

Introduction to Japanese Language and Culture - II
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Lecture: 01

Kore wa watashi no hon desu

これは私の本です

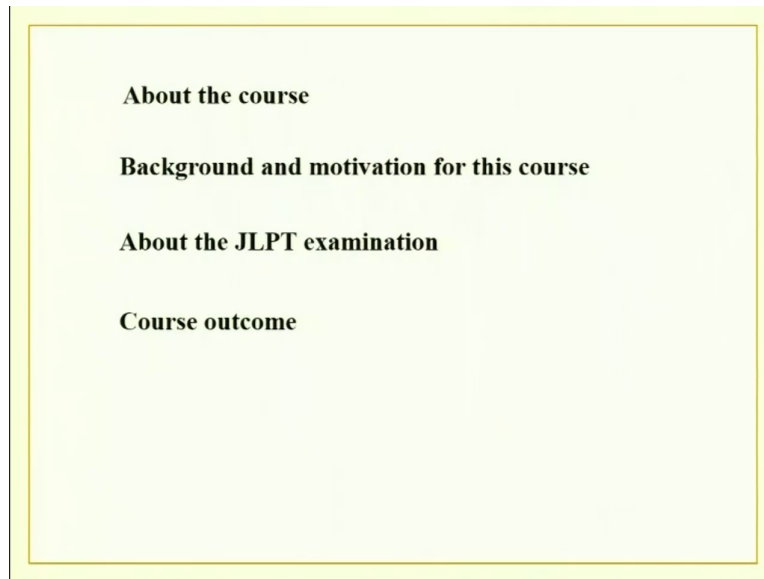
This is my book

Konnichiwa/こんにちは, namaskar and a very warm welcome to all of you; I am Vatsala Misra and it is a pleasure to be back here again sharing whatever little I have, whatever little I know again with you. I am starting this second lecture series on Introduction to Japanese Language and Culture from today and I hope you all enjoy the series and you learn a lot of Japanese. Well before I move on to our class I would like to share a few things with you.

The first and foremost is that, this lecture series is a continuation of the previous lecture series that you have already seen though the previous series is not a prerequisite for this course but yes it will be good if you go over the series. So, that there is some background in Japanese and it will help you do this course as well now. I will take this first week to revise what we have done in our previous lectures where we covered verbs, we covered phrases, we covered kanji we covered a lot of greetings.

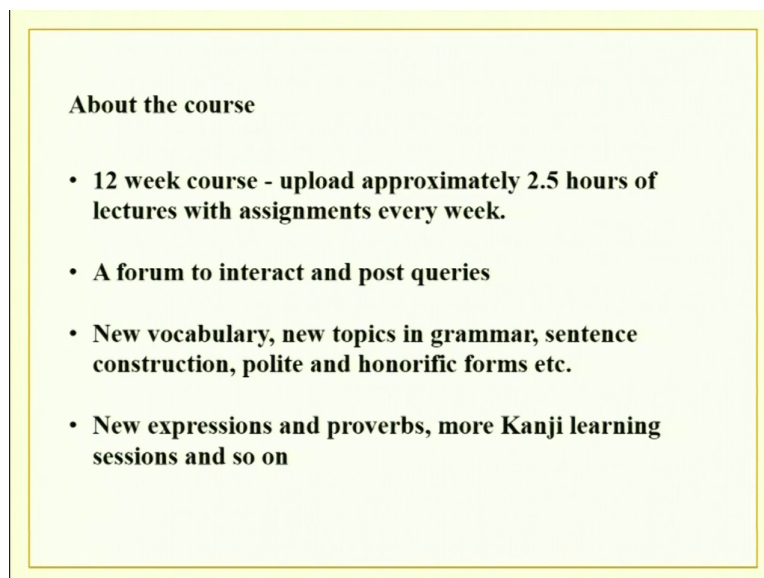
So, all those things we will cover here. So, that it creates a common background for all the students. Even if you have little knowledge of Japanese whatever exposure you have through your animation or manga.

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So, well I will be talking about the course my motivation for doing the course about the JLPT exam for which I have received a lot of mails and the course outcome that is what to expect after doing this course.

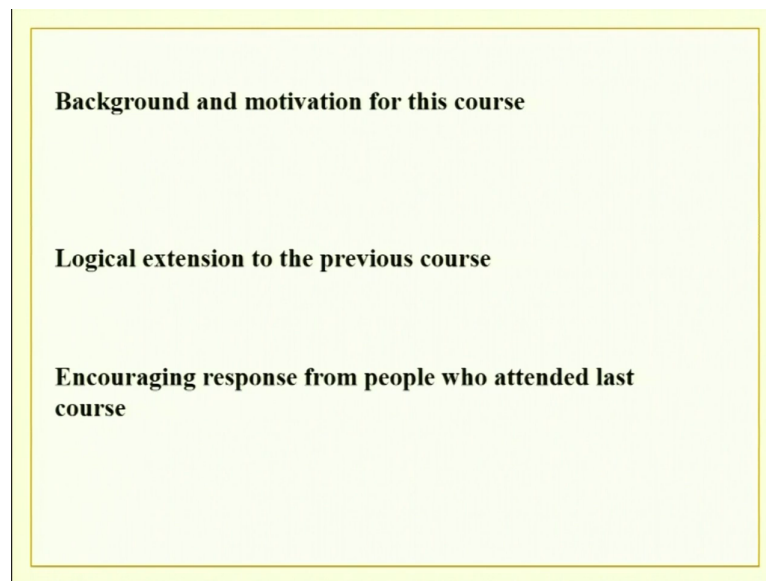
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So, well regarding the course it is a 12 week course where each week we will upload approximately two and a half hours of lectures it could be less it could be more and also give you assignments every week. There will be a forum where you can post your queries and see clarification regarding lectures and of course about the course as well which the TA's and the office will try to resolve as quickly as possible. The pattern is very simple we will cover new topics in grammar sentence construction, special features of the Japanese language that is polite honorific forms.

The forms used in formal and informal conversation difference in forms used by men and women. So, basically to keep it simple the lectures have been made keeping *nichijou kaiwa* / にちじょう かいわ (FL) in mind and so as conversation is our goal grammar is going to be dealt accordingly. We will also learn common Japanese proverbs new kanji's as I said earlier greetings and expressions. Now the course is also designed to give the students an exposure to the JLPT exam. We will try to look at some questions and patterns as well in our lectures. I have received a lot of mails for this. So, I will be talking about JLPT soon.

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Well as you can understand it is a logical extension to the previous course but I would like to say that more than that I have received innumerable requests from males to do a course which is more than the basic level of Japanese which would help students in the JLPT exam which is the proficiency exam for Japanese language which I will talk about later. So, first and foremost I would like to thank all of you not only from India but from various parts of the world for your valuable comments regarding the lectures in the first series.

It was very encouraging and very motivating it gave me the confidence to do this lecture series and I hope that I am able to help you clear all your doubts through these lectures and I also hope that these lectures will help you clear your proficiency exams.

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About the JLPT

- **Japanese Language Proficiency Test held by the Japan Foundation, twice a year.**
- **There are five stages - N1 to N5.**
- **The exam is conducted in Japanese script.**
- **More details regarding JLPT can be found at : <https://www.jpf.go.jp/e/>**

Now regarding the JLPT exam like TOEFL for English the JLPT exam is the standard proficiency test for Japanese language and is held by the Japan foundation twice a year in July and December. There are five stages from N5 to N1 where N1 being the highest and N5 being the lowest level of proficiency. The exam is conducted in Japanese I am sure you all know about it. Knowledge of all the scripts is required for writing the exam, where reading listening grammar skills are tested.

And more details regarding JLPT can be found at the website which I have also mentioned over here. Now I would like to make this very clear right now that our course is not designed as tutorials to prepare students for JLPT and this information regarding JLPT is included only for benchmarking. Please remember that the emphasis and thrust is different JLPT is designed to test Japanese language ability whereas we focus on largely oral communication.

And this is manifested in the fact that we are doing the written part in roman though I have tried to write the Japanese script as well for students who want to learn the three scripts but you will see that roman is not acceptable in the JLPT framework. Now as far as the general grammar is concerned the previous course covers the syllabus of all of N5 and a small part of N4 whereas this course covers all of N4 and a good part of N3.

So, I am sure regarding JLPT everything is clear to you now. Now talking about the course outcome or what you should expect from the course? Well at the end of the course you should be able to do simple short conversation in Japanese which means that you should be able to understand expressions and basic conversation. And by basic conversation I mean that one

should be able to go around in Japan without any language related difficulty in terms of asking directions, ordering food, buying tickets, normal shopping and so on.

And of course I feel that you should be able to clear your N4 of the JLPT easily. Now even though I have just now said that it will be easy for you to clear JLPT N5 and N4 with the help of these lectures. Please remember there is a condition attached to it and I am sure you can guess the condition as well. The condition is provided you are sincere in your approach to learning and putting some effort on what is done in class.

Practicing regularly and using the resources available on the internet to improve your understanding in reading, writing, listening, vocabulary, conversation etc. So, this is something you will have to do on your own without this it will be difficult to talk in Japanese. So, now let us get started with our revision. Till now as you know we have only seen one script but Japanese has three scripts.

It has hiragana, it has katakana and it has kanji. The first two scripts hiragana and katakana are phonetic which means it is sound base. Meaning whatever you say you write as we would do in Hindi in Devnagari. Now there is another script which is the kanji script, these are pictograms and ideograms meaning there is an idea behind the kanji character the kanji that we write. It is depicted in lines as you already know. And all three scripts in Japanese are used simultaneously.

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So, I have the scripts also for you here you can see hiragana is there it is given with colourful pictures for you to memorize the vocabulary. So, now you will see over here that I have put it from left to right. Japanese ~~write right~~ from right to left also and from left to right also. So, ~~(FL)~~ *a, i, u, e* like this and then you join the sound ~~(FL)~~ *k* with *a* ~~(FL)~~ and make *ka, ki, ku, ke* and *ko* ~~(FL)~~ and then you have the sound of *s* ~~(FL)~~ and you make *sa, shi* ~~(FL)~~ which is an exception *su, se* ~~(FL)~~ and *so* ~~(FL)~~. Similarly for the sound ~~(FL)~~ *ta, chi* this is again an exception ~~(FL)~~ *tsu, te* and *to* and then *n* and added to *a* at this sound *n* to *i* and *na, ni, nu, ne* and *no* and similarly for the sound *ha, hi, fu/hu, he* and *ho* ~~(FL)~~ which is ~~(FL)~~.

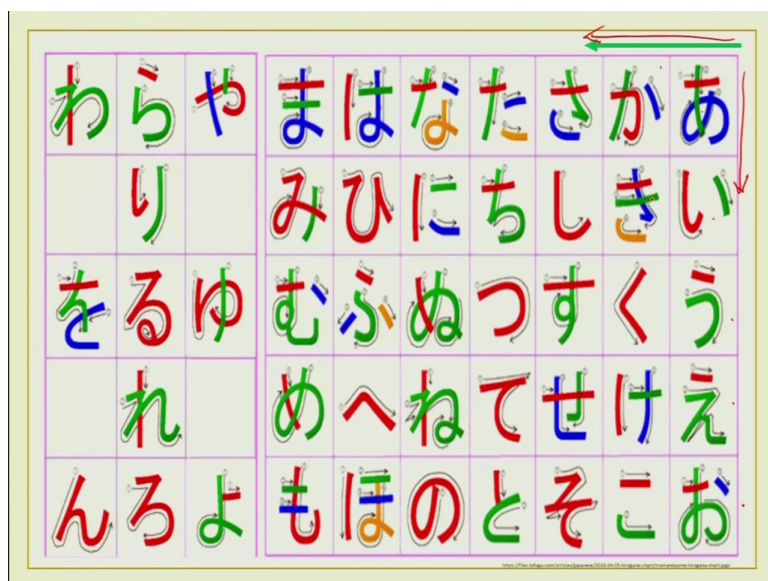
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Now this is the sound ‘*m*’ ~~(FL)~~ and the sound ‘*y*’ and ‘*r*’ ~~(FL)~~. Now you will notice that ~~(FL)~~ ‘*ma, mi, mu, me* and *mo*’ is alright but you have ~~(FL)~~ ‘*ya*’ over here and something is missing and ~~(FL)~~ ‘*yu*’ and then ~~(FL)~~ ‘*ye*’ again is missing. So, these sounds are not there because they are similar to ~~(FL)~~ *i* sounds similar *i* ~~(FL)~~ and ‘*ye*’ ~~(FL)~~ that is *ea* ~~(FL)~~. Similar to *ae* ~~(FL)~~ that is *that’s* why these sounds are not included. Then you have ~~(FL)~~ *ra, ri, ru, re* and *ro* and now similarly you just have a ‘*wa*’ ~~(FL)~~ and not *wi, wu* ~~(FL)~~ and *wo* ~~(FL)~~ because these are very similar to ~~(FL)~~ ‘*i, u*’ and *o* ~~(FL)~~. This ‘*o*’ ~~(FL)~~ over here, though has been retained *o* ~~(FL)~~ this is used as a particle and not as a syllable.

Now the sound ‘*n*’ ~~(FL)~~, which is nasal, is similar to the half ‘*n*’ sound and used in words like ~~(FL)~~ ‘*ringo*’ and ‘*hon*’ ~~(FL)~~ for example ‘*hon*’ ~~(FL)~~. This is how *n* ~~(FL)~~ is used.

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Then we have it ~~write~~right here for you from right to left. I have purposely put it so that you know how it is written in Japanese and the stroke order is also given and you can practice ~~(FL)~~ *a, i, u, e* and then *ka, ki* ~~(FL)~~ going down like this ~~(FL)~~ *ku, ke and ko* write right till *wa* ~~(FL)~~ and *o* ~~(FL)~~ and *n* ~~(FL)~~.

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Now these are extra sounds *ga, gi, gu, ge and go* ~~(FL)~~ then *za, ji* ~~(FL)~~ this is an exception *ji, zu, ze* ~~(FL)~~ and *zo* ~~(FL)~~ and *da, ji, dzu, de* ~~(FL)~~ and *de* ~~(FL)~~ and *ba, bi, bu, be, bo and pa, pi, pu, pe, po* ~~(FL)~~ this is sound *p* ~~(FL)~~ this is *b* ~~(FL)~~ this is *d* ~~(FL)~~. Now you will notice one thing that these syllables are similar to the syllables in the first set for this one it is *ka, ka, ku, ke and ko, sa, shi, su, se and so* ~~(FL)~~ and similarly right till the end. Now these are some short sounds you have *kya, kyu, kyo, cha, chu, cho, hya, hyu, hyo, rya, ryu, ryo, sha, shu, sho, nya,*

nyu, nyo and mya, my, myo. ~~(FL)~~ All of it is given on the net check it out yourself. Now there is a small mistake here this *zu*, is not an exception.

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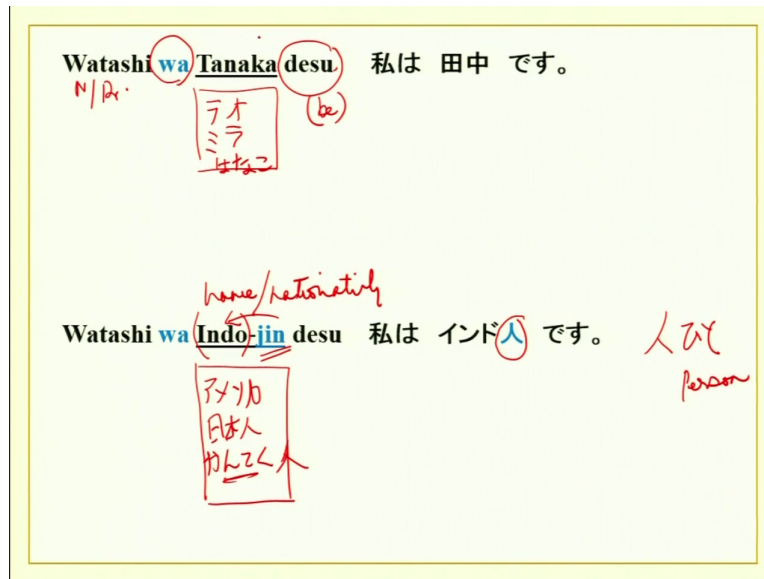
We have katakana for you similarly from right to left like this and top to bottom. Same vowels are given '*a, i, u, e, o*' ~~(FL)~~ and '*ka, ki, ku, ke, ko*' ~~(FL)~~ in a similar manner as in hiragana.

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You can remember the words over here and the important thing here is that all foreign words which are non-Japanese and origin that is are written in katakana. Stroke order is given very clearly for you *a, i, u, e, o* and *ka, ki, ku, ke, ko* ~~(FL)~~ and ~~(FL)~~.

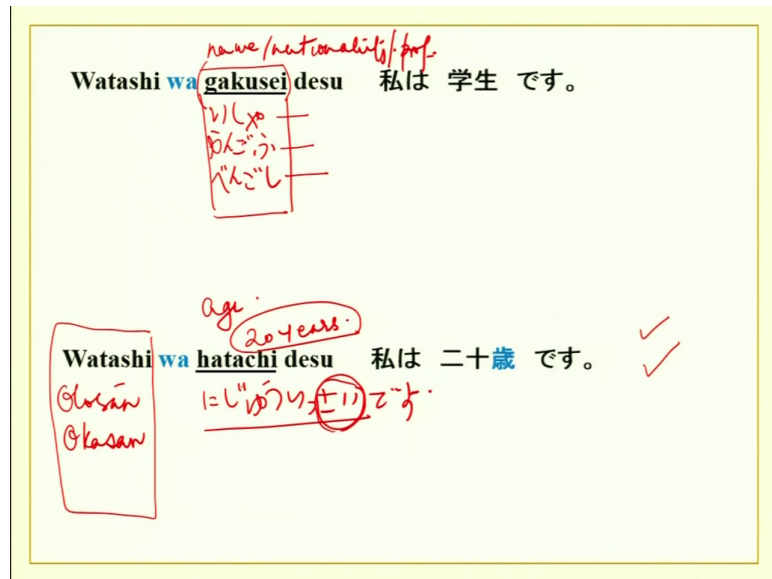
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So, now let us see what we have in our lesson here *watashi wa Tanaka desu* / 私は 田中 です, ~~(FL)~~ particle *wa* / は. ~~(FL)~~ now this is a grammatical particle which generally follows a noun or a pronoun the subject or the topic is followed by particle *wa* / は ~~(FL)~~. So, once you place your *wa* / は ~~(FL)~~ properly the sentence is correct. In place of *Tanaka* ~~(FL)~~ you can use *Rao* ~~(FL)~~ you can use *Mira* ~~(FL)~~ or any other name *Hanakako* ~~(FL)~~ any other name. So, ~~(FL)~~ *watashi wa* / 私 so and so *desu* / です, yes I am so and so. Now *desu* / です this is the verb part it is the b verb in English.

So, ~~(FL)~~ *watashi wa Tanaka desu* / 私は 田中 です. this Instead of *Tanaka* ~~(FL)~~ any name can come. Now *watashi wa Indo-jin desu* / 私は インド人 です ~~(FL)~~. So, you can replace name of a person/name of a person with what nationality. So, ~~(FL)~~ *Indo* / インド is India and ~~(FL)~~ *jin* / じん is belonging to this country person *jin* / じん ~~(FL)~~ person this. So, ~~(FL)~~ *watashi wa Amerika-jin desu* / 私は アメリカ人 です. *Watashi wa Nihon-jin desu* / 私は 日本人 です. *Watashi wa Kankoku-jin desu* / 私は 韓国人 です. So, I am a person from this place, basically I am Korean, I am Japanese, I am American and this kanji over here stands for ~~(FL)~~ *hito* / 人 which means person okay. Now you can replace name with nationality pattern remains the same.

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Now, we have in place of nationality or name you can put your profession *watashi wa isha desu* / 私は医者です. *Watashi wa kangofu desu* / 私はかんごふです. *Watashi wa bengoshi desu* / 私はべんごしです (FL). So, this is your profession *bengoshi* / べんごし (FL) she is a lawyer, (FL) *kangofu* / かんごふ is a nurse and (FL) *isha* / 医者 is doctor. Well instead of (FL) *gakusei* / 学生 you can put any of these. So, you can put your name, your nationality and your profession here and the pattern is the same. Then we also have something else over here you can put age as well (FL) *Watashi wa hatachi desu* / 私は二十歳です. *Hatachi* / はたち is 20 years. (FL) *Watashi wa ni-juu-issai desu* / 私は二十一才です - this I am 21 years old.

So, (FL) *sai* / さい is the counter for age as you have already studied but please remember that with (FL) *hatachi* / はたち, which is 20 years, (FL) *sai* / さい is not used. You can introduce yourself anywhere name nationality profession, how many years and also over here you will see you can add any name (FL) *otousan* / お父さん or (FL) *okaasan wa* / お母さんは ~~sun was~~. So, many years *desu* / です. *Okaasan wa hachi-juu-sai desu* / お母さんは八十才です. *Okaasan wa go-juu-sai desu* / お母さんは五十才です. *Otousan wa isha desu* / お父さんは医者です. *Otousan wa bengoshi desu* / お父さんはべんごしです. ~~this (FL) said~~. So, anything you can add instead of (FL) *watashi* / 私 another noun that you have studied.

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← of / Belonging to

Watashi **wa** Nerorakku Paints **no** Rao desu.
 私は ネロラック ペンツ の ラオ です。

Chichi
Haha
tomodachi

Toukyou denki
Asian paints

He no desu-
(mine)
私 no 父 さん

thing

Kore **wa** Nerorakku Paints **no** Rao san **no** desu/watashi **no** desu.
 これは ネロラック ペンツ の ラオさん の です/私の です。

Kore	things
Sore	
Are	
Dore	

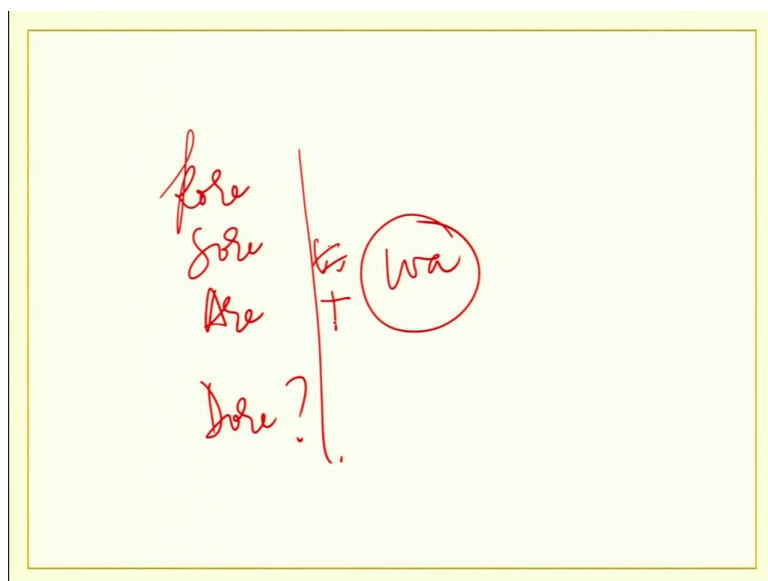
Now we will do a new particle. So, ~~(FL)~~ **watashi wa** / 私 は you have already done, Nerolac paints 'no' of Nerolac paints; belonging to Nerolac paints. So, I am ~~(FL)~~ **Rao** of Nerolac paints. So, please with particle 'no' over here, you will show possession. For example ~~(FL)~~ **she know this** **watashi no desu** / 私 の です, it is mine. **Watashi no otousan** / 私 の お父さん / **chichi no desu** / 父 の です. **M** meaning it is off or belongs to my father. So, instead of ~~(FL)~~ **watashi** / 私 you can again put ~~(FL)~~ **chichi** / 父, **haha** / 母, **tomodachi** / 友達 and instead of Nerolac paints over here you can put **Toukyou denki** / 東京 電気, ~~(FL)~~ **Asian** paints anything, any ~~(FL)~~ **kaisha** / 会社, any place; of this place, belonging to this place.

Specifically of a certain place or a certain company or **kaisha** / 会社 ~~(FL)~~.

Now w ~~What is~~ **kore** / これ? ~~(FL)~~ We have done this previously. So, ~~(FL)~~ **kore** / これ, **sore** / それ, **are** / あれ, **dore** / どれ? **T** this is called the ~~(FL)~~ **are those** **ko-so-a-do** series where ~~(FL)~~ **kore** / これ, **sore** / それ, **are** / あれ, **dore** / どれ is used for things. So, ~~(FL)~~ **kore wa** / これは this that I am pointing at, ~~(FL)~~ **wa** / は Nerolac paints ~~(FL)~~ **no Rao san no desu** / の ラオさん の です. ~~know~~ **T** This thing that I am pointing at or showing you belongs to ~~(FL)~~ **Rao san**, who is from Nerolac paints or you can say ~~(FL)~~ **kore wa watashi no** / これは 私の this ~~(FL)~~ **kore** / これ could be anything whatever you are pointing at.

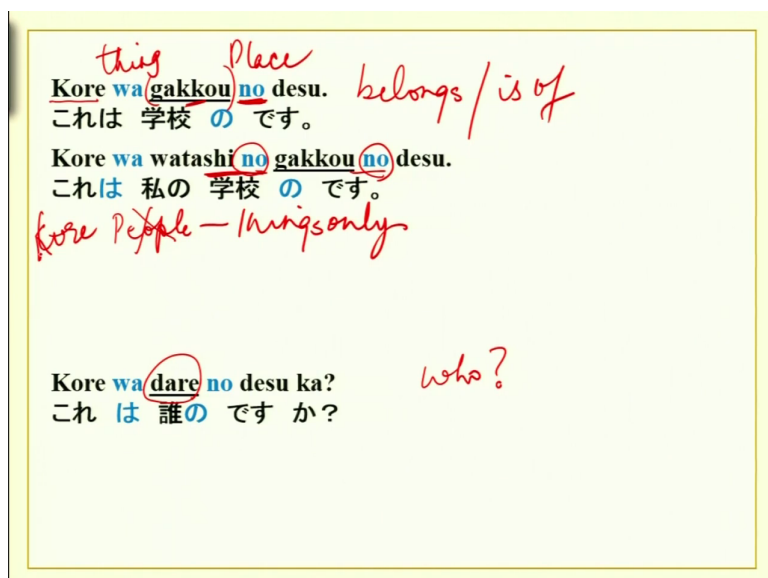
So, when you point at something your listener will automatically know what you are talking about. So, you do not have to name the object ~~(FL)~~ **kore** / これ, **sore** / それ, **are** / あれ and this is equivalent to this, that and that over there or which. **W** ~~we~~ we will talk about this later.

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Now as I just explained to you *kore*/これ, *sore*/それ, *are*/あれ. *kKore*/これ, *sore*/それ, *are*/あれ, *dore*/どれ (FL) which is a question word. So, this is always followed by particle *wa*/は, *kore*/これ, *sore*/それ, *are*/あれ + *wa*/は (FL) because you are not naming the object.

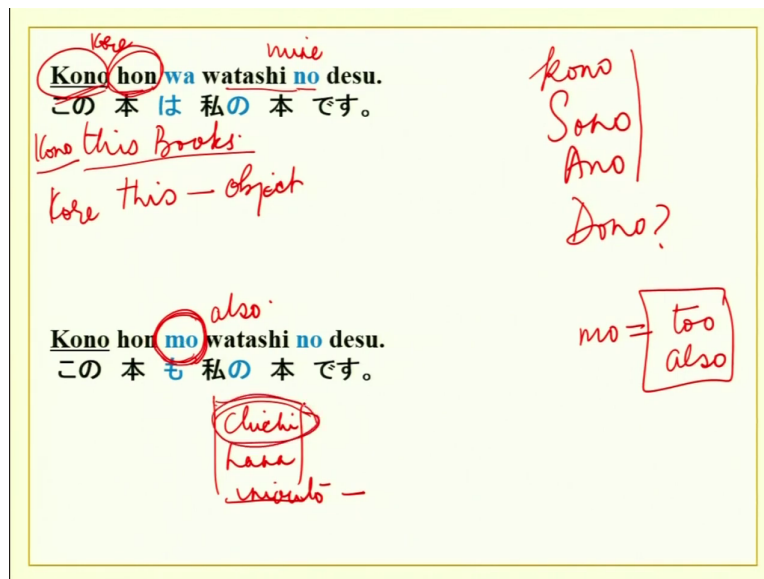
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So, whatever the object whatever the thing (FL) *wa*/は place, place *no*/の, ~~know~~ this belongs to this place/-is of this place belongs or is of this place. So, again there are two *no*/の ~~no~~ over here *Kore wa*/これは (FL) this thing- *wa watashi no gakkou*/は 私の学校, my school *no desu*/の です. ~~know this~~ it belongs to my school, it is of my school. Particle (FL) *no*/の belonging or possession. Now there is a question word over here which is *dare*/どれ (FL) which means 'who?'. (FL) *Kore*/これ cannot be used for people please

remember always for things; *Kore wa dare no desu ka* / これは だれ の です か? (FL) ~~Whose is it?~~ So, (FL) ~~dare~~ / だれ is a question word used for people.

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Now we have (FL) *kono* / この, *sono* / その, *ano* / あの and *dono?* / どの? again a question word over here. ~~T~~ this is also from the (FL) 'ko-so-a-do' series. *Watashi no* / 私 の means 'mine', *kono hon* / この 本. So, are those series (FL). ~~N~~ Now what are we doing. Instead of saying (FL) *kore* / これ, we are saying (FL) *kono hon* / この 本. So, we are naming the object. The listener who is in front of me knows the name also of the object (FL) *kono hon* / この 本 this book, it is a little different from 'this', which says/means, 'this object' and does not name the object. ~~That~~ which is (FL) *kore* / これ. ~~O~~ over here we are using (FL) *kono* / この, which names of the object. Remove space

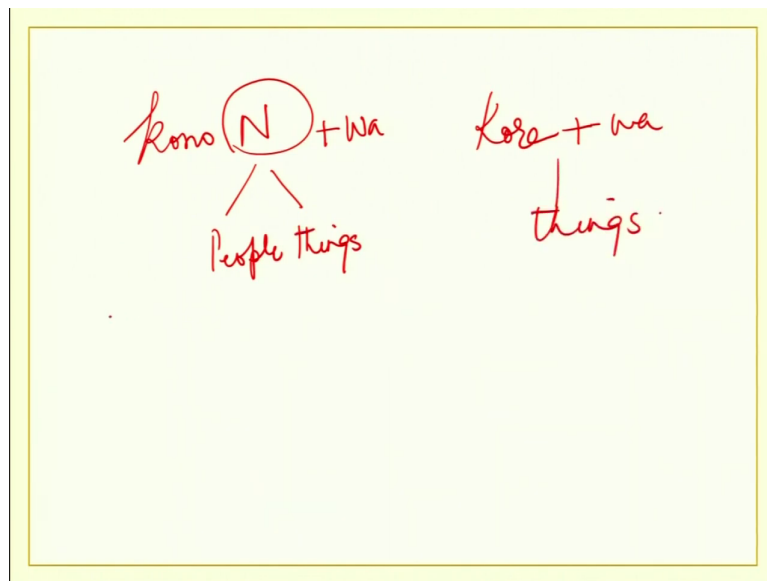
Tells the name of the object and says, I am talking about this object. *K-kono hon wa watashi no desu* / この本は私のです. (FL).

Now another new particle that we have over here today is (FL) *mo* / も. *Mo* / も is equivalent to 2 'too or also' in English. Now when can you use *mo* / も? ~~more~~ Once this has been established (FL) *kono hon wa watashi no desu* / この本は私のです, the object has been mentioned once the topic or the subject has come once in conversation, then if it is repeated then *kono hon mo watashi no desu* / この本も私のです. *Kono hon wa watashi no desu* / この本は私のです / Book ① *wa watashi no desu* / は私のです. Book ② *2 mo watashi no desu* / も私のです. (FL). The second book also belongs

to me; please remember for *mo* / も ~~re~~ you need to establish your topic or whatever you are talking about once earlier. Remove space

You cannot just come and say *kono hon mo watashi no desu* / この本も私のです ~~(FL)~~. So, where is the first one that you have told about. ~~(FL)~~ *kono hon mo watashi no desu* / この本も私のです, this book also belongs to me. Now over here instead of ~~(FL)~~ *watashi* / 私 again you can have ~~(FL)~~ *chichi* / 父, *haha* / 母, *imouto* / 妹, *imouto* / 妹 is younger sister. So, ~~(FL)~~ *Kono hon wa chichi no desu* / この本は父の です. *Kono hon mo chichi no desu* / この本も父の です. That is how you will use it.

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The difference between ~~(FL)~~ *kono* / この and ~~(FL)~~ *kore* / これ, *Kono* / この is ~~noun + wa~~ and *kore wa* / これは. ~~A~~ another thing is it can also be used for people as I told you earlier and things both but this can only be used for things. This is the basic difference in *kono* / この ~~(FL)~~ and *kore* / これ. ~~(FL)~~.

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~~Watashi no hon wa~~ kore desu.
 私の本はこれです。

^{mine}
~~Watashi no hon wa~~ kono hon desu.
 私の本はこの本です。

~~Kono hon wa~~ watashi no desu.
 この本は私のです。

Now you can just look at these two sentences here *watashi no hon wa*/私の本は, *my book wa kore desu*/はこれです, with *no*/の over here. That's ~~is~~ the relationship between me and my book, ~~(FL)~~*wa*/は now my book becomes my topic of conversation *kore desu*/これです ~~(FL)~~ this one. This particular book is mine. Now ~~(FL)~~*kono hon wa* *watashi no desu*/この本は私のです. You can also use ~~(FL)~~*kono hon wa*/この本は, this comes first ~~(FL)~~*wa watashi no desu*/は私のです. All three in a broad sense mean the same grammatically they are different so you can use it any which way you want during conversation. And I am saying broadly it means the same what you convey by this is similar.

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^{object}
~~Kore wa~~ ikura desu ka?
 これはいくらですか？

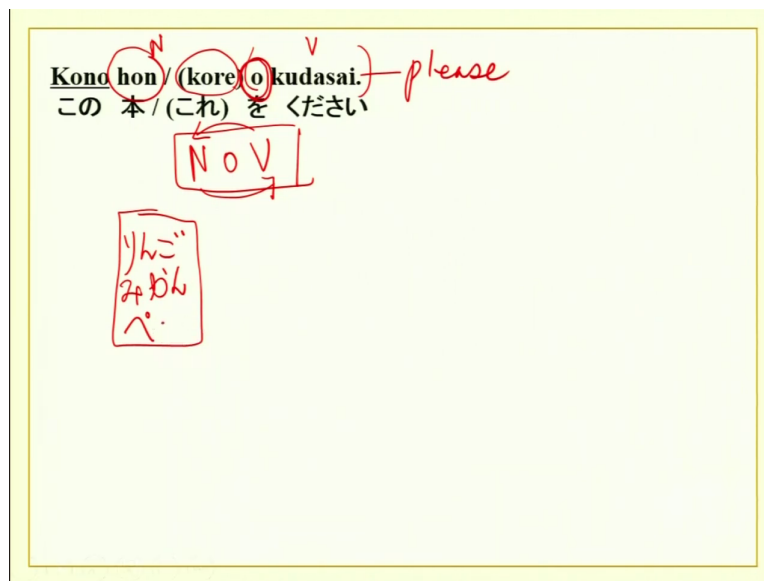
^{bag}
~~Kono kaban wa~~ ikura desu ka?
 このかばんはいくらですか？

how much

Now we have a question word which is ~~(FL)~~*ikura*/いくら, *ikura*/いくら means how much. So, what will you do with ~~(FL)~~*ikura*/いくら you will ask price. ~~(FL)~~*Kore wa*/これは

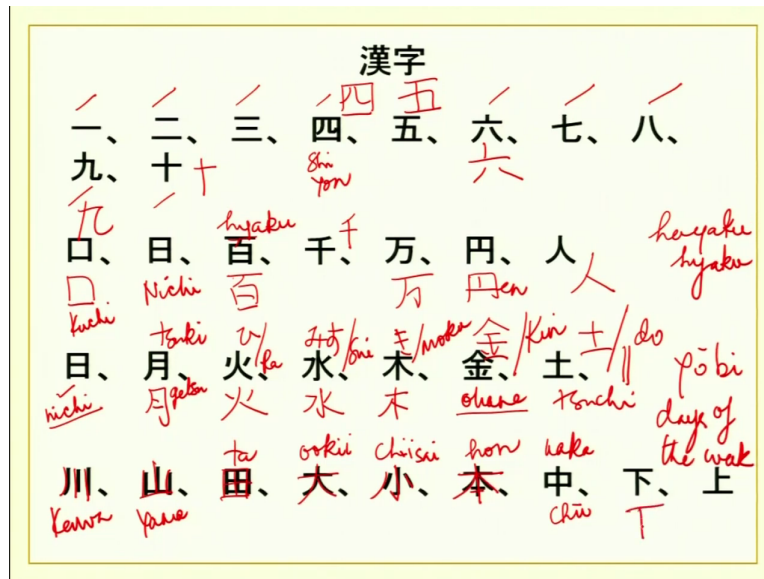
this thing that I am pointing at or I am holding *wa ikura desu ka* / はいくらですか? ~~(FL)~~.
 Now, again with ~~(FL)~~ *kono* / この so I am pointing at the *kaban* / かばん ~~(FL)~~ or I am holding the *kaban* / かばん ~~(FL)~~ which is a bag *wa ikura desu ka* / はいくらですか? ~~(FL)~~. Over here ~~(FL)~~ *kore wa* / これは, I am not naming the object, not naming it at all but over here I am naming the object which is a bag. So, ~~(FL)~~ *Kono kaban wa ikura desu ka* / この かばん はいくらですか?; This particular bag that I have in my hand, *ikura desu ka* / いくらですか? ~~(FL)~~.

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Now if you want to buy something you want to pay and you want to buy, then what will you say? ~~(FL)~~ *Kono hon* / この 本 or *kore o kudasai* / これ を ください please give it to me. *Kono hon wa* / この 本 は, ~~(FL)~~ this book I have or *kore o kudasai* / これ を ください or you point and say *kore o kudasai* / これ を ください. *Kudasai* / ください means please ~~(FL)~~ and this particle is particle *o* / を which shows direct relationship between the noun over here and the verb. So, 'noun *o* verb' is the pattern where there is direct relationship action is happening on the noun. So, instead of ~~(FL)~~ *hon* / 本 you can have anything ~~(FL)~~ *ringo o kudasai* / りんご を ください, *mikan o kudasai* / みかん を ください and *pen o kudasai* / ペン を ください, you can have any of these and replace it with *hon* / 本 ~~(FL)~~ and ask price and buy.

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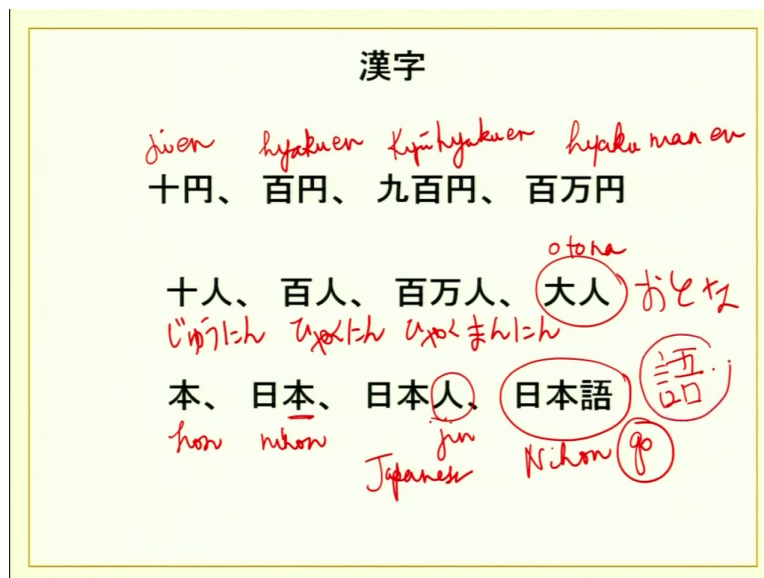
Now I want to do some kanji also with you kanji that we have already covered. So, very, very quickly you know. So, you also know how to write it *kyuu* / 九 (FL) is like this (*juu* / 十 (FL)) you know then, (FL) *shi* / し is a little difficult. So, I will write it down for you and again go over here this is the stroke order *roku* / 六 (FL) like this *shichi* / 七 and *hachi* / 八 (FL) is very clear. These are numbers then now you have this kanji which means *kuchi* / 口. (FL).

Then you have *nichi* / 日. (FL) All details are already given in the previous lecture series, this is *hyaku* / 百 (FL). So, what you need to do is just add this part over here and it becomes *hyaku* / 百 (FL). So, the stroke order is like this *hyaku* / 百 (FL), which means 100 (FL) *hyaku* / 百. A and do not say (FL) *hayaku* / 早く because (FL) *hayaku* / 早く means quickly and this is a short sound (FL) *hyaku* / 百. A and then (FL) *sen* / 千 like this, and *man* which is the counter for 10000 yen.

Then you have *Yen*, which is Japanese currency and this I told you earlier is *hito* / 人. (FL) Then we also have these this is (FL) *nichi* / 日 you did just now (FL) *nichi* / 日, then (FL) *tsuki* / 月, these are the basic meanings this is (FL) *hi* / 日, this is *mizu* / 水 (FL). So, (FL) *tsuki* / 月 is made like this, (FL) *hi* / 日 is made like this; then (FL) *mizu* / 水 is made like this it is a four stroke character. This is *ki* / 木 (FL) which means tree; then (FL) *okane* / お金 one two three four five six seven and eight over here, then this is (FL) *tsuchi* / 土 and this is (FL) *okane* / お金. When they are used as days of the week then the readings are different this is (FL) *nichiyoubi* / 日曜日, *getsuyoubi* / 月曜日, *kayoubi* / 火曜日, *suiyoubi* / 水曜日, *mokuyoubi* / 木曜日, *kinyoubi* / 金曜日 and *doyoubi* / 土曜日 and *youbi* / 曜日

stands days of the week. Now there are some other kanji characters this is *kawa*／川 (FL) 1, 2, 3 *kawa*／川. (FL) then (FL) *yama*／山 1, 2, 3 *yama*／山 (FL) and then this is field which is *ta*／田 (FL) 1, 2, 3, 4 and 5. This is (FL) *ookii*／大きい 1 2 and 3, then (FL) *chiisai*／小さい which is small *chiisai*／小さい. (FL) Then this is (FL) *hon*／本 like *key-ki*／木 1, 2 and 13 (FL) *hon*／本 which is there in *Nihon*／日本 (FL) this is (FL) *naka*／中 in *chuugoku*／中国 it is up another reading is *chuu*／ちゅう (FL) you can remember from *chuugoku*／中国 (FL) which is eChina. This is (FL) *shita*／下 and this is *way-ue*／上 which means up.

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Now these are some combinations; and then this is a special reading *otona*／大人, (FL) which means adult *otona*／大人 (FL). Now you have (FL) *hon*／本 you have already done and this kanji is used in *Nihon*／日本. (FL) Then you have *Nihon-jin*／日本人 (FL) another reading for (FL) *hito*／ひと is (FL) *jin*／じん you have done in nationality *Indo-jin*／インド人 (FL), then *Nihon-jin*／日本人 (FL) Japanese and then you have (FL) *Nihon-go*／日本語 which you need to remember because that is what we are studying.

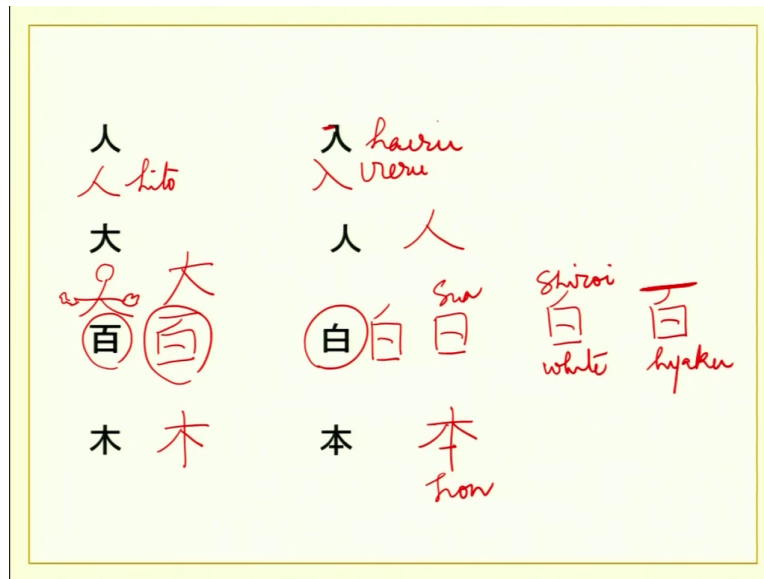
So, (FL) *Nihon*／日本 and *go*／語 and interestingly you will see it is made of three characters. This means to speak, this means five (FL) and this means *kuchi*／口 (FL) which is mouth. So, saying so many words from your mouth. So, means you are talking which is talking in a language. So, it is *go*／語 (FL).

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Yamamoto, Mikki, Kawaguchi ~~(FL)~~ then ~~(FL)~~ then ~~(FL)~~ and ~~(FL)~~. These are some very common names *Honda san, Yamada san, Morita san, Yamamoto san, Mikki san and Kawaguchi san* ~~(FL)~~ this will also help you learn the kanji characters.

So, I have put ~~(FL)~~ *ta* over here again and again *yama* ~~(FL)~~ also, ~~(FL)~~ *kuchi* also for you to memorize the kanji characters.

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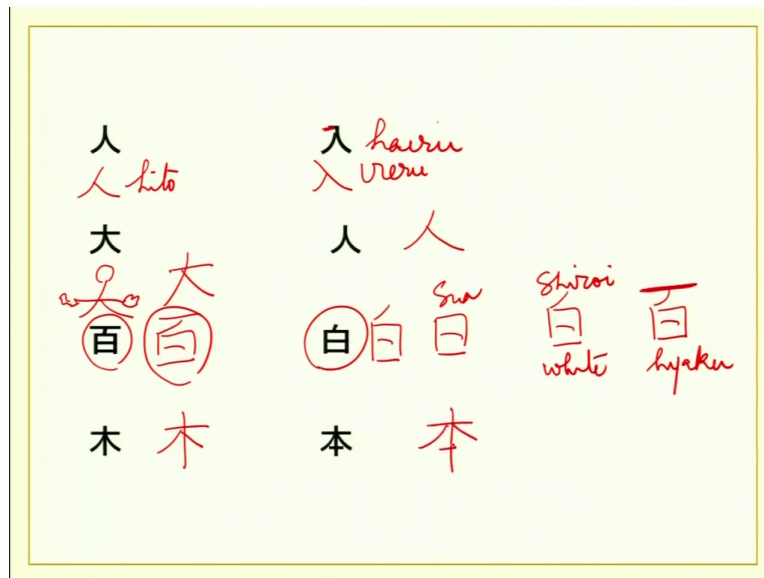


Now something very interesting I have put some similar looking kanjis. So, you have done this ~~(FL)~~ *hito* / 人, this is ~~(FL)~~ *ireru* / 入れる which means to pour or *hairu* / 入る ~~(FL)~~ which means to enter. So, very similar kanjis stroke order is different. So, 1 and 2 for *hito* / 人 ~~(FL)~~ whereas it is the other way round for *ireru* / 入れる ~~(FL)~~ which is one and two these are similar. So, when you are printing this is put. So, that it is very-very clear. Then we have *ookii* / 大きい ~~(FL)~~ and ~~(FL)~~ *hito* / 人 again. So, just cut this ~~(FL)~~ *hito* / 人 and it becomes ~~(FL)~~ *ookii* / 大きい which is big. So, the idea is this man is standing with his hands open and you look very-very big thus *ookii* / 大きい ~~(FL)~~ like this and ~~(FL)~~ *hito* / 人 like this.

Then another kanji which is very similar is okay you should do all three together. So, this is ~~(FL)~~ *nichi* / 日 for *nichiyoubi* / 日曜日 ~~(FL)~~ as you have seen this also means sun as I have told you earlier, now if you just add this stroke over here it becomes *shiroi* / 白い ~~(FL)~~ which is white and then if you add another stroke over here on top it becomes *hyaku* / 百. ~~(FL)~~ *Hyaku* / 百 and *shiroi* / 白い ~~(FL)~~ are very-very similar. So, one, two, three, four, five and six and then you have one, two, three, four and five this is *shiroi* / 白い ~~(FL)~~ and this is *hyaku* / 百 ~~(FL)~~.

And then we have *ki* / 木 *key* one, two, three, four, *ki* / 木 *key* and if you cut *ki* / 木 *key* you can make a book out of it from the paper. So, this is *hon* / 本 cutting *ki* / 木 *key* and making paper and making a book out of it. So, these are some very similar looking kanjis. We will do this exercise on and off in our lessons this will help you memorize the kanji characters.

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So, there is a small *aisatsu no uta* / あいさつ の 歌, (*FL*) *aisatsu* / あいさつ is greetings or *uta* / うた is songs there is a small song over here and with the help of this song we will do some expressions you have covered some and we will do some over here we will revise them once again the *uta* / うた (*FL*) is very sweet you can just listen to it. It is on the net you have animal characters over there and with the help of those characters we learn expressions. So, well listen to this carefully.

(Video Starts: 39:23)

(Video Ends: 41:56)

(Refer Slide Time: 41:57)

Go aiatsu no uta

Ohayō, Oyasumi, Konnichiwa, Konbanwa
Ohayō, Oyasumi, Konnichiwa, Konbanwa

Gobusata, Hisashiburi, Ogenki desu ka?
Hajimemashite, Yoroshiku, Ojamashimasu,
Irasshai, Youkoso, Shitsurei shimashita.
Dō itashi mashite, Oitoma shimasu.

Sayōnara, Oyasumi, Mata ashita,
Kinō no yūmei no tsuzuki o mini ikō.

Ohayō, Oyasumi, Konnichiwa, Konbanwa
Ohayō, Oyasumi, Konnichiwa, Konbanwa

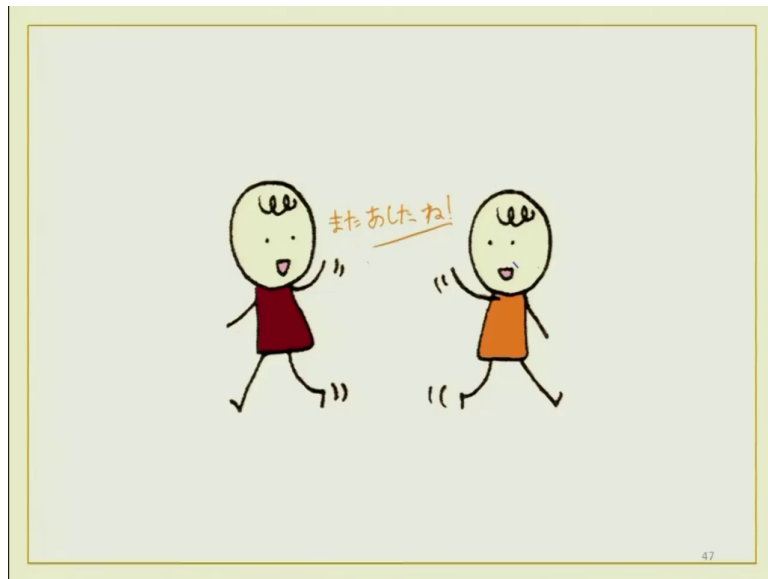
So, well how was the song I hope you enjoyed it.

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Vocabulary		
Daigakusei	だいがくせい	university student
Ryuugakusei	りゅうがくせい	foreign student
Kyouju	きょうじゅ	Professor
Sensei	せんせい	teacher
Untenshuu	うんてんしゅう	driver
Kenkyuu-in	けんきゅういん	researcher
Hatachi	二十才	20 years old
Sai	さい才	age counter
Joshu	じょしゅ	assistant

And you could catch a few phrases. So, with this I will end our class for today I hope this is going to help you revise all of this come prepared for the next class.

(Refer Slide Time: 42:18)



~~(FL)~~ *Kore de minasan mata ashita aimashou* / これ で みなさん また 明日 会いましょう
; let us meet again tomorrow till then *arigatou gozaimashita* / ありがとう ございました.
~~(FL)~~: