

Introduction to Japanese Language and Culture - II
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~~Module - 9~~

Lecture - 29

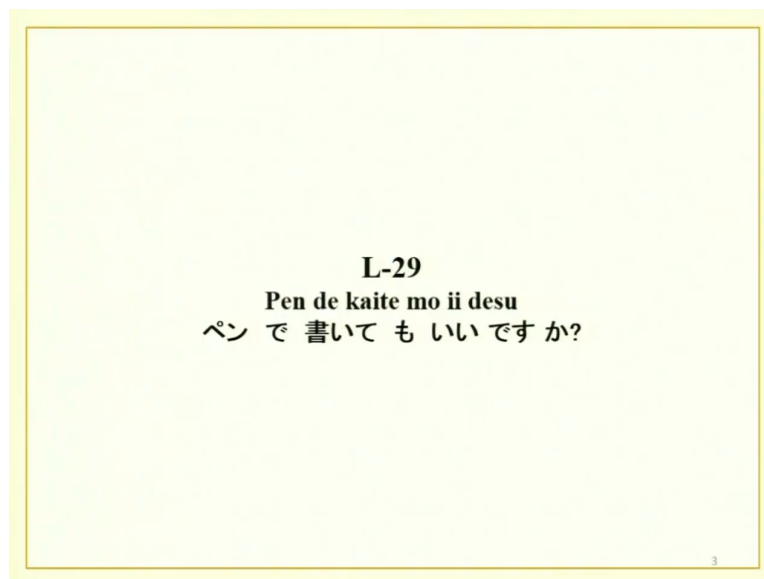
Pen de kaite mo ii desu ka?

ペン で 書いて も いい ですか？

Can I ~~W~~write ~~W~~with ~~a~~ ~~A~~ Pen?

~~(FL)~~*Konnichiwa minasan* こんにちは 皆さん and welcome to the class in the second lecture series on Introduction to Japanese Language and Culture. So, today we are going to do something new. We are going to learn how to ask for permission and how to give permission, when permission is not allowed and how to give it formally and informally, what we are supposed to say at that time. So, let us see, as I always do, let us see what we have in our *kaiwa*/会話~~(FL)~~ and then I will do the explanation and the grammar.

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So, you heard the *kaiwa/会話*(FL) just now and the *kaiwa/会話*(FL) is between *Tarou*(FL) and *Mira*(FL).

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Tarou: ^{San} Mira, keita kun no tanjoubi no purezento o kaimashita ka?

Mira: Mada desu. ^{not yet}

Tarou: ^{too} Watashi mo mada desu. Anou/ isshouni kai ni ikimasen ka?

Mira: Chotto matte ne. Sensei ni kiite mimasu. ^{ask - see} ^{ask = hear}

Sensei no heya.....

Mira: Sensei, sumimasen desu ga, gogo youji ga aru node ni, san jikan itte mo ii desu ka? ^{work} ^{because} ^(yo-ji + work)

Sensei: Kamaimasen yo.

Mira: (Sensei) doumo arigatou gozaimashita.

Soto de.....

Tarou: Dou datta? ^{deshita ka: at}

Mira: Daijoubu desu yo. Nan-ji ni aimashou ka? / ga ii desu ka?

Tarou: San-ji wa dou? ^{how about}

Mira: Wakatta. Genkan de aimashou. ^{node = Kaze}

They are probably in the same lab or very close by. They are both students it looks like. So, let us see what they are talking about. So, well, it is very simple. Have you bought it? So, we did *mada desu/まだ です*;(FL) earlier, which means not yet, have not bought it as yet. *Tarou*(FL) says *watashi mo/私も*;(FL) me too, me also *mada desu/まだ です*;(FL) I have also not bought it as yet. So, now he wants to ask for a favour. He is a little hesitant. So, he is taking time to say all of this.

And this automatically shows the listener that you want to ask something or you want to say something and you are a little hesitant about it. *Anou issho ni kai ni ikimasen ka/あのう* —

緒に 行きませんか?(FL) So, let us go to buy it together. Just wait for a minute, let me ask *sensei*/先生(FL). So, I told you earlier also, *kiku*/聞く(FL) is for ask and for hear, both. So, depending on the situation, the meaning will change. *Sensei ni kiite mimasu*/先生 に 聞いて みます,(FL) I will ask him and see whether he will allow me or not. And this part is to be understood.

And *Mira*(FL) goes in the room and says, *sensei, sumimasen desu ga*/先生、すみません です が(FL) I am sorry for disturbing you, but *gogo youji ga aru node*/午後 ようじ が ある ので; *youji*/ようじ(FL). (FL) is not *yo-ji*/四時(FL) which is 4 o'clock. This is *youji*/ようじ(FL) some work *ga aru node*/が ある ので,(FL) because *ni, san jikan*/二、三 時間(FL) for 2, 3 hours *itte mo ii desu ka*/行っても いい ですか;(FL) is it all-right if I go out? Now, *node*/ので(FL) over here, *node*/ので(FL) is equal to you *kara*/から(FL). You have done it a number of times. You will see, when you are using *node*/ので(FL), the listener understands the reason is genuine. With *kara*/から(FL) it is just very informal and just an information.

Kamaimasen yo/かまいません よ,(FL) I do not mind, it is all-right. *Sensei, doumo arigatou gozaimashita*/先生、どうも ありがとうございます。(FL) So, you just do not say *doumo arigatou gozaimashita*/どうも ありがとう ございました(FL), always add this when you are talking to your teachers. *Dou datta*/どう だった; *dou deshita ka*/どう でした か? *Daijoubu desu yo*/大丈夫 です よ.(FL) So, very informal; from here you can make out that it is informal. And also they are not using *san*/さん(FL) over here, so, it is just on first name basis, so, very informal. *Nan-ji ni aimashou ka*/何時 に 会いましょう か? *Ni*/に (FL) over here is for *nan-ji ni*/何時 に(FL) at what time *aimashou ka*/会いましょう か, (FL) shall we meet? Or you could also say *nani-ji ga ii desu ka*/何時 が いい ですか (FL); meaning is the same, what time is a good time?

San-ji wa dou/三時 は どう?(FL) How about? We have done all these things earlier. I just keep repeating for you so that you are you able to understand it better and you remember these and are able to use them in your sentences and conversation. Let us meet near the *genkan*/げんかん,(FL) which is the gate.

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太郎: ミラ、けいたくん の 誕生日 プレゼントを 買いました か?
 ミラ: まだ です。
 太郎: 私も まだ です。手伝って くれませんか?
 ミラ: じゃ、先生 に さいて みます。
 先生 の 部屋。。。。
 太郎: 先生、すみません ですが、午後 用事 が ある
 ので 二、三、時間 行っ て も いい です か?
 先生: かまいません よ/いい です よ。
 ミラ: どうも ありがとう ございました。
 外で。。。。
 太郎: どう だった?
 ミラ: 大丈夫 ですよ。何時に 会いましょう か?/が いいですか?
 太郎: 三時 は どう?
 ミラ: 分かった。玄関 で あいましょう。

買う
手伝
会う
大丈夫

This is all in the script. You have *kaimasu*／買います (FL). I have done with you earlier *kaimasu*／買います; *kau*／買う (FL) is the verb. Then, *tetsudau*／手伝う (FL). *Te*／手 (FL) you have done *te*／手, *tetsudau*／手伝う; *tetsudaimashou ka*／手伝いましょう か? (FL). *Ni jikan*／二時間, *san jikan*／三時間 (FL) you have done *jikan*／時間 (FL). Now, this is an interesting *kanji* (FL); very similar; all the *kanji* (FL) characters look very similar. So, *dai*／大 (FL) then *jou*／丈 (FL) and this is longer *bu*／夫; *daijoubu*／大丈夫 (FL). You see this a lot. Then, *aimashou*／会います, *au*／会う (FL). So, all these *kanji*'s (FL), keep looking at them at least so that you can remember and when you look at it during the exam, you are able to understand what it is. Now, there were 2 things that were new in the *kaiwa*／会話 (FL).

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Verb in stem form + ni → for the purpose of

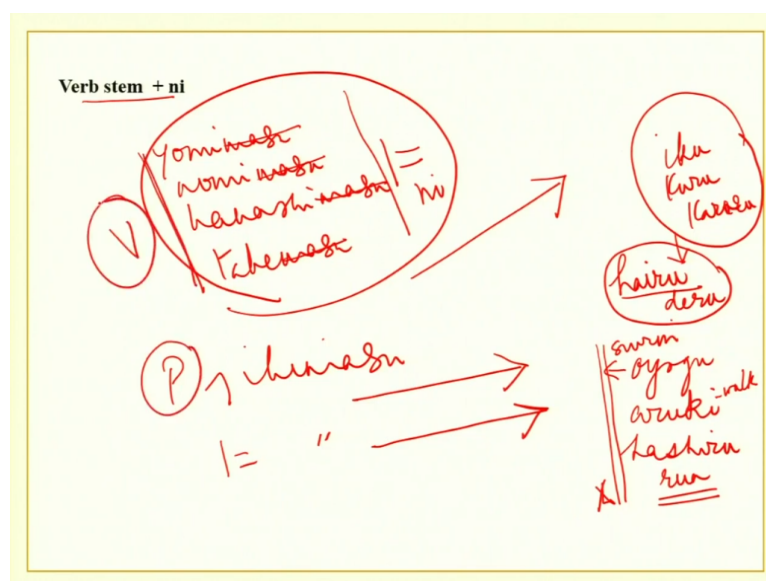
The verb used is always a motion verb.

The first one, we are going to do now, which is verb *masu* form and particle *ni*／に (FL). Now, what does it show? Particle *ni*／に (FL) like this with a verb in its stem form shows

purpose. Now, another important thing that you need to remember over here is that it can only be used with motion verbs. And what are motion verbs? Well, you all know you have been doing them all along with particle *e/へ* (FL) showing direction.

So, when you move in a certain direction towards a certain goal, that is where you will use motion verbs. And the motion verbs that you have done are *iku/行く*, *kuru/くる* (FL) and *kaeru/かえる* (FL). Well, there are others as well. You can remember them here only; it will be easy for you. So, another motion verb which you have done earlier but not as a motion verb is *hairu/はいる* (FL).

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Now, there are some motion verbs which look like motion verbs but are actually not considered motion verbs though; they do show motion in a certain direction. Now, what are those verbs? Before I do this with you, what are those verbs? Well, those verbs are *oyogu/およぐ* (FL), then you have *aruku/あるく* (FL) and you have *hashiru/はしる* (FL). *Oyogu/およぐ* (FL) means to swim; *aruku/あるく* (FL) is walk and *hashiru/はしる* (FL) is run. They also look like motion verbs, but when the action is happening. The action is also happening and you are also moving.

So, thus they are not considered motion verbs and the motion verb besides *iku/いく*, *kuru/くる* and *kaeru/かえる* are *hairu/はいる* and *deru/でる*. These are, though look like motion verbs but are not motion verbs. Now, verb in stem plus *ni/に* (FL). How do you make it? Well, *yomimasu/よみます*, *nomimasu/のみます*, *hanashimasu/はなします*, *tabemasu/たべます* (FL). So, just remove the *masu* (FL) from here; this is the stem. So, to

So, now, from this only you can understand that the verbs that are going to be used are going to be *iku* / いく, *kuru* / くる and *kaeru* / かえる (FL) and (FL). Now, you have also done *watashi wa* / 私は (FL) place *e ikimasu* / へ 行きます (FL); so, this is just going in this direction. But when you say place *ni ikimasu* / に いきます (FL), you go with a purpose. Now, over here it is place, a noun; we are using it with verbs. Now, see how it is done.

V masu + ni – indicates movement with purpose by someone in a certain direction.

V masu + ni
Noun
hanashi / 話
tabe / 食べ

Watashi wa benkyou shi ni gakkou ni ikimasu.
私は 勉強 しに 学校 に 行きます。

Watashi wa sensei ni ai ni gakkou ni ikimashita.
私は 先生 に 会いに 学校 に 行きました / 来しました。

John san wa shigoto o shi ni Nihon ni kimashita.
ジョン は 仕事を しに 日本 に きました。

Mira san wa gohan o tabe ni shokudou ni ikimashita.
ミラ は ごはんを 食べに 食堂 に いきました。

Kinu shigoto no ato, hoteru no shokudou ni gohan o tabe ni hairimashita.
昨日 仕事 の あと ホテル の 食堂 に ごはん を たべ に 入りました。

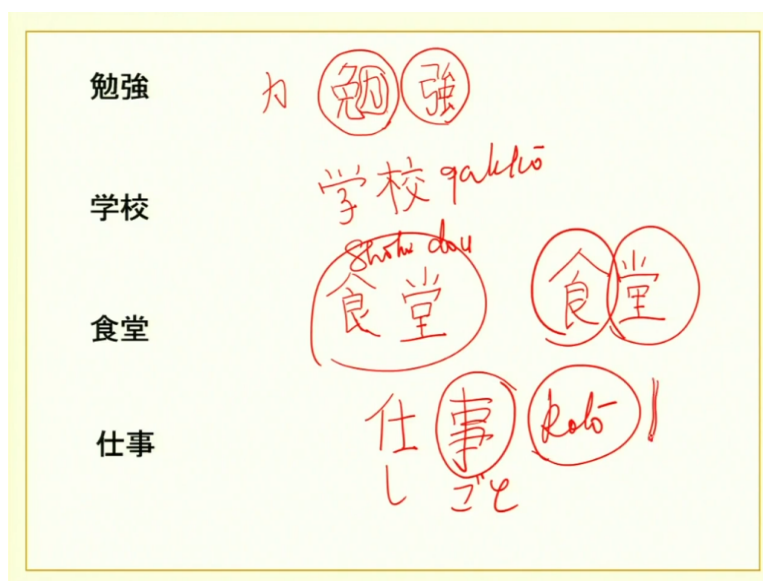
As I told you in your previous slide, just remove the *masu* form, *gakkou ni ikimasu*／がっこうにいきます (FL) or *gakkou e ikimasu*／がっこうへいきます (FL) both can be used over here because purpose is shown very clearly by this *ni*／に (FL). Then, *John wa shigoto shi ni*／ジョンはしごとしに, (FL) for the purpose of working *Nihon ni kimashita*／日本

に 来ました(FL). So, as I told you, all 3 verbs *kuru*／くる, *iku*／いく(FL) and *kaeru*／かえる(FL) will be used. They are the 3 motion verbs, the main 3 motion verbs. And you can see, you have made a sentence with *kimashita*／来ました(FL) also. He has come or he came to Japan for doing what? For working.

Mira wa gohan o tabe ni／ミラ は ご飯 を 食べ に,(FL) for the purpose of eating; to eat *gohan*, *shokudou ni ikimashita*／しょくどう に 行きます;(FL) she has gone to the *shokudou*／しょくどう(FL) or *shokudou e ikimashita*／しょくどう へ 行きました(FL). I entered the *shokudou*／しょくどう(FL) which is the dining hall of the hotel to do what? To eat *gohan o tabe ni*／ごはん を 食べ に,(FL). (FL) for the purpose of eating *gohan*／ごはん(FL), yesterday after work I went to the *shokudou*／しょくどう(FL) of the hotel. I think it is clear now. This is how you can make with other motion verbs like *hairu*／はいる(FL) and *deru*／でる(FL). Now, there are a few *kanji*'s(FL) here. You can look at this one; now tell me where it is written?

Can you tell me please? Where is it written? Well, it is written over here, you can see. Now, this small *kanji*(FL) that you have is of *chichi*／ちち(FL), and this one over here is *kodomo*／子供(FL). So, *chichi*／父(FL) is sending *kodomo*／子供(FL) to school to study under the tree or under some kind of a roof to learn something. So, that is how this *kanji*(FL) has come into being. This is learning and this is place. Now, *aimasu*／会います(FL) is over here *au*／会う(FL).

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Now you have an important **kanji(FL)** which you should know which is **benkyou/ べんきょう(FL)**. You know the word, so, **benkyou/ べんきょう(FL)**. So, a simple **kanji(FL)**, though it looks very complicated but simple. And what is this? This is **chikara/ ちから(FL)**. Just this part is **chikara/ ちから(FL)** means strength, like this. Then you have this and like this. So, with **chikara/ ちから(FL)** you do **benkyou/ べんきょう(FL)** to work. Then **gakkou/ がっこう(FL)** as I just told you over here. This is **kodomo/ 子供(FL)** and under the tree or under some roof you are studying, your father has sent you to study.

Then **shokudou/ 食堂(FL)**; what does this mean? This is **taberu/ 食べる(FL)**. You have done **taberu/ 食べる(FL)**. Now, what is this? This means a hall. So, this is small like this **shoku/ しょく(FL)** and **dou/ どう(FL)**. This is a little longer, so, please make it properly like this. And 1, 2, 3, this one, then make a **kuchi/ 口(FL)** one line and this is the longest; this means a hall and this means eat. So, place of eating **shokudou/ 食堂(FL)**. Then you have **shigoto/ 仕事(FL)**; now, **shi/ し(FL)** and **goto/ 事, shokudou/ 食堂, gakkou/ 学校(FL)**. Now, this is also **koto/ 事(FL)** which means thing, but not as in something which you can see. We are going to do this word in detail soon.

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do what?

A: Nani o shi ni gakkou e ikimasu ka? (何をしに 学校へ 行きますか?)
 B: Benkyou shi ni ikimasu / 勉強 しに行きます。
 (V) Benkyou = iku V (stem) + ni iku 行く

A: Doushite depa-to e ikimasu ka? / どうして デパートへ 行きますか?
 B: Kaimono ni ikimasu / 買い物 に行きます。
 (N) N ni iku (IV) N+V 行きます
 Kaimono o shi ni ikimasu. purpose of
 Kaimono ni ikimasu.
 Benkyou shi ni ikimasu
 Benkyou ni ikimasu.

買い物
し/に

Now, how will you ask a question? **Nani o shi ni gakkou e ikimasu ka/ 何を しに 学校へ 行きます か?** **Nani o shi ni/ 何を しに, (FL)** to do what? **Benkyou shi ni ikimasu / 勉強 しに 行きます, (FL)** with a verb. Then, why are you going to the department store? So, now you will see, this is with a noun. What is the difference over here? The verb will come, verb in stem form plus **ni/ に(FL)** and noun **ni iku/ に いく(FL)** or **kuru/ くる**

(FL), whatever the situation may be. When you are using verbs in group 4, so, they are noun plus verb category; and verb is *shimasu*／します (FL).

So, you can also make with noun like this. *Benkyou ni ikimasu*／勉強 に いきます (FL) could also have been done, *benkyou ni iku*／勉強 に いく (FL) because this is a noun; but *benkyou shi ni iku*／べんきょう し に いく (FL) is, this is a verb. Now, I think it is very clear to you. *Kaimono ni ikimasu*／かいもの に いく; *kaimono*／買い物 (FL) is a kanji (FL) here, which I want to do, *kai*／買い (FL) and *mono*／物 (FL). *Mono*／物 (FL) you have done earlier with *tabemono*／食べ物, *nomimono*／飲み物, *kimono*／着物 (FL); so, *kaimono*／買い物 (FL). *Iku*／行く (FL) is another kanji (FL). I keep making these for you so that you are comfortable. You can also say *kaimono o shi ni ikimasu*／買い物をしに いきます (FL) for the purpose of shopping; or *kaimono ni ikimasu*／買い物 に いきます (FL) just shopping *ni ikimasu*／に いきます (FL). Now, *benkyou shi ni ikimasu*／勉強 しに いきます (FL) for the purpose of studying or just for studying. I think it is clear. You can use all verbs in group 4 in this pattern. And group 1 and group 2 in this pattern.

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nan de / naze

A: Nani o shi ni gakkou e ikimasu ka? / 何を しに 学校へ 行きますか?
 B: Benkyou shi ni ikimasu / 勉強 しに 行きます。

② Benkyou to iku V (stem) + ni iku 行く.

A: Doushite depa-to e ikimasu ka? / どうして デパートへ 行きますか?
 B: Kaimono ni ikimasu / 買い物 に 行きます。

④ N ni iku N+V いきます

Kaimono o shi ni ikimasu. purpose of
 Kaimono ni ikimasu.

Benkyou shi ni ikimasu why
 Benkyou ni ikimasu. nande / naze
 nande by what means.

④ N+V いきます

買い物
 Ⅰ/Ⅱ

Now, you have something here, which I am sure you can see now, *nan de*／何で (FL) and *naze*／なぜ (FL). *Naze*／なぜ (FL) is polite for *doushite*／どうして (FL); *naze*／なぜ (FL) is polite for *nan de*／何で (FL), when *nan de*／何で (FL) means *doushite*／どうして (FL). *Nan de*／何で (FL) also means by what means? *Kuruma de ikimasu*／車で いきます; *nan de ikimasu ka*／何で 行きます か? (FL) and also *naze*／なぜ (FL) why *ikimasu ka*／行きます か (FL), both meanings are there, depends on situation and context.

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~V te mo ii desu ka? – is a phrase and a polite way to ask for permission. Is it alright to do V?

V te
Adj kute
N/na adj de

mo ii desu



no ~~take~~ I =

Kono isu o tsukatte mo ii desu ka? / このいすを 使っても いいですか?
Koko ni suwatte mo ii desu ka? / ここに 座っても いい ですか?

Shiken ni enpitsu de kaite mo ii desu ka?
試験に えんぴつで 書いても いい ですか?
Is it alright if I write the exam. in pen cil?

Hai ii desu. lie dame desu

Formelle
gp I itte / 行って / tatte
gp II yonde / よんで / nonde / 飲んで / hanashite / はなして / kashite / かけて / tomete / とめて
tabete / たべて / mite / みて / nete / ねて

Now, there was something else also in our *kaiwa* / 会話 (FL) which was new today, which I had talked about in the beginning, and that is asking permission. So, is it all-right if I do a certain thing? So, what is the pattern? The pattern is very simple, verb in *te* (FL) form plus *mo ii desu ka* / も いい ですか (FL). These two we are going to cover in our next lesson. Today we are going to do it with verbs. It is going to be easy as you have done verb in *te* (FL) form earlier.

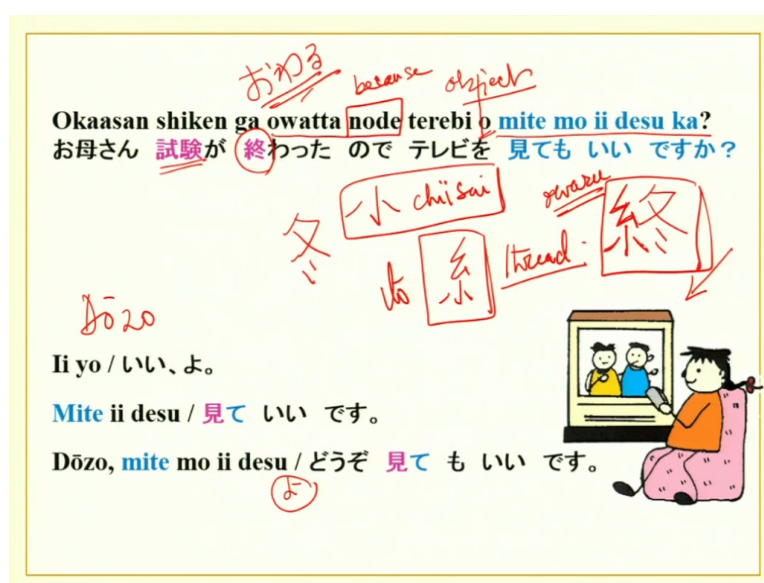
So, how will you make *te* (FL) form? Well, you have done it for group 1; *itte* / 行って, *matte* / 待って, *tatte* / 立って, *yonde* / よんで, *nonde* / 飲んで, *hanashite* / はなして, *kashite* / かけて, *tomete* / とめて (FL) all these you have done, you can refer to that lesson and see how *te* (FL) form is made. I will show it to you after a while here as well. So, in group 1 and group 2, *tabete* / たべて, *mite* / みて (FL) and *nete* / ねて (FL). So, let us see the example first. So, verb in *te* (FL) form plus *mo ii desu ka* / も いい ですか (FL). Is it all-right if I use this *isu* (FL)? There is another one over here, *kono isu ni suwatte mo ii desu ka* / このいすに座ってもいいですか, (FL) is it all-right if I sit over here?

So, you will see that there is a *ni* / に (FL). So, generally what the mistake we all do, we use *naka* / 中; *kono isu no naka* / このいすの中 (FL); so, that makes it inside the *isu* / いす (FL) not on the chair. So, please do not use this *koko ni* / このに or *kono isu tsukatte mo ii desu ka* / このいすつかってもいいですか (FL) or *koko ni suwatte mo ii desu ka* / このいすにすわってもいいですか (FL) or (FL); keep that in mind. Now, she is writing something, so, the verb is *kaku* / かく, *kaite* / 書いて (FL). (FL) is the *te* (FL) form. So, *shiken ni* / しけん に (FL) during the *shiken de* / しけん で, *nan de* / なん で (FL) by

what? So, *enpitsu de* / えんぴつ で, (FL) by *enpitsu kaite mo ii desu ka* / えんぴつ で か
 いても いい ですか; (FL) is it all-right if I write in pen or *enpitsu* / えんぴつ (FL) is
 pencil, so, pencil.

So, the answer could be *hai, ii desu* / はい、いい です (FL) or *iie, dame desu* / いいえ、だめ
 です (FL). So, as she is pointing over here, it looks like it is *hai, ii desu* / はい、いい です
 (FL). So, I think it is easy. You know the *te* (FL) form, so, you can just add ~~more~~ *mo ii desu ka*
 / も いい ですか (FL) to it and make your sentences, ask questions, give permission or
 simply do not give permission.

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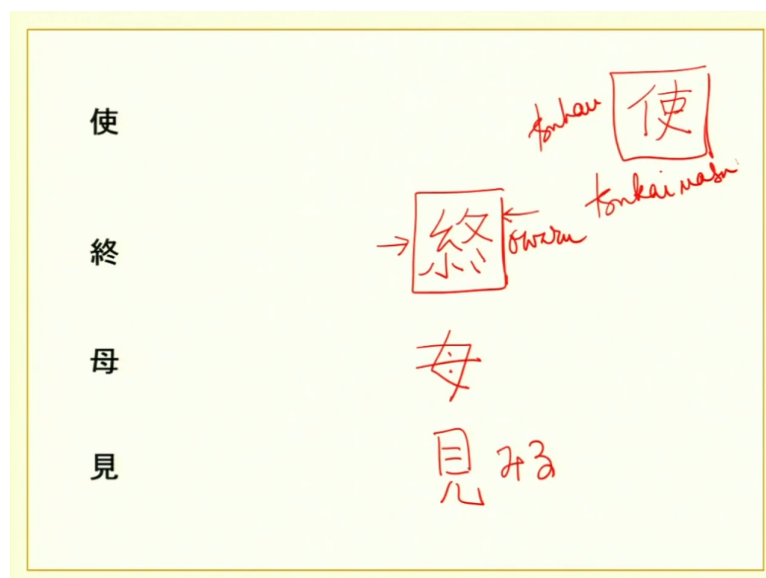


There are more examples for you. Is it all-right if I watch television? *Owatta node* / おわった
 ので, *node* / ので (FL) is because and *owatta* / おわった (FL) is past tense for *owaru* / お
 わる, *owaru* / おわる, (FL) is the verb. Look at this *kanji* (FL) over here. Today I will
 not do this *kanji* (FL) as you have done one difficult *kanji* (FL) of *benkyou* / 勉強 (FL). We
 are going to do it next time. Just look at this; and when I make this *kanji* (FL) next time, then
 I am sure you will be able to recognise. So, *okaasan shiken ga owatta node* / お母さん し
 けん が 終わった ので (FL) because it is over, *terebi o mite mo ii desu ka* / テレビ を 見
 ても いい ですか? *terebi o* / テレビ を (FL) object over here *terebi o mite mo ii desu ka*
 / テレビ を 見ても いい ですか, that is what she is asking. So, what does *okaasan* /
 お母さん (FL) say? *Ii yo* / いい よ, (FL) casually, because she is her daughter, no formal
 situation. *Ii yo* / いい よ, (FL) It is all-right. *Mite mo ii yo* / みても いい よ, *douzo* / どう
 ぞ, (FL) Just *douzo* / どうぞ (FL) could also have been used. *Douzo* / どうぞ (FL) or *mite ii yo*
 / みても いい よ (FL) or you can join all and say *douzo mite mo ii desu* / どうぞ みても

いい です(FL). So, now she is telling it properly. *Douzo mite mo ii desu*／どうぞ みて も いい です; *mite mo ii desu yo*／みて も いい です よ(FL) can also be used over here. So, all these are at home expressions that you can use with people junior to you, your family members, people you are informal with.

Now, there is one kanji, *owaru*／終わる(FL) which we should do as it has a kanji(FL) which you have done. This is *ito*／糸(FL). *Ito*／糸(FL) means thread. So, you join it with which *fuyu*／冬; kanji for *fuyu*／冬(FL)? (FL) for (FL) and make it one which is like this, 6 character kanji(FL); 1, 2, 3, 4, 5 and 6; and then you add this over here to *ito*／糸(FL); it becomes *owaru*／終わる(FL). Now, there is something small over here, this one, this is *chiisai*／小さい(FL). So, you learn 3 simple kanji(FL) and make a *muzukashii*／むずかしい kanji(FL) and that becomes *owaru*／終わる(FL).

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What is this? This is *tsukau*／使う(FL) and like this *tsukau*／使う, *tsukaimasu*／使います(FL) to use. *Owaru*／終わる(FL) I just now did with you, like this *chiisai*／ちいさい(FL) and then make *fuyu*／冬(FL) which is *owaru*／終わる(FL). This part is *ito*／糸(FL), this part is *fuyu*／冬(FL), and the full *owaru*／終わる(FL) is over. Then we have *haha*／母(FL) like this. A lady is feeding her child, so, this means *haha*／母(FL). And this is *miru*／見る(FL). So, so many kanji(FL); you need to do 300 kanji(FL) characters plus the combinations of those kanji(FL) for N4. All those of you who plan to appear for N4 need to do these kanji's(FL) in detail.

(Refer Slide Time: 26:32)

ミラ: Okāsan ima **terebi mite** mo ii desu ka?
 お母さん 今 テレビ 見て も いい です か?
 母: **Mite** mo ii yo / 見ても いいよ。

Handwritten notes:
 今
 / i i you
 daijoubu
 desu
 do zo


Now, **Mira(FL)** is asking, *ima terebi o mite mo ii desu ka* / 今 テレビ を 見て も いい です か? *Mite mo ii yo* / 見ても いい よ **(FL)** or just *ii yo* / いい よ **(FL)** or *daijoubu desu* / 大丈夫 です **(FL)** or *douzo* / どうぞ **(FL)**, all informal.

(Refer Slide Time: 26:59)

ミラ: Okāsan ima **terebi mite** mo ii desu ka?
 お母さん 今 テレビ 見て も いい です か?
 母: **Mite** mo ii yo / 見ても いいよ。

Handwritten notes:
 kudasai
 I think
 I think

Ima benkyō shita **hō ga** ii desu. Terebi o **minaide ne**
 今 テレビ より 勉強した ほうが いい です。
 Ima terebi **yori** benkyou shita houga ii desu / ii to omou.
 今 テレビ より勉強した ほうが いい と思います。

uta/ongaku-歌/音楽 *uta* kiite-聞いて *uta - to sing*
 *kiite kudasai* *takou* 楽

Uta o **utatte** mo ii desu ka? / ongaku o **kiite** mo ii desu ka?
 歌を 歌っても いいですか? 音楽を 聞いても いい ですか?

Handwritten notes:
 楽
 日
 日

Now, because she is her mother and she wants the best for her child and wants her to do well, so, you do not have to see *terebi* / テレビ **(FL)** now, it is better that you study. You have done *hou ga* / ほう が **(FL)**; *shita hou ga* / した ほう が **(FL)** is a strong suggestion. And over here, because it is *ne* / ね **(FL)**, it is from someone senior; otherwise, *kudasai* / ください; *terebi o minaide kudasai* / テレビ を 見ない で ください **(FL)** please do not watch TV. So, it is an informal situation or an expression. *Yori* / より **(FL)** ~~M~~more than watching TV, it is better that you do *benkyou* / ベンきょう **(FL)**.

So, when you add this character which is *tatsu*／たつ (FL) to *nichi*／にち (FL), what does it become? It becomes *oto* (／音 FL). So, *ongaku*／音楽 (FL) is written like this. This character plus *tanoshii*／楽しい (FL) is *oto*／音 (FL). Something which is very lively and very happy, gives you happiness that sound which gives you happiness is *ongaku*／音楽 (FL) which is music. So, what do we have over here? (FL) Is it all right if I sing? *Ii desu yo*／いいですよ. *Uta o kiite mo ii desu ka*／歌を聞いてもいいですか? *Ii desu yo*／いいですよ. *douzo kiite kudasai*／どうぞ聞いてください. (FL) Over here the answer could be *kiite kudasai*／聞いてください (FL). So, you can answer like this, ask and then answer. Any of these can work depending on whom you are talking to.

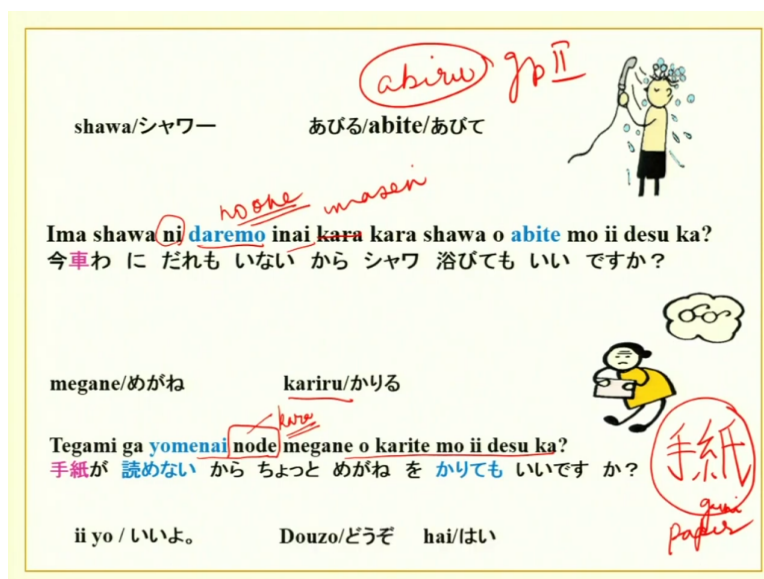
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Now, there is more **kanji(FL)**. *Tanoshii*／たのしい **(FL)** I have done. Now, I think you will not forget the **kanji(FL)** for *tanoshii*／楽しい **(FL)**. And there was this other **kanji(FL)** which was *oto*／音 **(FL)**. So, *tanoshii*／楽しい *oto*／音 **(FL)** is *ongaku*／音楽 **(FL)**. And this is just *tanoshii*／楽しい **(FL)** which is happy. It is an *ongaku*／音楽 **(FL)** adjective. Now, *ongaku*／音楽 **(FL)** is also here and I think I have made it, I do not have to do it again. Then, *kiku*／聞

く(FL) before *kiku*/聞く(FL), I think I should do *mimi*/耳(FL) with you. So, this is *mimi*/耳(FL) which is ear.

And now, if you look at this, you have done *aida*/間(FL); this is *aida*/間(FL) in between; instead of this, you can have *mimi*/耳; *kiite kudasai*/聞いてください(FL). Make this first, this one; it is easy to make it like this and then this and this, which is *mimi*/耳(FL). Because of *mimi*/耳(FL) it is *kiku*/聞く(FL) to hear. So, these can be your ears; from the 2 ears you hear. Otherwise, the meaning of this is basically *mon*/もん(FL).

(Refer Slide Time: 31:41)

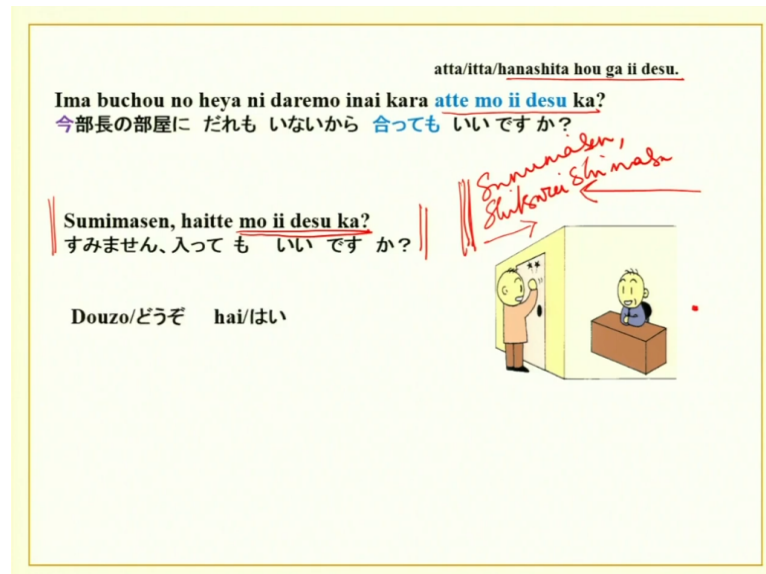


Now, what is *Tarou*(FL) doing over here? He is taking a shower. So, *abiru*/あびる(FL) is the verb; this is in group 2. And *dare mo*/だれも(FL) no one *shawa*-/シャワー(FL) in the shower *daremo inai*/誰も いない /*imasen kara shawa*- o *abite mo ii desu ka*/いません から シャワー を あびて も いい です か(FL) is it all-right if I take a shower? So, the answer could be *hai*(FL); answer could be *douzo*/どうぞ(FL), anything, informal. *Megane*/めがね(FL) and *kariru*/かりる(FL) is to borrow. So, *sumimasen, tegami o yomenai node*/すみません、てがみ を 読めない ので(FL) I cannot read *megane o karite mo ii desu ka*/めがね を かりて も いい です か?(FL). So, *tegami o yomenai node*/手紙 を 読まない ので(FL) which is very true, can be understood clearly by the listener; so, *node*/ので(FL) instead of *kara*/から(FL), the reason is genuine.

Megane o karite mo ii desu ka/めがね を かりて も いい です か(FL) Can I borrow your *megane*/めがね(FL) for a while? Now, there is another kanji(FL). There are lot of kanji(FL) from now onwards for you. So, *te*/手(FL) you have done. Now, this character

you did just now. And what do you do over here? Just this and this, *tegami* / 手紙; *gami* / がみ (FL) is paper. So, on paper you write with your hands, which is *tegami* / 手紙 (FL). (FL) Any of this can be used.

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There are lots more. So, look at the picture and see, *buchou* / ぶちよう (FL) is sitting over here and *Tanaka san* (FL) wants to go in, talk to the *buchou* / ぶちよう (FL). So, first tell me, what is he going to say over here? What is the phrase that he is going to use? You have done these phrases in your last I think 2 or 3 lectures. So, tell me what is the phrase? That is correct. Phrase is *shitsurei shimasu* / しつれい します (FL) or *sumimasen* / すみません (FL). So, he is asking his friend; nobody is there; is it all-right if I go and meet him?

Or *hanashite mo ii desu ka* / 話して も いい ます か (FL) is it all-right if I go and talk to him? So, the answer could be *un/hai atta hou ga ii desu* / はい、あった ほう が いい ます (FL) or *douzo itte kudasai* / どうぞ、いって ください (FL) or *douzo itta hou ga ii desu* / どうぞ いった ほう が いい ます; *hanashita hou ga ii desu* / 話した ほう が いい ます (FL); any of this could be the answer. And then what does he say? So, these you have done. These are some expressions and this is a proper way of asking, can I do this? You want permission from the person who sitting over here in the room that is it all-right, is it a good time to enter now or come in now; so, basically asking permission with *mo ii desu ka* / も いい ます か (FL). So, you will notice that verb in *te* (FL) form plus *mo ii desu ka* / も いい ます か (FL) is basically asking for permission. You will obviously ask permission in formal situations or from seniors. *Douzo* / どうぞ (FL) simple direct.

(Refer Slide Time: 35:35)

Rao: Koko de tabako o **suttee mo ii desu ka?**
 ここで たばこ を **すって** も いい ですか？

Tanaka: **✓** **Ii desu yo** / いい です よ。
Iie dame desu. Soto de sutte kudasai. *itte kudasai*
 いいえ だめ です。外 で **吸って**ください。
 koko wa chotto **kinen** desu.
 ここ は ちょっと **禁煙** きんえん です。



tabako/タバコ sutte-すって

Now, he is smoking and you will notice at a lot of places you will see this. So, what is it? One is *ii desu yo* / いい です よ, **(FL)** it is all-right. *Iie, dame desu yo* / いいえ、だめ です よ, **(FL)** it is not allowed, *soto de sutte kudasai* / そと で すって ください **(FL)** or *soto itte kudasai* / そと いって ください **(FL)**. Then, it is prohibited. So, wherever you see this character written, please remember that it is not allowed. And you will see this at a lot of places where construction is going on, where some electrical work is going on, that you are not allowed to step over there. Especially in Japan, they will write this very carefully on a board and place it over there so that nobody steps near that place.

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Okaasan shiken ga owatta node terebi o mite mo ii desu ka?
 お母さん 試験が 終わった ので テレビを 見ても いい ですか？

Ii yo / いい、よ。

Mite mo ii desu / どうぞ 見ても いい です。

Iie, dame desu / いいえ、だめ です。

Iie, mite wa ikemasen / いいえ、見ては いけません


So, she says *mite mo ii yo* / みて も いい よ, **(FL)** this part you have done. Now, what is *okaasan* / お母さん **(FL)** say if she wants you not to see the film, or if she is not allowing? Then, *iie, dame desu* / いいえ、だめ です **(FL)**. We did it just now. Then, the correct phrase

or the correct way of saying it is not allowed is *ie, mite wa ikemasen* / いいえ、みて は いけません, (FL) it is not allowed, you cannot do this, permission is not granted over here.

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V te wa ikemasen/nai

Kodomo wa sake o nonde wa ikemasen.
 子供は お酒 を 飲んで は いけません。



Place *とめる 止める*


Sumimasen, kokoni kuruma o tomete mo ii desu ka?
 すみません、ここ に 車を 止めて も いい です か?

dame desu だめ

Iie, tomete wa ikemasen / いいえ、ie,
 いいえ、止めては いけません。

Yes

Ii, desu yo kamaimasen. (+ve)
 いい です よ かまいません。



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Now, what does it mean? See from these examples. It is better that children do not have *sake* / さけ (FL), or it is not allowed to have *sake* / さけ (FL). *Kodomo* / 子供 (FL) are not allowed to have *sake* / さけ (FL), it is prohibited. *Sumimasen, koko ni* / すみません、ここ に (FL) over here, place *ni* / に, *kuruma o tomete mo ii desu ka* / 車 を とめて も いい です か? *Tomeru* / とめる (FL) is to stop, so, *tomete mo ii desu ka* / とめて も いい です か; *tome* / とめ (FL). (FL) and *ru* / る (FL) this is the *kanji* (FL). So, *ie, tomete wa ikemasen* / いいえ、とめて は いけません, (FL) it is not allowed; *tomeru* / とめる (FL) stop. You can see the *kuruma* / 車 (FL) over here, so, *kuruma o tomete mo ii desu ka* / 車 を とめて も いい です か? (FL). *Iie, dame desu* / いいえ、だめ です, (FL) can also be used, (FL) casual or *tomete wa ikemasen* / とめて は いけません (FL) or *ii desu yo* / いい です よ. *Kamaimasen* / かまいません (FL); though it is in negative, the answer means yes.

Ii desu yo / いい です よ, (FL) it is all-right *kamaimasen* / かまいません, (FL) I do not mind, it is all-right. It is in *masen* / ません (FL) form, negative, but meaning is positive. Now, we have learnt how to say it is not permitted or permission is not granted in different ways, casually and formally as well. Now, how will you say *kamaimasen* / かまいません (FL) and what does it mean? I have just told you it means all-right, permission is granted. So, informally, you can say this, it is all-right, it is okay, *daijoubu* / 大丈夫, *ii desu yo* / いい です よ, *douzo* / どうぞ (FL) I have already told you once.

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Kamau kamaimasen. Verb 'kamau' literally means to mind/to worry/to have an objection to/to be concerned about.
Kamau in -ve form 'kamaimasen/kamawanai' means - I have no objection/no problem/ it is alright.

学生: Sensei shiken ni jisho o tsukatte mo ii desu ka?

先生試験 に 辞書をつかて も いい です か?

先生: Dame desu / Iie, tsukawanaide kudasai.

だめ です / いいえ、つかわないでください。

Hai, tsukatte kudasai / Ii desu yo/ daijoubu desu.

Tsukatte mo ii desu yo.

Tsukatte wa kamaimasen/kamawanai.

Kamaimasen yo. ←

So, now let us see how to use *kamaimasen*/かまいません (FL) in our sentences. Literally it means not to worry, I do not mind, I have no objection; basically, permission is given. So, *dame desu*/だめ です (FL) one is, *dame desu*/だめ です; (FL) not allowed, not permitted *tsukawanai de kudasai*/つかわないで ください (FL). And then, *hai, tsukatte kudasai*/はい、使って ください; *ii desu yo*/いい です よ; *daijoubu desu yo*/大丈夫 です よ; *douzo*/どうぞ; (FL) you can use it freely. So, any of these can be used. Then, you can see *tsukatte wa kamaimasen*/使って は かまいません (FL) I do not mind, I have no problem, it is all-right. So, that is how you would answer if you are giving permission. As *sensei*/先生 (FL) said in the beginning, *kamaimasen yo*/かまいません よ (FL) in the *kaiwa*/会話 (FL). You can look up the *kaiwa*/会話 (FL) and see where it is used. Informally, *kamaimasen*/かまいません (FL).

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Aisukuri-mu o tabete mo ii desu ka?

アイスクリーム を 食べて も いい です か?

Iie, tabete wa ikemasen / いいえ、食べて は いけません。

taberu

Ii, yo kamaimasen / いい よ。 かまいません。




hiku

Kaze o hiite-iru node tabete wa ikemasen.

かぜ を ひいて いる ので 食べて は いけません。

Now, (FL). So, *iie, tabete wa ikemasen* / いいえ、食べて は いけません, (FL) you cannot have ice cream. *Ii yo kamaimasen yo* / いい よ かまいません よ; (FL) I do not mind, you can go ahead. Now, he is giving reason also, *kaze o hiite node* / かぜ を ひいて ので, (FL) very genuine reason; *hiite iru* / ひいて いる, *hiku* / ひく (FL) is the verb; *hiite imasu* / ひいて います (FL) you have a *kaze* / かぜ (FL), you have a cold; so, *tabete wa ikemasen* / 食べて は いけません (FL) you cannot have. So, please practice this in different situations using different verbs and you will feel very comfortable.

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suwaru

Koko ni **suwatte mo ii desu ka?** ここに 座っても いい ですか?


Iie, **suwatte wa ikemasen.**
いいえ、食べて は いけません。

Ii, yo **kamaimasen** / いい よ。 かまいません。

Mado o akete mo ii desu ka? / 窓を開けても いい ですか?

Kamaimasen yo / かまいません よ。

Iie, **akete wa ikemasen** / いいえ、開けて は いけません。



There are lots more today. So, *suwaru* / すわる (FL) as we had earlier, so, *iie, suwatte wa ikemasen* / いいえ、すわって は いけません; (FL) not allowed, not permitted, (FL) as we did just now. Then, he is opening the window and it is *akeru* / あける (FL). So, *mado o akete mo ii desu ka* / まど を 開けて も いい ですか? *kamaimasen yo* / かまいません よ; (FL) I do not mind or *iie, akete wa ikemasen* / いいえ、あけて は いけません (FL).

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samui kara akenaide kudasai.
さむい から 開けないで ください。

samui kara akenai hou ga ii desu.
さむい から 開けない ほうが いい です。

samui kara akenai hou ga ii to omoimasu
さむい から 開けない ほう が いい と 思います。

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Or, *samui kara akenai de kudasai*／さむい から あけないで ください. *Akenai hou ga ii desu*／あけない ほう が いい です. *Akenai hou ga ii to omoimasu*／あけない ほう が いい と おもいます (FL), any of these can be used. And all other forms that you have done, you try to fit those in over here.

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Now, as I had said, I am going to do some idioms with you. So, this is a very popular famous idiom and it works for everybody. Everybody needs to know this idiom because it gives lot of confidence. And what does it mean? *Saru mo ki kara ochiru*／さる も 木 から おちる; (FL) you can see from here is monkey; *saru*／さる (FL) is monkey, so, *saru mo ki kara*／さる も 木 から, (FL) from the tree *ochiru*／おちる (FL) is to fall. So, monkeys who are so good, who are so deft on the trees, climbing, jumping, living practically on trees, even they can fall.

They are so good at it, but there are times when they would also land up here under the tree, fall and maybe break their bones. So, what does it convey? It conveys that you may be very good at it, you may be sure that you will not make a mistake, you have never made a mistake in what you have done so far, but there could always be a time when you could land up making a mistake. So, however much you know, however much you think you can never do anything wrong, never go wrong, you just might.

So, do not have to worry at all, do not have to feel bad or embarrassed or ashamed as everybody or anybody can make mistakes, and you should learn from those mistakes and go forward. So, that is one part of the *kotowaza*(**FL**) that do not bother, it is all-right, even monkeys fall from trees. So, the best of people can also make mistakes. Now, there is another part to this which says that if you are too confident, if you are overconfident about something, you are definitely going to fall.

So, you have to remember those 2 things. These are very important. The first one gives us lot of confidence, and the second one teaches us that we should not be overconfident. So, even if you do not do your *kanjis*(**FL**) well in the beginning, you are unable to understand Japanese here in the beginning, do not worry, just keep working and you will be all-right. Even if you make a mistake while talking, it does not matter, you are learning and gradually you will learn. So, *saru mo ki kara ochiru* / さる も 木 から おちる, (**FL**) never feel ashamed if you make a mistake, learn from there and go forward. So, well, there is *kanji*(**FL**) for you also.

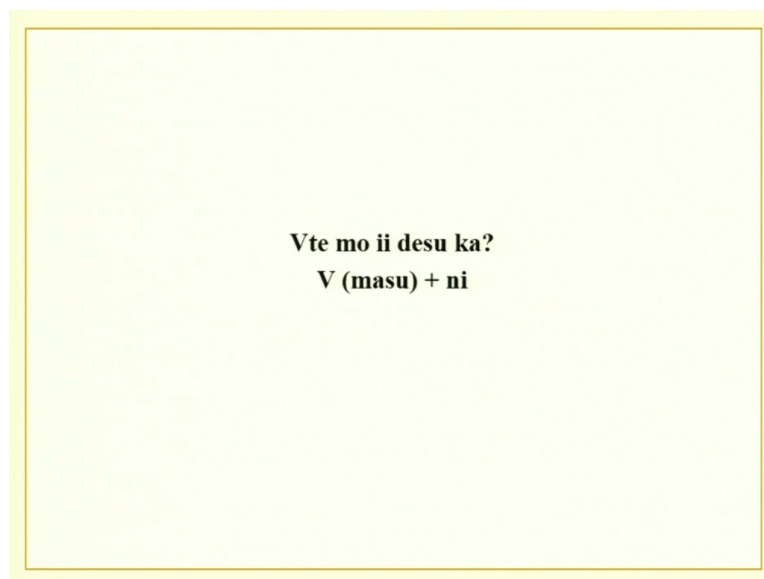
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漢字	
先日 / せんじつ	先日 <i>sen jitsu</i>
先週 / せんしゅう	先週 <i>sen shuu</i>
先月 / せんげつ	先月 <i>sen gechi</i>
毎日 / まいにち	毎日 <i>mai ni chi</i>
一日中 / いちにちじゅう	一日中 <i>ichi ni chi juu</i>
日本中 / にっぽんじゅう	日本中 <i>nippon juu</i>

We did these words *senjitsu*／先日(FL) last or yesterday; *senjitsu*／先日(FL) yesterday. Then, *senshuu*／先週, *sen*／先(FL) means before, earlier, as in *sensei*先生(FL). So, *senshuu*／先週(FL) this is actually 3; so, 1, 2 and 3 like this. Then, this means a continuation. So, (FL) all through the last week. Then you have *sen-getsu*／先月(FL). I am trying to give you words with *sen*／先(FL); concentrate on the blue part. And *sen-getsu*／先月(FL), last month. Then you have *mainichi*／毎日(FL) it is like *haha*／母(FL) only; *mainichi*／毎日(FL) is every day. Then, *ichi-nichi-juu*／一日中(FL) which is all day long.

These kanji(FL) you have done; this kanji(FL) is of *naka*／中(FL); this is *nichi*／日(FL); this is *tsuki*／月(FL); this is *shuu*／週(FL). So, well, *nihon*／日本(FL) and *juu*／中, *nihon-juu*／日本中(FL) means all over Japan. So, there are 2 readings for this one *nihon-juu*／日本中(FL). This is *chuu*／ちゅう, *naka*／なか(FL) and *juu*／じゅう(FL). So, over here it is *chuugoku*／中国(FL), which is *chuu*／ちゅう(FL) and *goku*／ごく(FL) for China. And *naka*／中(FL) you know just the single character and over here, *ichi-nichi-juu*／一日中(FL). So, please do these kanji(FL). You already know the words; that is why I am not going into detail. You have done *saki*／先(FL) or *sen*／先(FL) in *sensei*／先生(FL). Go over these kanji(FL) and memorise them.

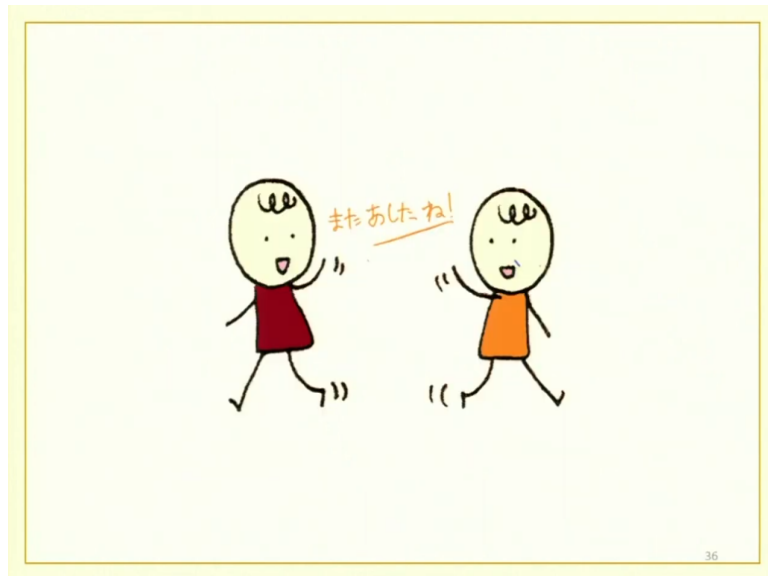
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And with this, I would like to finish your class today. There are lot of things we have done. We have covered a lot of kanji(FL) characters also. We have covered purpose; we have covered *te mo ii desu ka*／もいいですか(FL) which means permission. Use it in *te*(FL) form and try to make sentences, do conversation, and I am sure you will be

comfortable. Prepare at home, work at home, make sentences and come for your next class all prepared and ready.

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Thank you very much, *mata aimashou*／また 会いましょう *Arigatou gozaimashita*／ありがとう ございました(FL).