい** in Japanese is essential to clearly convey that you want to do something or you want something, respectively.

## Responding to questions

Responding to questions using the たい form in Japanese is straightforward and can be adapted to reflect both affirmative and negative preferences.

Importantly, たいです and たくないです cannot be used alone; they must attach to a verb to indicate what action you want to do or don't want to do, respectively.

Here are the basic structures for responding to questions about desires or intentions:

### **Affirmative response:**

はい、... たいです。

*Hai, ... tai desu*

Yes, I want to ...

### **Negative response:**

いいえ、... たくないです。

*lie, ... takunai desu.*

No, I do not want to ...

Now, let's have a closer look at each response.

## 1. Affirmative response

To agree to a question that uses the たい form, you can simply reply with the same verb in the affirmative たい form.

### Examples:

Q: 出（で）かけたいですか。

*Dekake tai desu ka.*

Do you want to go out?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3350#audio-3350-4](https://oercollective.caul.edu.au/japanese/?p=3350#audio-3350-4)*

A: はい、出かけたいです。

**Hai, dekake tai desu.**

**Yes, I want to** go out.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3350#audio-3350-5](https://oercollective.caul.edu.au/japanese/?p=3350#audio-3350-5)*

**NOTE:** Simply saying **たいです** on its own

would be incomplete and unnatural because **たい** needs to be attached to a specific verb to indicate the desired action – in this case, **出かける** (dekakeru).

Alternatively, you can say **そうしたいです** (sou shi tai desu), meaning ‘I want to do that’. This response avoids repeating the same verb and can sound more natural in some cases, especially in casual conversation.

In everyday conversation, it's typical to respond directly to the verb phrase without repeating the entire sentence structure from the question. This approach is not only efficient but also keeps the dialogue clear and straightforward.

## 2. Negative response

To respond negatively, use the negative form of the **たい** construction, which is **たくない** (takunai). This directly expresses that you do not wish to engage in the action.



## Examples:

Q: ユースホステルに泊（と）まりたいですか。

*Yuusu hosuteru ni tomari tai desu ka.*

Do you want to stay in a youth hostel?



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3350#audio-3350-6>*


A: いいえ、泊まりたくないです。

*lie, tomari takunai desu.*

No, I don't want to stay.



*One or more interactive elements*

 has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3350#audio-3350-7>

**NOTE:** Alternatively, you can say **そうしたくないです** (sou shi takunai desu), meaning 'I don't want to do that', to avoid repeating the same verb, especially in casual conversation.

Even though a straightforward negative response is grammatically correct, it might seem a bit too blunt in everyday conversations, as discussed in [Module 3.3](#). To help you respond with tact and politeness, here are some gentler ways to express your reluctance to do something:

## Nuanced negative responses

### 1. Softening the negative

- **あまり... たくないです (Amari ... takunai desu):** I don't really want to ...)
- This phrase is perfect for gently turning down an activity or request, reducing the impact of the negative verb form.  
For example:

あまり歌（うた）いたくありません。

***Amari utai takunai desu.***

**I don't really want to** sing.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3350#audio-3350-8>

## 2. Refusing politely

**すみませんが、ちょっと（... たくないです） (Sumimasen ga, chotto [... takunai desu]):**

Sorry, but I'd rather not ...)

- Ideal for declining politely, this expression softens your refusal with a quick apology and the use of ちょっと (a little).

**Examples:**

**すみませんが、ちょっと歌いたくないです。**

*Sumimasen ga, chotto utai takunai desu.*

Sorry, but I'd rather not sing.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3350#audio-3350-9](https://oercollective.caul.edu.au/japanese/?p=3350#audio-3350-9)

Using these nuanced phrases allows you to navigate situations where a simple 'no' might feel too harsh. They're particularly useful for keeping conversations smooth!

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3350#h5p-87>

## 9.3 OPEN-ENDED QUESTIONS WITH たいです (TAI DESU)

---

This module shows you how to integrate the たい form into open-ended questions, offering a tool for uncovering deeper insights into someone's desires and preferences.

### Integrating たい with open-ended questions

When you use the たい form to ask open-ended questions about someone's wishes or preferences, you can mix it with different question markers to elicit more detailed and interesting answers. This makes your conversations more engaging and tailored to what you really want to know!

Here are the key question markers and examples.  
For a more detailed explanation on how to use  
question markers, please see [Module 7.4](#).

## 1. 何(なに) – What

何を飲（の）みたいですか。

**Nani o nomi tai desu ka.**

**What** do you want to drink?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3509#audio-3509-1](https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-1)*

**NOTE:** In this sentence, the particle **を** is used  
because it marks **何 (what)** as the direct  
object of the verb **飲みたい (want to drink)**.  
In Japanese, **を** is required to indicate what the  
verb is acting upon – in this case, what the  
person wants to drink.



### **Additional uses of 何 with other particles and たいですか:**

- **何が** (nani ga): Used to emphasise what specifically is desired.
  - **何が食（た）べたいですか。**  
(Nani ga tabetai desu ka?: What do you want to eat?)
- **何で** (nani de): Used to ask 'by what means' or 'with what'.
  - **何で行（い）きたいですか。**  
(Nani de ikitai desu ka?: How do you want to go?) In this case, the question is asking by what means of transport you are going. For more information on using the particle **で** for tools and methods, see [Module 7.4](#).
- **何か** (nani ka): Used to ask if there is something the person wants to do.
  - **何か飲みたいですか。** (Nani ka nomitai desu ka?: Do you want to

drink something?)

Each particle changes the question to ask about the object, method or choice desired.

## 2. どこ – Where

どこに行 (い) きたいですか。

***Doko ni*** iki tai desu ka.

**Where** do you want to go?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-2>

**NOTE:** The particle に is used to mark どこ

(where) as the destination or direction of the action, indicating where the listener wants to go.

どこで夕食（ゆうしょく）を食（た）べたい  
ですか。

**Doko de** yuu-shoku o tabe tai desu ka.

**Where** do you want to eat dinner?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3509#audio-3509-3](https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-3)*

**NOTE:** The particle で is used to mark どこ (where) as the location where the action takes place, indicating where the listener wants to eat dinner.

For more information on how to use the particles に and で, see [Module 6.6](#) and [Module 7.3](#), respectively.

### 3. いつ – When

いつオーストラリア（おおすとらりあ）に来  
（き）たいですか。

**Itsu** Oosutoraria ni ki tai desu ka.

**When** do you want to come to Australia?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3509#audio-3509-4](https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-4)

**NOTE:** The question word **いつ** (itsu),  
meaning ‘when’, never takes particles.

## 4. 誰（だれ） – Who

誰（だれ）が私と一緒に（いっしょ）に行きたいですか。

**Dare ga** watashi to isshoni ikitai desu ka.

Who wants to go with me?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-5>

**NOTE:** 誰が is used to emphasise ‘who’ as the subject of the sentence, asking specifically which person wants to come. Importantly, 誰 does not take the particle は in this context.

誰とパーティー（ばあていい）に行きたいですか。

*Dare to paatii ni iki tai desu ka.*

Who do you want to go to the party with?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3509#audio-3509-6](https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-6)*

**NOTE:** The particle と (in this case, 'with', not 'and') is used in the structure 'Someone と' (with someone). Since the person asking the question is unsure who the listener wants to go to the party with, 'someone' is replaced with the question word 誰 (who), forming 誰と (with whom).

## 5. どうやって – How

どうやってパーティーに行きたいですか。

**Douyatte** paatii ni iki tai desu ka.

How do you want to go to the party?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3509#audio-3509-7](https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-7)

## 6. どのぐらい – How long / How much

どのぐらい日本に行きたいですか。

**Dono gurai** Nihon ni iki tai desu ka.

**How long** do you want to go to Japan **for**?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3509#audio-3509-8](https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-8)*

これはどのぐらいしますか。

Kore wa **donogurai** shi masu ka.

**About how much** is this?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3509#audio-3509-9](https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-9)*

**NOTE:** The second question is a colloquial yet polite way to ask about the cost of something.



## Additional notes on how to use どうして (why) with たい

When using どうして (why) with the たい form in Japanese, the phrase often incorporates んですか instead of just ですか. This adjustment makes the sentence sound more natural and conversational. Essentially, んですか adds a nuance of seeking explanation or justification, which aligns well with the questioning nature of どうして.

For example, while the sentence どうして日本語（にほんご）を勉強（べんきょう）したいですか (Why do you want to study Japanese?) is grammatically correct, it sounds more formal and less fluid in casual conversation.

A more natural way to phrase this, especially in spoken Japanese, would be:

どうして日本語を勉強したいんですか。

***Doushite Nihongo o benkyou shi tain desu ka.***



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3509#audio-3509-10](https://oercollective.caul.edu.au/japanese/?p=3509#audio-3509-10)*

**NOTE:** んですか indicates that you're not simply asking a question but also seeking an explanation or more details about the desire to study Japanese. While this expression is a bit advanced and nuanced for beginners, it's frequently used in conversation. It can be useful to recognise it, even if you're not quite ready to use it fluently yet!

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3509#h5p-88>

## 9.4 DEMONSTRATIVE ADJECTIVES: この (KONO), その (SONO), あ の (ANO) AND どの (DONO) + だれの (DARE NO)

---

This module explores この (kono), その (sono), あの (ano) and どの (dono) with nouns, along with 誰 (だれ) の (dareno) for asking about ownership, essential for clear communication in Japanese.

### Introduction to この, その, あの and どの

In [Module 4.2](#), we learned about the demonstrative

pronouns これ (kore: this [one]), それ (sore: that [one]), あれ (are: that [one over there]) and どれ (dore: which [one]).

Building on our knowledge from the module, this module explores an extension with **この (kono: this [+ noun]), その (sono: that [+ noun]), あの (ano: that [+ noun over there]) and どの (which [+ noun])**.

We will also learn about **誰の (だれの, dare no: whose [+ noun])**.

These demonstrative adjectives are essential for specifying which items or whose belongings are being referred to, as well as indicating ownership.

## Referring to the particle の (no)

In [Module 3.4](#), we covered how to use の to show possession. This module expands on that with この, その, あの, どの and 誰の.

These words are essential because **they must be used with nouns** to indicate things nearby, near the listener, far away or to inquire about ownership.

**NOTE:** When using demonstrative pronouns like **これ** (this), **それ** (that), **あれ** (that over there),

remember they stand alone and don't attach directly to nouns. For example, say **これは車（くるま）です** ('This is a car'), not **これ車**.

On the other hand, **この** (this), **その** (that), **あの** (that over there), and **どの** (which) are used directly with nouns as they are adjectives. For example, say **この車** ('this car') rather than **このは車です**. Keep in mind that **これ**, **それ**, **あれ** and **どれ** are standalone pronouns, while **この**, **その**, **あの** and **どの** are adjectives that modify nouns.

## Usage in sentences

### 1. この: Indicates objects near the speaker

#### Examples:

- この本（ほん） : This book (near the speaker)

この本はとてもおもしろいですね。

*Kono hon wa totemo omoshiroi desu ne.*

This book is very interesting, isn't it?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-1](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-1)*

- この店（みせ）：This shop (near the speaker)

いつもこの店で魚（さかな）を買（か）います。

*Itsumo kono mise de sakana o kai masu.*

I always buy fish at this shop.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-2](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-2)*

## 2. その: Indicates objects near the listener

### Examples:

- その車 : That car (near the listener)

その車は新（あた）らしいですね。

*Sono kuruma wa atarashii desu ne.*

That car is new, isn't it?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-3](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-3)*

- そのホテル（ほてる） : That hotel  
(near the listener)

そのホテルに温泉（おんせん）があります。

*Sono hoteru ni onsen ga ari masu.*



That hotel has a hot spring. (Literally, 'There is a hot spring at that hotel.')



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-4>*

### 3. あの: Indicates objects far from both the speaker and the listener

#### Examples:

- あの山（やま）: That mountain (over there)

あの山は富士山（ふじさん）です。

*Ano yama wa Fuji-san desu.*

That mountain over there is Mt. Fuji.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-5](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-5)*

- あの人（ひと）：That person (over there)

あの人は誰ですか。

*Ano hito wa dare desu ka.*

Who is that person over there?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-6](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-6)*

## 4. どの: Interrogative (which)

### Examples:

- どのホーム（ほおむ）：Which platform  
山手線（やまのてせん）はどのホームです  
か。

*Yamanote-sen wa dono hoomu desu ka.*

Which platform is the Yamanote-line?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-7](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-7)*

## 5. 誰（だれ）の: Interrogative (whose)

The question word 誰 is used with the possessive particle の to ask who owns or possesses something. To avoid repeating the noun that is

owned, you can respond with **のです** (no desu)  
immediately after identifying who owns or  
possesses it.

Here's how:

この携帯（けいたい）は誰（だれ）のです  
か。

*Kono keitai wa dare no desu ka.*

Whose mobile phone is this?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-8](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-8)

A: トムさんのです。

*Tomu-san no desu.*

It's Tom's.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-9](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-9)*

**NOTE:** In Japanese, it's often natural to avoid repetition when the context is clear. Instead of saying トムさんの携帯です (Tomu-san no keitai desu: It's Tom's mobile phone), you can simply say トムさんのです to avoid repeating the noun 携帯.

その犬 (いぬ) は誰のですか。

*Sono inu wa dare no desu ka.*

Whose dog is that?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-10>

A: わかりません。

*Wakari masen.*

I don't know.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: <https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-11>

Q: あの車は誰のですか。

*Ano kuruma wa dare no desu ka.*

Whose car is that over there?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-12](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-12)*

A: 私（わたし）のです。

*Watashi no desu.*

That's mine.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3658#audio-3658-13](https://oercollective.caul.edu.au/japanese/?p=3658#audio-3658-13)*

**NOTE:** Instead of saying **私の車です**  
(Watashi no kuruma desu: That's my car), you  
can simply say **私のです** (Watashi no desu:  
That's mine).

This pattern applies to other pronouns and nouns as well. For example:

- Instead of **私（わたし）のお母（かあ）さんの本です** (Watashi no okaasan no hon desu: It's my mum's book), you can say **私のお母さんのです** (Watashi no okaasan no desu: It's my mum's).


Using this structure helps make conversations smoother and avoids unnecessary repetition when the noun that is owned or possessed is already clear to the listener.

## Exercise 1



*An interactive HSP element has*



 been excluded from this version of the text. You can view it online here:  
<https://oercollective.caul.edu.au/japanese/?p=3658#h5p-89>

## 9.5 DEMONSTRATIVE PRONOUNS: ここ (KOKO), そこ (SOKO), あそこ (ASOKO) AND どこ (DOKO)

---

This module introduces the final set of demonstrative pronouns indicating proximity and location: ここ (koko), そこ (soko), あそこ (asoko) and どこ (doko).

### Introduction to ここ, そこ, あそこ and どこ

We learned how to refer to objects or people using the demonstrative pronouns これ (kore: this [one]),

それ (sore: that [one]), あれ (are: that [one over there]) and どれ (dore: which [one]) in [Module 4.2](#), as well as their respective modifiers この (kono: this [+ noun]), その (sono: that [+ noun]), あの (ano: that [+ noun over there]) and どの (dono: which [+ noun]) in [Module 9.4](#).

Building on this foundation, in this module, we complete our study of demonstrative pronouns by introducing **ここ (koko: here)**, **そこ (soko: there)**, **あそこ (asoko: over there)** and **どこ (doko: where)**, which indicate location:

- **ここ (koko)**: This means '**here**', indicating a location close to the speaker.
- **そこ (soko)**: This means '**there**', indicating a location near the listener.
- **あそこ (asoko)**: This means '**over there**', indicating a location away from both the speaker and the listener.
- **どこ (doko)**: This means '**where**' and is used to ask about the location of something or someone.

These pronouns are crucial for spatial orientation and are often paired with other words or particles to specify locations precisely in conversation.

## Usage in sentences

These demonstrative pronouns can function with appropriate particles as topics, objects and modifiers in sentences to ask about and indicate the location of something or someone. Here are some example sentences:

ここ

ここにコンビニ（コンビニに）があります。

**Koko ni** konbini ga ari masu.

There's a convenience store **here**.



*One or more interactive elements  
has been excluded from this*

version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3666#audio-3666-1](https://oercollective.caul.edu.au/japanese/?p=3666#audio-3666-1)

## そこ

そこは私（わたし）たちの駅（えき）です  
ね。

**Soko** wa watashi-tachi no eki desu ne.

**That [i.e. That place there]** is our station,  
isn't it?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3666#audio-3666-2](https://oercollective.caul.edu.au/japanese/?p=3666#audio-3666-2)

## あそこ

あそこ~~の~~温泉（おんせん）はとてもいいです。

**Asoko** no onsen wa totemo ii desu.

The hot spring **over there** is very nice.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3666#audio-3666-3>

**NOTE:** Here, あそこ serves as a demonstrative pronoun modifying the noun 温泉.

## どこ

ホテル（ほてる）はどこですか。

Hoteru wa **doko** desu ka.

**Where** is the hotel?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3666#audio-3666-4](https://oercollective.caul.edu.au/japanese/?p=3666#audio-3666-4)*

## More formal versions of ここ, そこ, あそこ and どこ

A more formal set of demonstrative pronouns—**こちら (kochira)**, **そちら (sochira)**, **あちら (achira)** and **どちら (dochira)**—have similar meanings to **ここ (koko)**, **そこ (soko)**, **あそこ (asoko)**, and **どこ (doko)** but are used in **more polite or professional contexts**.

While beginners may not need these immediately, familiarity with them is useful, especially in **hospitality, business and other professional settings**. They are frequently used in **respectful**

**communication** between staff and customers in shops, restaurants and hotels.

## Polite demonstrative pronouns:

- **こちら (kochira):** The polite equivalent of ここ, used to indicate '**here**' in a respectful manner.
- **そちら (sochira):** The polite equivalent of そこ, used to indicate '**the place near you**' politely.
- **あちら (achira):** The polite equivalent of あそこ, used to indicate '**over there**' in a respectful way.
- **どちら (dochira):** The polite equivalent of どこ, used to ask '**where**' politely.

## Usage in sentences

Here are practical examples:



## こちら

こちらはメニュー（めにゅう）です。

**Kochira** wa menyuu desu.

**Here** is a menu.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3666#audio-3666-5](https://oercollective.caul.edu.au/japanese/?p=3666#audio-3666-5)

## そちら

そちらの 카페（かふえ）はおすすめです。

**Sochira** no kafe wa osusume desu.

I recommend the café **there**. (Literally, 'The  
cafe there is recommended.')

—



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3666#audio-3666-6](https://oercollective.caul.edu.au/japanese/?p=3666#audio-3666-6)*

## あちら

あちらにトイレ（といれ）があります。

**Achira** ni toire ga ari masu.

There is a restroom **over there**.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3666#audio-3666-7](https://oercollective.caul.edu.au/japanese/?p=3666#audio-3666-7)*

## どちら

ご出身（しゅっしん）はどちらですか。

Goshusshin wa **dochira** desu ka.

Where is your hometown/country?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3666#audio-3666-8](https://oercollective.caul.edu.au/japanese/?p=3666#audio-3666-8)*

**NOTE:** These terms are often used to refer to individuals. For example, when introducing someone respectfully, you would say: こちらはX さんです: Kochira wa X-san desu: This is X.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3666#h5p-90>

## 9.6 JAPANESE CURRENCY AND SHOPPING

---

This module provides an overview of Japanese currency, covering bills, coins, how to read prices and essential shopping-related terms for navigating transactions in Japan.

### Introduction to Japanese yen

Japanese currency is **the yen (円: えん: en)**, symbolised by ¥. It's important to note that it is pronounced 'en', not 'yen', in Japanese.

### Bills and coins

In Japan, currency is divided into two categories: bills

(紙幣: しへい: shihei) and coins (硬貨: こうか: kouka).

### 1. Bills (紙幣: しへい: shihei)

There are four denominations of bills:

- ¥1,000: 千円 (せんえん: sen-en)
- ¥2,000: 二千円 (にせんえん: ni-sen-en)
- ¥5,000: 五千円 (ごせんえん: go-sen-en)
- ¥10,000: 一万円 (いちまんえん: ichi-man-en)

### 2. Coins (硬貨: こうか: kouka)

There are six denominations of coins:

- ¥1: 一円 (いちえん: ichi-en)
- ¥5: 五円 (ごえん: go-en)
- ¥10: 十円 (じゅうえん: juu-en)
- ¥50: 五十円 (ごじゅうえん: go-juu-en)
- ¥100: 百円 (ひゃくえん: hyaku-en)
- ¥500: 五百円 (ごひゃくえん: go-hyaku-en)

## Further resources

Curious about the appearance and background of each bill and coin? For more details, explore the comprehensive resource developed by [Talk in Japan](#), which provides insights into Japanese currency and its various denominations:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#oembed-1](https://oercollective.caul.edu.au/japanese/?p=3797#oembed-1)*

## Usage in sentences

In [Module 8.6](#), we learned how to read large numbers.

Building on this foundation, we will apply these skills to reading prices, helping you navigate and enjoy shopping experiences in Japan.

### Situation 1: At a restaurant

A: これはいくらですか。

*Kore wa ikura desu ka.*

How much is this?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-1>

B: 千円（せんえん）です。

***sen-en*** *desu.*

That's **1,000 yen.**





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-2](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-2)*

A: じゃあ、これは？

*Jaa kore wa?*

Then, what about this?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-3](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-3)*

**B: 千二百八十円（せんにはひゃくはちじゅうえん）です。**

*Kono hon wa **sen ni-hyaku hachi-juu-en desu.***

That's **1,280 yen.**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-4>

## **Situation 2: At a shoe shop**

**A: すみません。このかばんはいくらですか。**

*Sumimasen. Kono kaban wa ikura desu ka.*

Excuse me. How much is this bag?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-5](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-5)*

B: 一万四千円です。

***Ichī-man yon-sen-en*** *desu.*

That's **14,000 yen.**



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-6](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-6)*

## Exercise 1

This resource created by [Shiro Neko Japanese](#) will guide you through a systematic approach to counting large numbers:



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3797#oembed-2>*

## Shopping terms and usages

Here are some of the useful terms that you will use and hear while shopping in Japanese:

### お会計 (かいけい) (okaikai: bill, check)

In Japanese, お (o) is an honorific prefix that adds politeness and respect, making it a more formal way to refer to a bill or check. It is commonly used in restaurants, shops and other service settings when requesting to pay.

The honorific prefix お is often attached to nouns and some verbs to make them more polite and respectful, especially in customer service and formal interactions.

### レシート (れしいと: reshiito: receipt)

In Japan, a レシート is issued at the point of sale to confirm a purchase, detailing the item(s) bought, price(s), and other transaction information.

### 領収書 (りょうしゅうしょ: ryoushuu-sho: receipt, invoice)

Unlike a レシート, a 領収書 serves as proof of payment after completing a transaction, documenting what was purchased, the payment method, and sometimes tax details.

### お支払い (しはらい) (oshiharai: payment)

Similar to お釣り, the honorific prefix お in お支払い adds politeness and respect. It is commonly used in formal or customer-service settings when referring to payments.

### レジ (れじ: reji: checkout counter)

レジ is a Japanese word derived from the English term register. It refers to the checkout counter or cash register in a store where customers pay for their purchases.

### **クレジットカード (くれじっとかあど: kurejitto kaado: credit card)**

In Japan, クレジットカード are widely accepted in major cities, department stores, and chain restaurants. However, cash is still the preferred payment method in smaller shops, rural areas, and traditional markets. Some businesses may also have a minimum spending requirement for card payments.

### **キャッシュ (きゃっしゅ: kyasshu: cash)**

The term キャッシュ is derived from English and refers to cash (physical money) in Japanese. Although credit cards and digital payments are becoming more common, carrying cash is still essential in Japan, especially for small purchases, local eateries, and transportation.

### **現金 (げんきん: genkin: cash)**

In everyday contexts like shopping, キャッシュ

ユ, derived from the English word 'cash', and 現金 are often used interchangeably in Japanese. They both refer to money, whether in physical form like bills and coins or in digital transactions.

### お釣 (つ) り (otsuri: change)

The term お釣り consists of お as the honorific prefix and 釣り (tsuri), which means 'change' in this context. Together, お釣り conveys the respectful term for the change given back in a transaction, emphasising politeness and courtesy.

## Usage in sentences

Here are some common examples of how these terms are used in real-life money transactions:



**お会計:**

お会計をお願い（ねが）いします。

**Okaikei** onegai shimasu.

**Check**, please.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-7](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-7)

**レシート:**

**A:** レシートは要（い）りますか。

**Reshiito** wa iri masu ka.

Do you need **a receipt**?





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-8](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-8)*

B: はい、お願いします。

*Hai, onegai shimasu.*

Yes, please.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-9](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-9)*

**NOTE:** The verb 要る, meaning ‘to need’, typically takes the particle が in affirmative sentences, as in レシートが要ります (‘I need a receipt’). However, in negative and question

sentences, **は** is often used instead. Using **は** here emphasises the receipt as the topic, making the question sound more natural.

### お支払い:

お支払いはあちらでお願いします。

**Oshiharai** wa achira de onegai shimasu.

**Payment** over there, please.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-10>

**NOTE:** あちら is a more professional and polite way to say あそこ (over there). For further details, please refer to [Module 7.5](#).

Additionally, the particle **で** indicates the location where an action takes place. In this sentence, it shows that the payment process

should happen 'over there' (あちら). For further details, please refer to [Module 7.3](#).

レジ:

レジはあちらです。

***Reji*** wa achira desu.

The **cash register** is over there.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-11>

お釣り:

お釣りです。

***Otsuri*** desu.

Here's **the change**.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-12](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-12)

## Indicating Your preferred payment method

To specify how you would like to pay, use the particle **で**, which indicates the **means or method** of payment, in the following sentence pattern:

X お願いします (X de onegai shimasu).

### クレジットカード:

クレジットカードをお願いします。

*Kurejitto kaado de onegai shimasu.*

**By credit card**, please.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-13](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-13)

### キャッシュ:

キャッシュをお願いします。

**Kyasshu de** onegai shimasu.

**By cash**, please.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-14](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-14)

**現金:**

**現金をお願いします。**

**Genkin de onegai shimasu.**

**By cash,** please.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3797#audio-3797-15](https://oercollective.caul.edu.au/japanese/?p=3797#audio-3797-15)

## References

Talk in Japan. “Japanese Currency➡Travelers Guide.”  
YouTube video, 8.45. December 10, 2018.  
<https://www.youtube.com/watch?v=JPGdBzAWInE>.

Shiro Neko Japanese. “[GENKI Lesson 2] Big Numbers (1 –

99,999) in Japanese (+ Free Visual Chart).” YouTube video, 7.57. November 25, 2020. <https://www.youtube.com/watch?v=TbMubv6ZlZs>.



## 9.7 INDIGENOUS PERSPECTIVES: THE AINU PEOPLE AND ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

---

This module explores the parallel journeys of Indigenous peoples in Japan and Australia – the Ainu and Aboriginal and Torres Strait Islander Peoples – examining their cultural heritage, historical struggles, and contemporary resurgence in modern society.

### **Overview**

The Ainu People and Aboriginal and Torres Strait

Islander Peoples have rich cultural legacies, shaped by a complex interplay of colonisation, cultural suppression and resilience. This module introduces their histories, cultural features and contemporary representations.

---

## Who are the Ainu People?

The Ainu are one of the Indigenous peoples of Japan. They currently live in northern Japan, particularly Hokkaido, as well as on the Sakhalin and Kuril Islands in Russia. They endured forced assimilation policies under the Meiji government (1868–1912), which aimed to unify Japan under a singular cultural identity. Efforts to revive and respect Ainu culture are more recent, though cultural suppression has had a lasting impact.

**NOTE:** While the Ainu are the only Indigenous people officially recognised by the Japanese government, the Ryukyuan people of the Ryukyu Islands – including what is now Okinawa Prefecture and the Amami Islands – also have their own distinct languages, culture, and history.

## Key cultural features

- **Spirituality and connection to nature:** The Ainu People's spirituality revolves around *kamuy* (spiritual beings or gods), embodying elements of nature, including animals and plants. For example, the bear is revered as a powerful *kamuy* and plays a prominent role in rituals.
- **Traditional art and tattoos:** Ainu art includes hand-embroidered clothing and symbolic tattoos, primarily for women, which represent adulthood and identity. Though tattooing was banned under Japanese rule, this tradition has resurfaced as a symbol of cultural pride and resistance.
- **Ainu language:** With no direct relation to Japanese, the Ainu language faced severe decline due to Japan's strict language policies. Today, revitalisation efforts include language classes and

educational projects, though fluency remains limited.

## Contemporary representations

Ainu culture has influenced Japanese media, notably in manga and anime. The 1964 manga [カムイ伝](#) (Kamui-den: Legend of Kamuy) by Sanpei Shirato introduced Ainu characters and explored themes of discrimination, raising awareness of Ainu history.

More recently, the anime [ゴールデンカムイ](#) (Gooruden Kamui: Golden Kamuy) by Satoru Noda brings Ainu culture to life with its portrayal of traditional clothing, food and spiritual practices, inspiring broader interest in Ainu heritage among younger audiences. The story follows Saichi Sugimoto, a veteran of the early twentieth-century Russo-Japanese War, on a quest for a hidden fortune in Ainu gold, aided by a young Ainu girl named Asirpa.

## Further resources

The opening theme song of カムイ伝 can be viewed in this video uploaded by [Upscaled Anime Clips](#):



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4864#oembed-1](https://oercollective.caul.edu.au/japanese/?p=4864#oembed-1)*

The opening theme song of ゴールデン・カムイ can be viewed in this video uploaded by [Crunchyroll](#):



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: [https://oercollective.caul.edu.au/  
japanese/?p=4864#oembed-2](https://oercollective.caul.edu.au/japanese/?p=4864#oembed-2)

---

## Who are Aboriginal and Torres Strait Islander Peoples?

Aboriginal and Torres Strait Islander Peoples are Australia's original inhabitants, each with their own distinctive histories, languages and cultural practices. It's essential to recognise that the term 'Aboriginal' generally does not include Torres Strait Islander Peoples, and similarly, 'Torres Strait Islander' does not refer to Aboriginal Peoples.

## Key cultural features

### Aboriginal Peoples

- **Connection to land and ancestral country:** For Aboriginal Peoples, connection to Country (land) forms the basis of identity, spirituality and traditional knowledge. Each Aboriginal group has a distinctive relationship with their ancestral lands, which informs their understanding of flora, fauna and the local environment. These connections endure, despite the impacts of colonial land policies and remain essential to cultural life and environmental stewardship.
- **Art and oral traditions:** Aboriginal Peoples have a rich tradition of visual art, dance, and storytelling rooted in [the Dreaming or Dreamtime](#) – a concept that explains creation and transcends time. Known by various names such as

*Ngarranggarni* and *Jukurrpa*, the Dreaming tells of spiritual beings who shaped the natural world, forming the foundation of Aboriginal lore and culture. These ancestral stories, often depicted in Aboriginal art, connect past and present, offering insight into Aboriginal perspectives on life and the land. Today, these expressions, once restricted under colonial rule, are celebrated as vital cultural heritage.

- **Languages:** Aboriginal Peoples historically spoke [over 250 languages](#), many of which were endangered or lost due to colonial policies. Today, Aboriginal communities and language centres across Australia work to revive these languages through educational programs, cultural centres and family-led learning, reinforcing cultural identity and community cohesion.



## Torres Strait Islander Peoples

- **Connection to the sea and maritime skills:** The sea is at the heart of Torres Strait Islander identity and traditional knowledge. Maritime practices, including navigation, fishing, and resource management, are integral to their culture. Despite the restrictions imposed by colonial and modern-day policies, these skills remain essential and are actively preserved within communities.
- **Ceremonial masks and dance:** Art among Torres Strait Islander Peoples includes intricate masks crafted for spiritual and celebratory ceremonies, as well as storytelling through dance and song. While colonial policies once restricted these practices, they are now celebrated as core cultural expressions, allowing Islanders to pass down traditions through generations.
- **Languages:** Torres Strait Islanders

traditionally speak languages such as Kala Lagaw Ya and Meryam Mir, which are deeply woven into their history and cultural life. Although British colonial rule suppressed Indigenous languages, causing a decline, community-led revitalisation programs today work to restore and maintain these languages as living aspects of Torres Strait culture.

## Contemporary representations

Aboriginal and Torres Strait Islander culture and perspectives are increasingly highlighted in Australian media, literature and the arts. Works such as [\*Samson and Delilah\*](#) by Warwick Thornton, [\*The Tall Man\*](#) by Tony Krawitz, and [\*Zach's Ceremony\*](#) directed by Aaron Petersen bring attention to the challenges and triumphs of Australia's Indigenous communities, exploring themes of survival, kinship and the ongoing impact of colonial history.

---

## Shared experiences of colonialism and cultural resilience

Both the Ainu People of Japan and the Aboriginal and Torres Strait Islander Peoples of Australia endured colonial policies aimed at erasing their unique identities. For the Ainu, assimilation included forced Japanese language education, often punishing children for speaking Ainu. Similarly, colonial education policies in Australia focused exclusively on English, sidelining Aboriginal and Torres Strait languages, which were largely confined to the home, leading to further decline.

### Language revitalisation efforts

- **Ainu:** Language revitalisation for the Ainu People began in the late twentieth century and includes classes, cultural programs and limited government support. Despite these efforts, the Ainu

language remains endangered, with few fluent speakers.

- **Aboriginal and Torres Strait Islander**

**Peoples:** Community groups work to preserve languages such as [Kala Lagaw Ya](#), [Meriam Mir \(also written as Miriam Mer\)](#), [Yumplatok](#) and [numerous Aboriginal languages](#). Organisations such as the [Torres Strait Regional Authority](#) support these efforts through art, language and cultural programs, despite facing resource limitations.

### Contemporary movements for cultural recognition

- **Ainu:** [Japan formally recognised the Ainu as Indigenous in 2008](#), which led to initiatives such as [the Symbolic Space for Ethnic Harmony](#) (Upopoy), a national cultural centre in Hokkaido that opened in 2020. Upopoy provides exhibitions, language classes and cultural programs, raising awareness of

Ainu culture.

- **Aboriginal and Torres Strait Islander**

**Peoples:** The Torres Strait Regional Authority, established in 1994, promotes autonomy and cultural preservation. While Aboriginal and Torres Strait Islander art, languages and traditions are increasingly celebrated, [there is an ongoing push for more comprehensive political and cultural recognition.](#)

---

## Real-world implications and the ongoing fight for cultural identities

Formal recognition is a positive step; however, genuine empowerment for both Ainu and Aboriginal and Torres Strait Islander communities relies on addressing ongoing social, economic and political challenges. The Ainu continue to struggle with

marginalisation, and Torres Strait Islanders face similar obstacles in their efforts to gain equal rights and representation within Australia's societal framework.

Cultural heritage for both groups is gaining traction in modern media and educational settings, attracting younger audiences and fostering a deeper understanding of these Indigenous groups. Through studying these cultures, Japanese language learners gain insight into the resilience and diversity of Indigenous Peoples and learn the importance of respectful representation and cultural preservation.

## Exercise 1



*An interactive HSP element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=4864#h5p-116>

## References

Aboriginal Contemporary. “What is the Dreamtime and Dreaming?.” Accessed November 9, 2024. <https://www.aboriginalcontemporary.com.au/pages/what-is-the-dreamtime-and-dreaming>.

Australian Human Rights Commission. “About Constitutional Recognition.” Accessed November 9, 2024. <https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/about-constitutional-recognition>.

Australian Institute of Aboriginal and Torres Strait Islander Studies. “Languages Alive.” Accessed November 9, 2024. <https://aiatsis.gov.au/explore/languages-alive>.

Crunchyroll. “Golden Kamuy—Opening | Winding Road.” YouTube video, 1:29. May 10, 2018. <https://www.youtube.com/watch?v=QahFijEd3hY>.

Foundation for Ainu Culture. “History.” Accessed November 9, 2024. <https://www.ff-ainu.or.jp/web/english/details/post-5.html>.

Symbolic Space for Ethnic Harmony. “About Upopoy.” Accessed November 9, 2024. <https://ainu-upopoy.jp/en/about/>.

Torres Strait Regional Authority. “Maiem, sew ngapa!

(Welcome).” Accessed November 9, 2024.

<https://www.tsra.gov.au/>.

Upscaled Anime Clips. “Ninpuu Kamui Gaiden OP (1969)  
[AI upscaled].” YouTube video, 1:30. October 19, 2022.

<https://www.youtube.com/watch?v=2hNGElHMK3g>.

Wierzbicka, Anna, and Cliff Goddard. “What Does  
‘Jukurrpa’ (‘Dreamtime’, ‘the Dreaming’) Mean?: A Semantic  
and Conceptual Journey of Discovery.” *Australian  
Aboriginal Studies (Canberra)*, no. 1 (2015): 43–65.

<https://search.informit.org/doi/10.3316/>

ielapa.414028751772935.



## 9.8 REVIEW

---

To recap, this chapter has deepened your understanding of Japanese, specifically focusing on how you can ask about and express desires and intentions through foundational verb conjugations.



### ***Kanji comprehension***

You've explored additional kanji characters, deepening your understanding of Japanese script and improving your ability to read and write more complex texts.



### ***Using たいです in various***

### ***sentence forms***

You've learned how to express desires and wants in Japanese using **たいです**, integrating it into different sentence structures to convey your intentions clearly.



### ***Additional demonstrative adjectives and pronouns***

You've become familiar with a broader set of demonstrative adjectives – **この** (kono), **その** (sono), **あの** (ano), **どの** (dono) – and demonstrative pronouns – **ここ** (koko), as well as **そこ** (soko), **あそこ** (asoko), **どこ** (doko) – which are crucial for specifying objects and places in conversation.



### ***Japanese currency: Yen and money-related terms***

You've learned how to use Japanese currency, specifically 円 (えん: en), along with various money-related terms. This includes practising large numbers in the context of shopping and transactions.



### ***Cultural awareness: Ainu People and Indigenous connections***

You've gained foundational knowledge about the Ainu People, one of the Indigenous peoples of Japan, deepening your understanding of their unique culture, history, and contemporary issues, and enhancing your awareness of Japan's cultural diversity. Additionally, you've explored cultural connections between the Ainu People and other Indigenous groups,

specifically the Aboriginal and Torres Strait Islander Peoples, further enriching your global cultural perspective.

The knowledge you've acquired in this chapter lays a strong groundwork for your ongoing progress in mastering Japanese.

To reinforce your grasp of the concepts and techniques discussed in this chapter, we've put together a revision exercise for you. This exercise is intended to help you practise your newly learned skills. Enjoy the process, and don't hesitate to revisit any parts of the chapter if you need further clarification!


## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3361#h5p-110](https://oercollective.caul.edu.au/japanese/?p=3361#h5p-110)

## Figures

- 1  “[Tick Icon](#)” by [Mrmw](#). Wikimedia Commons.  
Licensed under [CC 1.0](#).



# CHAPTER 10: GETTING AROUND JAPAN (1)





# 10.0 GETTING AROUND JAPAN (1)

---



*Figure 1:  
Building  
Covered  
with  
Snow*

Step into Chapter 10, *Getting Around Japan*, and join Lina as she embarks on her adventure across Japan. This chapter focuses on how Lina communicates with locals, manages uncertainties and shares her excitement, offering you a chance to learn practical language skills.

Here, you'll discover key phrases and expressions to assist you in seeking help and making polite requests. These tools are designed to enhance your travel experience, making it easier for you to navigate Japan with confidence and ease. Get ready to equip yourself with the language skills that will make your journey memorable and smooth!



## Learning goals

By the end of this chapter, you will be able to:

- Identify and understand essential kanji: 大 (big), 学 (study/learn), 先 (previous), 生 (life), 女 (woman), 男 (man), 見 (see), 行 (go), 食 (eat) and 飲 (drink).
- Apply the te-form of verbs to connect actions and express

ongoing activities.

- Use てください (te kudasai) for polite requests.
- Employ てもいいですか (temo ii desu ka) to ask for permission and てもいいです (よ) (temo ii desu [yo]) to give permission.



## Why these skills matter

### Cognitive benefits

- Improve pattern recognition by learning to recognise complex kanji
- Enhance your ability to connect ideas by using the te-form
- Apply appropriate levels of politeness in communication

### Real-life benefits

- Precisely express actions and make requests with clarity
- Make polite requests and ask for or give permission appropriately

## Words

Japanese	Romaji	English	Notes
Ru-verbs			
借 (か) りる	<i>kariru</i>	to borrow	Dictionary form. Use 借りる with the particle を to indicate what is being borrowed.
降 (お) りる	<i>oriru</i>	to get off/ down (from)	Dictionary form. Use 降りる with the particle を to indicate what you are getting off/down from. For example, バス (ばす) を 降りる means ‘to get off the bus’. This verb is used when disembarking from vehicles or going down a flight of stairs.

Japanese	Romaji	English	Notes
<b>Ru-verbs</b>			
浴 (あ) びる	<i>abiru</i>	to take (a shower)	Dictionary form. Use 浴び る with the particle を to indicate the direct object 'shower': シャ ワーを浴びま す (Shawaa o abi masu) means 'I take a shower'.
教 (お し) え る	<i>oshieru</i>	to teach	Dictionary form. Use 教え る with the particles を and に to indicate what is being taught and who it is being taught to, respectively. For example, 友達 (ともだち) に英語 (えい ご) を教 (お し) えます (Tomodachi ni Nihongo o oshie masu) means 'I will teach Japanese to my friend(s)'.

Japanese	Romaji	English	Notes
Ru-verbs			
U-verbs			
乗 (の) る	<i>noru</i>	to ride	Dictionary form. Use 乗る with the particle に to indicate what form of transport you are riding or getting on, such as a vehicle or horse. For example, 電車 (でんしゃ) に乗る means ‘to ride on the train’.
言 (い) う	<i>iu</i>	to say	Dictionary form. Use 言う with the particles を and に to indicate what is being said and who it is being said to, respectively.



Japanese	Romaji	English	Notes
<b>Ru-verbs</b>			
書 (か)く	<i>kaku</i>	to write	Dictionary form. Use 書く with the particles を and に to indicate what is being written and who is being written to, respectively.
座 (すわ)る	<i>suwaru</i>	to sit	Dictionary form. Use 座る with the particle に to indicate where you are sitting.
置 (お)く	<i>oku</i>	to put	Dictionary form. Use 置く with the particles を and に to indicate what you are putting and where you are putting it, respectively.
入 (はい)る	<i>hairu</i>	to enter	Dictionary form. Use 入る with the particle に to indicate what you are entering.

Japanese	Romaji	English	Notes
Ru-verbs			
Irregular verbs			
旅行 (りょ こう) [を] する	<i>ryokou (o) suru</i>	to go on a trip	Dictionary form. The verb する, meaning 'to do', often pairs with a noun to indicate an action. In 旅 行をする, which literally means 'to do a trip', the particle を indicates that the noun 旅行 is the object of the verb する. (Note that the particle is often omitted in casual contexts.)

Japanese	Romaji	English	Notes
<b>Ru-verbs</b>			
宿題 (しゅ くだ い) [を] する	<i>shukudai (o) suru</i>	to do homework	Dictionary form. In 宿題 をする, which literally means ‘to do homework’, the particle を indicates that the noun 宿題 is the direct object of the verb する. (Note that the particle is often omitted in casual contexts.)
<b>Nouns</b>			
駅 (え ぎ)	<i>eki</i>	station	駅 means ‘station’ and is usually used to refer to train stations in Japanese. To use it with the name of a station, simply place the name of the station before 駅.

Japanese	Romaji	English	Notes
Ru-verbs			
京成 (けい せい) スカイ ライナ ー (す かいら いな あ)	<i>Keisei sukai rainaa</i>	Keisei Skyliner	The Keisei Skyliner is a fast train that connects Narita Airport with central Tokyo (Ueno and Nippori stations).
日暮里 (につ ぼり)	<i>Nippori</i>	Nippori	A station in Tokyo that serves as a transfer point between different train lines, including the Keisei and Yamanote lines.
山手線 (やま [の]て せん)	<i>Yama(no)te-sen</i>	Yama(no)te line	A major railway line that circles central Tokyo, connecting many key neighbourhoods and stations. It has historical and cultural significance and is known for the frequency of its services.

Japanese	Romaji	English	Notes
<b>Ru-verbs</b>			
旅行 (りょこう)	<i>ryokou</i>	trip/travel	
ビデオ (びでお)	<i>bideo</i>	video	This is often used with the particle を as the direct object of the verb 撮 (と) る, meaning 'to take' or 'to record'. ビデオを撮る means 'to take/record a video'.

Japanese	Romaji	English	Notes
Ru-verbs			
トラム (とらむ)	<i>toramu</i>	tram	トラム is a loanword from the English word 'tram'. The formal Japanese term for a tram or streetcar is 路面電車 (ろめん でんしゃ: <i>romen densha</i> ), which literally means 'street surface train'. In some Australian cities such as Melbourne, trams are a convenient way to get around the city centre.
かばん	<i>kaban</i>	bag	かばん can be used to refer to a bag in general, such as a handbag, backpack or briefcase, but not a suitcase.

Japanese	Romaji	English	Notes
Ru-verbs			
荷物 (にも つ)	<i>nimotsu</i>	luggage/ baggage	荷物 is typically used to refer to bags that are larger than a かばん and items taken on trips. It can also refer to any load or items you are carrying.
温泉 (おん せん)	<i>onsen</i>	hot spring	In Japanese culture, visiting an onsen is a popular activity for relaxation and rejuvenation, often associated with scenic locations and traditional Japanese inns, known as 旅館 (りょかん: ryokan).

Japanese	Romaji	English	Notes
Ru-verbs			
お土産 (みやげ)	omiyage	souvenir	お土産 is a souvenir or gift typically brought back from trips for friends, family or coworkers. The お (o) is an honorific prefix that adds politeness, making the term more respectful and commonly used in social and business settings. They are usually locally made snacks or specialty items distinctive to the region visited, such as sweets, tea or small crafts. Giving <i>omiyage</i> is a valued tradition in Japan and is seen as a way to show appreciation and maintain



Japanese	Romaji	English	Notes
<b>Ru-verbs</b>			
			relationships. Including others in your travel experience reflects thoughtfulness and consideration, making it an important aspect of social etiquette in Japanese culture.

# Expressions and phrases

Japanese	Romaji	English	Notes
もう一度 (いちど)	<i>mou ichi-do</i>	one more time / again	This phrase can be used in various contexts, such as asking someone to repeat what they have said or to redo something.
いつか	<i>itsuka</i>	sometime	The word is used to refer to an indefinite time in the future. It implies that something will happen eventually, but the exact timing is not specified.
ぜひ	<i>zechi</i>	definitely / by all means	The word is often used to express a strong desire or recommendation to do something.

## Kanji

<b>School and everyday</b>	大 (big), 学 (study/learn), 先 (previous), 生 (life), 女 (woman) and 男 (man)
<b>Actions</b>	見 (see), 行 (go), 食 (eat) and 飲 (drink)

**NOTE:** These kanji will be further explored in [Module 10.1](#).

## **Key grammar points**

Japanese	Romaji	English	Notes
... たいん ですが	<i>tain</i> <i>desu ga</i>	I'd like to do ..., but	The phrase たいんで すが is used in Japanese to express a desire or wish in a polite and indirect way. It combines the verb form たい (which indicates wanting to do something) with んで すが, which softens the statement and implies that you're about to ask for help, make a request or explain something further.

---

... て, ... て      ... *te*, ...  
                                  *te*

(verb 1)  
 and then  
 (verb 2)

The te-form is used in several ways, but one of the most useful is for connecting multiple verbs to describe a series of actions. Example: 食べて、飲んで (tabete, nonde) – ‘Eat and then drink’.

When connecting more than two nouns in Japanese, use the particle と (introduced in [Module 4.5](#)), rather than the te-form. For further details on te-form conjugation and usage, see [Module 10.2](#).

---

... てくだ  
 さい      *te*      Please do  
                          *kudasai*      [verb].

---

This phrase is used to make polite requests or give instructions. It is placed at the end of a verb in the te-form to ask someone to do something. For further details, see [Module 10.3](#).

---

---

... てもいいですか	<i>temo ii desu ka</i>	May I [verb]?/Is it okay if I [verb]?	This phrase is used to ask for permission to do something. It is formed by adding <b>てもいいですか</b> to the verb in the te-form. For further details, see <a href="#">Module 10.4</a> .
-------------	------------------------	---------------------------------------	---

---

... てもいいですよ	<i>temo ii desu (yo)</i>	It's okay if you [verb].	This phrase is used to give permission or indicate that it is acceptable for someone to do something. It is formed by adding <b>てもいいですよ</b> to the verb in the te-form. The sentence-ending particle <b>よ (yo)</b> adds emphasis to the assurance or encouragement, and is often used in conversations. For further details, see <a href="#">Module 10.4</a> .
-------------	--------------------------	--------------------------	--

---

## Exercise 1

Guess which hiragana character needs to be filled in! To check the answer, click the 'turn' button.



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3363#h5p-128](https://oercollective.caul.edu.au/japanese/?p=3363#h5p-128)





## Model dialogues

In this chapter, we dive into everyday interactions in Japan as Lina arrives at Narita Airport, navigates her way through Tokyo and engages in conversations with locals.

From seeking directions to making small talk, these dialogues offer practical examples of how to communicate effectively while travelling.

Follow along as Lina asks for help and connects with local people in Japan, gaining insights into local customs and making the most of her visit.

## Dialogue 1

<b>Lina:</b> すみません。東京駅（とうきょうえき）に行（い）たいんですが。	<i>Sumimasen. Toukyou eki ni ikitai n desu ga.</i>
<b>Local:</b> 東京駅ですか。京成（けいせい）スカイライナー（すかいらいな）に乗（の）って、日暮里（にっぽり）に行（い）ってください。それから、山手線（やまのてせん）に乗（の）って、東京駅に行ってください。	<i>Toukyou desu ka. Keisei Sukairainā ni notte, Nippori ni itte kudasai. Sorekara, Yamanote-sen ni notte, Tōkyō-eki ni itte kudasai.</i>
<b>Lina:</b> すみません…。ちょっと難（むずか）しい…。もう一度（いちど）言（い）ってください。	<i>Sumimasen ... Chotto muzukashii ... Mou ichi-do itte kudasai.</i>
<b>Local:</b> 大丈夫（だいじょうぶ）ですよ。じゃあ、ここに書（か）きますね。	<i>Daijoubu desu yo. Jaa, koko ni kaki masu ne.</i>
<b>Lina:</b> ありがとうございます！	<i>Arigatou gozaimasu!</i>

## Dialogue 2

<b>Lina:</b> すみません。ここに座（すわ）ってもいいですか。	<i>Sumimasen. Koko ni suwatte mo ii desu ka.</i>
<b>Local:</b> どうぞ。いいですよ。ここに荷物（にもつ）を置（お）いてもいいですよ。	<i>Doozo. Ii desu yo. Koko ni nimotsu o oite mo ii desu yo.</i>
<b>Lina:</b> すみません。ありがとうございます。	<i>Sumimasen. Arigatou gozaimasu.</i>
<b>Local:</b> 旅行（りょこう）ですか。	<i>Ryokou desu ka.</i>
<b>Lina:</b> はい！オーストラリア（おおすとらりあ）の大学（だいがく）の学生（がくせい）です。	<i>Hai! Oosutoraria no daigaku no gakusei desu.</i>
<b>Local:</b> オーストラリアのどこですか。	<i>Oosutoraria no doko desu ka.</i>
<b>Lina:</b> メルボルン（めるぼるん）です。	<i>Meruborun desu.</i>
<b>Local:</b> メルボルン ... いいですね！ときどき、テレビ（てれび）で見（み）ますよ。トラム（とらむ）がありますよね。それから、たくさんカフェ（かふえ）もありますね。	<i>Meruborun ... ii desu ne! Tokidoki terebi de mi masu yo. Toramu ga ari masu yo ne. Sorekara, takusan kafe mo ari masu ne.</i>

<p><b>Lina:</b> はい、たくさんあります！</p> <p><b>NOTE:</b> In this sentence, <b>たくさん</b> means ‘a lot’ or ‘many’, and you can omit the noun with the particle <b>が</b> or <b>は</b> after <b>たくさん</b> when the context is clear. For example, instead of saying <b>たくさんカフェがあります</b> (‘There are many cafés’), you can simply say <b>たくさんあります</b> (‘There are many’) if it’s obvious you’re talking about cafés or another noun. This makes the sentence more concise and natural.</p>	<p><i>Hai, takusan ari masu.</i></p>
<p><b>Local:</b> いつかメルボルンに行って、コーヒーを飲(の)みたいです。</p>	<p><i>Itsuka Meruborun ni itte, koohii o nomi tai desu.</i></p>
<p><b>Lina:</b> ぜひ、メルボルンに来(き)てください！</p>	<p><i>Zehi Meruborun ni kite kudasai!</i></p>

## English translation

### Dialogue 1

---

**Lina:** Excuse me. I'd like to go to Tokyo Station, but ...

---

**Local:** To Tokyo Station? Please take the Keisei Skyliner and get off at Nippori. Then transfer to the Yamanote line and continue to Tokyo Station.

---

**Lina:** Excuse me ... It's a bit difficult (for me to understand) ... Could you please say that again?

---

**Local:** It's okay. Then I'll write it down here.

---

**Lina:** Thank you very much!

---

## Dialogue 2

---

**Lina:** Excuse me. May I sit here?

---

**Local:** Sure. You can also put your luggage here.

---

**Lina:** Excuse me. Thank you very much.

---

**Local:** Are you travelling?

---

**Lina:** Yes! I'm a university student from Australia.

---

**Local:** Where in Australia?

---

**Lina:** Melbourne.

---

**Local:** Melbourne ... that's nice! I sometimes see it on TV. There are trams, right? And there are many cafés too, aren't there?

---

**Lina:** Yes, there are many.

---

**Local:** I'd like to visit Melbourne someday and have coffee there.

---

**Lina:** Please do come to Melbourne!

---

## Exercise 2

Listen to the following audio files and repeat each Japanese phrase after the recording. Each phrase is read twice, first at a slow pace and then at a natural pace.

### Dialogue 1

**Lina:** すみません。東京駅（とうきょうえき）に行（い）きたいんですが。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-1>

**Local:** 東京駅ですか。京成（けいせい）スカイライナー（すかいらいなあ）に乗

(の) って、日暮里 (にっぽり) に行  
(い) ってください。それから、山手線  
(やまのてせん) に乗 (の) って、東京  
駅に行ってください。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3363#audio-3363-2](https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-2)

**Lina:** すみません…。ちょっと難 (むず  
か) しい…。もう一度 (いちど) 言  
(い) ってください。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*



<https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-3>

**Local:** 大丈夫（だいじょうぶ）ですよ。  
じゃあ、ここに書（か）きますね。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-4>

**Lina:** ありがとうございます！



*One or more interactive  
elements has been excluded*

*from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3363#audio-3363-5](https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-5)

## Dialogue 2

**Lina:** すみません。ここに座（すわ）って  
もいいですか。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3363#audio-3363-6](https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-6)

**Local:** いいですよ。ここに荷物を置  
（お）いてもいいですよ。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-7>

**Lina:** すみません。ありがとうございます。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-8>

**Local:** 旅行（りょこう）ですか。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3363#audio-3363-9](https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-9)

**Lina:** はい！オーストラリア（おおすと  
らりあ）の大学（だいがく）の学生（が  
くせい）です。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3363#audio-3363-10](https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-10)

**Local:** オーストラリアのどこですか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-11>

**Lina:** メルボルン（めるぼるん）です。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-12>

**Local:** メルボルン ... いいですね！ときどき、テレビ（てれび）で見（み）ますよ。トラム（とらむ）がありますよね。

それから、たくさんカフェ（かふえ）も  
ありますね。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3363#audio-3363-13](https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-13)

**Lina:** はい、たくさんあります！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3363#audio-3363-14](https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-14)

**Local:** いつかメルボルンに行って、コー  
ヒーを飲（の）みたいです。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3363#audio-3363-15](https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-15)

**Lina:** ぜひ、メルボルンに来（き）てく  
ださい！



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3363#audio-3363-16](https://oercollective.caul.edu.au/japanese/?p=3363#audio-3363-16)



## Discussion points

Let's reflect on the following points and share your observations and thoughts!

1. How do you handle language barriers when travelling? Share your experiences of asking for directions or assistance in a foreign language.
2. What strategies or Japanese phrases have been helpful in overcoming communication challenges?
3. What have been some memorable cultural exchanges you've experienced while travelling? Discuss how interactions with locals have enriched your travel experiences.



## Further resources


This resource created by [japan-guide.com](http://japan-guide.com) will guide you through the Japanese railway system, providing a quick overview of how to navigate and use it effectively:





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3363#oembed-1>

## Figures

1 “[Building Covered with Snow](#)” by [Matt Hardy](#). Pexels. Licensed under [Pexels licence](#).

2  “[Goal Icon](#)” by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

3  “[Speech Bubble Icon](#)” by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC 0](#).

4  “[Lightbulb Icon](#)” by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

## References

japan-guide.com. “How to Use Trains in Japan | japan-guide.com.” YouTube video, 8:51. April 16, 2019. [https://www.youtube.com/watch?v=aW\\_sw77sqvE](https://www.youtube.com/watch?v=aW_sw77sqvE).

## 10.1 KANJI: 大, 学, 先, 生, 女, 男, 見, 行, 食, 飲

---

This module focuses on kanji related to school and daily concepts, as well as kanji for actions, including 大 (big), 学 (study/learn), 先 (previous), 生 (life), 女 (woman), 男 (man), 見 (see), 行 (go), 食 (eat) and 飲 (drink).

### Kanji for this module

**School:** 大, 学, 先, 生

**Everyday:** 女, 男

**Actions:** 見, 行, 食, 飲

## 1. Kanji for school-related and everyday concepts: 大, 学, 先, 生, 女, 男

Here is a table showing the kanji characters 大 (big), 学 (study/learn), 先 (previous), 生 (life), 女 (woman) and 男 (man), along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
大	おお (きい)	だい, たい	<p>大きい (おおきい: ookii: big), 大学 (だいがく: daigaku: university), 大人 (おとな: otona: adult)</p> <p><b>NOTE:</b> The furigana reading of 大人 cannot be separated into individual kanji readings. This type of reading is called 熟字訓 (じゅくじくん: jukujikun), where a kanji compound has a unique reading distinct from its individual characters. For further details, see <a href="#">Module 7.1</a>.</p>
学	まな (ぶ)	がく	<p>学ぶ (まなぶ: manabu: to learn), 学校 (がっこう: gakkou: school), 学生 (がくせい: gakusei: student)</p>
先	さき	せん	<p>先 (さき: saki: previous/early), 先生 (せんせい: sensei: teacher), 先月 (せんげつ: sengetsu: last month)</p>

Kanji	Kun-reading	On-reading	Example Phrases
生	い (きる), う (まれ る)	せい, しょ う	生きる (いきる: ikiru: to live), 学生 (がくせい: gakusei: student), 生ビール (なまびいる: nama biiru: draft beer)
女	おんな	じょ	女の人 (おんなのひ と: onna no hito: woman), 女子 (じ よし: joshi: girl), 女 性 (じょせい: josei: female)
男	おとこ	だん	男の人 (おとこのひ と: otoko no hito: man), 男子 (だん し: danshi: boy), 男 性 (だんせい: dansei: male)

2. Kanji for actions: 見, 行, 食, 飲

Here is a table showing the kanji characters 見 (see), 行 (go), 食 (eat) and 飲 (drink), along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
見	み (る)	けん	見る (みる: miru: to see, to watch, to look), 見学 (けんがく: kengaku: study visit)
行	い (く)	こう, ぎょう	行く (いく: iku: to go), 行動 (こうどう: koudou: action), 行き先 (いきさき: ikisaki: destination)
食	た (べる)	しょく	食べる (たべる: taberu: to eat), 食べ物 (たべもの: tabemono: food), 食事 (しょくじ: shokuji: meal), 朝食 (ちようしょく: chou-shoku: breakfast)
飲	の (む)	いん	飲む (のむ: nomu: to drink), 飲み物 (のみもの: nomimono: drink), 飲酒 (いんしゅ: inshu: alcohol consumption)

## Additional notes on *okurigana*: 送 (おく) り仮名 (がな)

As introduced in [Module 7.1](#), ***okurigana*** are kana suffixes added to kanji to indicate verb conjugations,

clarifying both meaning and grammatical function. They are essential for distinguishing verb endings and expressing formality and negation. *Okurigana* allow each of the action verbs below to conjugate into polite forms, marking their kun-readings (Japanese readings):

1. **見 (to see/watch/look)** – its kun-reading **み** takes the *okurigana* **る** to indicate the plain form of verb **見る** (みる: **miru**). It takes other *okurigana* to indicate polite forms, such as **見ます** (みます: **mi masu**: [I will] see) and **見ません** (みません: **mi masen**: [I will] not see).
2. **行 (to go)** – its kun-reading **い** takes the *okurigana* **く** to indicate the plain form of the verb **行く** (いく: **iku**). It takes other *okurigana* to indicate polite forms, such as **行きます** (いきます: **iki masu**: [I will] go) and **行きません** (いきません: **iki masen**: [I will] not go).
3. **食 (to eat)** – its kun-reading **た** takes the *okurigana* **べる** to indicate the plain form of the verb **食べる** (たべる: **taberu**). It takes other *okurigana* to indicate polite forms, such as **食べます** (たべます: **tabe masu**: [I will] eat) and **食べません** (たべません: **tabe masen**: [I will] not eat).



4. 飲 (to drink) – its kun-reading の takes the *okurigana* む to indicate the plain form of the verb 飲む (のむ: **nomu**). It takes other *okurigana* to indicate polite forms, such as 飲みます (のみます: **nomi masu**: [I will] drink) and 飲みません (のみません: **nomi masen**: [I will] not drink).

## Further resources

### 1. Kanji for school-related and everyday concepts: 大, 学, 先, 生, 女, 男

This resource created by [おがちゃんねる/OgaChannel](#) provides a detailed guide on writing the kanji characters 大 (big), 学 (study/learn), 先 (previous), 生 (life), 女 (woman) and 男 (man), including explanations of their meanings, formation and usage:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3416#oembed-1](https://oercollective.caul.edu.au/japanese/?p=3416#oembed-1)*

## 2. Kanji for actions: 見, 行, 食, 飲

The following resource from [Koyata Japan Channel](#) explores three iconographically related kanji – 日 (sun), 目 (eye) and 見 (see) – highlighting how 見 is derived from the others:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3416#oembed-2](https://oercollective.caul.edu.au/japanese/?p=3416#oembed-2)*

This resource created by [おがちゃんねる!](#)

[OgaChannel](#) offers a comprehensive guide on writing the kanji characters 行 (go), 食 (eat) and 飲 (drink), with detailed explanations of their meanings, formation and usage. It also covers two additional kanji characters related to actions, but for now, let's focus solely on the four target kanji characters:



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3416#oembed-3>*

## Exercise 1

Are you ready to sharpen your kanji-writing skills this week? Download and print the PDF

kanji worksheet to start practising and mastering these characters! There's something timeless and powerful about putting pen to paper – it's one of the best ways to truly learn kanji!

[Chapter 10 Kanji Worksheet](#)

## References

おがちゃんねる/OgaChannel. “[おがちゃん先生の Japanese Kanji #2] 大学 校 先 生 | Stroke | Usage.” YouTube video, 10:06. February 4, 2021. <https://www.youtube.com/watch?v=uEjppqzzGQMs>.

Koyata Japan Channel. “Koyata’s Kanji Lesson#16: 日, 目, 見る ! Kanji is Easy!!.” YouTube video, 3:30. August 8, 2018. <https://www.youtube.com/watch?v=96b5hhac8dk>.

おがちゃんねる/OgaChannel. “[おがちゃん先生の Japanese Kanji #15] 行 来 帰 食 飲 | Stroke | Useful Expressions.” YouTube video, 9:59. April 8, 2021. <https://www.youtube.com/watch?v=uEjppqzzGQMs>.

## 10.2 VERB CONJUGATION: TE-FORM

---

This module is designed to encourage you on your path to mastering the te-form, empowering you to use Japanese more effectively and confidently in everyday communication.

### What is the 'te-form'?

The **te-form** is a verb conjugation in Japanese that serves as a versatile and essential building block in the language. It's called the 'te-form' because it typically ends with **て (te)** or **で (de)** in Japanese.

The te-form does not indicate tense; instead, tense is conveyed by the ending of the sentence, which will be explained in the following modules.

Additionally, politeness and tense are determined by the final verb or expression in the sentence, not by the te-form itself.

The te-form is used in a variety of grammatical structures. This chapter will focus on its four primary usages:

### **1. Making polite requests**

Combine the te-form of verbs with the ending expression **ください** (kudasai).

### **2. Asking for permission**

Combine the te-form of verbs with the ending expression **もいいですか** (mo ii desu ka).

### **3. Giving permission**

Combine the te-form of verbs with the ending expression **もいいです (よ)** (mo ii desu [yo]).

#### **4. Describing sequences of actions**

Connect verbs using the te-form.

### **How to form the te-form**

The table below outlines the te-form conjugation patterns for ru-verbs, u-verbs and irregular verbs.

Ru-verbs	U-verbs		Exception		Irregular verbs	
Verb stem +て	うつる	って	行く	行つて	する	して
	むぶぬ	んで			来(く)る	来(き)て
	す	して				
	ぐ	いで				
	く	いて				



## Further resources

This resource from [KANJI-Link](#) provides a quick overview of the te-form conjugation patterns. If you'd like to explore these patterns further in written examples, please continue reading the rest of the module:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3394#oembed-1](https://oercollective.caul.edu.au/japanese/?p=3394#oembed-1)*

Here's a breakdown of the conjugation patterns for ru-verbs, u-verbs and irregular verbs.

## 1. Ru-verbs

Ru-verbs are characterised by their stem ending in る. To conjugate into the te-form:

- **Remove る**: Take off the る from the dictionary form of the verb.
- **Add て**: Attach て to the end of the verb stem.

### Example:

- 食（た）べる (taberu: to eat) → 食べ (tabe) + て → 食べて (tabete)

[Audio file to be added once finalised]

## 2. U-verbs

U-verbs typically end in う, つ, る, む, ぶ, ぬ, す, く or ぐ. To conjugate into the te-form:

- **Change the final sound**: Replace the final sound with the corresponding te-form: って, んで, して, いで and いて.

Let's take a closer look at how each ending group is conjugated.

**(1) For u-verbs ending in う, つ, る:**

- Drop the final syllable and replace it with **って** (tte).
- **Example:**
  - 買 (か) う (kau: to buy) → 買って (katte)
  - 待 (ま) つ (matsu: to wait) → 待って (matte)
  - 撮 (と) る (toru: to take [photos]) → 撮って (totte)

[Audio file to be added once finalised]

**!** As explained in [Module 6.2](#), Some verbs ending in る can be classified as u-verbs rather than ru-verbs. The following verbs are all u-verbs despite ending in iru or eru, which are typically indicators of ru-verbs. These verbs include:

- 帰 (かえ) る (kaeru: to return)
- 入 (はい) る (hairu: to enter)
- 喋 (しゃべ) る (shaberu: to chatter)
- 要 (い) る (iru: to need)
- 知 (し) る (shiru: to know)

**(2) For u-verbs ending in む, ぶ, ぬ:**

- Drop the final syllable and replace it with **んで** (nde).
- **Example:**
  - 読（よ）む (yomu: to read) → 読**んで** (yonde)
  - 呼（よ）ぶ (yobu: to call) → 呼**んで** (yonde)
  - 死（し）ぬ (shinu: to die) → 死**んで** (shinde)

[Audio file to be added once finalised]

**(3) For u-verbs ending in す:**

- Drop the final syllable and replace it with **して** (shite).
- **Example:**
  - 話（はな）す (hanasu: to speak)  
→ 話**して** (hanashite)

[Audio file to be added once finalised]

**(4) For u-verbs ending in く:**

- Drop the final syllable and replace it with **いて** (ite).
- **Example:**
  - 書 (か) く (kaku: to write) → 書いて (kaite)
- **Exception:**
  - 行 (い) く (iku: to go) → 行っ (itte)

**!** There is only one exception. 行く becomes 行っ in its te-form. This is because 行いて is awkward to pronounce.

[Audio file to be added once finalised]

**(5) For u-verbs ending in ぐ:**

- Drop the final syllable and replace it with **いで** (ide).
- **Example:**
  - 泳 (およ) ぐ (oyogu: to swim) → 泳いで (oyoide)

[Audio file to be added once finalised]

### 3. Irregular verbs

- **来（く）る** (kuru: to go) → **来（き）** (ki) + **て**  
→ **来て** (kite)
- **する** (suru: to do) → **し** (shi) + **て** → **して**  
(shite)
- **勉強（べんきょう）する** (benkyou suru: to study) → **勉強し** (benkyou shi) + **て** → **勉強して** (benkyou shite)

[Audio file to be added once finalised]

Mastering the te-form conjugations will allow you to connect actions, make requests, and express various nuances in Japanese conversation effectively.

Practise these conjugations regularly to enhance your fluency and confidence in using Japanese verbs.

## Key points

- **There is no politeness or tense in the te-form:** The te-form itself does not indicate politeness or tense. Tense is expressed by adjusting the ending of the sentence, as will be covered in the following modules.

## Exercise 1



*An interactive HSP element has been excluded from this version of*

*the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3394#h5p-91](https://oercollective.caul.edu.au/japanese/?p=3394#h5p-91)

## Figures



“[Exclamation Sign Icon](#)” (untitled) by Dave Gandy.  
[Wikimedia Commons](#). Licensed under [CC by SA 3.0](#).



## 10.3 HOW TO MAKE POLITE REQUESTS: VERB TE-FORM + くださ い (KUDASAI)

---

In this module, you'll learn how to confidently make polite requests using the te-form of verbs.

### Making polite requests

To form polite requests, simply add **ください** to the te-form of verbs.

#### **Examples:**

日本語（にほんご）を教（おし）えてください。  
い。

*Nihongo o oshie **te kudasai**.*

**Please** teach me Japanese.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3401#audio-3401-1](https://oercollective.caul.edu.au/japanese/?p=3401#audio-3401-1)*

## Exercise 1



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3401#h5p-92](https://oercollective.caul.edu.au/japanese/?p=3401#h5p-92)

## 10.4 HOW TO ASK FOR AND GIVE PERMISSION: VERB TE-FORM + もいい ですか (MO II DESU KA) AND もいいです (よ) (MO II DESU [YO])

---

This module teaches you how to politely ask for and give permission using the te-form with もいいですか (mo ii desu ka) and もいいです (よ) (mo ii desu [yo]), respectively.

## Introduction to とてもいいですか and とてもいいです (よ)

- **Te-form + もいいですか** is used to **politely ask for permission** to do something, equivalent to 'Is it okay if I ...?' or 'May I ...?' in English. It's a way to show respect and consideration when asking for the other person's consent.
- **Te-form + もいいです (よ)** is used to **give permission** to someone else, translating to 'It's okay if you ...' or 'You may ...' in English. It reassures the person that their request is accepted, and they are free to proceed. The particle よ (yo) at the end is often used in conversation to add emphasis to the reassurance or encouragement.

## How to form もいいですか

- Start with the te-form of the verb (e.g.,  
食べる → 食べて, 行く → 行って, する →  
して).
- Add もいいですか to the te-form.

## Usage in sentences

### Examples:

座（すわ）ってもいいですか。

*Suwatte mo ii desu ka.*

May I sit down?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3405#audio-3405-1](https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-1)

お店（みせ）の中（なか）を見（み）てもい  
いですか。

*Omise no naka o mite mo ii desu ka.*

**Is it okay if I look** inside the shop?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3405#audio-3405-2](https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-2)

入（はい）ってもいいですか。

**Haitte mo ii desu ka.**

**May I come in?**



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3405#audio-3405-3](https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-3)*

このペン（ペン）を使（つか）ってもいいで  
すか。

*Kono pen o tsukatte mo ii desu ka.*

**Is it okay if I use this pen?**



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*



10.4 HOW TO ASK FOR AND GIVE PERMISSION: VERB TE-FORM + も  
いいですか (MO II DESU KA) AND もいいです (よ) (MO II DESU

online here: <https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-4>

ここで写真（しゃしん）を撮（と）ってもいいですか。

*Koko de shashin o **totte mo ii desu ka.***

Is it okay if I take photos here?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: <https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-5>

## How to form てもいいです (よ)

- Start with the te-form of the verb (e.g.,  
食べる → 食べて, 行く → 行って, する →  
して).
- Add もいいです (よ) to the te-form.

## Usage in sentences

### Examples:

**A:** この本（ほん）を借（か）りてもいいで  
すか。

*Kono hon, **karite mo ii desu ka.***

**May I borrow** this book?

10.4 HOW TO ASK FOR AND GIVE PERMISSION: VERB TE-FORM + も  
いいですか (MO II DESU KA) AND もいいです (よ) (MO II DESU



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3405#audio-3405-6](https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-6)*

**B:** はい、借りてもいいですよ。

*Hai, **karite mo ii desu yo.***

Yes, you **may borrow** it.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3405#audio-3405-7](https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-7)*

**A:** ここで写真を撮（と）ってもいいです  
か。

Koko de shashin o **totte mo ii desu ka.**

**Is it okay if I take** photos here?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3405#audio-3405-8](https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-8)

**B:** はい、撮ってもいいですよ。

Hai, **totte mo ii desu yo.**

Yes, you **may take** some.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3405#audio-3405-9](https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-9)

10.4 HOW TO ASK FOR AND GIVE PERMISSION: VERB TE-FORM + も  
いいですか (MO II DESU KA) AND もいいです (よ) (MO II DESU

Alternatively, you might hear:

**B:** はい、いいですよ。

*Hai, ii desu yo.*

Yes, that's fine.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3405#audio-3405-10](https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-10)*

Or:

**B:** はい、どうぞ。

*Hai, douzo.*

Yes, go ahead.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-11>

**NOTE:** When responding affirmatively to a question with もいいですか, it's common to simply say はい、いいですよ (Yes, that's fine) or はい、どうぞ (Yes, go ahead). These responses are concise and polite, effectively giving permission without needing to repeat the full phrase.

## Politely refusing requests

div]:bg-bg-300 [&\_pre]:-mr-4 md:[&\_pre]:-mr-9">  
\_\*]:min-w-0">

When responding negatively to a てもいいですか (te mo ii desu ka) question or any request in Japanese, speakers often use indirect methods to

maintain politeness and soften the refusal. This approach is common in some languages and cultures, where indirect communication helps to preserve harmony and facilitate positive social interactions. One polite way to refuse in Japanese is:

**すみませんが、ちょっと ...**

*Sumimasen ga, chotto ...*

I'm sorry, but ...



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3405#audio-3405-12](https://oercollective.caul.edu.au/japanese/?p=3405#audio-3405-12)*

1. **すみません**: 'I'm sorry' or 'Excuse me'
2. **が**: A particle indicating 'but'
3. **ちょっと**: Literally means 'a little', but in this context, it softens the refusal
4. **...** (Trailing off): Implies a refusal without

saying it directly

This phrase allows for a gentle refusal without explicitly saying 'no', which can be useful in various social and professional contexts. It's similar to phrases such as 'I'm afraid that ...' or 'Unfortunately ...' in English, which also serve to soften refusals.

## Usage in conversations

- This phrase can be used alone or followed by a gentle explanation.
- The tone and body language (such as a slight bow or apologetic expression) also contribute to conveying the refusal.

### Examples:



A: ここでビデオ（びでお）を撮ってもいいで  
すか。

*Koko de bideo o totte mo ii desu ka?*

May I take video here?

B: **すみませんが、ちょっと...**

***Sumimasen ga, chotto...***

I'm sorry, but... [implying 'it's not allowed' or  
'I'd rather you didn't']

## Exercise 1



*An interactive HSP element has*



*been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3405#h5p-93](https://oercollective.caul.edu.au/japanese/?p=3405#h5p-93)

# 10.5 HOW TO CONNECT VERBS WITH THE TE-FORM

---

In this module, you'll explore how to seamlessly connect verbs to describe sequences of actions using the te-form.

## Introduction to 'Verb 1 て、 Verb 2'

The te-form in Japanese is commonly used to connect multiple actions in a sentence, allowing you to describe a sequence of actions that occur one after the other. It's similar to using '**and**' in English to link actions together.

## How to use the te-form to describe sequences of actions

### Step 1: Conjugate each verb into the te-form

For each verb in the sequence, conjugate it into the te-form, except for the last verb in the sequence, which remains in its plain form or conjugates according to the tense you want to use.

### Step 2: Connect the actions

Use the te-form of the first verb to connect it to the next action. This indicates that the actions happen in order.

### Step 3: Te-form and tense

The te-form itself doesn't indicate tense. The tense is determined by the final verb in your sentence, which should be in the appropriate plain form (e.g., present, past). It's important

to remember that you cannot mix different tenses within the same sentence – keep the tense consistent for clarity.

### Step 4: End with the final verb

The final verb in the sequence indicates the form of the entire sentence, that is, in the plain or polite form. Additionally, the final verb is usually in the affirmative form.

## Usage in sentences

### Examples:

#### Original sentences

- 朝（あさ）ごはんを食（た）べます。  
(*Asa-gohan o tabe masu.*) – I eat breakfast.
- 学校（がっこう）へ行（い）きます。

(*Gakkou e iki masu.*) – I go to school.

### Combined using the te-form

朝ごはんを**食べて**、学校へ行きます。

*Asa-gohan o **tabete**, gakkou e ikimasu.*

I eat breakfast and go to school.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3408#audio-3408-1](https://oercollective.caul.edu.au/japanese/?p=3408#audio-3408-1)*

In this sentence:

- 食べて (tabete) is the te-form of 食べます (tabe masu: [I] eat).
- 行きます (iki masu: [I] go) indicates the final action and shows that the entire sentence is in the polite form.

You can also connect more than two verbs with the te-form.

### Examples:

毎日（まいにち）、朝（あさ）起（お）きて、シャワー（しゃわあ）を浴（あ）びて、宿題（しゅくだい）をして、大学（だいがく）に行（い）きます。

Mainichi, asa **okite**, shawaa o **abite**, shukudai o **shite**, daigaku ni iki masu.

Every morning, I wake up, take a shower, do homework and go to a university.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3408#audio-3408-2>

## Using the te-form with たいです

You can also use the te-form to connect actions when expressing a desire to do multiple things.

### Examples:

#### Original sentences

- 温泉（おんせん）に行（い）きたいです。  
(*Onsen ni iki tai desu.*) – I want to go to a hot spring.
- お土産（みやげ）を買（か）たいです。  
(*Omiyage o kai tai desu.*) – I want to buy souvenirs.

#### Combined using te-form:

温泉に行って、お土産を買いたいです。

*Onsen ni itte, omiyage o kai tai desu.*

I want to go to a hot spring and buy souvenirs.





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3408#audio-3408-3](https://oercollective.caul.edu.au/japanese/?p=3408#audio-3408-3)*

**NOTE:** When using the て form to connect verbs, the connected verbs are typically in the affirmative form, and the overall sentence will be affirmative. It is unnatural to end the sentence with a negative form, such as **温泉に行って、お土産を買いません** ('I will not go to a hot spring and buy souvenirs') or **温泉に行って、お土産を買いたくないです** ('I don't want to go to a hot spring and buy souvenirs'). Instead, keep connected actions affirmative for a natural flow.

## Key points

- The  $\text{て}$  form itself does not indicate tense or politeness.
- The  $\text{て}$  form can be used to link as many actions as needed, making it a versatile tool for constructing complex sentences.
- The actions are understood to occur in the order they are mentioned.
- The final verb determines the tense (past, present, or future) for the entire sentence, and you cannot mix different tenses within one sentence.
- When using the  $\text{て}$  form to connect actions, each connected verb is usually in the affirmative form for a natural flow.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3408#h5p-94>

## 10.6 REVIEW

---

In this chapter, you've achieved several key milestones in your Japanese language journey, ranging from mastering essential kanji to effectively using the te-form for various grammatical functions. Here's a summary of your learning accomplishments:



### ***Mastering kanji for school, daily concepts and actions***

You've learned important kanji characters related to school, daily life, and actions, such as 大 (big), 学 (study/learn), 先 (previous), 生 (life), 女 (woman), 男 (man), 見 (see), 行 (go), 食 (eat) and 飲 (drink).



### ***Te-form conjugation***

You've gained proficiency in conjugating verbs into the te-form, a fundamental aspect of Japanese verb usage.



### ***Making polite requests with the te-form + ください***

You can now effectively use the te-form with ください (kudasai) to make polite requests in various contexts.



### ***Asking for and giving permission with the te-form + もいいですか and もいいです(よ)***

You've learned to ask for and grant permission using the te-form combined with もいいですか (mo ii desu ka) and もいいです (よ) (mo ii desu [yo]).



***Describing sequences of actions with the te-form***

You've developed the ability to describe sequences of actions by connecting verbs with the te-form, enhancing the complexity and fluidity of your sentences.

These skills – mastering kanji, using the te-form, making polite requests, asking and giving permission, and describing sequences of actions – will greatly enhance your Japanese conversations. With regular practice, they'll soon become second nature.

To reinforce what you've learned, we've prepared a fun revision exercise. Whether you're looking to practise more or simply test your knowledge, this exercise is designed for you. If you encounter any difficulties, feel free to revisit the chapter. Enjoy your practice!


## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3412#h5p-111](https://oercollective.caul.edu.au/japanese/?p=3412#h5p-111)

## Figures

- 1  “[Tick Icon](#)” (untitled) by [Mrmw](#). Wikimedia Commons. Licensed under [CCO 1.0](#).





# CHAPTER 11: GETTING AROUND JAPAN (2)



# 11.0 GETTING AROUND JAPAN (2)

---





## Learning goals

By the end of this chapter, you will be able to:

- Recognise and read kanji for directions and positions: 口 (mouth/entrance), 入 (enter), 出 (exit), 東 (east), 西 (west), 南 (south), 北 (north), 右 (right) and 左 (left).
- Use and conjugate various adjectives to describe surroundings and situations.
- Formulate and respond to suggestions politely using the ending forms ませんか (masen ka), ましょう (mashou) and ましょうか (mashou ka).
- Count thin items using the numerical counter: 枚 (まい: mai).



## **Why these skills matter**

### **Cognitive benefits**

- Boost your spatial awareness and navigation abilities by understanding kanji for directions
- Express detailed and nuanced ideas by using adjectives
- Increases cultural sensitivity and social understanding by formulating polite suggestions

### **Real-life benefits**

- Read signs and give directions confidently in Japanese
- Describe surroundings and situations accurately to make your communication more effective
- Improve your social interactions by

making and responding to  
suggestions politely

- Strengthen your practical numeracy skills by counting specific types of objects correctly

## Words

Japanese	Romaji	English	Notes
U-verbs			



Japanese	Romaji	English	Notes
曲 (ま) が る	<i>magaru</i>	to turn	<p>Dictionary form/ Intransitive verb: <b>Intransitive verbs</b> describe actions that happen by themselves. Use this verb with the direction particle に to indicate the direction of the turn. For example, 右 (みぎ) に 曲がってください。 means 'Please turn right'. When used with the particle が, 曲がる means 'to bend' or 'to become curved', implying that something bends or changes</p>

Japanese	Romaji	English	Notes
			shape on its own. For example, 道 (みち) が 曲がる means ‘The road is curved’.
			Dictionary form/ Intransitive verb.
渡る (わた)る	wataru	to cross	Use this verb with the object particle を to indicate what is being crossed, such as a road, bridge or river.

Japanese	Romaji	English	Notes
持 (も) つ	<i>motsu</i>	to carry (something)	Dictionary form/ Transitive: <b>Transitive verbs</b> act on an object (marked by the particle を). Use this verb with the object particle を to indicate what is being carried.
手伝 (てつ だ) う	<i>tetsudau</i>	to help	Dictionary form/ Transitive.  Use this verb with the object particle を to indicate who is being helped.

Japanese	Romaji	English	Notes
分 (わ) か る	wakaru	to understand	Dictionary form/ Intransitive. Use this verb with the subject particle が to indicate what is being understood.
<b>Irregular verbs</b>			
予約 (よや く) する	yoyaku suru	to book	Dictionary form.
持 (も) っ て来 (く) る	motte kuru	to bring (something)	Dictionary form: Use this verb with the object particle を to indicate what is being brought. For example, お 菓子 (か し) を持っ て来 (き) ます。 means ‘I will bring snacks’.

Japanese	Romaji	English	Notes
連 (つ) れ て来 (く) る	<i>tsurete kuru</i>	to bring (someone)	Dictionary form: Use this verb with the object particle を to indicate who is being brought (along), such as a friend, family member or pet. For example, 友 達 (ともだ ち) を連れ て来 (き) ます。 means 'I will bring my friend'.
<b>Nouns</b>			
入 (い) り 口 (ぐち)	<i>iri-guchi</i>	entrance	
出口 (でぐ ち)	<i>de-guchi</i>	exit	
右 (みぎ)	<i>migi</i>	right	
左 (ひだ り)	<i>hidari</i>	left	

Japanese	Romaji	English	Notes
右手（みぎて）	<i>migi-te</i>	right hand (side)	This refers literally to the right hand and can also be used when giving directions or identifying the right side of the body. For example, 右手に入り口があります。(Migi-te ni iri-guchi ga ari masu) means ‘There is an entrance on the right-hand side’.

Japanese	Romaji	English	Notes
左手 (ひだりて)	<i>hidari-te</i>	left hand (side)	This refers literally to the left hand and can also be used when giving directions or identifying the left side of the body. For example, 左手に出口があります。 means 'There is an exit on the left-hand side'.
イランカラ プテ (いら んからぶ て)	<i>iran karapute</i>	Irankarapte (Hello / How are you?)	<i>Irankarapte</i> is a traditional Ainu greeting that is used to express friendliness and gratitude when addressing one another.
踊 (おど り)	<i>odori</i>	dance	
予約 (よやく)	<i>yoyaku</i>	booking	

Japanese	Romaji	English	Notes
チケット (ちけつと)	chiketto	tickets	
道 (みち)	michi	road	
信号 (しんごう)	shingou	traffic lights	
交差点 (こうさてん)	kousaten	intersection	
お皿 (さ ら)	osara	plate	
タオル (た おる)	taoru	towel	
I-adjectives			
大 (おお) きい	ookii	big	This means 'big' in terms of size or scale.
小 (ちい) さい	chiisai	small	This means 'small' in terms of size or scale.



Japanese	Romaji	English	Notes
暖 (あた た) かい	<i>atataakai</i>	warm (for weather, or sometimes figuratively for a warm atmosphere)	This can be used to describe warm weather or a comfortable, warm atmosphere.
温 (あた た) かい	<i>atataakai</i>	warm (for objects, or sometimes figuratively for a person's character)	This can be used to describe things that feel warm to the touch, such as drinks, food or surfaces. It can also be used figuratively to describe a person's character, suggesting they are warm-hearted or kind.
涼 (すず) しい	<i>suzushii</i>	cool (for weather)	This is used to specifically describe cool weather.

Japanese	Romaji	English	Notes
暑 (あつ) い	<i>atsui</i>	hot (for weather)	This is specifically used to describe hot weather or a hot environment, such as a warm room or climate.

Japanese	Romaji	English	Notes
熱い (あつ い)	<i>atsui</i>	hot (for objects, or sometimes figuratively for a person's character)	This is used for things that are physically hot, like drinks, food, or heated objects. Figuratively, it can describe a person as passionate or enthusiastic, implying they have a 'fiery' or intense personality. However, unlike in English, 熱い does not mean 'physically attractive' when describing a person. Instead, it conveys emotional warmth, passion or intensity.

Japanese	Romaji	English	Notes
寒 (さむ) い	<i>samui</i>	cold (for weather)	This is used to specifically describe cold weather.
冷 (つめ) たい	<i>tsumetai</i>	cold (for objects or sometimes figuratively for a person's character)	This is used for things that feel physically cold to the touch, like drinks or surfaces. It can also describe a person's character in a figurative sense, implying they are 'cold' or unfriendly.

Japanese	Romaji	English	Notes
楽 (たの) しい	<i>tanoshii</i>	fun	<p>This is used to describe an experience or activity that brings joy or pleasure. It often implies that something is enjoyable or gives a sense of happiness. For example, 旅行 (りょこう) は楽しいです。 (Ryokou wa tanoshii desu) means 'The trip is fun'.</p>

Japanese	Romaji	English	Notes
面白 (おも しろ) い	<i>omoshiroi</i>	interesting/ funny	<p>This is used to describe something that captures attention, is engaging, or has an element of humour. It can refer to things that are intellectually interesting or amusing. For example, この本 (ほん) は面白いです。 means ‘This book is interesting’.</p> <p>楽しい emphasises a feeling of enjoyment or pleasure, often associated with activities or events, while 面白い focuses on intellectual</p>

Japanese	Romaji	English	Notes
			engagement or humour, describing things that are captivating or amusing.
高 (たか) い	<i>takai</i>	expensive/ high/tall	This is used to describe something costly, a tall building or something of great height. However, when describing a person's height, you should use the subject 背 (せ, se: height) and say Xは背が高い (X wa se ga takai), literally 'As for X, their height is tall', not simply Xは高い, as we would in English.

Japanese	Romaji	English	Notes
安 (やす) い	<i>yasui</i>	cheap/ inexpensive	
<b>Irregular i-adjectives</b>			
いい	<i>ii</i>	good	This is used to describe something favourable or satisfactory, often indicating quality in various contexts.
かっこいい	<i>kakkoii</i>	good-looking/ cool	This is used to describe someone or something that looks attractive or stylish.
<b>Na-adjectives</b>			
きれいな	<i>kireina</i>	beautiful/ clean	This is used to describe something that is aesthetically pleasing or clean.



Japanese	Romaji	English	Notes
元気 (げんき) な	<i>genkina</i>	healthy/ energetic/ lively	This is used to describe someone who is lively, in good health, or full of energy. Unlike in English, where we might say 'healthy food' or 'healthy lifestyle', 元気 (げんき, <i>genki</i> ) is only used for people or sometimes animals, not inanimate things.
静 (しず) かな	<i>shizukana</i>	quiet	This is used to describe a calm, peaceful, or quiet environment.

Japanese	Romaji	English	Notes
にぎやかな	<i>nigiyakana</i>	lively	This is used to describe a place or situation that is bustling with activity and energy.
Adverbs			
まっすぐ	<i>massugu</i>	straight	When giving directions, you can say まっすぐ行(い)って ください (massugu itte kudasai), meaning ‘Please go straight’. Additionally, まっすぐな is a na-adjective, as in まっすぐな道(みち) (massugu na michi), which means ‘a straight road’.

## **Expressions and phrases**

Japanese	Romaji	English	Notes
よかつ たら	<i>yokattara</i>	if you like	This expression is used to offer something or suggest an action politely. It implies that the speaker is considering the listener's preferences or comfort. It often precedes an offer or suggestion.
X 枚 (まい)	<i>X mai</i>	X [counter for thin, flat objects]	The counter 枚 is used to count thin, flat objects such as paper, tickets or plates. It is placed after the number and is used with nouns to specify the quantity of these items. For further details, see <a href="#">Module 11.7</a> .
わかり ました	<i>wakari mashita</i>	I understand.	This phrase is used to acknowledge that you have understood something that was said. It is commonly used in formal, as well as in informal situations (where we would say 'OK' in English).

## Key grammar points

Japanese	Romaji	English	Notes
... ませ んか	<i>masen ka</i>	What about ...?	This is used to make a polite suggestion or invitation. It's often used when proposing an activity or asking if someone is interested in doing something. For further details, see <a href="#">Module 11.4</a> .
... まし よう	<i>mashou</i>	Let's ...	This is used to make a suggestion for a joint activity or to propose doing something together. It's a way to invite someone to participate in an action with you. For further details, see <a href="#">Module 11.5</a> .
... まし ようか	<i>mashou ka</i>	Shall I ...? or Shall we ...?	This is used to propose or suggest doing something and often seeks confirmation or agreement from the listener. It can also imply considering an action together. For further details, see <a href="#">Module 11.6</a> .

## Kanji

---

<b>Directions</b>	口 (mouth/entrance), 入 (enter), 出 (exit),
<b>and</b>	東 (east), 西 (west), 南 (south), 北 (north),
<b>positions</b>	右 (right) and 左 (left)

---

**NOTE:** These kanji will be further explored in [Module 11.1](#).

### Exercise 1

Guess which hiragana character needs to be filled in! To check the answer, click the 'turn' button.

**Verbs, nouns and adverbs**



*An interactive H5P element  
has been excluded from this*

*version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3414#h5p-133](https://oercollective.caul.edu.au/japanese/?p=3414#h5p-133)

## **Adjectives**



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3414#h5p-134](https://oercollective.caul.edu.au/japanese/?p=3414#h5p-134)

# 11.1 KANJI: 口, 入, 出, 右, 左, 東, 西, 南, 北

---

This module focuses on kanji related to directions and positions, including 口 (mouth/entrance), 入 (enter), 出 (exit), 右 (right), 左 (left), 東 (east), 西 (west), 南 (south) and 北 (north).

## Kanji for this module

**Directions and positions: 口, 入, 出, 右, 左, 東, 西, 南, 北**



## Kanji for directions and positions

Here is a table showing the kanji 口 (mouth/entrance), 入 (enter), 出 (exit), 右 (right), 左 (left), 東 (east), 西 (west), 南 (south) and 北 (north), along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
口	くち, ぐち	こう	口 (くち: kuchi: mouth) , 入口 (いりぐち: iri-guchi: entrance) , 人口 (じんこう: jinkou: population)
入	い (る) , はい (る)	にゅう	入 (はい) る (hairu: to enter) , 入口 (いりぐち: iri-guchi: entrance) , 入学 (にゅうがく: nyuugaku: entrance to school)
出	で (る) , だ (す)	しゅつ, しゅつ	出 (で) る (deru: to exit) , 出口 (でぐち: de-guchi: exit) , 出発 (しゅっぱつ: shuppatsu: departure)
右	みぎ	う	右 (みぎ: migi: right) , 右手 (みぎて: migi-te: right hand) , 右側 (みぎがわ: migi-gawa: right side) , 右折 (うせつ: usetsu: right turn)
左	ひだり	さ	左 (ひだり: hidari: left) , 左手 (ひだりて: hidari-te: left hand) , 左側 (ひだりがわ: hidari-gawa: left side) , 左折 (させつ: sasetsu: left turn)

Kanji	Kun-reading	On-reading	Example Phrases
東	ひがし	とう	東 (ひがし: higashi: east) , 東口 (ひがしぐち: higashi-guchi: east exit) , 東京 (とうきょう: Toukyou: Tokyo)
西	にし	せい, さい	西 (にし: nishi: west) , 西口 (にしぐち: nishi-guchi: west exit) , 西洋 (せいよう: seiyou: Western countries)
南	みなみ	なん	南 (みなみ: minami: south) , 南口 (みなみぐち: minami-guchi: south exit) , 南極 (なんきょく: Nankyoku: Antarctica)
北	きた	ほく, ほっ	北 (きた: kita: north) , 北口 (きたぐち: kita-guchi: north exit) , 北海道 (ほっかいどう: Hokkaidou: Hokkaido)

## Further resources

The following resource created by [Learn Japanese with Moonchan](#) demonstrates how to write and read the kanji characters 入 (enter) and 出 (exit):



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3471#oembed-1](https://oercollective.caul.edu.au/japanese/?p=3471#oembed-1)*

This resource created by [Japan Gedara](#) shows you how to write the kanji character 口 (mouth/entrance):



*One or more interactive elements  
has been excluded from this*

version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3471#oembed-2](https://oercollective.caul.edu.au/japanese/?p=3471#oembed-2)

This resource created by [The Essence Of Kanji](#)  
will focus on the kanji characters 右 (right) and  
左 (left):



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3471#oembed-3](https://oercollective.caul.edu.au/japanese/?p=3471#oembed-3)

In this resource created by [Elearningnihongo](#),  
you can learn how to write kanji characters  
and use them to read directions: 東 (east), 西  
(west), 南 (south) and 北 (north). The second  
resource created by [Samurai's Japanese Stories](#)

provides a more detailed breakdown of each kanji's composition:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3471#oembed-4](https://oercollective.caul.edu.au/japanese/?p=3471#oembed-4)*



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3471#oembed-5](https://oercollective.caul.edu.au/japanese/?p=3471#oembed-5)*

## Exercise 1

Are you ready to sharpen your kanji-writing skills this week? Download and print the PDF kanji worksheet to start practising and mastering these characters! There's something timeless and powerful about putting pen to paper – it's one of the best ways to truly learn kanji!

[Chapter 11 Kanji Worksheet](#)

## References

Learn Japanese with Moon-chan. “Learn How to Read and Write Kanji Enter and Go Out | 入る出る | Japanese Learning Anime.” YouTube video, 4:13. August 18, 2020. <https://www.youtube.com/watch?v=662TZHwhwQc>.

The Essence of Kanji. “9 むき (右、左、上、下) Directions Essential Kanji Slides (Ver.1).” YouTube video, 2:56. December 30, 2020. <https://www.youtube.com/watch?v=iLq2hxjAYaE>.

Elearningnihongo. “N5 kanji (東西南北).” YouTube video, 1:07. May 18, 2021. <https://www.youtube.com/watch?v=irYnWnTZFvU>.

Samurai’s Japanese Story. “(JLPT N5 Kanji for Beginners) Directions 東西南北—Learn Readings, Vocabularies—Kanji Quiz & Mnemonic.” YouTube video, 9:28. February 16, 2022. <https://www.youtube.com/watch?v=PoEdKyB9lE0>.



# 11.2 ADJECTIVE CONJUGATION

---

In this module, we'll explore how to vividly describe nouns and express qualities using three groups of adjectives: i-adjectives, na-adjectives and irregular adjectives

## Introduction to adjectives

So far in this textbook, we've used some common adjectives, like いい (ii: good) in short expressions such as いいですね. In this module, we'll dive deeper into adjectives and explore the grammatical rules for using different types of adjectives in sentences.

Adjectives are essential for bringing your conversations to life by describing nouns and

expressing qualities. In Japanese, they come in three main groups:

- 1. I-adjectives**
- 2. Irregular i-adjectives**
- 3. Na-adjectives**

Let's explore how to use them in sentences.

## Types of adjectives

In Japanese grammar, adjectives are categorised into three groups: i-adjectives, irregular i-adjectives and na-adjectives.

### 1. I-adjectives

These adjectives are called 'i-adjectives' because they end in い (i).

**Examples:**

おいしい (oishii: delicious/tasty)

面白（おもしろ）い (omoshiroi: interesting/  
funny)

新（あた）ら しい (atarashii: new)

かわいい (kawaii: cute)

## 2. Irregular i-adjectives

Some i-adjectives are considered irregular because they don't follow the typical conjugation patterns of standard i-adjectives. Yes, in Japanese, adjectives can be conjugated! We'll cover adjective conjugation later in this module. The most common irregular i-adjectives are:

いい (ii: good)

かっこいい (kakkoi: good-looking/cool)

**NOTE:** Originally derived from the adjective

よい (yoi), いい and かわいい have unique conjugations that differ from regular i-adjectives, which will be shown later in this module.

### 3. Na-adjectives

These adjectives are called 'na-adjectives' because they often require the particle な (na) when directly modifying a noun.

#### Examples:

きれいな (kireina: beautiful/clean)

しずかな (shizukana: quiet)

元気 (げんき) な (genkina: healthy/  
energetic)

## Usage in sentences

Adjectives in Japanese are used in two ways:

- Modifying nouns
- Forming basic sentence patterns such as 'X は (wa) Y です (desu)'

## Modifying nouns

### 1. I-adjectives

I-adjectives directly precede nouns without the need for a particle.

#### Examples:

- 新（あた）らしいお店（みせ）

(atarashii omise: new shop)

明日（あした）、新しいお店に行（い）きま  
す。

*Ashita, atarashii omise ni iki masu.*

I will go to a new shop tomorrow.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-1](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-1)

- 大（おお）きい犬（いぬ）(ookii inu:  
big dog)

大きい犬が好（す）きです。

*Ookii inu ga suki desu.*

I like big dogs.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-2](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-2)

## 2. Irregular i-adjectives

Irregular i-adjectives also directly precede nouns without a particle.

### Examples:

- いい人（ひと） (ii hito: a good person)

お店のオーナーはとってもいい人です。

*Omise no oonaa wa totemo ii hito desu.*

The owner of the shop is a very nice person.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-3](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-3)*

### 3. Na-adjectives

Na-adjectives require the particle な before nouns.

#### Examples:

- きれいな公園（こうえん） (kireina kouen: a beautiful park)

ここはとてもきれいな公園ですね。



*Koko wa totemo kireina kouen desu ne.*

This is a very beautiful park.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-4](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-4)*

- 元気な子（こ）ども (genkina kodomo:  
energetic child)

元気な子どもがたくさんいます。

*Genkina kodomo ga takusan i masu.*

There are many energetic/lively children.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-5>

## 'XはYです' sentence pattern

### 1. I-adjectives

- **Affirmative sentences:**

Simply add です to the i-adjective.

- **Negative sentences:**

Remove the い from the i-adjective and add くない (kunai) before です.

- **Questions:**

To form a question, simply add the particle か (ka) at the end of either an affirmative or negative sentence.

### Examples:

この店は高（たか）いです。

*Kono omise wa takai desu.*

This shop is expensive.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-6](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-6)

この店は高くないです。

*Kono omise wa taka kunai desu.*

This shop is not expensive.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them

online here: <https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-7>

このお店は高いですか。

*Kono omise wa takai desu* **ka**.

Is this shop expensive?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: <https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-8>

**NOTE:** 高い can also mean 'high' or 'tall',  
depending on the context.

## 2. Irregular i-adjectives

The adjective いい is conjugated as よくない in the negative. This is also extended to related adjectives such as かっこいい, which is conjugated as かっこよくない in the negative. Note that かわいい is not an irregular i-adjective; it's a regular i-adjective, despite ending with いい. Therefore, the negative form of かわいい is かわいくない, not かわよくない.

- **Affirmative sentences:**

いい remains as is, but the original form よい may be used in more formal contexts.

- **Negative sentences:**

いい becomes よくない (yokunai).

- **Questions:**

As with regular i-adjectives, simply add か at the end of the sentence.

### Examples:

それはいいです。

*Sore wa ii desu.*

That's good.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-9](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-9)*

**それはよくないです。**

*Sore wa yokunai desu.*

That's not good.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-10](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-10)*

それはいいですか。

*Sore wa ii desu ka.*

Is that good?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-11](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-11)*

### 3. Na-adjectives

- **Affirmative sentences:**

Remove な and add です.

- **Negative sentences:**

Remove な and add じゃない (janai) before  
です.

- **Questions:**

To form a question, simply add the particle **か** at the end of either an affirmative or negative sentence.

### Examples:

元気です。

*Genki desu.*

I'm well.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-12>*

今日（きょう）はあまり元気**じゃ**ないです。

*Kyou wa amari genki **janai** desu.*

I'm not very well today.





*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-13](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-13)*

元気ですか。

*Genki desu ka.*

Are you well?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3418#audio-3418-14](https://oercollective.caul.edu.au/japanese/?p=3418#audio-3418-14)*

This table summarises how i-adjectives, irregular i-

adjectives and na-adjectives are conjugated in affirmative, negative and question forms in Japanese sentences.

Type	Affirmative	Negative	Question
i-adjectives	Simply add です	Remove い and add くな いです	Simply add で すか
irregular i-adjectives	Simply add です	Replace いい with よくな いです	Simply add で すか
na-adjectives	Remove な and add で す	Remove な and add じゃ ないです	Remove な and add です か

## Exercise 1



An interactive HSP element has been excluded from this version of the text. You can view it online here:

[https://oercollective.caul.edu.au/  
japanese/?p=3418#h5p-135](https://oercollective.caul.edu.au/japanese/?p=3418#h5p-135)

# 11.3 ASKING FOR AND GIVING DIRECTIONS

---

This module focuses on learning how to ask for and give directions in Japanese, essential for navigating and communicating effectively during your travels in Japan.

## **Introduction to direction-related words**

In Japanese, directions are expressed using specific words for cardinal directions and other directional concepts:

### Basic words

1. 東 (ひがし: higashi) – east
2. 西 (にし: nishi) – west
3. 南 (みなみ: minami) – south
4. 北 (きた: kita) – north
5. 左 (ひだり: hidari) – left
6. 右 (みぎ: migi) – right
7. 前 (まえ: mae) – front
8. 後ろ (うしろ: ushiro) – behind

### Additional words

9. 入り口 (いりぐち: iri-guchi) – entrance
10. 出口 (でぐち: de-guchi) – exit
11. 東口 (ひがしぐち: higashi-guchi) – east entrance/exit
12. 西口 (にしぐち: nishi-guchi) – west entrance/exit
13. 南口 (みなみぐち: minami-guchi) – south entrance/exit

**14. 北口** (きたぐち: kita-guchi) – north entrance/exit

**15. 左手** (ひだりて: hidari-te) – left hand / left-hand side

**16. 右手** (みぎて: migi-te) – right hand / right-hand side

## Usage in sentences

These words are essential when discussing directions and locations.

### 1. Asking for directions

When you want to ask where something is, use these polite phrases:

**Simple, direct version:**

**すみません。Xはどこですか。**

*Sumimasen. X wa doko desu ka.*

Excuse me. Where is X?



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3420#audio-3420-1>*

**More nuanced, indirect version:**

**すみません。Xに行（い）きたいんですが**

...

*Sumimasen. X ni iki taiin desu ga ...*

Excuse me. I would like to go to X, but (I don't know how to get there).



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3420#audio-3420-2](https://oercollective.caul.edu.au/japanese/?p=3420#audio-3420-2)*

If you're asking for directions to a well-known public place, it's enough to use the first simple, direct version to ask where it is. If you think the place is less known, you might prefer to use the more indirect version. However, the first question is still polite and perfectly suitable for beginners to use when asking for directions!

To use these expressions, simply replace X with the specific place you want to go to. Now, let's practise asking for directions using these expressions:



## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3420#h5p-96>

## 2. Giving directions

While asking for directions is common in unfamiliar places, knowing how to give directions in Japanese is equally valuable. Understanding these phrases will help you both when giving and receiving directions.

Here are some straightforward and practical phrases frequently used to guide someone to a location. The te-form of verbs is particularly useful for describing a sequence of actions. Below are some example sentences incorporating these expressions:

### Key phrase 1:

... をまっすぐ行ってください。

**... o massugu itte kudasai.**

**Please go straight ...**

### Example:

ここをまっすぐ行ってください。

**Koko o massugu itte kudasai.**

**Please go straight here.**



One or more interactive  
elements has been  
excluded from this version of the  
text. You can view them online  
here:

[https://oercollective.caul.edu.au/  
japanese/?p=3420#audio-3420-3](https://oercollective.caul.edu.au/japanese/?p=3420#audio-3420-3)

**Key phrase 2:**

... に 曲（ま）がってください。

... *ni magatte kudasai.*

Please turn ...

**Example:**

まっすぐ行って、左（ひだり）に曲  
（ま）がってください。

*Massugu itte, hidari ni **magatte**  
**kudasai.***

Please go straight, and then **turn** left.



One or more interactive  
elements has been  
excluded from this version of the  
text. You can view them online  
here:

<https://oercollective.caul.edu.au/japanese/?p=3420#audio-3420-4>

**NOTE:** To say 'please turn right', simply replace 左 (ひだり: hidari) with 右 (みぎ: migi).

### Key phrase 3:

... を渡 (わた) ってください。

*... o watatte kudasai.*

Please cross ....

### Example:

信号 (しんごう) を右に曲がって、交

差点（こうさてん）を渡ってください。

*Shingou o migi ni magatte, kousaten o  
**watatte kudasai.***

**Please** turn right at the traffic light and  
then **cross** the intersection.



*One or more interactive  
elements has been  
excluded from this version of the  
text. You can view them online  
here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3420#audio-3420-5](https://oercollective.caul.edu.au/japanese/?p=3420#audio-3420-5)

信号（しんごう: shingou: traffic  
light)

交差点（こうさてん: kousaten:  
intersection)

**Key phrase 4:****Y に X があります。***Y ni X ga ari masu.*

There is a/an X to/on Y.

**Example:**

ここをまっすぐ行ってください。左手  
(ひだりて) に銀行 (ぎんこう) があ  
ります。

*Koko o massugu itte kudasai. **Hidari-te  
ni ginkou ga arimasu.***

Please go straight this way. **There's a  
bank to/on your left.**



*One or more interactive  
elements has been  
excluded from this version*

of the text. You can view them  
online here:  
[https://oercollective.caul.edu.au/  
japanese/?p=3420#audio-3420-6](https://oercollective.caul.edu.au/japanese/?p=3420#audio-3420-6)

**NOTE:** In Japanese, 左手 (ひだりて: hidari-te) means 'left hand' or 'left-hand side', and 右手 (みぎて: migi-te) means 'right hand' or 'right-hand side'. These terms are commonly used when giving directions to indicate the side of the road or path where a landmark or destination is located. For instance, 左手にあります (hidari-te ni arimasu) means 'it's on the left-hand side', while 右手にあります (migi-te ni arimasu) means 'it's on the right-hand side'.

## Exercise 2



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3420#h5p-97>



# 11.4 HOW TO MAKE SUGGESTIONS AND INVITATIONS: **ませんか** (MASEN KA)

---

In this module, we will learn the polite expression **ませんか** (masen ka) to effectively make suggestions and invitations in Japanese.

## Introduction to **ませんか** (masen ka)

**ませんか** is a unique construction in Japanese that combines the negative form of **ます** with the question particle **か**. While **ません** on its own is the negative form of a verb, when paired with **か** to form **ませんか**, it doesn't express negation. Instead,

it is used to make a polite suggestion or extend an invitation to do something together.

This structure is commonly used when inviting someone to join you in an activity or when proposing a course of action in a considerate and respectful manner.

Here's a summary of the purpose of **ませんか**:

### **1. To make suggestions for group activities**

- It is a polite expression used to suggest doing something together.
- Often implies 'Why don't we ...?' to **propose an activity as a group.**

### **2. To invite someone politely**

- It is used to extend a courteous invitation.
- Implies 'Would you like to ...?' to **invite someone to participate in an activity/event or accept an offer,** such as having tea.

## Usage in sentences

The basic structure is formed by adding か to the negative ます form of verbs: ませんか.

### Examples:

#### 1. Making suggestions for group activities

静（しず）かなカフェ（かふえ）に行（い）  
きませんか。

*Shizukana kafe ni iki masen ka.*

**Why don't we go** to a quiet café?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3422#audio-3422-1](https://oercollective.caul.edu.au/japanese/?p=3422#audio-3422-1)*

明日（あした）一緒（いっしょ）に映画（えいが）を見（み）ませんか。

*Ashita issho ni eiga o **mi masen ka.***

**Why don't we watch** a movie together tomorrow?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3422#audio-3422-2>

**NOTE:** To emphasise that the speaker wants to do the activity together with the listener, the adverb **一緒に** can be used.

## 2. Inviting someone politely

田中（たなか）さん、明日家（うち）に来（き）ませんか。

*Tanaka-san, ashita uchi ni **ki masen ka.***

Tanaka-san, **would you like to come** to my house tomorrow?



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3422#audio-3422-3>*

### Dialogue example:

**A:** 田中さん、今日（きょう）一緒にお昼（ひる）ご飯（はん）を食（た）べませんか。

*Tanaka-san, kyou isshoni ohiru-gohan o **tabe masen ka.***

Tanaka-san, **would you like to have** lunch together today?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3422#audio-3422-4](https://oercollective.caul.edu.au/japanese/?p=3422#audio-3422-4)*

**B:** ありがとうございます。いいですね。

*Arigatou gozaimasu. Ii desu ne.*

Thank you. That sounds great.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3422#audio-3422-5](https://oercollective.caul.edu.au/japanese/?p=3422#audio-3422-5)*

## Exercise 1



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3422#h5p-98](https://oercollective.caul.edu.au/japanese/?p=3422#h5p-98)

## 11.5 HOW TO MAKE AND AGREE TO PLANS: まし ょう (MASHOU)

---

Building upon the previous module on **ませんか** (masen ka), this module introduces **ましょう** (mashou), which expands on ways to suggest and agree upon activities in Japanese conversations.

### Introduction to **ましょう** (mashou)

Like **ませんか** (masen ka), **ましょう** has also several purposes:



## 1. To suggest activities

- It's used to suggest activities or propose plans, implying 'Let's ...'.

## 2. To agree with suggestions

- It expresses agreement with a suggestion or proposal, implying 'I agree, let's do that'.

**NOTE:** While **ませんか** can also be used to make a suggestion or invitation, **ましょう** is often used following an initial suggestion. It typically serves as a conclusive, affirmative proposal or agreement to engage in an activity together.

## Usage in sentences

The basic sentence is formed by adding **ましょう** to the stem form of verbs.

**Example:**

## 1. Suggesting activities

今度（こんど）、日本（にほん）でおいしい  
お寿司（すし）を食（た）べましょう。

*Kondo Nihon de oishii sushi o **tabe mashou.***

**Let's eat** good sushi in Japan next time.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3425#audio-3425-1](https://oercollective.caul.edu.au/japanese/?p=3425#audio-3425-1)

## 2. Agreeing with suggestions

いいですね。そうしましょう！

*ii desu ne. Sou shi **mashou!***

That sounds good. **Let's do** that!

—



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3425#audio-3425-2](https://oercollective.caul.edu.au/japanese/?p=3425#audio-3425-2)*

Now that you've learned both **ませんか** and **ましよう**, let's see how these expressions work in a natural conversation. Exploring new grammar points, phrases and words in context is an excellent way to enhance your understanding. Here's a conversation where you (A) suggest a plan and Tanaka-san (B) agrees:

**Dialogue example:**

**A:** 田中（たなか）さん、今日（きょう）ー

緒にお昼（ひる）ご飯（はん）を食（た）べ  
ませんか。

*Tanaka-san, kyou issihoni ohiru-gohan o tabe  
masen ka.*

Tanaka-san, would you like to have lunch  
together today?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3425#audio-3425-3](https://oercollective.caul.edu.au/japanese/?p=3425#audio-3425-3)*

**B:** いいですね。

*li desu ne.*

That sounds great.



*One or more interactive elements*

*has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3425#audio-3425-4>*

**A:** じゃあ、十二時に駅前（えきまえ）で会  
（あ）いましょう。

*Jaa, juu-ni-ji ni ekimae de **ai mashou.***

All right, **let's meet** in front of the station at  
12.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: <https://oercollective.caul.edu.au/japanese/?p=3425#audio-3425-5>*

**NOTE:** 駅前 is a fixed phrase meaning ‘in front of the station’. While 駅の前 is grammatically

correct and still used, 駅前 is more commonly used in everyday language.

**B:** はい、そうしましょう。

*Hai, sou **shi mashou.***

Yes, **let's do** that.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3425#audio-3425-6](https://oercollective.caul.edu.au/japanese/?p=3425#audio-3425-6)*

---

## ましょう vs ましょうか

To delve deeper, let's introduce an important distinction that bridges to the next module: the ending form ましょう can be accompanied by the

particle か, forming ましょうか, which is used in a similar way but with a slight difference in nuance.

While ましょう and ましょうか are often interchangeable, ましょうか adds a slightly more inviting or collaborative tone to the suggestion. Since it ends with the question particle か, it functions more as a polite inquiry, asking for the other person's input, rather than a straightforward statement. It subtly implies that you're seeking the other person's opinion or agreement, making it more of a question than a direct proposal.

For example:

A: じゃあ、明日（あした）四時（よじ）に  
会いましょうか。

*Jaa, ashita yo-ji ni ai **mashou ka**.*

Then, **shall we** meet at 4 tomorrow?



*One or more interactive elements  
has been excluded from this*

version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3425#audio-3425-7](https://oercollective.caul.edu.au/japanese/?p=3425#audio-3425-7)

B: はい、そうしましょうか。

*Hai, sou shi **mashou ka.***

Yes, **let's** do that, **shall we?**



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3425#audio-3425-8](https://oercollective.caul.edu.au/japanese/?p=3425#audio-3425-8)



## Exercise 1



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3425#h5p-99](https://oercollective.caul.edu.au/japanese/?p=3425#h5p-99)

## 11.6 HOW TO OFFER HELP: ましょうか (MASHOU KA)

---

In the previous module, we introduced ましょうか (mashou ka) as a way to suggest and agree to plans. This module expands on its usage by introducing another practical application: offering help.

### Introduction to ましょうか (mashou ka)

In addition to suggesting plans, ましょうか is also effective for offering assistance.

## Usage in sentences

**ましょうか** is formed by adding ましょう directly to the stem of a verb. For example, the stem of the verb 手伝 (てつだ) う (tetsudau: to help) is 手伝い (tetsudai).

Alternatively, you can start with the **ます** form of the verb, such as 手伝います (tetsudai masu), and replace the ending **ます** with ましょうか.

### Examples:

手伝いましょうか。

*Tetsudai **mashou ka.***

**Shall I** give you a hand? (Do you need help?)



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3427#audio-3427-1>

Learning to use ましょうか in these situations helps you engage more politely and naturally when offering help or suggesting activities. Here are two scenarios where you can use ましょうか effectively to offer assistance:

**Scenario 1. When you see a group of people trying to take a group photo by themselves:**

(写真[しゃしん]を) 撮(と) りましよう  
か。

(Shashin o) **tori mashou ka.**

### Shall I take (a photo)?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3427#audio-3427-2](https://oercollective.caul.edu.au/japanese/?p=3427#audio-3427-2)*

### Situation 2. When you notice someone struggling with a large suitcase on the stairs:

(荷物[にもつ]を) 持 (も) ちましょうか。

(Nimotsu o) **mochi mashou ka.**

### Shall I carry (the luggage)?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=3427#audio-3427-3>

In both cases, simply using the key verbs with ましょうか is enough and feels more natural, as the context is clear to both parties.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3427#h5p-100](https://oercollective.caul.edu.au/japanese/?p=3427#h5p-100)

# 11.7 HOW TO COUNT THIN OBJECTS: 枚 (まい: MAI)

---

Understanding how to use まい (mai) is crucial for accurately counting thin, flat objects like tickets and sheets of paper in Japanese. This module explores the structure and usage of まい, providing examples to illustrate its application in everyday conversations.

## Introduction to まい (mai)

In Japanese, 枚 (まい: **mai**) is a counter specifically used for thin, flat objects such as tickets, sheets of paper or similar items.

While it's important to use counters correctly for clarity in communication, it's completely okay if you



can't use them perfectly right away – counters can be a new concept for many learners. The key is to hear and use them in everyday situations **many times** until they become second nature. Don't worry; with practice, you'll internalise it!

## Usage in sentences

To use the counter 枚 correctly, you typically place it after the number:

**Number + 枚**

When modifying a noun with the counter, place 枚 before the noun that denotes the type of thin object being counted:

**Number + 枚 (+ の) + Noun**

Here's a list of how to count flat objects with the counter 枚:

- 一枚 (いちまい: ichi-mai) – one flat object
- 二枚 (にまい: ni-mai) – two flat objects
- 三枚 (さんまい: san-mai) – three flat objects
- 四枚 (よんまい: yon-mai) – four flat objects
- 五枚 (ごまい: go-mai) – five flat objects
- 六枚 (ろくまい: roku-mai) – six flat objects
- 七枚 (ななまい: nana-mai) – seven flat objects
- 八枚 (はちまい: hachi-mai) – eight flat objects
- 九枚 (きゅうまい: kyuu-mai) – nine flat objects
- 十枚 (じゅうまい: juu-mai) – ten flat objects
- 十一枚 (じゅういちまい: juu-ichi-mai) – eleven flat objects
- 何枚 (なんまい: nan mai) – How many flat objects

**NOTE:** 何枚 is used in questions to ask about the quantity of flat objects.

With this knowledge, let's practise using the counter 枚(まい: mai) in various shopping and everyday situations.

### Scenario 1: Buying tickets

チケットを**四枚**ください。

[Audio file to be added once finalised]

*Chiketto o **yon-mai** kudasai.*

Please give (me) **four** tickets.

### Scenario 2: Asking waitstaff to bring extra plates at a restaurant

すみません。お皿(さら)を**三枚**ください。

[Audio file to be added once finalised]

*Sumimasen. Osara o **san-mai** kudasai.*

Excuse me. Please give (us) **three** plates.

### Scenario 3: Informing your guest about available towels

ここにタオルが**二枚**あります。どうぞ使（つか）ってください。

[Audio file to be added once finalised]

*Kokoni taoru ga **ni-mai** ari masu. Douzo tsukatte kudasai.*

There are **two** towels here. Please use them.

### Scenario 4: Inquiring about and confirming the availability of T-shirts at a shop

Customer: このTシャツ（ていいしゃつ）は  
かっこいいですね。**何枚**ありますか。

[Audio file to be added once finalised]

*Kono tii-shatsu wa kakko ii desu ne. **Nanmai** ari masu ka.*

These T-shirts are cool. **How many (T-shirts)** do you have?

Shop staff: **五枚**あります。

[Audio file to be added once finalised]

***Go-mai*** ari masu.

We have **five (T-shirts)**.

With these examples, try using the counter 枚 in different contexts to become more comfortable and natural with your counting skills. Remember, it's all about practice and repetition, so don't be afraid to use them many times in your daily conversations!

## Exercise 1





*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

*[https://oercollective.caul.edu.au/  
japanese/?p=3429#h5p-101](https://oercollective.caul.edu.au/japanese/?p=3429#h5p-101)*

## 11.8 REVIEW

---

In this chapter, you have significantly expanded your Japanese language skills, building on your foundation and incorporating new elements, including:



### ***Mastering the kanji for directions and positions***

You have mastered kanji related to directions and positions, such as 口 (entrance/mouth), 入 (enter), 出 (exit), 東 (east), 西 (west), 南 (south), 北 (north), 右 (right) and 左 (left), enhancing your ability to navigate and describe locations.



### ***Conjugating adjectives***

You have learned how to conjugate adjectives, allowing you to describe things more accurately and express a range of emotions and qualities.



### ***Asking for and giving directions***

You can now confidently ask for and give directions, an essential skill for navigating new environments and helping others.



### ***Making suggestions and offering invitations with **ませんか** (masen ka)***

You have practised using **ませんか** to make polite suggestions and offer



invitations, helping you engage more socially in Japanese.



***Proposing and agreeing to plans with ましょう (mashou)***

You can now use ましょう to propose and agree on plans, making your interactions more collaborative and forward-looking.



***Offering help with ましょうか (mashou ka)***

You have learned how to offer help using ましょうか, making your conversations more polite and considerate.



***Counting with the counter 枚 (まい: mai)***

You have learned how to count thin, flat objects using the counter 枚, which is

essential for everyday tasks such as buying tickets or asking for additional items at a restaurant.

Each of these skills will enrich your Japanese conversations, and with regular practice, they will become second nature.

To help reinforce what you've learned in this chapter, we've put together a fun revision exercise. Whether you're looking to sharpen your skills or simply test your knowledge, this exercise is perfect for you. If you find anything challenging, don't hesitate to revisit the chapter. Happy practising!


## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3431#h5p-113](https://oercollective.caul.edu.au/japanese/?p=3431#h5p-113)

## Figures

- 1  “[Tick Icon](#)” (untitled) by [Mrmw](#). Wikimedia Commons. Licensed under [CCO 1.0](#).



# CHAPTER 12: LOOKING BACK, MOVING FORWARD



## 12.0 LOOKING BACK, MOVING FORWARD

---



*Figure 1:  
Trees in  
Spring*

As we wrap up our journey with *Looking Back, Moving Forward*, let's take a moment to reflect on the Japanese skills and knowledge you've built over the past 11 chapters! This adventure has been truly remarkable, as we've explored the Japanese language and culture from the perspective of your current life in Australia.

In this final chapter, we'll revisit Lina's trip to Japan, focusing on the past tenses of adjectives and verbs, as well as the past tense of **たいです** (tai desu). This chapter is designed to consolidate your learning and celebrate your achievements, setting the stage for future exploration. Let's take a closer look at this opening module and embrace how much you've accomplished!



## Learning goals

By the end of this chapter, you will be able to:

- Recognise and read kanji for weather (天気), origin (元) and foreign countries (外国).
- Use the past-tense forms of nouns and adjectives to describe things, conditions or states in the past.
- Conjugate verbs into the past tense



to talk about things that happened.

- Conjugate the verbs of existence – **あります** and **います** – to express the existence of objects, events, people and animals in the past.
- Use the past tense of **たいです** to express past wishes and desires.



## **Why these skills matter**

### **Cognitive benefits**

- Enhance your ability to understand and talk about past events and situations in Japanese
- Gain confidence in using different tenses for verbs and adjectives, making your speech more fluid and natural

### **Real-life benefits**

- Improve your storytelling skills by effectively describing past events and experiences
- Express past desires and share personal history more clearly, enriching conversations and connections with others

## Words

Japanese	Romaji	English	Notes
Ru-verbs			
疲（つか）れる	<i>tsukareru</i>	to get tired	Dictionary form.
開（あ）ける	<i>akeru</i>	to open	Dictionary form. This verb is often used with the direct object particle を to indicate what you are opening.
閉（し）める	<i>shimeru</i>	to close	Dictionary form. This verb is often used with the direct object particle を to indicate what you are closing.

---

つける	<i>tsukeru</i>	to turn on	<p>Dictionary form. This verb is often used with the direct object particle を to indicate what you are turning on, such as a light or an electronic device.</p> <p>Example: 電気 (でんき) をつけてください。 (Denki o tsukete kudasai.) – ‘Please turn on the light’.</p>
-----	----------------	------------	---

---

忘 (わす) れる	<i>wasureru</i>	to forget	<p>Dictionary form. This verb is often used with the direct object particle を to indicate what you are forgetting.</p>
-----------	-----------------	-----------	--

---

### U-verbs

---

待 (ま) つ	<i>matsu</i>	to wait (for)	Dictionary form. This verb is often used with the direct object particle を to indicate what or whom you are waiting for.
遊 (あそ) ぶ	<i>asobu</i>	to hang out/play	Dictionary form. This verb is often used with the particle と to indicate whom you are hanging out or playing with.
急 (いそ) ぐ	<i>isogu</i>	to hurry	Dictionary form.

休 (やす) む	<i>yasumu</i>	to rest/to be absent (from ...)	<p>Dictionary form. This verb can mean ‘to rest’ or ‘to be absent from’ something, such as school or work. For example, 今日 (きょう) は休みます。 (Kyou wa yasumi masu.) – ‘I will rest today. When expressing absence, use the particle を to indicate what one is absent from. For example, 学校 (がっこう) を休みます。 (Gakkou o yasumi masu.) – ‘I will be absent from school’.</p>
返 (かえ) す	<i>kaesu</i>	to return (something)	Dictionary form.

---

消 (け) す    *kesu*

to turn off

Dictionary form. This verb is often used with the direct object particle を to indicate what you are turning off, such as a light or an appliance. For example, 電気を消してください。(Denki o keshite kudasai.) – ‘Please turn off the light.’

---

**Irregular verbs**

---



充電（じゅうでん）する	<i>juuden suru</i>	to charge (a device)	Dictionary form. Use this verb when referring to charging electronic devices, such as phones, laptops, or batteries. For example, 携帯（けいたい）を充電します。（Keitai o juuden shi masu.）– ‘I’ll charge my mobile’.
<b>Nouns</b>			
天気（てんき）	<i>tenki</i>	weather	
国（くに）	<i>kuni</i>	country	
外国（がいこく）	<i>gaikoku</i>	foreign country	
パソコン	<i>pasokon</i>	personal computer	
ドア	<i>doa</i>	door	
窓（まど）	<i>mado</i>	window	

電気 (でんき)	<i>denki</i>	electricity/ light
お祭 (まつ) り	<i>omatsuri</i>	festivals
観光客 (かんこうきゃく)	<i>kankoukyaku</i>	tourists
<b>Time references</b>	The following time references do not take the particle <i>に</i> because they indicate a relative time frame rather than a specific point in time. For further details on when to use or omit <i>に</i> with time expressions, see <a href="#">Module 6.2</a> .	
昨日 (きのう)	<i>kinou</i>	yesterday
一昨日 (おととい)	<i>ototoi</i>	the day before yesterday
先週 (せんしゅう)	<i>senshuu</i>	last week
先月 (せんげつ)	<i>sengetsu</i>	last month
去年 (きょねん)	<i>kyonen</i>	last year
<b>I-adjectives</b>		

楽 (たの) しい	<i>tanoshii</i>	fun/ enjoyable	Use this adjective to express something that is pleasant or brings joy.
つまらない	<i>tsumaranai</i>	boring	Use this adjective to describe something that lacks interest or excitement.
忙 (いそ が) しい	<i>isogashii</i>	busy	Use this adjective to describe a state of having many tasks or being occupied.
新 (あた ら) しい	<i>atarashii</i>	new	Use this adjective to describe something that is recent, fresh or not previously used.

---

古 (ふる)  
い

*furui*

old

Use this adjective to describe something that has been around for a long time or is not new, such as objects or places. It is *not* used to refer to elderly people. To politely refer to elderly individuals, use the term 年配 (ねんぱい) の (nenpai no). For example, 先生 (せんせい) は年配の人 (ひと) です。

---

若 (わか)  
い

*wakai*

young

Use this adjective to describe someone or something that is youthful or in the early stages of life.

---

優 (やさ) しい	<i>yasashii</i>	kind	Use this adjective to describe someone who is gentle, caring or compassionate.
易 (やさ) しい	<i>yasashii</i>	easy	Use this adjective to describe something that is simple to do or understand, without much difficulty.
難 (むずか) しい	<i>muzukashii</i>	difficult	Use this adjective to describe something that is challenging or hard to accomplish.
<b>Na-adjectives</b>			
親切 (しんせつ) な	<i>shinsetsuna</i>	kind/considerate	Use this adjective to describe someone who is thoughtful and helpful.

大変（たいへん）な	<i>taibenna</i>	tough (situation)	Use this adjective to describe situations or tasks that are difficult, challenging or require a lot of effort. It's not generally used to describe people.
きれいな	<i>kireina</i>	beautiful/ clean	Use this adjective to describe something that is visually appealing (like a landscape or person) or tidy and clean. It is not commonly used for describing inner qualities.

---

ひまな	<i>himana</i>	not busy	Use this adjective to describe a person who is not occupied with work or tasks, implying they have free time. It is not used to refer to objects or places.
-----	---------------	----------	---

---

色々 (いろいろ) な	<i>iroirona</i>	various
-------------	-----------------	---------

---

### Adverbs

---

もっと	<i>motto</i>	more	This adverb is used to request or express the need for a greater amount or degree of something.
-----	--------------	------	---

---

## **Expressions and phrases**



Japanese	Romaji	English	Notes
おかえりなさい	<i>okaeri nasai</i>	welcome back	This phrase is used to greet someone when they return home or come back to a familiar place.
ただいま	<i>tadaima</i>	I'm back	This phrase is used to announce one's return, typically when coming home or back to a familiar place.

---

今度  
(こん  
ど)      *kondo*      next time

This word is used to refer to the next opportunity or occurrence. In the dialogue's example sentence, 今度 is used as an adverb, implying 'next time' or 'on the next occasion'.

However, it can also function as a noun.

For example, as a noun, it can be used in a sentence like, 今度の月曜日(げつようび)はテスト(テスト)です (Kondo no getsu-youbi wa tesuto desu), which translates to 'This coming Monday is the exam'. Here, 今度 modifies 'Monday' to indicate the next occurrence of that day.

---

## **Key grammar points**

Japanese	Romaji	English	Notes
... でした	<i>deshita</i>	was (past tense of です, desu)	This is the past tense form of です (desu), used to describe a state or condition in the past. Use it after nouns or adjectives to indicate what something was like. For further details, see <a href="#">Module 12.2</a> .
... ました	<i>mashita</i>	did (past tense of ます, masu)	This is the past tense form of ます (masu), used for verbs. It indicates that an action was completed in the past. For further details, see <a href="#">Module 12.3</a> .
... がありました	<i>ga ari mashita</i>	there was (for non-living things)	This phrase is used to indicate the existence of non-living things or events in the past. It follows nouns to describe something that existed or occurred. For further details, see <a href="#">Module 12.4</a> .

... がい  
ました *ga i*  
*mashita* there was (for  
living things)

This phrase is used to indicate the existence of living things or people in the past. It follows nouns to describe someone or something that was present. For further details, see [Module 12.4](#).

... たか  
ったで  
す *takatta*  
*desu* wanted (past  
tense of た  
い, tai)

This is the past tense form of たい (tai), used with verbs to express past desires or wishes. It describes something that you wanted to do in the past. For further details, see [Module 12.5](#).

## Kanji

**Weather** 天気 (weather)

**Origin** 元 (origin)

**Foreign country** 外 (outside) and 国 (country)

**NOTE:** These kanji will be further explored in [Module 12.1](#).

## Exercise 1

Guess which hiragana character needs to be filled in! To check the answer, click the 'turn' button.



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3434#h5p-129](https://oercollective.caul.edu.au/japanese/?p=3434#h5p-129)



## Model dialogue

Explore the exciting dialogue between Lina and her friends as they reflect on her recent trip to Japan!

<b>Ren:</b> リナ（りな）さん、おかえりなさい！	<i>Rina-san, okaerinasai!</i>
<b>Lina:</b> ただいま！昨日（きのう）の夜（よる）家（いえ）に帰（かえ）りました。ちょっと疲（つか）れました。	<i>Tadaima! Kinou no yoru ie ni kaeri mashita. Chotto tsukare mashita.</i>
<b>Kevin:</b> 日本（にほん）はどうでしたか。	<i>Nihon wa dou deshita ka.</i>
<b>Lina:</b> すごくよかったです！色々（いろいろ）な場所（ばしょ）に行（い）って、たくさんの人に会（あ）って、楽（たの）しかったですよ。	<i>Sugoku yokatta desu! Iroiro na basho ni itte, takusan no hito ni atte, tanoshikatta desu yo.</i>
<b>Nao:</b> 東京（とうきょう）でお姉（ねえ）さんに会（あ）いましたか。	<i>Toukyou de oneesan ni ai mashita ka.</i>
<b>Lina:</b> はい、会いました。お姉さんは忙（いそが）しかったです、元気（げんき）でした。	<i>Hai, ai mashita. Onesasan wa isogashikatta desu ga, genki deshita.</i>
<b>Ren:</b> それから、北海道（ほっかいどう）はどうでしたか。	<i>Sorekara, Hokkaidou wa dou deshita ka.</i>



<p><b>Lina:</b> 食（た）べ物（もの）がすごくおいしかったです。それから、白老町（しらおいちょう）でたくさん親切（しんせつ）な人（ひと）に会いました。でも、日本語は難（むず）しいですから、ちょっと大変（たいへん）でした…。</p>	<p><i>Tabemono ga sugoku oishikatta desu. Sorekara, Shiraoui-chou de takusan shinsetsu na hito ni ai mashita. Demo, Nihongo wa muzukashii desu kara, chotto taiben deshita ...</i></p>
<p><b>Kevin:</b> リナさん、よくわかりますよ…。ところで、ウポポイに行（い）きましたか。</p>	<p><i>Rina-san, yoku wakari masu yo ... Tokorode, Upopoi ni iki mashita ka.</i></p>
<p><b>Lina:</b> はい、とても大（おお）きくて、きれいでした。でも、もっと中（なか）を見（み）たかったです。</p>	<p><i>Hai, totemo ookiku te, kirei deshita. Demo, motto naka o mi takatta desu.</i></p>
<p><b>Kevin:</b> 僕（ぼく）も行きたかったです…。</p>	<p><i>Boku mo iki takatta desu ...</i></p>
<p><b>Ren:</b> 今度（こんど）みんなで日本（にほん）に行きたいですね。</p>	<p><i>Kondo minna de Nihon ni ikitai desu ne.</i></p>
<p><b>Nao:</b> いいですね。ぜひ、行きましょう！</p>	<p><i>Ii desu ne. Zebi, iki mashou!</i></p>

## English translation

---

**Ren:** Welcome back, Lina!

---

**Lina:** I'm back! I returned home last night. I'm a bit tired.

---

**Kevin:** How was Japan?

---

**Lina:** It was great! I visited many places, met lots of people and had a great time.

---

**Naο:** Did you meet your older sister in Tokyo?

---

**Lina:** Yes, I did. She was busy, but she was doing well.

---

**Ren:** And how was Hokkaido?

---

**Lina:** The food was amazing! Also, I met a lot of kind people in Shiraoi Town. But, since Japanese is difficult, it was a bit tough ...

---

**Kevin:** I totally understand, Lina ... By the way, did you go to Upopoi?

---

**Lina:** Yes, it was very big and beautiful. But I wanted to see more inside.

---

**Kevin:** I wanted to go too ... (I wish I could've gone too ...)

---

**Ren:** Next time, let's all go to Japan together.

---

**Naο:** That sounds great! Let's definitely go (there)!

---

## Exercise 2

Listen to the following audio files and repeat each Japanese phrase after the recording. Each phrase is read twice, first at a slow pace and then at a natural pace.

**Ren:** リナ（りな）さん、おかえりなさい！



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-1>

**Lina:** ただいま！昨日（きのう）の夜（よる）家（いえ）に帰（かえ）りました。ちょっと疲（つか）れました。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-2>

**Kevin:** 日本（にほん）はどうでしたか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-3>

**Lina:** すごく良かったです。いろいろな場所（ばしょ）に行（い）って、楽（たの）しかったですよ。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3434#audio-3434-4](https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-4)

**Nao:** 東京（とうきょう）でお姉（ねえ）さんに会（あ）いましたか。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*  
[https://oercollective.caul.edu.au/  
japanese/?p=3434#audio-3434-5](https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-5)

**Lina:** はい、会いました。お姉さんは忙（いそが）しかったです、元気（げんき）でした。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-6>

**Ren:** それから、北海道（ほっかいどう）はどうでしたか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-7>

**Lina:** 食（た）べ物（もの）がすごくおいしかったです。それから、白老町（しらおいちょう）でたくさん親切（しんせ

つ) な人 (ひと) に会いました。でも、日本語 (にほんご) は難 (むず) かしいですから、ちょっと大変 (たいへん) でした ...。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-8>

**Kevin:** リナさん、よくわかりますよ ...。ところで、ウポポイ (うぽぽい) に行きましたか。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3434#audio-3434-9](https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-9)

**Lina:** はい、とても大（おお）きくて、  
きれいでした。でも、もっと中（なか）  
を見（み）たかったです。



*One or more interactive  
elements has been excluded  
from this version of the text. You can  
view them online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3434#audio-3434-10](https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-10)

**Kevin:** 僕（ぼく）も行きたかったです

...o





*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-11>

**Ren:** 今度（こんど）みんなで日本に行きたいですね。



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*  
<https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-12>

**Nao:** いいですね。ぜひ、行きましょう！



*One or more interactive elements has been excluded from this version of the text. You can view them online here:*

<https://oercollective.caul.edu.au/japanese/?p=3434#audio-3434-13>



## Discussion points

Let's reflect on the following points and share your observations and thoughts!


1. Lina found Japanese difficult. What challenges have you faced in learning


Japanese, and what strategies have you used to overcome them?


2. The group discussed travelling to Japan together next time. If you could plan a group trip, what destinations or activities would you include in your itinerary?

## Figures

1 “[Trees in Spring](#)” by [Kento Ikeda](#). Pexels. Licensed under [Pexels licence](#).

2  “[Goal Icon](#)” by [faisalovers](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

3  “[Speech Bubble Icon](#)” by [Jeremy Good](#). Wikimedia Commons. Licensed under [CC 0](#).

4  “[Lightbulb Icon](#)” by [Maxim Kulikov](#). Wikimedia Commons. Licensed under [CC by 3.0](#).

## 12.1 KANJI: 天, 気, 元, 外, 国

---

This module focuses on essential kanji for discussing basic concepts and locations, including 天 (heaven), 気 (spirit), 元 (origin), 外 (outside) and 国 (country).

### Kanji for this module

**Weather:** 天, 気

**Origin:** 元

**Foreign countries:** 外, 国

1. Kanji for basic concepts: 元, 気, 天

Here is a table showing the kanji 天 (heaven), 気 (spirit) and 元 (origin), along with their kun-readings, on-readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
天		てん	天 (てん: ten: heaven) , 天気 (てんき: tenki: weather) , 天才 (てんさい: tensai: genius)
元	もと	げん, がん	元 (もと: moto: origin) , 元気 (げんき: genki: health/spirit) , 元日 (がんじつ: ganjitsu: New Year's Day)
気		き	気 (き: ki: spirit) , 気持ち (きもち: kimochi: feeling) , 天気 (てんき: tenki: weather)

2. Kanji for locations: 外, 国

Here is a table showing the kanji 外 (outside) and 国 (country), along with their kun-readings, on-

readings and example phrases. We will focus on the highlighted readings and words:

Kanji	Kun-reading	On-reading	Example Phrases
外	そと	がい	外（そと: soto: outside）, 外国（がいこく: gaikoku: foreign country）, 外出（がいしゅつ: gaishutsu: going out）
国	くに	こく, ごく, こっ	国（くに: kuni: country）, 外国（がいこく: gaikoku: foreign country）, 国会（こっかい: kokkai: the Diet）

## Further resources

The following resource created by [Learn Japanese with Moon-chan](#) provides a comprehensive guide to writing and reading the kanji 天 (heaven) and 気 (spirit), including their stroke order and example phrases:



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3436#oembed-1>*

The following resource created by [Learn Japanese Kanji](#) provides a comprehensive guide to writing and reading the kanji 元 (origin), including their stroke order and example phrases:



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3436#oembed-2>*

The following resource created by [Kanji World – Learning Japanese](#) provides a comprehensive guide to writing and reading the kanji 外

(outside) and 国 (country) , including their stroke order and example phrases:



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3436#oembed-3](https://oercollective.caul.edu.au/japanese/?p=3436#oembed-3)*

## Exercise 1

Are you ready to sharpen your kanji writing skills? Download and print the PDF kanji worksheet to start practising and mastering these characters! There's something timeless and powerful about putting pen to paper – it's one of the best ways to truly learn kanji!

[Chapter 12 Kanji Worksheet](#)



## References

Learn Japanese with Moon-chan. “How to Write 天／気 (ten/ki) | Learn Japanese Kanji with Vocab.” YouTube video, 3:54. October 20, 2020. <https://www.youtube.com/watch?v=vq32MTKtnnQ>.

Learn Japanese Kanji. “Learn Japanese Kanji | JLPT N4 | 元.” YouTube video, 1:23. March 30, 2024. <https://www.youtube.com/watch?v=abrzeCx0790>.

Kanji World—Learning Japanese. “How to Write FOREIGN COUNTRY—外国 (gaikoku) in Japanese Kanji.” YouTube shorts. July 24, 2023. <https://www.youtube.com/watch?v=cM2DXkKkwiM>.

## 12.2 PAST TENSE OF ADJECTIVES AND NOUNS

---

This module introduces how to use nouns and adjectives in the past tense in Japanese, demonstrating how to effectively describe past situations and qualities in conversation.

### Introduction to the past tense of adjectives and nouns

In [Module 11.2](#), we introduced the three groups of adjectives in Japanese: **i-adjectives**, **irregular i-adjectives** and **na-adjectives**. In this module, we'll show you how to conjugate each group into the **past tense**, including both **affirmative and negative forms**, with clear examples for each.

Additionally, we will cover **how to express the past tense for nouns**, as nouns in Japanese follow the same conjugation pattern as **na-adjectives** when forming affirmative and negative statements in the past tense.

Type	Present affirmative	Past affirmative	Present negative	Past negative
1. I-adjectives (e.g., おいしい)	おいしいです (oishii desu: it's tasty)	おいしかったです (oishi katta desu)	おいしくありません (oishiku nai desu)	おいしくありませんでした (oishiku nakatta desu)
2. Irregular i-adjectives  (e.g., かっこいい)	いいです (ii desu: it's good)  かっこいいです (kakkoii desu: it's cool/ good-looking)	よかったです (yokatta desu)  かっこよかったです (kakko yokatta desu)	よくありません (yoku nai desu)  かっこよくありません (kakko yoku nai desu)	よくありませんでした (yoku nakatta desu)  かっこよくありませんでした (kakko yoku nakatta desu)
3. Na-adjectives (e.g., きれいな)	きれいです (kirei desu: it's beautiful/ clean)	きれいでした (kirei deshita)	きれいじゃありません (kirei janai desu)	きれいじゃありませんでした (kirei janakatta desu)

Type	Present affirmative	Past affirmative	Present negative	Past negative
4. Nouns (e.g., 学生 [がくせい])	学生です (gakusei desu: I'm a student)	学生でした (gakusei deshita)	学生じゃ ないです (gakusei janai desu)	学生じゃ なかったで す (gakusei janakatta desu)

## 1. I-adjectives

**Affirmative past-tense form:** To make an i-adjective affirmative in the past tense, replace the final **い** with **かったです** (katta desu).

- **Example:** Non-past: **楽しいです**  
(tanoshii desu) → Past: **楽しかったです**  
(tanoshikatta desu) – ‘was fun’

**Negative past-tense form:** To make an i-adjective negative in the past tense, replace the final **い** with **なかったです** (kunakatta desu).

- **Example:** Non-past: **楽しくないです**  
(tanoshiku nai desu) → Past: **楽しくなかった  
です** (tanoshiku nakatta desu) – ‘was not fun’

**Examples:**

日本（にほん）の旅行（りょこう）は楽しか  
ったです。

*Nihon no ryokou wa hontouni **tanoshi katta**  
**desu.***

The trip to Japan **was fun.**



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4138#audio-4138-1](https://oercollective.caul.edu.au/japanese/?p=4138#audio-4138-1)

そのテストは難（むずか）しくなかったで  
す。

*Sono tesuto wa **muzukashiku nakatta desu.***

That test **wasn't difficult.**



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4138#audio-4138-2](https://oercollective.caul.edu.au/japanese/?p=4138#audio-4138-2)*

## 2. Irregular i-adjectives

**Affirmative past-tense form:** The irregular i-adjective いい (ii: good) becomes **よかったです** (yokatta desu) in the affirmative past tense.

- **Example:** いいです (ii desu) → **よかったです** (yokatta desu) – ‘was good’

**Negative past-tense form:** The irregular i-adjective いい (ii) becomes **よくなかったです** (yokunakatta desu) in the negative past tense.

- **Example:** よくないです (yokunai desu) → よ

く**な**かったです (yokunakatta desu) – ‘was not good’

### Examples:

あのホテルはあまりよく**な**かったですね。

*Ano hoteru wa amari **yokuna katta desu ne.***

That hotel **wasn't** really **good, was it?**



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=4138#audio-4138-3](https://oercollective.caul.edu.au/japanese/?p=4138#audio-4138-3)

## 3. Na-adjectives

**Affirmative past-tense form:** To make a na-adjective affirmative in the past tense, remove **な** and add **でした** (deshita).



- **Example:** きれいな (kireina) → きれいでした (kirei deshita) – ‘was beautiful/clean’

**Negative past-tense form:** To make a na-adjective negative in the past tense, remove な and add じゃなかったです (janakatta desu).

- **Example:** きれいじゃないです (kirei janai desu) → きれいじゃなかったです (kirei janakatta desu) – ‘was not beautiful/clean’

### Examples:

この公園（こうえん）はとてもきれいで  
した。

*Kono kouen wa totemo **kirei deshita**.*

This park **was** very **beautiful**.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

online here: <https://oercollective.caul.edu.au/japanese/?p=4138#audio-4138-4>

昨日（きのう）は元気（げんき）じゃなかったです。

*kinou wa **genki janakatta desu.***

I **wasn't well** yesterday.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: <https://oercollective.caul.edu.au/japanese/?p=4138#audio-4138-5>

## 4. Nouns

**Affirmative Past-Tense Form:** To make a noun affirmative in the past tense, add **でした** (deshita) after the noun.

- **Example:** 学生 (gakusei) → **学生でした** (gakusei deshita) – ‘was a student’

**Negative Past-Tense Form:** To make a noun negative in the past tense, use **じゃなかったです** (janakatta desu).

- **Example:** 学生じゃありません (gakusei janai desu) → **学生じゃなかったです** (gakusei janakatta desu) – ‘was not a student’

### Examples:

私（わたし）のお兄（にい）さんは**学生**でした。

*Watashi no oniisan wa **gakusei deshita.***

My older brother **was a (university) student.**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=4138#audio-4138-6>*

私はいい学生じゃなかったです。

*Watashi wa ii gakusei janakatta desu.*

**I was not a good (university) student.**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=4138#audio-4138-7>*

### **NOTE:**

In this sentence, **いい (ii: good)** is an

**adjective modifying the noun 学生 (gakusei: student).** The **negative past-tense form** is applied to **the entire noun phrase いい学生** (good student), rather than **いい** itself. So, いい学生じゃありません (not a good student) becomes いい学生じゃなかったです (was not a good student).

✓ 私はいい学生じゃなかったです。

*Watashi wa ii gakusei janakatta desu.*

**I was not a good (university) student.**

✗ 私はよくなかった学生じゃありません。

*(Incorrect!)*

## Usage notes

In Japanese, past-tense adjectives are not used directly to modify nouns. Instead, they are used in separate sentences or clauses to describe past states or qualities:

**Incorrect usage:**

おいしくなかったご飯（はん）を食（た）べ  
ました。

*Oishiku nakatta gohan o tabe mashita.*

↓

**Correct usage:**

ごはんを食べました。おいしくなかったで  
す。

*Gohan o tabemashita. **Oishiku nakatta desu.***

I ate a meal (or rice). It **wasn't tasty.**

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=4138#h5p-102>

## 12.3 PAST TENSE OF VERBS

---

This module demonstrates how to effectively use past-tense verbs in Japanese to describe past actions, events and experiences, perfect for narrating personal experiences or recounting past events such as a trip to Japan.

### Introduction to the past tense of verbs

In [Module 6.2](#), we explored verbs and their conjugations in the polite form – **ます** form – focusing on the present and future (or non-past) tense. Building upon that foundation, this module introduces past-tense verbs in Japanese. Verbs in the past tense convey actions or states that



occurred in the past. Let's delve into how the past tense is formed for different types of verbs and how past-tense verbs are used in questions and sentences.

## Forming past-tense verbs

In Japanese, the polite past tense of many verbs is straightforward once you know the **ます** form. **ました** is the affirmative past-tense ending, and **ませんでした** is the negative past-tense ending. Here's how the different verb types – ru-verbs, u-verbs and irregular verbs – are conjugated:

### 1. Ru-verbs

#### Affirmative past-tense forms

To form the affirmative past tense of ru-verbs, replace **ます** with **ました**.

- **Example:** 食（た）べます (tabe masu) — 'to eat'  
→ 食べました (tabe mashita) — 'ate'

## Negative past-tense forms

To form the negative past tense of ru-verbs, replace **ません** with **ませんでした**.

- **Example:** **食べません** (tabe masen) — ‘do/does not eat’  
→ **食べませんでした** (tabe masen deshita) — ‘did/does not eat’

## 2. U-verbs

### Affirmative past-tense forms

Just as with ru-verbs, you can form the affirmative past tense of u-verbs by simply changing **ます** to **ました**. Here’s a table showing the **ます** and **ました** forms for each type of u-verb. This is also a great opportunity to review how to conjugate u-verbs into the **ます** form:

Ending	Dictionary Form	Conjugation: Change /u/ to /i/ sound	Non-Past Tense (Polite)	Past Tense (Polite)
う	買う (kau: to buy)	う (u) → い (i)	買います (kai masu)	買いました (kai mashita)
つ	持つ (motsu: to hold)	つ (tsu) → ち (chi)	持ちます (mochi masu)	持ちました (mochi mashita)
る	切る (kiru: to cut)	る (ru) → り (ri)	切ります (kiri masu)	切りました (kiri mashita)
む	飲む (nomu: to drink)	む (mu) → み (mi)	飲みます (nomi masu)	飲みました (nomi mashita)
ぶ	遊ぶ (asobu: to play)	ぶ (bu) → び (bi)	遊びます (asobi masu)	遊びました (asobi mashita)
ぬ	死ぬ (shinu: to die)	ぬ (nu) → に (ni)	死にます (shini masu)	死にました (shini mashita)
く	書く (kaku: to write)	く (ku) → き (ki)	書きます (kaki masu)	書きました (kaki mashita)

Ending	Dictionary Form	Conjugation: Change /u/ to /i/ sound	Non-Past Tense (Polite)	Past Tense (Polite)
ぐ	泳ぐ (oyogu: to swim)	ぐ (gu) → ぎ (gi)	泳ぎます (oyogi masu)	泳ぎました (oyogi mashita)
す	話す (hanasu: to speak)	す (su) → し (shi)	話します (hanashi masu)	話しました (hanashi mashita)

### Negative Form

Just as with ru-verbs, you can form the negative past tense of u-verbs by simply changing **ません** to **ませんでした**.

- **Example:** **話しません** (hanashi masen) – ‘do/ does not speak’  
→ **話しませんでした** (hanashi masen deshita)  
– ‘did not speak’

### 3. Irregular verbs

Irregular verbs have unique forms in **ました**, which differ from their **ます** forms. Here’s a table of the affirmative non-past and past polite forms of irregular verbs:

## Affirmative past-tense forms

Dictionary Form	Meaning	Non-Past Tense (Polite)	Past Tense (Polite)
来 (く) る (kuru)	to come	来 (き) ます (ki masu)	来 (き) ました (ki mashita)
する (suru)	to do	します (shi masu)	しました (shi mashita)
勉強 (べんきょう) する (benkyou suru)	to study	勉強しま す (benkyou shi masu)	勉強しました (benkyou shi mashita)

## Negative past-tense forms

Just as with other verb types, you can form the negative past tense of irregular verbs by simply changing **ません** to **ませんでした**.

- **Example:** 来**ません** (ki masen) — ‘do/does not come’  
→ 来**ませんでした** (ki masen deshita) — ‘did not come’

## Using past-tense verbs in

## sentences

Using past-tense verbs in Japanese allows you to describe actions or states that occurred in the past. Here are some commonly used sentence patterns with past-tense verbs:

### 1. Affirmative past-tense sentences

去年（きょねん）、日本（にほん）に行  
（い）きました。

*Kyonen, Nihon ni **iki mashita**.*

He **went** to Japan last year.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them*

*online here: [https://oercollective.caul.edu.au/  
japanese/?p=3440#audio-3440-1](https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-1)*

**NOTE:** The time reference 去年 does not take the particle に because it indicates a relative time frame rather than a specific point in time (i.e., 'last year' could be 1996, 2024 or any other year, depending on when you say it). For further details on when to use or omit に with time expressions, see [Module 6.2](#).

京都（きょうと）で古（ふる）いお寺（てら）を見（み）ました。

*Kyouto de furui otera o **mi mashita**.*

I **saw** old temples in Kyoto. (Or: I saw an old temple in Kyoto.)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-2>

疲（つか）れましたから、ホテル（ほてる）  
で休（やす）みました。

*Tsukare mashita kara, hoteru de **yasumi**  
**mashita.***

I **rested** at the hotel because I was tired.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3440#audio-3440-3](https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-3)

## 2. Negative past-tense sentences

大阪（おおさか）に行（い）きませんでした。  
た。

*Oosaka ni **iki masen deshita.***



I **didn't go** to Osaka.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3440#audio-3440-4](https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-4)

富士山（ふじさん）の写真（しゃしん）を撮  
（と）りませんでした。

*Fuji-san no shashin o* **tori masen deshita.**

I **didn't take** photos of Mt. Fuji.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3440#audio-3440-5](https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-5)

昨日（きのう）、友達（ともだち）は学校  
（がっこう）に来（き）ませんでした。

*Kinou tomodachi wa gakkou ni **ki masen**  
**deshita.***

My friend **didn't come** to school yesterday.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3440#audio-3440-6](https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-6)*

**NOTE:** The time reference 昨日 does not take the particle に because it indicates a relative time frame rather than a specific point in time. For further details on when to use or omit に with time expressions, see [Module 6.2](#).

### 3. Questions in the past tense

#### Closed-ended questions:

ドアを閉（し）めましたか。

*Doa o **shime mashita ka.***

**Did** you **close** the door?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3440#audio-3440-7](https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-7)*

スマホを充電（じゅうでん）しましたか。

*Sumaho o **juuden shi mashita ka.***

**Did** you **charge** your smartphone?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3440#audio-3440-8](https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-8)

### Open-ended questions:

先週（せんしゅう）、何（なに）をしました  
か。

Senshuu, nani o **shi mashita ka**.

What **did** you **do** last week?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3440#audio-3440-9](https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-9)

**NOTE:** The time reference 先週 does not take the particle に because it indicates a relative time frame rather than a specific point in time. For further details on when to use or omit に with time expressions, see [Module 6.2](#).

日本で何（なに）を買（か）いましたか。

*Nihon de nani o **kai mashita ka**.*

What **did** you **buy** in Japan?



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3440#audio-3440-10>*

These examples illustrate how past-tense verbs in the polite form are used in various contexts to express actions and events that occurred in the past.

## Exercise 1



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://oercollective.caul.edu.au/japanese/?p=3440#h5p-103>

## 12.4 PAST TENSE OF あります (ARI MASU) AND います (I MASU)

---

This module explores how to express the past tense of あります (ari masu) and います (i masu) in Japanese, which are essential for describing the presence or existence of things and people in past contexts.

### Introduction to the past tense of verbs of existence

In [Module 8.4](#), we covered how to use X があります (X ga ari masu) and X います (X ga i masu) to talk about the existence of sentient beings and objects or non-sentient beings (including events), respectively, in the present or future tense.

This module builds on that by showing you how to express these ideas in the past tense.

**Note:** Although this structure is often translated as **‘There is/are’ or ‘There was/were,’** it does not always correspond directly to English usage. For example, while 昨日（きのう）、ここに田中（たなか）さんがいました (Kinou koko ni Tanaka-san ga imashita) literally means ‘Tanaka-san was here yesterday’, English would typically phrase this as **‘Tanaka-san was here yesterday’** rather than **‘There was Tanaka-san here yesterday.’**

Similarly, 先週（せんしゅう）、教室（きょうしつ）に先生（せんせい）がいませんでした (Senshuu kyoushitsu ni sensei ga imasen deshita) means **‘There was no teacher in the classroom last week’**, but English speakers would naturally say **‘There wasn’t a teacher in the classroom last week.’**

## Usage in sentences

### 1. Past tense of X があります

In Japanese, X があります is used to indicate the



existence of objects, non-sentient beings and events.

**Affirmative past-tense form (There was/were ...):** Replace あります with **ありました** to indicate that something existed in the past. For example:

昨日（きのう）、お祭（まつ）りが**ありまし**  
**た**。

*Kinou omatsuri ga **ari mashita**.*

**There was** a festival yesterday.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3443#audio-3443-1](https://oercollective.caul.edu.au/japanese/?p=3443#audio-3443-1)

**Negative past-tense form (There wasn't/weren't ...):** Replace あります with **ありませんでした** to indicate that something did not exist in the past. For example:

今日（きょう）、日本語（にほんご）のクラス（くらす）がありませんでした。

*Kinou, Nihongo no kurasu ga **ari masen deshita.***

**There was** no Japanese class yesterday.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3443#audio-3443-2>

**Questions (Was/Were there ...?):** Add the question particle か to ありました to ask whether something existed in the past. For example:

日本（にほん）にたくさん面白（おもしろ）  
い場所（ばしょ）がありましたか。

*Nihon ni takusan omoshiroi basho ga **ari**  
**mashita ka.***

**Were there** many interesting places in Japan?



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3443#audio-3443-3](https://oercollective.caul.edu.au/japanese/?p=3443#audio-3443-3)

## 2. Past tense of X があります

X があります is used to indicate the existence or presence of sentient beings (people, animals).

**Affirmative past-tense form (There was/were ...):** Replace います with **いました** to indicate that a person or animal existed or was present in the past. For example:

昨日（きのう）、ここに田中（たなか）さんがいました。

*Kinou koko ni Tanaka-san ga **i mashita**.*

Tanaka-san **was** here yesterday.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3443#audio-3443-4>*

**Negative past-tense form (There wasn't/ weren't ...):** Replace います with **いませんでした** to indicate that a person or animal existed or was not present in the past. For example:

先週（せんしゅう）、教室（きょうしつ）に  
先生（せんせい）がいませんでした。

*Senshuu, kyoushitsu ni sensei ga **i masen**  
**deshita.***

The teacher **was not** in the classroom last  
week.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3443#audio-3443-5](https://oercollective.caul.edu.au/japanese/?p=3443#audio-3443-5)

**Questions (Was/Were there ...?):** Add the  
question particle か to いました to ask whether a  
person or animal existed or was present in the past.  
For example:

東京（とうきょう）にたくさん外国（がいこく）の観光客（かんこうきゃく）がいましたか。

*Toukyou ni takusan gaikoku no kankoukyaku  
ga **i mashita ka.***

**Were there** many tourists from overseas in  
Tokyo?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3443#audio-3443-6](https://oercollective.caul.edu.au/japanese/?p=3443#audio-3443-6)*

## Exercise 1



*An interactive H5P element has  
been excluded from this version of  
the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3443#h5p-104](https://oercollective.caul.edu.au/japanese/?p=3443#h5p-104)

## 12.5 DESIRES IN THE PAST TENSE: たかったです (TAKATTA DESU)

---

In this module, we will explore the usage of たかったです (takatta desu), a key structure in Japanese that allows us to express desires and aspirations in the past tense with clarity and nuance.

### Introduction to desires in the past tense: たかったです (takatta desu)

In [Module 9.2](#), we learned how to express desires in the present (or non-past) tense. Now, in this module, we will explore how to express desires in the past tense using the ending pattern **たかったです (takatta desu)**.



This form is essential for talking about things you wanted to do or experience in the past. Whether it's reflecting on a trip to Japan or recalling past aspirations, this structure allows us to do so with clarity!

## How to form たかったです

### 1. Affirmative past-tense form (wanted to ...)

**たかったです** is the **affirmative past-tense form** of **たいです** (want to). To conjugate a verb into **たかったです**, follow these steps:

1. **Start with the ます form of the verb.**
  - Example: **食べます** (*tabemasu*) – 'I eat'.
2. **Replace ます with たかったです to express past desire.**
  - Example: **食べたかったです** (*tabetakatta desu*) – 'I wanted to eat'.

This pattern applies to all verbs that use the **たい** form to express desire.

Alternatively, you can go directly from the **ます** form by replacing **ます** with **たかったです**. For example, **食べます** becomes **食べたかったです**.

### Examples:

#### Ru-verbs

食（た）べます (tabe masu: [I] eat)

↓

食べたたかったです (tabe **takatta desu**)

I **wanted to** eat.

#### U-verbs

行（い）きます (iki masu: [I] go)

↓

行きたかったです (iki **takatta desu**)

I **wanted to** go.

### Irregular verbs

します (shi masu: [I] do)

↓

したかったです (shi **takatta desu**)

I **wanted to** do.

## 2. Negative past-tense form (didn't want to ...)

**たくなかったです** is the **past negative form** of **たいです** (want to). To conjugate a verb into **たくなかったです**, follow these steps:

### 1. Start with the **ます** form of the verb.

- Example: **食べます** (*tabemasu*) – 'I eat'.

2. **Replace ます with たくなかったです to express past negative desire.**

- Example: **食べたくなかったです**  
(*tabetakunakatta desu*) – ‘I didn’t want to eat’.

This pattern applies to all verbs that use the **たい form** to express desire in the past negative.

Alternatively, you can go directly from the **ます** form by replacing **ます** with **たくなかったです**. For example, **食べます** becomes **食べたくなかったです**.

**Examples:**

**Ru-verbs**

食（た）べます (tabe masu: [I] eat)

↓

食べたくなかったです (tabe **taku nakatta desu**)

I **didn’t want to** eat.

## U-verbs

行 (い) きます (iki masu: [I] go)

↓

行きたくなかったです (iki **taku nakatta**  
**desu**)

I **didn't want to** go.

## Irregular-verbs

します (shi masu: [I] do)

↓

したくなかったです (shi **taku nakatta desu**)

I **didn't want to** do.

### 3. Questions in the past tense (Did X want to ...?)

To form a question in the past tense, **たかったです か (takatta desu ka)**, add the question particle か to たかったです.

#### Examples:

##### Ru-verbs

食べる (taberu: to eat)

↓

Xは食べたかったですか (tabe **takatta desu ka**)

Did X **want to** eat?

##### U-verbs

行く (iku: to go)

↓

Xは行きたかったですか (iki **takatta desu ka**)

Did X **want to** go?

### Irregular-verbs

する (suru: to do)

↓

Xはしたかったですか (shi **takatta desu ka**)

Did X **want to** do (it)?

## Usage in sentences

**Use たかったです to express past desires, often implying that they were not fulfilled.** It conveys a sense of regret or disappointment about something you wanted to do but couldn't.

### Examples:

### 1. Affirmative past-tense form: たかったです

日本（にほん）で富士山（ふじさん）を見  
（み）たかったです。

*Nihon de Fuji san o mi **takatta desu.***

I **wanted to** see Mt. Fuji in Japan.



One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3445#audio-3445-1](https://oercollective.caul.edu.au/japanese/?p=3445#audio-3445-1)

**NOTE:** This sentence suggests that the  
speaker **wanted to see Mt. Fuji but was  
unable to do so.**

### 2. Negative past-tense form: たくな かったです

子（こ）どもの時（とき）、野菜（やさい）  
を食（た）べたくなかったです。



*Kodomo no toki, yasai o tabe **taku nakatta desu.***

When I was a child, I **didn't want to** eat vegetables.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3445#audio-3445-2>

**NOTE:** This implies that the speaker **actively disliked eating vegetables in childhood.**

### 3. Questions in the past tense: たかったですか

**Closed-ended question:**

A: 北海道（ほっかいどう）で温泉（おんせん）に入（はい）りたかったですか。

*Hokkaidou de onsen ni hairi **takatta desu ka.***

**Did** you **want to** bathe in [literally, 'go into'] a hot spring in Hokkaido?



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3445#audio-3445-3>*

B: はい、入り**たかったです**。 / いいえ、入り**たくなかったです**。

*Hai, hairi **takatta desu**. / Iie, hairi **taku nakatta desu**.*

Yes, I **did**. / No, I **didn't**.



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://oercollective.caul.edu.au/japanese/?p=3445#audio-3445-4>*

**NOTE:** The affirmative response **may imply that the speaker wanted to but couldn't**, while the negative response simply states that they had no desire to do so.

**Open-ended question:**

A: オーストラリアで何（なに）をした**かった**  
**たですか。**

*Oosutoraria de nani o shi **takatta desu ka.***

What did you **want to** do in Australia?



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3445#audio-3445-5](https://oercollective.caul.edu.au/japanese/?p=3445#audio-3445-5)*

B: コアラに会（あ）いた**かったです。**

*Koara ni ai **takatta desu.***

I **wanted to** meet a koala.



*One or more interactive elements  
has been excluded from this  
version of the text. You can view them  
online here: [https://oercollective.caul.edu.au/  
japanese/?p=3445#audio-3445-6](https://oercollective.caul.edu.au/japanese/?p=3445#audio-3445-6)*

**NOTE:** This suggests that **the speaker had a desire to meet a koala, which was likely but not necessarily unfulfilled.**

**NOTE:**

To imply that the **desire was fulfilled** or to provide **an explanation in conversation**, たかったんです (a more colloquial and explanatory form, or のです in formal writing) is often used.

If you want to clearly indicate that the desire was fulfilled, you might say:

✓ 日本で富士山を見ました。すごく見たかったです！

*Nihon de Fuji-san o mi mashita. Sugoku mitakatta n desu.*

**I saw Mt. Fuji in Japan. I really wanted to see it!**

✖ **日本で富士山を見たかったです。でも、見ました！**

*Nihon de Fuji-san o mitakatta desu. Demo, mi mashita!*

**I wanted to see Mt. Fuji in Japan. But I saw it!**

This sounds unnatural because **たかったです** usually implies that the desire was unfulfilled.

## Summary

This table compares the different conjugations of **たいです**, which is used to express **desire** in Japanese. The table shows how to form the **affirmative and negative** versions in both the **present and past tense**, with example sentences for clarity:

Tense	Ending	Meaning	Example (食べる – ‘to eat’)
Affirmative Present	たいです (tai desu)	want to	食べたいです (tabetai desu) – ‘I want to eat’.
Negative Present	たくないです (takunai desu)	don’t/ doesn’t want to	食べたくないです (tabetakunai desu) – ‘I don’t want to eat’.
Affirmative Past	たかったです (takatta desu)	wanted to	食べたかったです (tabetakatta desu) – ‘I wanted to eat’.
Negative Past	たくなかったです (takunakatta desu)	didn’t want to	食べたくなかったです (tabetakunakatta desu) – ‘I didn’t want to eat’.

## Exercise 1





*An interactive H5P element has  
been excluded from this version of*

*the text. You can view it online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3445#h5p-105](https://oercollective.caul.edu.au/japanese/?p=3445#h5p-105)

## 12.6 REVIEW

---

In this chapter, you have honed your skills in using the past tense in Japanese, focusing on essential grammatical points and daily expressions, including:



### ***Learned more kanji***

You've expanded your knowledge of the kanji for 天 (heaven), 気 (spirit), 元 (origin), 外 (outside) and 国 (country).



### ***Familiarised yourself with the past tense of nouns and adjectives***

You have learned how to conjugate nouns



and adjectives into their past-tense forms, enabling you to describe past experiences and qualities.



***Mastered the past tense of verbs***

You can now effectively use verbs in the past tense, allowing you to talk about actions that occurred in the past.



***Gained proficiency in the past tense of あります and います***

You have mastered the past-tense forms of あります and います, enabling you to describe the existence or presence of objects, events, people and animals in the past.



***Learned to express desires  
using the past tense of たいです***

You can now express desires in the past tense using **たかったです**, expanding your ability to convey what you wanted to do.

These skills will add so much to your Japanese conversations, and with regular practice, they'll start to feel natural.

To help you lock in everything you've learned in this chapter, we've put together a fun revision exercise. Whether you're looking to brush up on your skills or test your understanding, this exercise is here for you. If you find anything tricky, don't hesitate to revisit the chapter for a refresher.


## Exercise 1



*An interactive H5P element  
has been excluded from this  
version of the text. You can view it  
online here:*

[https://oercollective.caul.edu.au/  
japanese/?p=3447#h5p-114](https://oercollective.caul.edu.au/japanese/?p=3447#h5p-114)

## Figures

- 1  “[Tick Icon](#)” (untitled) by [Mrmw](#). Wikimedia Commons. Licensed under [CCO 1.0](#).



# BIBLIOGRAPHY

---

Banno, Eri, Yoko Ikeda, Yutaka Ohno, Chikako Shinagawa, and Kyoko Takashiki, eds. *Genki Textbook*. Vol. 1, *An Integrated Course in Elementary Japanese*, 3rd ed. Japan Times, 2020.

Chino, Naoko. *A Dictionary of Basic Japanese Sentence Patterns*. Kodansha International, 2013.

———. *All about Particles: A Handbook of Japanese Function Words*. Kodansha International, 2013.

Ide, Sachiko. “Japanese Sociolinguistics Politeness and Women’s Language.” *Lingua* 57, nos. 2–4 (June 1982): 357–85. [https://doi.org/10.1016/0024-3841\(82\)90009-2](https://doi.org/10.1016/0024-3841(82)90009-2).

Iida, Asako. *Kazoe kata no jisho* [Counting dictionary]. Shougakukan. 2004.

Iwasaki, Shoichi. *Japanese*, rev. ed. London Oriental and African Language Library 17. John Benjamins, 2013.

Kaiser, Stefan, ed. *Japanese: A Comprehensive Grammar*. 2nd ed. Routledge Comprehensive Grammars. Routledge, 2012.

- Kamiya, Taeko. *The Handbook of Japanese Verbs*. Kodansha International, Japan, 2001.
- Kinsui, Satoshi, and Takubo, Yukinori, eds. *Shijishi* [Demonstratives]. Vol. 7 of *Nihongo kenkyuu shiryoushuu* [Japanese language research collection]. *Hitsuji Shobou*, 1992.
- Kumagai, Yuri. “9. On Learning Japanese Language: Critical Reading of Japanese Language Textbook.” In *Rethinking Language and Culture in Japanese Education: Beyond the Standard*, edited by Shinji Sato and Neriko Musha Doerr, 201–217. Multilingual Matters, 2014. <https://doi.org/10.21832/9781783091850-011>.
- Mitsui, Sayaka. “Eigo bogo washa ni yoru Nihongo meishi no fukusuukei no sanshutsu nitsuite: Eigo to Nihongo no fukusuu ninshiki no zure.” [The production of plurals of Japanese nouns by native English speakers: The discrepancy between English and Japanese plural recognition].” *Nihongo Kyouiku*, no. 154 (2013): 115–22. [https://doi.org/10.20721/nihongokyoiku.154.0\\_115](https://doi.org/10.20721/nihongokyoiku.154.0_115).
- Morris-Suzuki, Tessa. “Indigenous Rights and the ‘Harmony Olympics.’” *Asia-Pacific Journal: Japan Focus* 18, no. 4 (2020). <https://apjif.org/2020/4/morris-suzuki>.
- Morita, Emi. “Japanese Interactional Particles as a Resource

- for Stance Building.” *Journal of Pragmatics* 83 (July 2015): 91–103. <https://doi.org/10.1016/j.pragma.2014.12.008>.
- Soga, Matsuo. “The Pragmatics of Kuru and Iku.” *Journal of Japanese Linguistics* 5, nos. 1–2 (January 1976): 279–306. <https://doi.org/10.1515/jjl-1976-1-213>.
- Takubo, Yukinori. “Nihongo no ninshou hyougen” [Personal expressions in Japanese]. In *Shiten to gengo koudou* [Perspectives and verbal behaviour], edited by Yukinori Takubo, 12–44. Kurosio, 1997.
- Tanaka, Hiroko. “The Particle Ne as a Turn-Management Device in Japanese Conversation.” *Journal of Pragmatics* 32, no. 8 (July 2000): 1135–76. [https://doi.org/10.1016/S0378-2166\(99\)00087-9](https://doi.org/10.1016/S0378-2166(99)00087-9).
- Törngren, Sayaka Osanami, and Yuna Sato. “Beyond Being Either-Or: Identification of Multiracial and Multiethnic Japanese.” *Journal of Ethnic and Migration Studies* 47, no. 4 (March 2021): 802–820. <https://doi.org/10.1080/1369183X.2019.1654155>.
- Yamashiro, Jane H. “The Social Construction of Race and Minorities in Japan: Social Construction of Race and Minorities in Japan.” *Sociology Compass* 7, no. 2 (February 2013): 147–61. <https://doi.org/10.1111/soc4.12013>.

# PEER-REVIEW STATEMENT

---

Monash University is committed to publishing high-quality open textbooks which meet the needs of students and educators. This book has been peer-reviewed by two subject experts from two higher education institutions. Each chapter received a double-blind review from academics with specialist knowledge and experience in Japanese language education.

Reviews were structured around considerations of the intended audience of the book and examined the comprehensiveness, accuracy and relevance of the content. Reviews were also focused on relevance longevity, clarity, consistency, organisation, structure flow, grammatical errors and cultural relevance.

The author and the publication team would like to thank the reviewers for the time, care and commitment they contributed to the project. We recognise that peer reviewing is a generous act of service on their part. This book would not be the robust, valuable resource that it is were it not for their feedback and input.



# VERSIONING HISTORY

---

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve substantial updates, the version number increases to the next full number.

Scope note: Version notes are limited to changes in content. Corrections to spelling, grammar, the fixing of broken links etc. will not warrant a version note. As this book is being published in two parts, the initial publication of the new section will not trigger a version note.

---

Version	Date	Change	Affected section
---------	------	--------	------------------

---

# LICENSING AND ATTRIBUTION INFORMATION

---

The chapters in this book are all original works, copyright of their author, who have agreed to release these works under the [CC BY-NC 4.0](#) license except where otherwise noted.

This license allows for reuse, adaptation, remixing and redistribution of content, so long as you attribute it to the original author(s), indicate if changes are made, and [link to the original, free content](#).

**If you plan on using or adapting this book**, or parts of the book, [please let us know](#) as it would help us understand the reach and attention of our work. Be sure to attribute the original creators as required by the license (sample attributions are below).

## Suggested attribution

See also [the Creative Commons FAQ on attribution](#), and also [best practices for attribution](#).

## Redistributing the book verbatim:

[“Japanese Introductory 1”](#) by [Iori Hamada](#) is licensed under [CC BY-NC 4.0](#)

## Revised or adapted versions:

*This material is a revised/adapted version of [“Japanese Introductory1”](#) by [Iori Hamada](#) is licensed under [CC BY-NC 4.0](#)*

## Individual chapters or pieces:

*This material is [created by or based on] original work by Iori Hamada in [“Japanese Introductory1”](#) licensed under [CC BY-NC 4.0](#)*

# DOES SOMETHING NEED FIXING?

---

If you have noticed something that needs fixing or have any suggestions for making the book easier to use, please let us know by filling out the [Monash open textbook feedback form](#).

Thank you for your help!