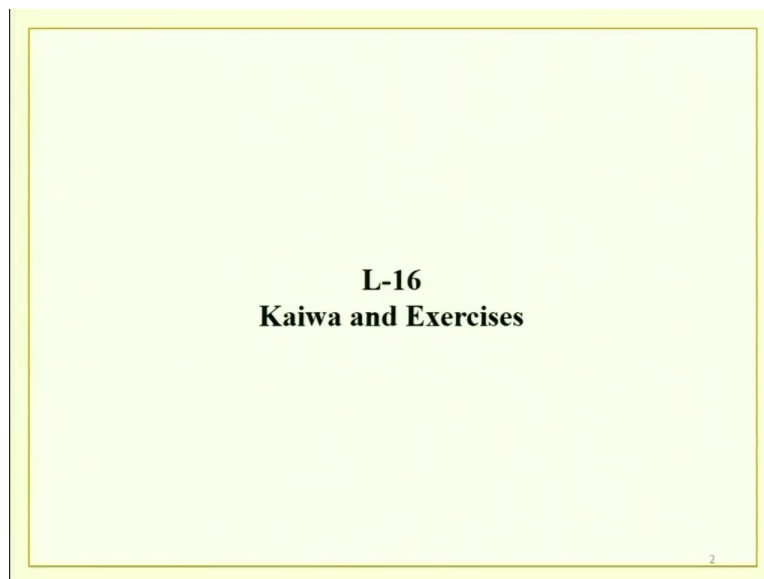


Introduction to Japanese Language and Culture - II
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Lecture: 16
O-genki desu ka?
お元気 ですか？
How are you?

Konnichiwa minasan/こんにちは 皆さん and ~~(FL)~~ Namaskar and a very warm welcome to all of you to the class in the second lecture series on Introduction to Japanese Language and Culture. In our last class we learned how to give things and how to receive; basically polite form, how to invite somebody politely, how to request somebody politely. Now you all watch a lot of animation and in animation you would have noticed that they use a lot of plain form. Whereas when we talk during conversation we use lot of *masu*/ます ~~(FL)~~ form. So, now there is an exercise for you, when you watch animation next time try to sort of see all the plain form over there and try to convert it into *masu*/ます form.

(Refer Slide Time: 01:08)



Now let us listen to the *kaiwa*~~(FL)~~ as we always do and you can see how much you understand and whatever is left I am going to do it right here with you.


(Refer Slide Time: 01:21)

Kaiwa / 会話

2

The *kaiwa*/会話 (FL) is between *Tanaka san* and *Rao san*. (FL) and (FL From 01:23 to 02:01).

(Refer Slide Time: 02:07)



Tanaka: Rao san, *sashiburi desu ne*.
Rao: Sou desu ne. Tanaka san *genki*!
Tanaka: Un, genki yo. Ronbun happyou wa *dou datta*?
Rao: Daijoubu *datta*. Tanaka san wa *saikin* isogashii ne.
Tanaka: Sou *yo*. Ima raigetsu no kokusai-kaigi no pe-pa o *kaite imasu*. *Eigo de* hajimete happyou *suru node* shinpai shite imasu. Rao san, chotto warui *kedo*, *tettsudatte kuremasen ka*?
Rao: *Itsu demo* kite kudasai / ii desu. Daijoubu desu yo. Shinpai *shinaide kudasai ne*.
Tanaka: Arigatou....
Rao: *Gambatte ne*!

So, you just heard *kaiwa*/会話 and I am quite sure you were able to catch a lot of words over there. There are a few new things and I am going to explain now. So, (FL) meeting you after a long time. So, intonation is rising, *genki*/元気. How was the *ronbun happyou*/ろんぶん はっぴょう? ~~rumble happier (FL)~~ *Ronbun*/ろんぶん thesis and *happyou*/はっぴょう (FL) is presentation, *dou*/どう though is how and *datta*/だった (FL) is pasted for *desu*/です. ~~this (FL)~~ It was absolutely alright. ~~FL~~. So, (FL) *Saikin*/さいきん is these days, *isogashii*/いそがしい is busy and these days you are busy isn't it.

Sou yo / そう よ, (FL) that is right. (FL) So *kokusai* / こくさい is international; *eigo* / 英語 is English *de* / で in English, *hajimete* / 初めて first time, *happyou shimasu node chotto shinpai desu* / はっぴょう します ので ちょっと しんぱい です, (FL) I am little bit worried; *hajimete* / 初めて first time, *happyou* / はっぴょう (FL) is presentation *suru node* / する ので; *node* / ので is *kara* (FL) which is reason for the activity. So, I am a little worried and then he says to *Rao san*; *kuremasen* / くれません (FL) you did last time *tetsudau* / 手伝う ~~that~~ (FL) is the verb *tetsudau* / てっだう (FL). So, you have done it in *te* / て (FL) form meaning help, please help me and I will receive the favour. This is a kind of an expression used very commonly by Japanese improper on my part basically meaning that I will be taking your time but *kedo* / けど (FL) you know is but, *warui* / わるい (FL) is not bad as very bad or something but *warui* (FL) here means that I will be taking a little of your time. So, *chotto warui kedo* / ちょっと 悪い けど (FL) I am being very direct, I have not informed you and I am just asking you for a favour right now.

Any-time *kite kudasai* / 来て ください please (FL) come over. He could also said *kiite kudasai* / 聞いて ください, (FL) you are always welcome to ask me anytime (FL) and now he says *daijoubu* / 大丈夫 (FL) for what? For the presentation; *daijoubu* / 大丈夫 (FL) is it is alright and *shinpai shinai de kudasai* / しんぱい しない で ください (FL), verb in *nai* / な い (FL) form please ~~do not~~ do not worry. *Arigatou* / ありがとう (FL) and ~~come back~~ then *ganbatte* / がんばって; *arigatou* / ありがとう (FL) is for what? For allowing me to come anytime I want, *ganbatte ne* / がんばって ね (FL).

(Refer Slide Time: 05:34)

田中: ラオさん、さしぶり ですね。

ラオ: そう です ね。田中さん 元気!

田中: うん、元気よ。論文 発表 は どう だった?


ラオ: 大丈夫 だった。田中さん は さいきん 忙しい ね。

田中: そう よ。今 来月の こくさいかいぎ の ペーパ を 書いて います。英語 で はじめて 発表 する ので、心配 して います。ラオさん、ちょっと わるい けど、手伝って くれませんか?

ラオ: いつでも 来て ください / いい です。大丈夫 です よ。心配 しないで ください ね。

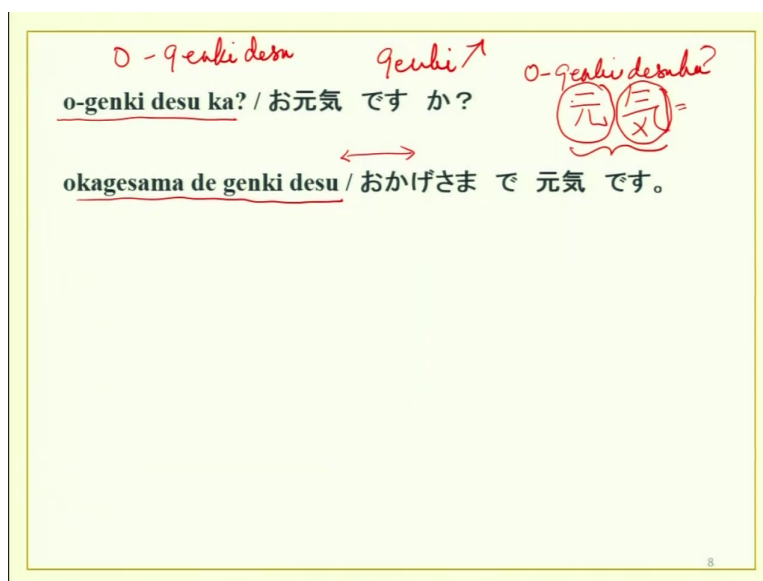
田中: ありがとう。。。。

ラオ: 頑張っ ね。



So, I am just going to do it very, very quickly with you.

(Refer Slide Time: 05:39)



So, well the first thing that was there in your *kaiwa* / 会話 (FL) was *ogenki desu ka* / お元気 ですか? (FL) I am sure you all know what *ogenki desu ka* / お元気ですか (FL) means, *genki* / 元気 (FL) over here is in good health. So, generally when you meet somebody then you would say *genki desu ka* / 元気 ですか (FL) and then it is not *genki desu ka* / 元気 ですか; (FL) it is *ogenki* / お元気 (FL) because you are asking the person how he is doing. So, the basic meaning of *genki* / 元気 (FL) is 'how are you' and also it has the meaning of 'are you in good health' and so, now it is made out of two kanji's and what are the kanji's? 1, 2, 3, 4:

And then this kanji over here, what does this mean? This means origin and what does this mean? This means spirit or mood the basic meaning of this character is steam actually air. So, here with *genki* / 元気 (FL) when the two are combined we related to health just well-being. Now if someone asks you *ogenki desu ka* / お元気ですか, (FL) then what should be your reply? *Genki desu* / 元気です (FL) this and not *ogenki* / お元気, *o* / お (FL) is honorific I am sure you remember doing *o* / お (FL) earlier in one of our lessons.

So, *o* / お (FL) is not used with self or with family members. What is the proper response to *ogenki desu ka* / お元気ですか? *Okagesama de genki desu* / おかげさまで 元気 です (FL). Now this is very, very polite and generally used with seniors or in-formal situations if it is your friend and he asks you *genki desu ka* / 元気ですか, (FL) you could just say *genki desu* / げんき です; *hai, genki* / はい、元気 or *genki desu* / 元気 です (FL) hi (FL) or (FL)

but if some senior asks you or somebody whom you do not know have met for the first time, maybe on a train may be travelling.

So, then you would say *okagesama de genki desu* / おかげさまで 元気 です, (FL) this the intonation is flat *okage sama de genki desu* / おかげさまで で げんき です (FL) and then you bow as well. In an informal situation with friends amongst friends *o* / お (FL) is also not required because you are informal. So, just *genki* / 元気 (FL) and you can hear see from the intonation, it is rising and the answer could be *un, genki* / うん、元気 (FL) or just *daijoubu* / 大丈夫 (FL) I am all-right. So, these are situations where you can use *genki desu ka* / 元気 ですか (FL).

(Refer Slide Time: 08:39)

<u>dou datta</u> <i>desu how</i>					
desu / です	→ da/だ				
deshita / でした	→ datta/だった				
dewa arimasen / ではありません	→ dewanai/ではない				
dewa arimasen deshita / ではありませんでした	→ dewanakatte/ではなかった				
<table border="1"> <tr> <td> <i>past</i> deshita <u>datta</u> </td><td> desu <u>da</u> </td></tr> <tr> <td> <i>past(-ve)</i> dewa arimasen deshita <u>dewanakatte</u> </td><td> dewa arimasen <u>dewanai</u> <i>(-ve)</i> </td></tr> </table>		<i>past</i> deshita <u>datta</u>	desu <u>da</u>	<i>past(-ve)</i> dewa arimasen deshita <u>dewanakatte</u>	dewa arimasen <u>dewanai</u> <i>(-ve)</i>
<i>past</i> deshita <u>datta</u>	desu <u>da</u>				
<i>past(-ve)</i> dewa arimasen deshita <u>dewanakatte</u>	dewa arimasen <u>dewanai</u> <i>(-ve)</i>				

Then there was another word *dou datta* / どう だった; *datta* / だった (FL) as I told you earlier is past of *desu* / です, this past form for *desu* / です this and *dou* / どう (FL) means 'how'. You have done this earlier as *ko-hi wa dou desu ka* / コーヒー は どう ですか, (FL) how about coffee? So now just for revision over here past form for *desu* / です this is *da* / だ; *deshita* / でした (FL) is *datta* / だった; *dewa arimasen* / ではありません (FL) is *dewanai* / ではない and *dewa arimasen deshita* / ではありませんでした is *dewanakatte* / ではなかった (FL). So, I have written it like this and also like *desu* / です this for you; *da* / だ, *dewanai* / ではない, *datta* / だった, *dewanakatte* / ではなかった this is (FL) past and past negative and this is negative is it all-right. So, you can practice all your verbs like this make *masu* / ます s form and also make plain form for it.

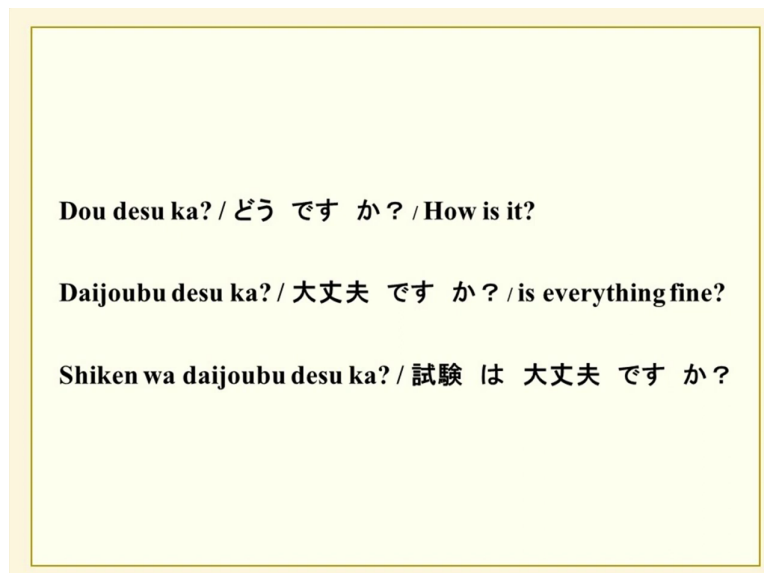
Dou datta / どう だった, ~~(FL) how was~~ how was it and ~~the~~ it can be understood from context. If it is past then it is *datta* / だった, ~~(FL)~~ if it is present or maybe for future then it is *desu* / です ~~this~~.

(Refer Slide Time: 10:09)



Now there was another word which was *daijoubu* / 大丈夫 ~~(FL)~~. So now what does *daijoubu* / 大丈夫 ~~(FL)~~ mean? Basically *daijoubu* / 大丈夫 ~~(FL)~~ means it is all-right it is okay maybe depending on situation I am fine. For example maybe I am doing something.

(Refer Slide Time: 10:32)



And someone can come and ask me *dou desu ka* / どう です か, *daijoubu desu ka* / 大丈夫 です か ~~(FL)~~ is everything fine with you during an exam the teacher can ask *daijoubu desu ka* / 大丈夫 です か ~~(FL)~~ are you fine with the paper; *shiken wa daijoubu desu ka* / 試験

は 大丈夫 です か, (FL) is the test all-right? So, you can see it is used in various situations.

(Refer Slide Time: 10:52)

The slide contains the following text and annotations:

- Top left: **daijoubu desu / 大丈夫 です** (The kanji 大丈夫 is circled in red).
- Top right: A handwritten red box containing the kanji 大丈夫, with a bracket to its right.
- Middle left: **itsu demo / いつでも** (The word demo is underlined in red).
- Middle right: Handwritten red notes: "anytime" and a bracketed note "itsu when what time" and "demo = But".
- Bottom: Two example sentences:
 - A: **Itsu denwa shite ii desu ka? / いつ 電話して いい です か?**
 - B: **Itsudemo daijoubu desu / いつでも いい です** (The words Itsudemo and daijoubu are underlined in red).
- Bottom right: A small number "12".

Now you can just look at the kanji and see how similar it is. It is a simple kanji you have done this one *dai* / 大 (FL) the spelling is incorrect *daijoubu* / 大丈夫 (FL). So, *dai* / 大 (FL) you have already done. Now this this but what you need to do over here is cut it and then these two again over here. I will make it again 1, 2, 3, 4, 5 like this and 1, 2 and *daijoubu desu* / 大丈夫です (FL) like this. So, maybe now as I am teaching you *minna san kore wa daijoubu desu ka* / 皆さん これは 大丈夫 です か, (FL) is it all-right have you understood? *Minna san kinou watashi-tachi wa ageru, morau o benkyou shimashita* / 皆さん 昨日 私たちは あげる もらう を 勉強 しました. *Zenbu daijoubu desu ka* / 全部 大丈夫 です か? *Wakarimashita ka* / 分かりました か? (FL) them.

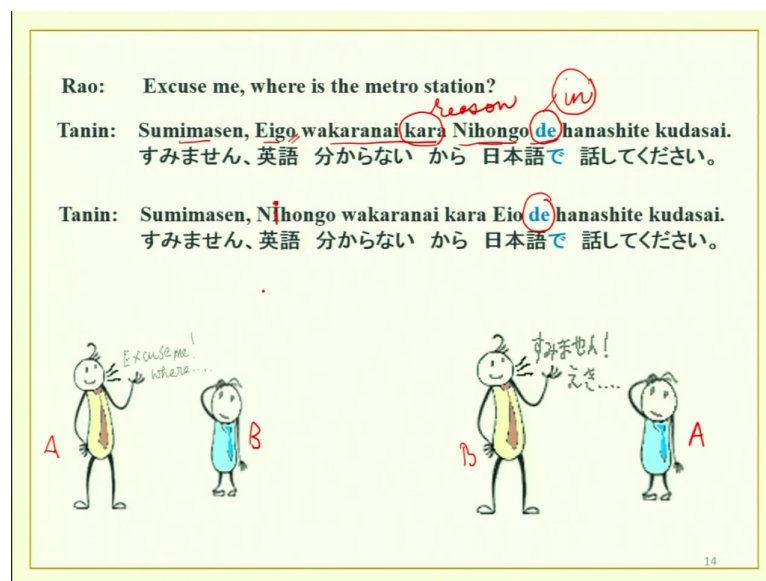
So, in that manner you can use *daijoubu* / 大丈夫 (FL) is everything fine with you. Now you have understood. Now there was another word *itsudemo* / いつでも, *itsudemo* / いつでも (FL) is made of two words; what are the words? One is *itsu* / いつ (FL) which means 'when' or sometimes also 'what time', 'what date' or 'what day'. Then, the other word is *demo* / でも, *demo* / でも (FL) you have done as 'but', *watashi wa ko-hi- o nomimasu* / 私は コーヒー を 飲みます. *Demo kocha o nomimasen* / でも 小茶 を 飲みません. (FL) So, when we join the two the meaning is very different the meaning becomes any-anytime.

Itsudemo ii desu / いつでも いい です, (FL) any-time is all-right and you can use it in negative and in positive both. *Itsudemo wa dame desu yo* / いつでも は だめ です よ,

itsudemo ikanai／いつでも 行かない (FL) that is every time you cannot do what you want and as was in the passage *itsudemo ii desu*／いつでも いい です, *itsudemo kiite kudasai*／いつでも 聞いて ください (FL) you can ask me anytime you want. Now there is a small dialogue over here, (FL) when is it a good time to call you ~~it is?~~ (FL) So, you can use *daijoubu*／大丈夫 (FL) also over here, *itsudemo*／いつでも (FL) anytime *daijoubu desu*／大丈夫 です (FL) you can call me anytime you want, any time is fine with me.

So, in this manner these two very important words that you use in *kaiwa*／会話 (FL) you can try to make some sentences on your own; some dialogues on your own and I am sure you will be very comfortable. So, now there was particle *de*／で (FL) also in the conversation and we have done particle *de*／で day in different ways earlier. Now there is another way you can use particle *de*／で day and let us see how we can use this particle *de*／で (FL) which was there in the dialogue and what it conveys?:-

(Refer Slide Time: 14:14)




So, now you can see this picture there are two gentlemen and *A san* (FL) is saying something to *Bb. Sso*, what is it? *Rao* (FL) says excuse me where is the metro station and he is looking a little boggled completely unable to answer. So, what does this gentleman say? (FL) a- So, he says I am sorry *eigo*／英語 (FL) is English *kara*／から (FL) over here is reason. (FL) So, I do not understand English, thus because of this reason, *Nihongo de*／日本語 で, *in Japanese hanashite kudasai*／話して ください, *B san* is Japanese and he doesn't undersatand English that it was telling *Rao san* (FL) please speak in Japanese.

Similarly over here he is talking in Japanese and he does not understand; ~~(FL) So, please speak in Japanese and similarly over here he is talking in Japanese and he is probably~~ *Rao san(FL)* and does not know *A san(FL)* is over here and *B san(FL)* is here and he says something in Japanese *sumimasen eki/すみません、駅(FL)* and where is the metro station in Japanese *eki wa doko desu ka/駅はどこですか(FL)* and *Rao san(FL)* does not know ~~he is just~~ he is just gone to Japan and what does he say? ~~(FL).~~

So, using particle *de/で(FL)* for language as well to show that please talk in this language or I can talk in this language *Nihongo de hanashimasu/日本語で話します, happyou wa eigo de shimasu ka, Nihongo de shimasu ka/発表は英語でしますか、日本語でしますか? Aa, watashi wa happyou wa Eigo de shimasu/ああ、私は発表は英語でします. Nihongo wa chotto heta desu kara Eigo de shimasu/日本語はちょっと下手です から 英語でします(FL). So, I will do my happyou/発表(FL) in English I am a little uncomfortable in Japanese.*

(Refer Slide Time: 16:22)

Mira: Budou wa ikura desu ka?
 Yaoya: Ichi kiro **de** 500 en desu.
 Mira: Ringo mo ichi kiro **de** 500 en desu ka?
 Yaoya: Iie, 700 en desu.
 Mira: Sumimasen kore wa nihongo **de** nan desu ka?
 Yaoya: Sakuranbo desu.
 Mira: Ja, sakuranbo o ikchikiro kudasai.



ミラ: ぶどうはいくらですか?
 八百屋: 一キロ **で** 五百円です。
 ミラ: りんごも一キロ **で** 五百円ですか?
 八百屋: いいえ、七百元です。
 ミラ: すみません、これは日本語で何ですか?
 八百屋: さくらんぼです。
 ミラ: じゃ、さくらんぼを一キロください。

15

Now there is another particle *de/で(FL)* which I want to do with you today and that is in this manner, what do you show now when you use particle *de/で(FL)* with money? ~~So, (FL) in this (FL) Ichi kiro/一キロ is 1 kg, 1 kg de/で(FL). Sso,~~ over here the meaning of this ‘for’, *ichi kiro de go-hyaku en desu/一キロで五百円です*, each for 500 yen you will get 1 kg, 1 kg is for 500 yen. You can see very, very clearly earlier *de/で* ~~they~~ was in ‘and’ now *de/で(FL)* is ‘for’. Used with *okane/お金(FL)* or amount as you can see in the *kaiwa/会話(FL)* I will read it once again *budou wa ikura desu ka/ぶどうはいくらです*

か? *Ichi kiro de go-hayaku en desu* / 一キロ で 五百円 です.(FL) 1 kg is for 500 yen.
(FL).

I am sure you understand this *ringo* / りんご (FL) is also 500 yen for a kg in this. *Iie, nana-hyaku en desu* / いいえ、七百円 です. Now he points at this particular thing and says *sumimasen, kore wa Nihongo de* / すみません、これ は 日本語 で, (FL) in Japanese as we did earlier *Nihongo de nan desu ka* / 日本語 で 何 です か, (FL). So, he wants to know the word. *Sakuranbo* / さくらんぼ (FL) is cherry. So, (FL) 1kg *sakuranbo* / さくらんぼ (FL) please give to me. ~~Now over here (FL)~~ sSo, 1 kg is for *go-hyaku en* / 五百 円 (FL). So, now you can see that you can use this for amount and for money *ichi kiro de go-hyaku en desu* / 一キロ で 五百円 です each (FL) or over here as we did earlier in our previous slide *Nihongo de* / 日本語 で (FL) for language in Japanese.

Or you can say *Doitsu de part-time wa nan desu ka* / ドイツ で partime は 何 です か?, ~~do (FL) part time (FL)~~ pPart time is *arubaito* / アルバイト; *Doitsu de part time wa arubaito desu* / ドイツ で partime は アルバイト です (FL). So, in this manner you can use it with languages and with money or amount.

(Refer Slide Time: 19:08)

shinpai / 心配	worry
shinpai suru 心配する (gp III)	to worry
shinpai shinaide / 心配しないで	do not worry
V naide kudasai –	
kakanaide kudasai / 書かないで ください	do not write
ikanaide kudasai / 行かないで ください	do not go

So, now we learnt verb *te* / て form + *naide kudasai* / ないで ください which means please do not do we have a word over here in our *kaiwa* / 会話, *shinpai shinai de kudasai* / しんぱい しないで ください (FL). Sso, let us see what it means? See *shinpai* / しんぱい (FL) means to worry and *shinai de* / しないで (FL) means please do not and *kudasai* / ください (FL) means please.

(Refer Slide Time: 19:32)

Shinpai shinaide kudasai

Shinpai = worry
Shinpai Shinai will not
de kudasai please do not worry

Shinpai shinaide. Daijoubu desu yo.

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So, as you can see over here *shinpai*/しんぱい(FL) worry, *shinpai shinai*/しんぱい しない(FL) will not worry will not worry *shinpai shinai de kudasai*/しんぱい しないで ください(FL) please because of this please do not worry. Now in the *kaiwa*/会話(FL) he says *shinpai shinai de*/心配 しないで. *Daijoubu desu yo*/大丈夫 です よ(FL). So, the moment he says *shinpai shinai de*/心配 しないで,(FL) then it means that either they are very good friends or they are working together or the relationship is very, very informal you could also say that *Tanaka san*(FL) is a little younger than *Rao san*(FL) because he is not using the *masu*/ますs form over here.

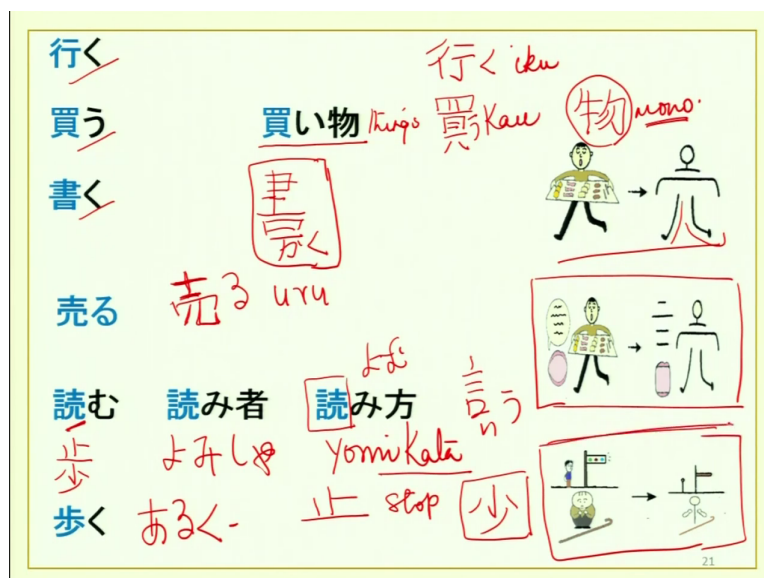
Shinpai shinaide/心配 しないで(FL) intonation is rising and *masu*/ますs form is not there. Also you can understand from *yo*/よ, *daijoubu desu yo*/大丈夫です よ(FL)o. So, again intonation is rising and *yo*/よ(FL) is very, very informal. It is an informal particle used with juniors or people your same age and not with seniors. I am again and again doing the polite form the *masu*/ますs form the way you are supposed to speak with seniors; the way you are supposed to speak with your own group.

(Refer Slide Time: 21:02)

V <u>naide kudasai</u>		
ikimassen 行きません	ikanai 行かない	kikanai+de kudasai 行かないで+ください
kakimassen 書きません	kakanai 書かないで	kakanai+de kudasai 書かないで+ください
yomimassen 読みません	yomanai 読まないで	yomanai+de kudasai 読まないで+ください
kaimassen 買いません	kawanai 買わない	kawanai+de kudasai 買わないで+ください
arukimassen 歩けません	arukanai 歩かない	arukanai+de kudasai 歩かないで+ください
tabemassen 食べません	tabenai 食べない	tabenai+de kudasai 食べないで+ください

Now *naide kudasai* / ないで ください (FL) verbs were also given in lesson nine you can see these are new verbs. Verbs which you have done meanings are not given. So, not go, not write, not read, not buy, not walk and not eat and you can make the *naide kudasai* / ないで ください (FL) form on your own and see try it with other verbs as well.

(Refer Slide Time: 21:38)



Now we have not been doing kanji for a long time. So, I want to do some kanji today, these verbs you have done. Now this is *iku* / 行く (FL) once again very, very quickly *iku* / 行く (FL) meaning 'to go', this is *kau* / 買う (FL) you have two eyes over here and legs. So, you can understand it as buying things with your eyes open this is *kau* / 買う (FL). Then remember doing *kaimono* / 買い物 (FL) which is shopping and *mono* / 物 (FL) over here means things.

So, 1, 2, 3 like this and then like this *kaimono*／買い物(FL). So, you have done this word. So, remember it as kanji and *kaku*／書く(FL) think of the pictogram that we did as writing was done with brush. So, you have this here and then *nichi*／日(FL) this is *ka*／書(FL) and *ku*／く(FL) not very proportionate but well I am sure you can make it proportionate writing on this becomes a little difficult. So, these are the three verbs that we had done.

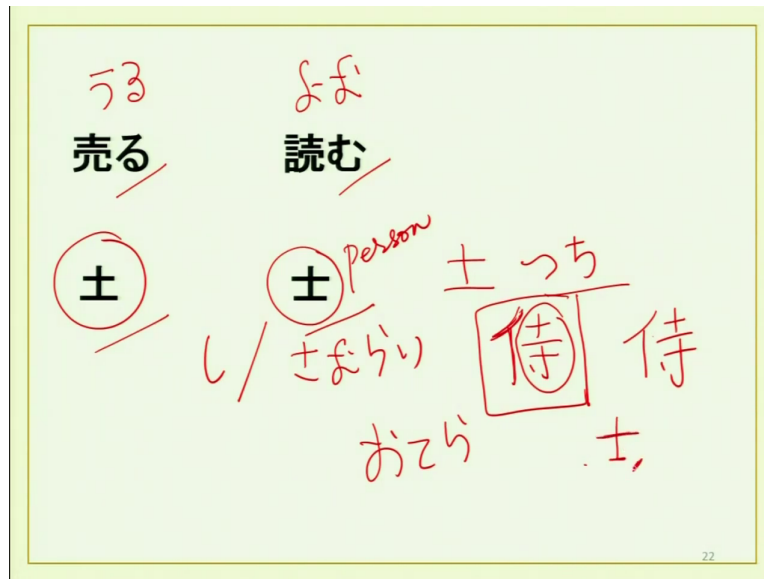
I want to do a new verb with you from the pictogram I am sure you can understand that this man is selling something. So, 1, 2 and this is small this is big and this is small and then like this and these are the two legs means *uru*／売る(FL) this is the leg part here like this, always in any character where you have this, this denotes leg and this is person-~~ok~~. So, he is selling something on a tray.

Now why I need this is? Because I want to tell you this kanji which is *yomu*／読む(FL) and you can see *urimasu*／売ります(FL) is here *uru*／売る(FL) is here and this character this character which gives it the meaning is *iu*／言う~~you~~ which means to speak. So, speak something and tell everybody that I am selling this please read and see what it is. Remember these two pictograms and I am sure it will be easy. So, *iimasu*／言います and *urimasu*／売ります(FL) together make it *yomu*／読む(FL).

Now this is *yomikata*／読み方(FL) way to read and *yomisha*／読み者(FL) person who reads, a reader *yomisha*／読み者(FL) person who reads basically a reader. So, these are two new words for you *yomikata*／読み方(FL) Now there is one more *aruku*／歩く(FL). Now there is this old man after walking for a while very tired. So, he stops, he rests and then he starts walking. So, this kanji over here means stop and this kanji over here means little *sukoshi*／少し(FL) you have done as *shou-shou*／少々 in *shou shou omachi kudasai*／少々お待ちください,(FL) little bit for quantity *sukoshi*／少し(FL).

So, when you join the two it becomes *aruku*／歩く(FL) like this, like this. So, stop for a while and then walk again, go forward again. Look at the picture remember this old man and I am sure you will remember *aruku*／歩く(FL).

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Now there are these two kanji's *uru*／~~売る~~(~~FL~~) and *yomu*／~~読む~~(~~FL~~) very similar I have already told you the way to write it. Then this is new but this one is old this is *tsuchi*／~~土~~(~~FL~~) which means earth and this kanji is used for *samurai*／~~侍~~(~~FL~~) also, one reading is *samurai* and also means person. The reading is *shi*／~~し~~e. Remember these two very similar looking kanji's *tsuchi*／~~土~~(~~FL~~) which is this one and *shi*／~~し~~e or *samurai*／~~侍~~ there is another reading for *samurai* which is like this person-

★ and then you have done this as *otera*／~~お寺~~other this part you have done as *otera*／~~お寺~~ which is a temple and person over here in the temple waiting on the monk. So, basically an attendant you have lot of people in the temples, who are there with the monks to help them with a lot of work and this is where the idea of this character is coming from *samurai*／~~侍~~, this is also *samurai*／~~侍~~ and this also means *samurai*／~~侍~~ this is longer than the second line also *shi*／~~し~~e.

(Refer Slide Time: 27:15)



Now there was an expression *ganbatte ne*／がんばって ね(FL) which means please work hard continue doing the good work. So, over here *ganbatte*／がんばって(FL) is for study hard, this person is working for his exams and all his friends are saying *ganbatte ne*／がんばって; *ashita shiken ga aru kara ganbatte ne*／明日 試験 がある から がんばって ね. you can also use it as *ganbarimashita kedo, yoku dekimasen deshita*／がんばりました けど、よく できません でした,(FL) I tried very hard but could not do well. So, *ganbatte ne*／がんばって ね(FL).

(Refer Slide Time: 27:49)

Sensei:	Rao san, kinou no jugyou ni kimasen deshita ne.
Rao:	Sensei sumimasen. Asanebou shite, koraremasen deshita.
Sensei:	Ja, shukudai soko ni oite kudasai.
Rao:	Sensei..... anoo.....
Sensei:	Nan desu ka?
Rao:	Sensei, jitsu wa, densha no naka ni shukudai no no-to bukku o wasuremashita.
Sensei:	Rao kun, sore wa sankai me desu yo. Atarashii mezamashi dokei o katta hou ga ii yo.
Rao:	Hai sensei, wakarimashita. Sensei sumimasen desu ga , ni-jikan no yasumi o itadakemasen ka?
Sensei:	Doshite desu ka?
Rao:	Sensei densha no shuuten ni itte eki-in ni kiite mimasu.
Sensei:	Komatta ne. Mitsukaru to ii desu ne.
Rao:	Sensei, moshiwake arimasen. Sugu mairimasu.

Now there is another *kaiwa*／会話(FL) which has polite form I want you to listen to the *kaiwa*／会話(FL) and then answer the questions. I will quickly tell you some of the words which you may not know. *Jugyou*／じゅぎょう(FL) is class, you did not come is not it. I overslept and thus could not come. Please put your *shukudai*／しゅくだい(FL) which is

homework over there, *sensei*/先生(FL) could have said *koko ni oite*/ここ において, (FL) directly but because *Rao san*(FL) is not a small boy. So, *sensei*/先生(FL) is saying *oite kudasai*/おいて ください(FL). Now *Rao san*(FL) wants to say something so, he says *sensei, anooo*/先生、あのおお,... *Sensei*(FL) says *nan desu ka*/何 です か? *Sensei jitsu wa*/先生 じつ は,(FL) actually speaking *densha no naka ni shukudai no no-to bukku o wasuremashita*/電車 の 中 に 宿題 の ノート ブック を わすれました,(FL) I forget my note book.

So, this is the third time you have done this. So, see *yo over here*(FL) people who are junior, (FL)*mezamashi dokei*/めずまし 時計 is alarm clock you better buy a new alarm clock. So, this is an expression very polite expression used when you want a favour. So, because he is talking to his *sensei*/先生,(FL) then he is saying please could I get two hours of leave. *Doushite*/どうして,(FL) immediately *sensei*/先生 will ask. I will go to the terminus and ask the *eki-in*/駅員(FL) for my notebook.

Komatta ne/こまった ね(FL) that is going to be really tough whether you are going to get it or not; *komatta*/こまった(FL) means I am worried. *Mitsukaru to ii ne*/みつかる と いい ね,(FL) if you can find it, it will be very good if you do not find it then what is going to happen is what *sensei* is worried about. So, again *mairimasu*/まいります(FL) you did last time I will return or come back *moshiwake arimasen*/もしわけ ありません(FL) is very, very polite for I am very sorry.

(Refer Slide Time: 30:15)

Ni jikan ato.....

Sensei: Rao san, mitsukarimashita ka?

Rao: Eki-in ga sagashite kuremashita.

Sensei: Ja, yokatta ne.

Rao: Sensei, shukudai wa soko ni okimashita.
Osoku natte sumimasen.

Sensei: Ki o tsukete ne Rao san. Hmm.....yoku dekite imasu ne.

Rao: Sensei, kurasu no Yamamoto kun ni tetsudatte moraimashita.

Sensei: Gambatte!

Rao: Arigatou gozaimashita.

Could you find it? He looked for it and gave it to me, that is really good. I have put my *shukudai*／宿題(FL) over there. This is for the *shukudai*／宿題(FL) giving the *shukudai*／宿題 late and then he looks at the *shukudai*／宿題 and hmm... So, you have done well. *Kun*／くん is(FL) very, very informal because they are all students together same age. So, you do not have to say or use *san*／さん, *ni tetsudatte*／に手伝って(FL) he helped me and I received the favour. Now over here *ganbatte*／がんばって and *arigatou gozaimashita*／ありがとうございました and then *Rao san*(FL) could have also used *shitsurei shimasu*／失礼します(FL).

So, he is moving out and excuse me that is the polite way of excusing yourself from *sensei's* room or from anybody's room.

(Refer Slide Time: 31:29)

先生: 青さん 昨日 の 授業 に 来ません でしたね！
 ラオ: 先生 すみません、朝寝 して こられません でした。
 先生: じゃ、宿題 そこ に おいて ください。
 ラオ: 先生 あのう.....
 先生: 何 です か？
 ラオ: 先生じつは、電車の中に宿題のノートブックを わすれました。
 先生: ラオくん それは もう 三回目 ですよ。新しい 目覚まし 時計を 買った ほう が いい です。
 ラオ: はい先生、分かりました。先生 すみません です が、二時間 の 休み を いただけません か？
 先生: どうして です か？
 ラオ: 先生 電車 の 終点 に いって 駅員 に 聞いてみます。
 先生: 困った ね。みつかると いい です ね。
 ラオ: 先生 すみません、すぐ まいります。

This is in the script you can go over there are some kanji's which you will recognize I am sure.

(Refer Slide Time: 31:38)

二時間 あと.....

先生: ラオさん、 みつかりました か？

ラオ: 駅員 あ さあしてくれました。

先生: じゃ、 よかった ね。

ラオ: 先生 宿題 は そこ に おきました。
遅くなってすみません。

先生: 来 を つけてね。

ラオ: 先生 クラス の 山本くん に 手伝ってもらいました。

先生: がんばって！

ラオ: ありがとうございます。

(Refer Slide Time: 31:41)

Read the passage carefully and answer the following questions -

a) Rao san wa nani o wasuremashita ka?

ラオさん は 何を忘れましたか？

b) Sono mono o tori ni doko e ikimashita ka?

その 物 を とりに どこ へ いきました か？

c) Sensei wa doushite rao san o okorimashita ka?

先生 は どうしてラオさん を おこりました か？

d) Kare wa doushite osoku narimashita ka?

かれ は どうして 遅く なりました か？

e) Rao san wa sensei ni nani o tanomimashita ka?

ラオ三は 先生 に なに を たのみましたか？

And then you can do this part read the passage carefully and answer the following questions. So, now some of you would like to appear for the JLPT exam, which is the language proficiency exam and these exams as I told you earlier happen twice a year and I had also told you that I will be taking some questions from past JLPT papers. Today I am going to take one and let us see what the question is?:-

(Refer Slide Time: 32:10)

つぎのぶんしょうを読んで、しつもん に
こたえてください。こたえは、1・2・3・4
から いちばん いいもの を ひとつ えらんで
ください。 (N5)

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You will be comfortable once you see the paper. So, the first thing that you will see on the paper of course is your registration number. So, after that it is all in Japanese there is no roman I will read it out because this is what is written in the beginning. So, read the passage and pick the correct answer. *Bunsho*／文書(FL) is passage, *o yonde*／を 読んで(FL) read, *shitsumon*／質問 *question ni kotaete kudasai*／に こたえて ください,(FL) please answer. (FL)*Kotae wa*／答え は, *ichi*／一, *ni*／二, *san*／三, *yon kara*／四 から from *ichi*／一, *ni*／二, *san*／三, *yon ichiban ii*／四 一番 いい most appropriate *mono o hitotsu erande kudasai*／物 を 一つ 選んで ください, please take the most appropriate answer.

(Refer Slide Time: 33:00)

お知らせ。。。。。
大学 で 学生 が この 紙 を 見ました。

「日本語 1」と「日本語 2」の クラス の みなさん へ。。

今日 出川先生 は お昼 まで お休み です。午前 の
「日本語 1」の クラス は ありません。午後 の
「日本語 2」の クラス は あります。

「日本語」の しゅくだい は 来週 出してください。

2016年12月2日 高見大学

33

Oshirase／お知らせ(FL) means notice. So, what is the notice? There is a notice at the university this is what the students see, what is it? *De*／で(FL) and *ga*／が(FL) because it is there, this is (FL) what they saw. So, *e*／へ(FL) over here as I have told you is used only for

iku／行く, *kuru*／来る(FL) and *kaeru*／帰る(FL) but *e*／へ over here is ‘to them’ this notices for; *minasan*／皆さん is *gakusei*／学生(FL). So, what is the notice? Because it is *sensei*／先生, *oyasumi desu*／お休み です and this is from *ni-sen-roku-nen*／二千六年 *juu-ni-gatsu*／十二月 *futsuka*／二日, *Takami daigaku*／高見 大学(FL). So, this is the *gakkou*／学校(FL) or university from where this notice has been sent to the students. And the students saw this notice.

(Refer Slide Time: 34:45)

Q) 大学は「日本語 1」の クラス の 学生に 何 が 言いたいですか?

1. 今日 クラスは ありません。しゅくだい は 午後 出してください。
2. 今日 クラスは ありません。しゅくだい は 来週 出してください。
3. 今日 クラス が あります が、しゅくだい は 来週 出してください。
4. 今日 クラス が あります から、しゅくだい を 出してください。

<https://www.jipt.jp/samples/sample2018/pdf/N5R.pdf> [もんだい4_passage (2)-Question 28]

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Now the question is, (FL) what does the university office want to say to the students? So, you have 4 options.

(Refer Slide Time: 35:17)

お知らせ。。。。 notice

大学 で 学生 が この 紙 を 見ました。

「日本語 1」と「日本語 2」の クラス の みなさん へ。。 gakusei

今日 出川先生 は お昼 まで お休み です。午前 の 「日本語 1」の クラス は ありません。午後 の 「日本語 2」の クラス は あります。

「日本語」の しゅくだい は 来週 出してください。

2016年12月2日 高見大学

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So, you can see it is written over here *shukudai wa raishuu dashite kudasai*／宿題 は 来週 出してください. *Ichino kurasu wa arimasen*／一 の クラス は ありません(FL)

(Refer Slide Time: 35:25)

Q) 大学は「日本語 1」の クラス の 学生に 何 が 言いたいですか?

1. 今日 クラスは ありません。しゅくだい は 午後 出して ください。
2. 今日 クラスは ありません。しゅくだい は 来週 出して ください。
3. 今日 クラス が あります が、しゅくだい は 来週 出して ください。
4. 今日 クラス が あります から、しゅくだい を 出して ください。

<https://www.jlpt.jp/samples/sample2018/pdf/N5R.pdf> [もんだい4_passage (2)-Question 28] 34

And this is what it is. ~~(FL)~~ So, this is the answer the other three are all incorrect. So, I will read them anyway. First thing is wrong we need *arimasen* / ありません ~~(FL)~~ in our answer. Over here also it is *arimasu* / あります ~~(FL)~~ and ~~he says (FL)~~. So, this is how you will get the questions, sometimes there is a passage and sometimes the questions are very, very direct. I will be doing it again and again with you. So, that you are comfortable when you see the paper. Go over it on your own and you will be able to understand.

(Refer Slide Time: 36:22)

Vocabulary		
jitsu	じつ	actually, really
wasuremasu	わすれます	to forget
mezamashi-tokei	目覚まし時計	alarm clock
doushite	どうして	why?
shuuten	終点	terminus
eki-in	駅員	station employee
mitsukaru	みつける	to find
sugu	すぐ	immediately
warui	わるい	bad
ganbaru	がんばる	work hard
shirase	しらせ	notice

There is vocabulary almost all words are given covered in this lesson as well as previous lessons.

(Refer Slide Time: 36:28)

Vocabulary		
sashiburi	さしぶり	after a long time
daijoubu	だいじょうぶ	its al right
saikin	さいきん	these days, lately
pe-pa	ペーパー	paper
isogashii	忙しい	busy
kokusai	こくさい	international
happyou	発表	presentation
shinpai	しんぱい	to worry
shukudai	宿題	homework
Okimasu	おきます	to put/place
kami	かみ	paper

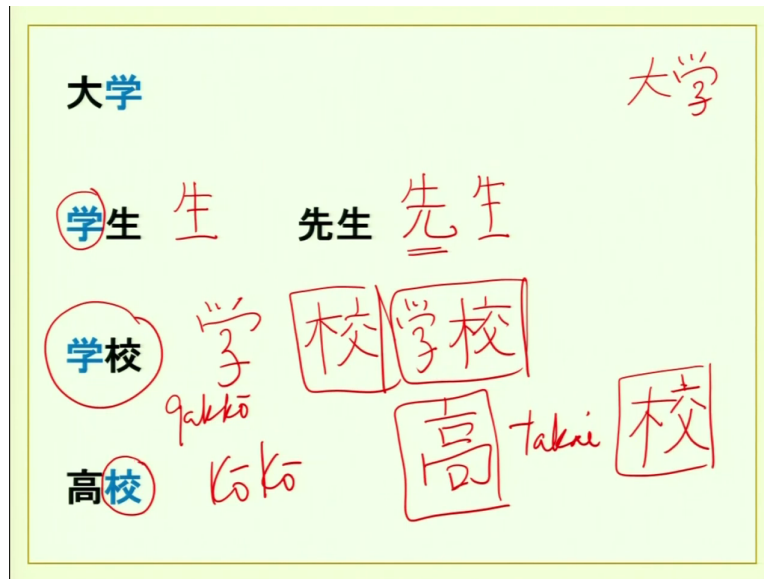
~~As well as previous lessons~~

(Refer Slide Time: 36:31)

Vocabulary		
mairu	まいる	to come back, to return
sagasu	さがす	to search
yoi	よい	good/great
yokatta	よかった	past for yoi/ii
ki o tsukete	き を つける	take care
genki	げんき	in good health
mitsukaru	みつかる	to find
komatta	こまった	to be in a fix
dasu	だす	to take out
sakuranbo	さくらんぼ	cherry

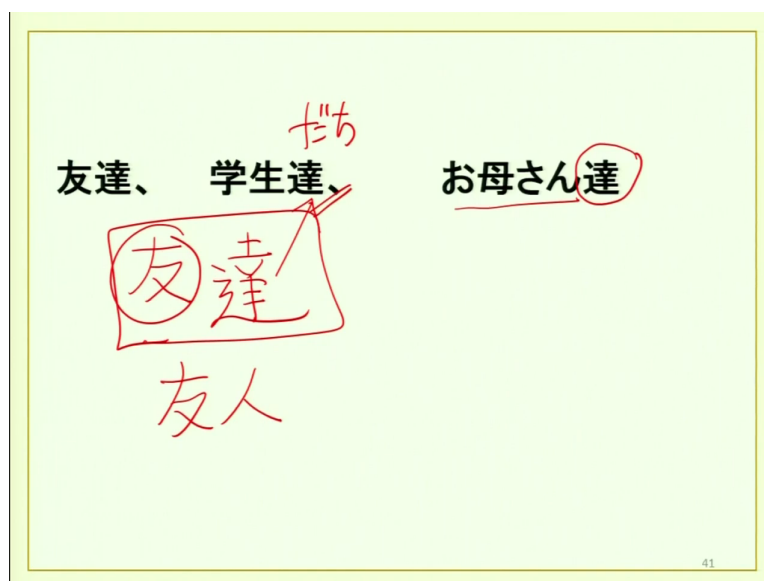
So, go over them practice loudly: Sso, that you are comfortable.

(Refer Slide Time: 36:26)



There are some kanji's for you. So, *daigaku* / 大学 (FL) you have done already I am just revising it with you. Then *gakusei* / 学生 (FL) say concentrate on *gaku* / 学 (FL). So, *gakusei* / 学生 (FL) that is the order. Then *sen* / 千 (FL) see feet over here and then *sei* / 生 say. Then this is a new kanji for you and that is why we were doing *gaku* / 学, *gakkou* / 学校 (FL). So, under a tree your father is teaching you that is how you can remember this character. So, once again under a tree which becomes your roof your father is teaching you or you are learning at this place *gakkou* / 学校 (FL). Then this character you have done as *takai* / 高い (FL) which means high, now this is school. So, *takai* / 高い (FL) school high school means *koukou* / 高校. So, *koukou* / 高校 (FL) in Japanese is high school these words you know remember them with this kanji now it will be easy.

(Refer Slide Time: 38:09)



You have also done *tomodachi*／友達(FL). So, *tomo*／友(FL) you have done *dachi*／だち(FL) is like this and then you make n and like this. So, you have to write it again and again for you to be able to remember the character. Of course if you do not want to write it you can at least remember the pictogram. So, *tomodachi*／友達(FL) you have done this *tomo*／友(FL) as you *yuujin*／友人(FL) which is also friend and *gakusei-tachi*／学生たち(FL) same character again you know the word remember the kanji.

★ and *okaasan tachi*／お母さん達(FL) so, *tachi*／達(FL) makes it plural. So, with this I would like to end today's class. There are a lot of things that you have done today lot of kanji's you have learnt. And there are two passages over here the second passage is your homework, also the question that I had taken up from the JLPT paper is also your homework. Do those two together and memorize all the kanji's that we have learnt and we will meet again with something new in our next class. Till then work hard *ganbatte ne minasan*／がんばってね 皆さん. *Mata ashita aimashou*／また 明日 会いましょう. *Arigatou gozaimasu*／ありがとう ございます(FL).