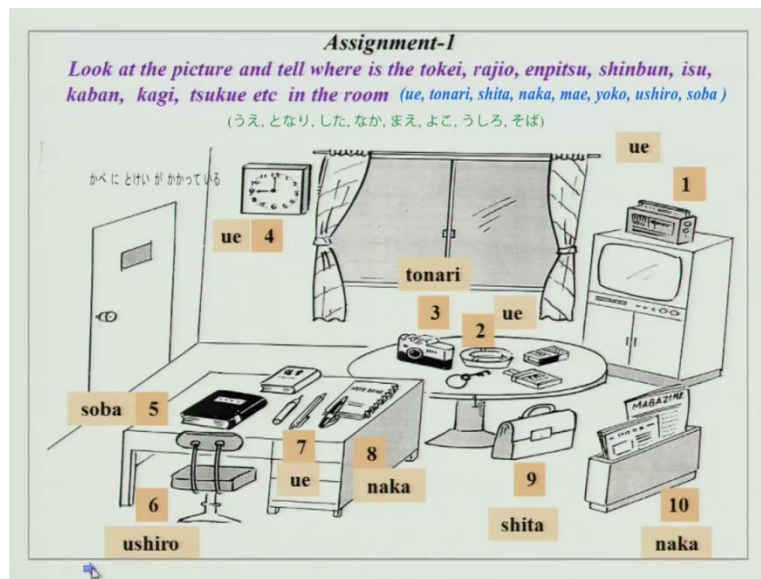


Introduction to Japanese Language and Culture
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Lecture - 13
Rao san wa doko ni imasu ka
Where is Mr. Rao?

Hello everyone. [FL]. Are you all ready for the Japanese class? Want to learn more Japanese? Well, definitely will learn more Japanese today as we do in this class and also, I will tell you something new today. So, let us see what we are going to do now over here. We have assignments for you as we do all the times. Let us first go over the assignments and see what you have done at home, whether it is right or not, correct or not. Let us try that and then, we will do our lessons.

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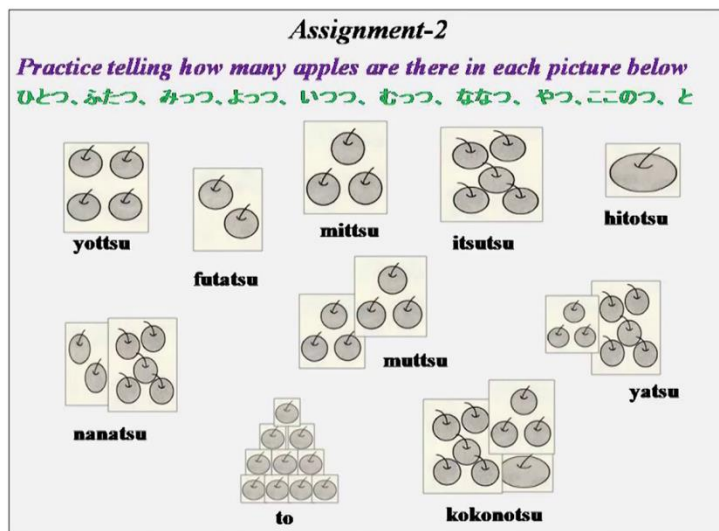


So, the first assignment over here is, look at the picture and tell where the [FL] is in the room? So, this picture is of a room where there are lots of objects for you and you have to tell exactly where they are. Well, last time we had done location noun and this is the exercise that you have to tell exactly where these things are. So, well let us see you have words like [FL] and these words you had done. So, this is what we are going to practice over here. The second one over here is once again [FL]. You have done this already in one of the previous lessons. [FL] in a

similar manner you have this camera over here on the table. Let us see what the word is. Well, Tonari is a word and this is a square table. It has lot of things on the table and lot of things next to the camera on the table. Tonari means next [FL]. So, [FL] is what we need to practice. [FL] shows location of objects where they are situated, the presence of (()) objects at a certain point. Now, the fourth one for you is [FL]. Now, [FL] is on the wall. So, you can use ue and you can also omit ue. Well, it will be like this. [FL] for the time being ue will work, but later on there is a proper verb for it, and we will do the verb later.

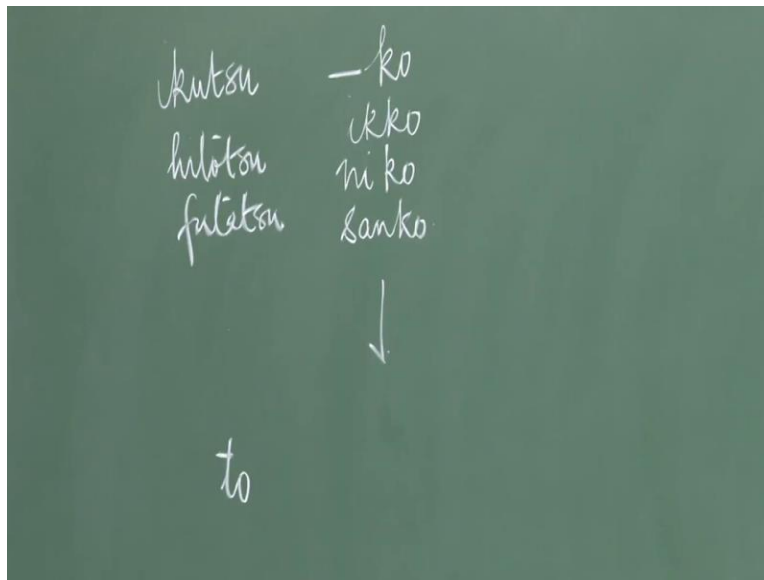
So, [FL] and then, we have the all other as well soba and ushiro. Ushiro is for [FL]. Then, again you have ue [FL], then [FL] and so many others [FL] and then, the last one is [FL]. So, you can practice these with your partners. Answer or ask questions or location noun which is also equivalent to prepositions in English in at on. Besides along all these are prepositions in English, but they are used in situational nouns, in location nouns in Japanese.

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Now, we did how to ask how many things are there, irregular objects or triangular, rectangular, round, small objects. How would you ask? How much, how many? They are in number. So, well practice telling how many apples are there in this picture. There are so many pictures, so many apples for you. We will start with one. Just I give you of what we did well [FL] and [FL]. Now, one thing I want to tell you over here.

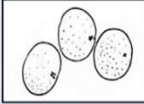
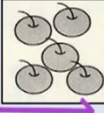


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This is [FL] and [FL] and so on till [FL]. After this is [FL] counter [FL] which we did like [FL] and so on. Write till whatever number you want. Now, you would say it is randomly placed over here and there is a reason for putting it randomly, so that you do not get used to just saying one after the other. [FL] not only type, but you could just look at a thing and say what number it is. So, that is the exercise over here.

(Refer Slide Time: 06:48)

Assignment-3

Mikan wa ikutsu arimasu ka mittsu	→	
Ringo wa nan-ko arimasu ka itsutsu to	→	
Sakuranbo wa ikutsu arimasu ka futatsu	→	
Ichigo wa ikutsu arimasu ka yottsu	→	

Now, again we have so many pictures, number of things listed. You can see and ask your partner what this is. Well, [FL] is how many as you have already done [FL] and so on. You can do for [FL]. Well, [FL] instead of [FL], you can tell the number of objects present and you can also ask is it such a number or is it how many numbers. Well, so you can ask in [FL] as [FL] how many and [FL] as how many. Both are used [FL]. Then, we have [FL] over here [FL] and it is [FL]. So, I hope you did it properly and practice it at home.

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


Assignment-4
Match the words in group A with group B

A	B
<i>mikan hitotsu</i>	<i>six cups</i>
<i>keshigomu kyū-ko</i>	<i>how many senbei</i>
<i>ringo itsutsu</i>	<i>three chocolates</i>
<i>koppu muttsu</i>	<i>seven peaches</i>
<i>hako jū-ik-ko</i>	<i>one orange</i>
<i>chokore-to mittsu</i>	<i>nine rubbers</i>
<i>donatsu futatsu</i>	<i>two doughnuts</i>
<i>senbei nan-ko</i>	<i>eleven boxes</i>
<i>momo nana-ko</i>	<i>five apples</i>

Match the words in group A with group B. So, you have the words here. Again practice how many it is. So, we will see whether you did it properly or not and you have the answer right here. How many senbei? Senbei is a snack, a Japanese snack made out of rice, crushed rice, boiled rice, steamed rice and it is flat as biscuits and is very tasty. So, well senbei for you and [FL] seven peaches.

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Assignment-5
Write the words given below in hiragana

<i>ringo</i>			りんご
<i>ichigo</i>			いちご
<i>mikan</i>			みかん
<i>isu</i>			いす
<i>enpitsu</i>			えんぴつ
<i>tamago</i>			たまご
<i>saifu</i>			さいふ
<i>momo</i>			もも

Now, this assignment is, write the words given below in hiragana. Well, as we are doing Japanese over here, we cannot just do it in Roman. We have to write hiragana and we need to practice that slowly and steadily. So, let us see what you have done whether you have practiced your hiragana or not, have you learnt it or not. Let us see it right here. Well, you have the picture of an apple, ringo. So, you can just check your spellings over here and over here you will notice that when we pronounce, we say m, but when we write the (()) is [FL]. Saifu and momo you can please check it.

(Refer Slide Time: 11:29)

Assignment-6
Choose the correct kanji from the brackets for the words given

hon	ほん	(本 , 木 , 大)
han	はん	(本 , 半 , 木)
tsuki	つき	(日 , 円 , 月)
do	ど	(十 , 土 , 六)
hito	ひと	(人 , 火 , 大)

Now, this is also very important. We have done a lot of kanji characters so far in our previous lessons. They all look very similar. You can see you know the words over here. The words are already done. You have memorized them, you make sentences with these words, but now we also need to do the kanji characters because in Japanese when we write the hiragana and kanji, both are written together or in fact all three scripts are written simultaneously. So, please do your kanji's as well the word hon which means the book. Now, all three looks similar. The one in green is right is hon. I have already done the stroke order with you here on the board. So, well you can now see the kanji and try writing it also. Then, we have han over here han written like this character. Then, you have tsuki which is month and now, you have do over here and then, you have hito which means a person. This was your kanji. Please try remembering all this now. We have a small radio conversation for you. Listen to this conversation and let us see how much you have understood.

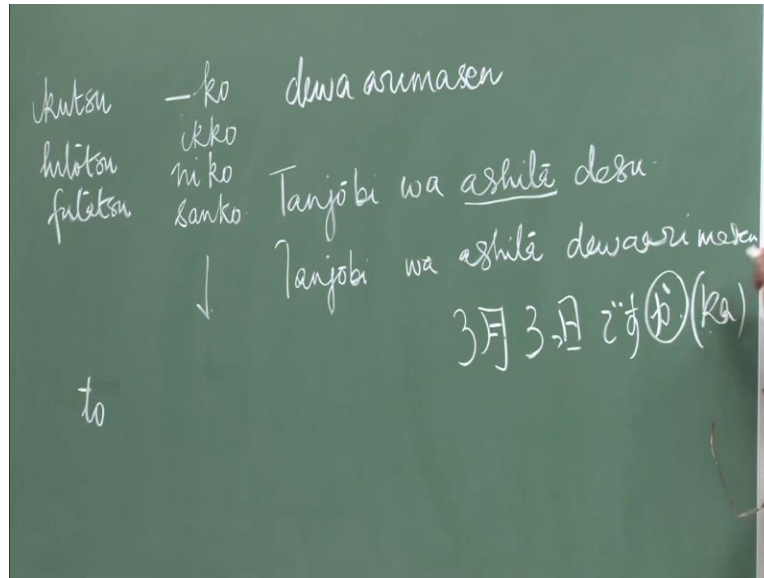
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Dialogue

Tanaka: Ashita wa Kim san no tanjōbi desu ka.
Kim: Iie, watashi no tanjōbi wa ashita **dewa arimasen.**
Tanaka: Ja, tanjōbi wa itsu desu ka.
Kim: Watashi no tanjōbi wa ni-gatsu no jū-ichi-nichi desu.
Tanaka: **Ara,** watashi no tanjōbi mo ni-gatsu ni arimasu.
Kim: Ni-gatsu no **nan-nichi** desu ka.
Tanaka: Muika desu.

What was new in the conversation? Can you tell me? Well, there was something new definitely and as you have already learnt how to tell [FL] which means hobby, how to tell where you are from what is your [FL]. The next question would be well what your birth date is which is [FL]. So, I will read the conversation once and then, tell you what it is we have done [FL] last time well in our previous lessons. So, in that we did something different. We did positive. This time we will do the negative [FL] and [FL]. So, well [FL] you already know. I m sure most of it is understood.

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Only new part over here is [FL] which is positive. [FL] means tomorrow. We have already done this expression [FL]. It is not tomorrow. You can also underline this and instead of [FL], you can also put your (()). A question over here is instead of [FL] time expression [FL]. The third of mass you can also ask [FL]. You can also answer like this. Now, [FL] when third line [FL]. So, you can ask like this. [FL] ara is the next expression where you show some surprise. Oh really is that? So, [FL] mo you have also done earlier which means also. [FL] my birthday is also in February. [FL]. Well which what date of February [FL] which is 6th. So you can talk like this having a small dialogue with your friends about [FL]. You can tell about [FL], you can ask about [FL], you can give the date of [FL] and so on.

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会話

田中: キムさんの たんじょうび は あした
です か。

キム: いいえ、あした じゃありません。

田中: じゃ、いつ です か。

キム: 私の 誕生日 は 二月 の 十一日 です。

田中: 私の 誕生日 も 二月 です。

キム: 二月 の 何日 です か。

田中: 六日 です。

This is in script as you can see your translation.

(Refer Slide Time: 17:43)

Dialogue

Tanaka: Kim san is your birthday tomorrow?

Kim: No, my birthday is not tomorrow.

Tanaka: Well, when is it?

Kim: My birthday is on the 11th of February.

Tanaka: Really, my birthday is also in
February.

Kim: When in February?

Tanaka: 6th of February.

It is not actually a translation, but well the meaning is there now you can see over here [FL].

(Refer Slide Time: 17:53)

Practice

A: Anata no tanjōbi wa itsu desu ka.
あなたのたんじょうびはいつですか。

B: Jū-gatsu no jū-go-nichi desu. (ja arimasen)
じゅうがつのじゅうごにちです。(じゃありません)

一月	ichi-gatsu	tsuitachi	ついたち
三月	san-gatsu	mikka	みっか
五月	go-gatsu	ni-jū-go-nichi	にじゅうごにち
八月	hachi-gatsu	futsuka	ふつか

If you want to know them, [FL] you can change [FL] for any of these over here and you can answer in this or [FL].

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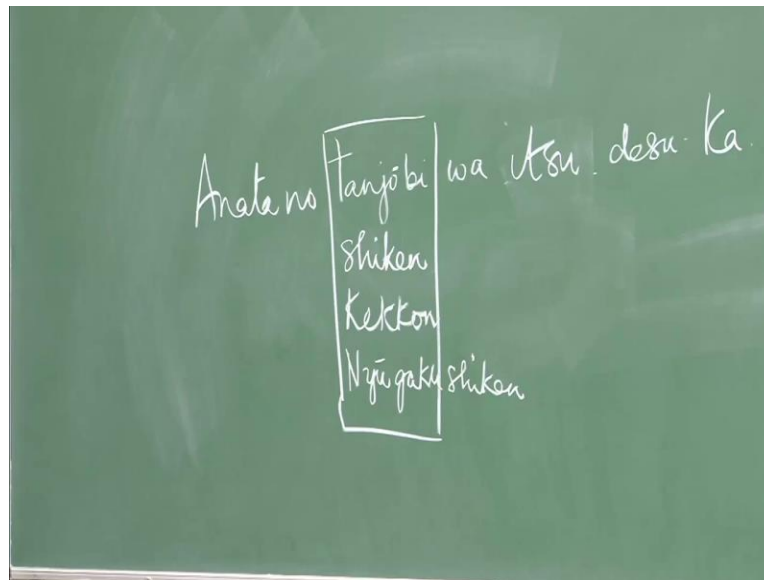
Practice

A: Anata no tanjōbi wa itsu desu ka.
A: あなたのたんじょうびはいつですか。

しけん	shiken	test
けっこん	kekkon	marriage
結婚記念日	kekkon kinen-bi	marriage anniversary
入学しけん	nyū-gaku-shiken	entrance examination
てんらんかい	tenrankai	exhibition
誕生日	tanjōbi	birthday

Now over here [FL] question that is what we were practicing.

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Well, over here instead of [FL] as you can see over there, you can replace it with [FL] which is [FL] which is marriage and [FL] which is entrance exam or anything, party [FL]. Any of these you can replace it with over here. So many is given. [FL] is test, [FL] marriage, [FL] marriage anniversary, [FL] of course you can see is entrance examination, [FL] exhibition and [FL] birthday. As we are doing over here, [FL] is marriage and actual marriage ceremony is [FL]. So, you can replace [FL] for any of these and ask and give date as I have given you here. You can put any date over here, you can put any month. For example we just did [FL] or in the previous slide I had given you date. You can put any of those dates. So, once you have practiced and then tell your [FL] anything in this manner.

(Refer Slide Time: 20:37)

Practice

A: *Anata no tanjōbi wa itsu desu ka.*
A: あなた の たんじょうび は いつ です か。

Watashi / わたし	shiken	test
Imooto / いもうと	kekkon	marriage
Tomodachi / ともだち	tanjōbi	birthday
Okaasan / おかあさん	kekkon-ki -nen-bi	marriage anniversary
Gakkou / がっこう	nyuu-gaku-shiken	entrance examination
Tenrankai / てんらんかい		exhibition

Well, instead of [FL], now you can add all the vocabulary that you have done earlier which is [FL]. Any of this you can add and use and make sentences and do a small conversation with your friend.

(Refer Slide Time: 20:59)

Where is Mr. Rao?
Rao san wa doko ni imasu ka
ラオさん は どこ に いますか

Now, this is just revision. Well, now we are going to do something new today. I have already done the first part of this exercise with you in your previous lesson where I told you about [FL] which means you show location of a certain object at a certain place.

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So, now as we have done for things, we will do for living things. Now, last time we did for inanimate objects. Now, this time we will do for animate, for living things, for people, for animals, for people. What is the verb you will use instead of [FL] if for non-living things? So, noun one wa, noun two ni or place ni [FL] is what we did. [FL] wa [FL] ni [FL] or we did hon wa [FL]. This is what we practiced last time. Now, this time we will do thanaka, [FL] ni. [FL] is present over there. So, please for people and for animals, it is [FL] and not [FL] shows location of living things at a certain point, presence of living things at a certain point or place. Now, we will do a small conversation, again listen to this and see [FL].

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Dialogue

Anu: Rao san wa doko desu ka.
Arun: Rao san wa **shokudō ni imasu.**
Anu: Tanaka sensei mo shokudō ni imasu ka.
Arun: Iie, sensei wa kaigi-shitsu ni imasu.
Anu: Anoo, kaigi-shitsu wa doko desu ka.
Arun: Kaigi shitsu wa erebeta **no mae ni**
arimasu.
Anu: Arigatō.

Well, did you understand something? This conversation is also between two people Anu and Arun. I will read it for you [FL]. So, now you will see how [FL] and [FL] are used for non-living and living things. Most of it is understood I am sure [FL]. Of course you know where [FL] is. Shokude is the canteen or the dining hall, [FL] place ni [FL]. [FL] is for existence of people, ni is for place at the particular point of place or location, [FL] now question [FL] also you have done also [FL] waiting room or conference room, [FL] if you remember we did this Anu earlier. Anu is just attraction attention instead of [FL] which is little more formal. You can use Anu which is more informal. Anu [FL] again we have done earlier means where [FL] elevator as we are talking about [FL] comes over here. It is in the front of the elevator. Thank you very much. So, that is the small conversation which you can do on your own as well now you know lot of words and vocabulary and you can make sentences with the help of particles.

(Refer Slide Time: 26:23)

会話

アヌ: ラオさんはどこですか。
アルン: ラオさんは **しょくどう** に います。
アヌ: 田中先生も食堂にいますか。
アルン: いいえ、先生は **会議室** に います。
アヌ: あのう、会議室はどこですか。
アルン: 会議室は **エレベタ** の **まえ** に
あります。
アヌ: ありがとう。

So, try this conversation changing using different words, vocabulary that you have learnt.

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Dialogue

Anu: Where is Mr. Rao.
Arun Rao san is in the dining hall.
Anu: Is Prof. Tanaka also in the dining hall?
Arun No, he is in the conference room.
Anu: Excuse me, where is the meeting room?
Arun: It is in front of the elevator.
Anu: Thank you.

This is in script as you can see your translation is not actually a translation, but well meaning is there.

(Refer Slide Time: 26:50)

Imasu

Imasu is a verb which means ‘to exist or to be’ and shows the existence of a person or an animal at a certain location. It is important to remember the word order and the particle used in the question should not be changed.

e.g.	Neko wa soko ni imasu ねこはそこ に います	<i>The cat is over there.</i>
	Inu wa asoko ni imasu いぬ はあそこ に います	<i>Dog is over there.</i>
	Rao san wa kaisha ni imasu ラオさんはかいしゃ に います	<i>Mr. Rao is in the office.</i>

As I told you earlier, [FL] is a verb which means to exist or to be and shows a existence of a person or an animal at a certain location or point. You have examples here and you can go with the examples.

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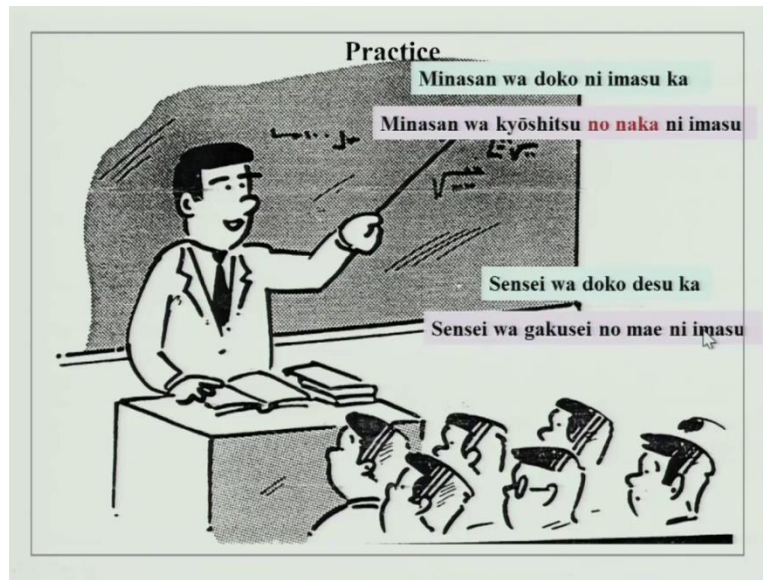
Locational nouns

Locational nouns show locations relative to someone or something. These words such as ‘**top, under, inside, front**’ are similar in meaning to preposition in English but there are a lot of such locational nouns which do not have equivalents in English.

e.g.	Tsukue no ue つくえのうえ	<i>On the table.</i>
	Tsukue no shita つくえのした	<i>Under the table.</i>
	Uchi no mae うちのまえ	<i>In front of the house.</i>

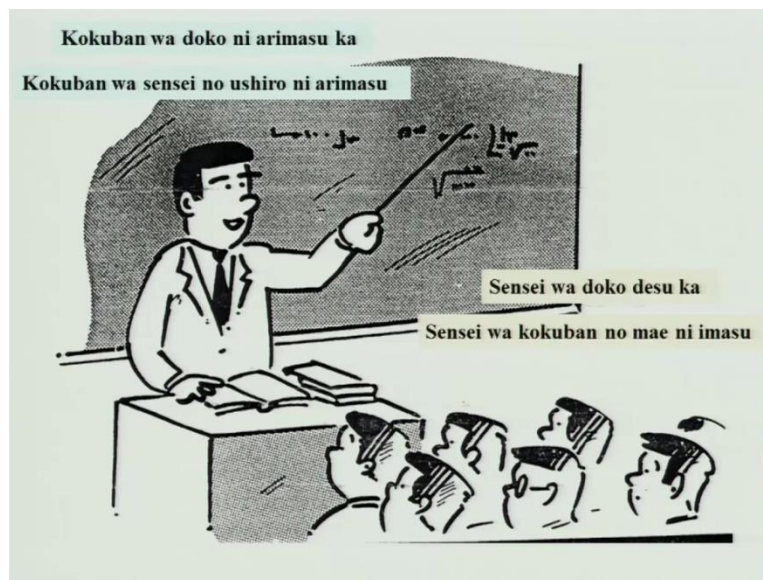
Also, we have done location nouns in our previous chapter. Here also we will cover few more location nouns for you, so you can just go through with this.

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Now, you have this picture here where you can see a teacher, blackboard and some students sitting in the class room. What are they going to do how do we tell that? They are there in the class room and how many people are there. So, well [FL] is all of them. [FL] means where are they present? [FL] you can also say [FL] and remove the naka over there, but just to be more specific [FL], they are inside the class room [FL]. So, instead of saying [FL], you can ask direct question [FL]. So, sensei is in front of the students [FL], in front of them [FL].


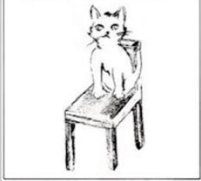


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Now, we did with sensi. How you will use [FL] over here? [FL] which is blackboard behind the teacher and [FL] again [FL] earlier we did sensi [FL] and there was another answer. Now, let us see what they have to say [FL]. So, over here [FL] is the subject and over here sensi is the subject. So, with respect to sensi where is the [FL], where is the blackboard?

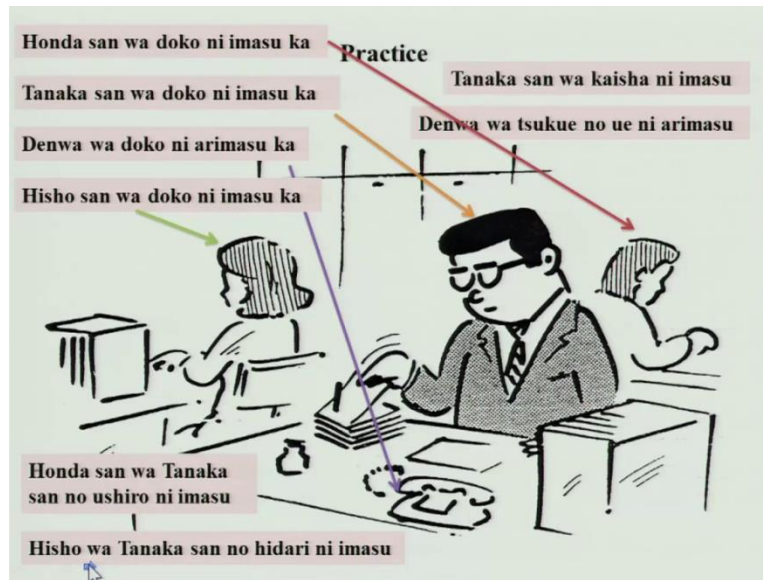
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Practice-Location

	
Neko wa isu no shita ni imasu	Neko wa isu no ue ni imasu
	
Neko wa isu no ushiro ni imasu	Neko wa hako no naka ni imasu

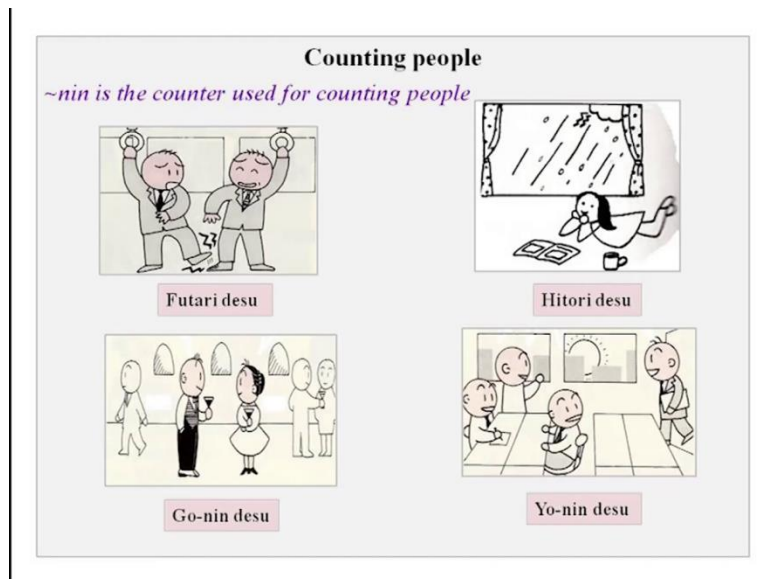
Now, what you can do is, you can practice location of the cat over here where exactly is the cat. Is it under the table? Over here you can see under the chair, inside the box, behind the chair and on top of the chair. So, let us see what it is in Japanese. Of course over here again remove the naka over here. [FL] is also used and correct. [FL] on top of the chair and we have [FL]. So, this is how you can use your location nouns that we have studied and you can tell exactly where a thin is placed or were a person is placed with respect to another thing.

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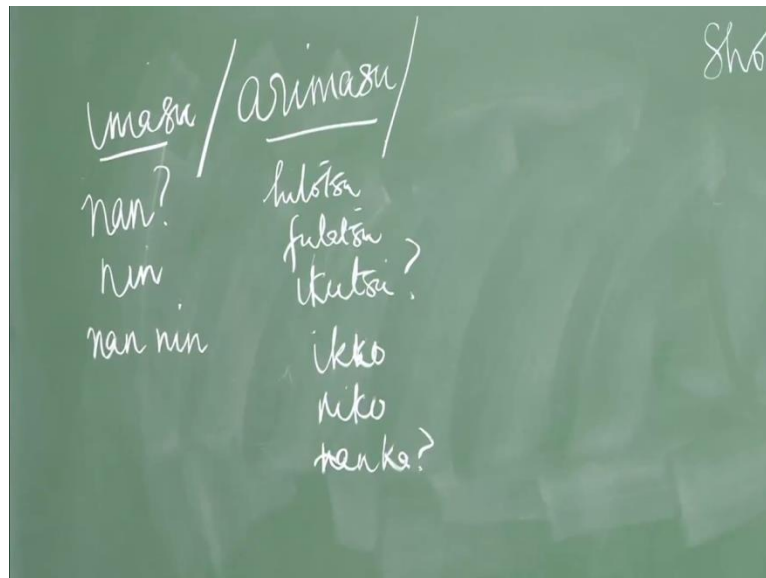
Now, let us see if you can give the answers over here. [FL] is behind, [FL] in the [FL] or [FL] in the room. Well, this is the phone. So, it is inanimate. Now, what is the verb going to use. Will you tell me? Well, let us see what is given here. [FL]. So, we have to remember for people it is [FL] and non-living. In animate, it is [FL] and then, we have this lady over here. [FL] is left from where you are watching and not from where [FL] hand is. So, please do it like that.

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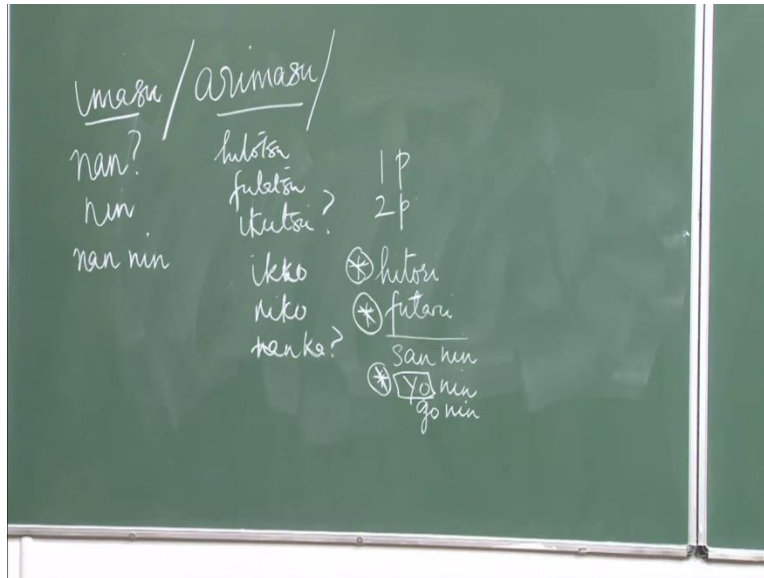
Now, you have done [FL] and [FL].

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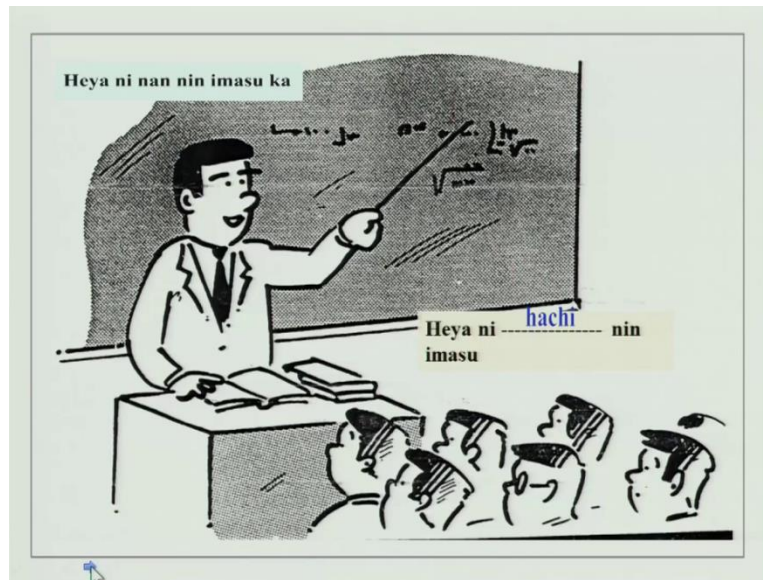
[FL] and [FL] you understand this very clearly. Imasu is for living, arimasu is for non-living things. Now, you have done counting over here as [FL] or [FL] which is how many and so on or [FL] or [FL] for how many. Now, over here how will you count people? Nan is the word for nan is a question anyway. What will you add after nan? Well, for people it is nin. So, it is nan nin. For example, if you want to ask in the previous class room slide where [FL] is with students. You can say [FL]. So, how many people are there in the [FL]? Now, we can practice over here. It is very simple with nin except for one person or two people which is [FL] and [FL] respectively.

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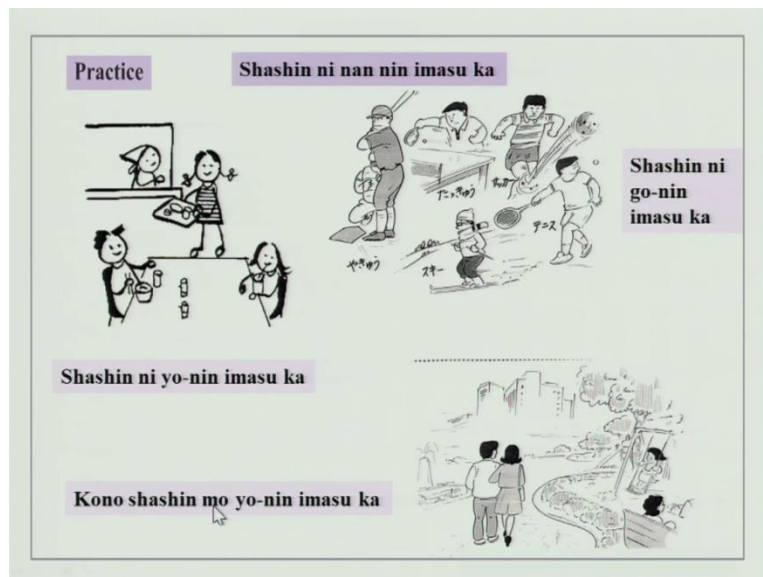
It is number and nin san nin [FL] and so on. With the number you just add nin to it meaning those many number are present at a certain place or inside a room where ever you over here is an exception. [FL] is an exception. Otherwise, it is all numbers all the time. Now, you can practice nin is the counter used for counting people. Now, would be understanding counters by because we have done numbers of counters so far. Well, you can look at the picture and tell how many people are there in this picture over here. You see a single person gal reading something may be something. So, [FL] this over here we have two people. [FL] are the two exceptions over here. You can ask nan nin [FL] in the first picture, [FL] this [FL] you have how many people can you tell me. So, you have four people here, [FL] ok. Now, you can tell me [FL]. So, you have [FL] and [FL]. So, how many people are there? So, well we have [FL].

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You can practice more over here in this slide. Let us see what the question is. So, [FL] and [FL] let us see how many are there. Tell me how many people are there and practice more of this [FL].

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So, we have [FL] for you nan nin [FL]. Those are let us see [FL] again nan nin [FL] or [FL]. What is the answer? Do we have five people here [FL] and the one person hidden over here? So,

we have six people [FL]. The question is [FL]. So, the answer is [FL] and then, we have another picture over here for you of this park and [FL]. Well, [FL] and as we have picture which has four people here and you can also answer [FL]. Is it alright? You can use mo also, you can use wa also whichever you want.

(Refer Slide Time: 38:59)


Practice

Shashin ni san-nin imasu ka
しゃしん に 三人 いますか



Iie, shashin ni san-nin imasen.
Yo-nin imasu

Shashin ni yo-nin imasu ka
しゃしん に 四人 いますか



Iie, shashin ni yo-nin imasen.
Go-nin imasu

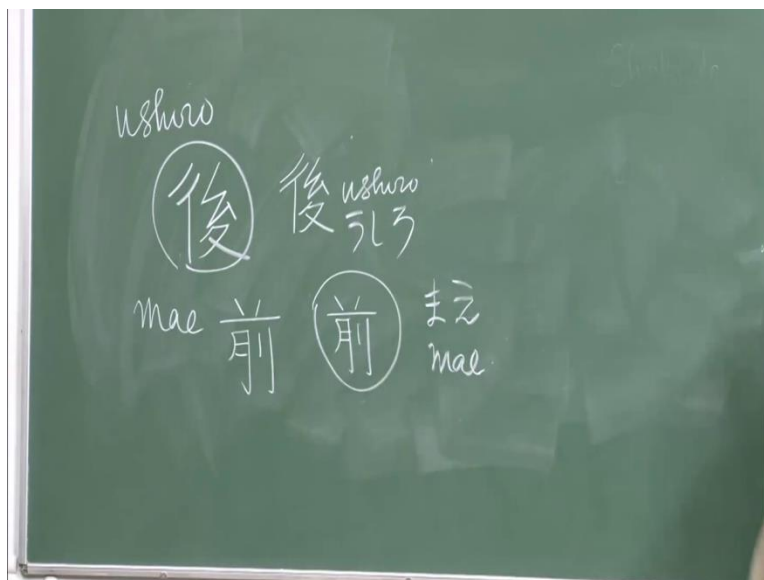
Now, what do we have over here? Now, you can ask like this [FL]. Look at this picture [FL]. So, instead of nan nin, you can also use the number and ask how many people are there.

(Refer Slide Time: 39:35)



Now, as we always do, we will do kanji also because that is also integral part of Japanese and we need to know the kanji's over here. You can see there is very complicated character, but not as complicated as it seems. Actually you can make it on the board and we will see how simple it is. You have done the word [FL] or for that matter [FL] is right here in front of me at the movement. It is behind. If I am looking at this side, it is if I am looking towards you, it is behind me. So, this is what we are going to do.

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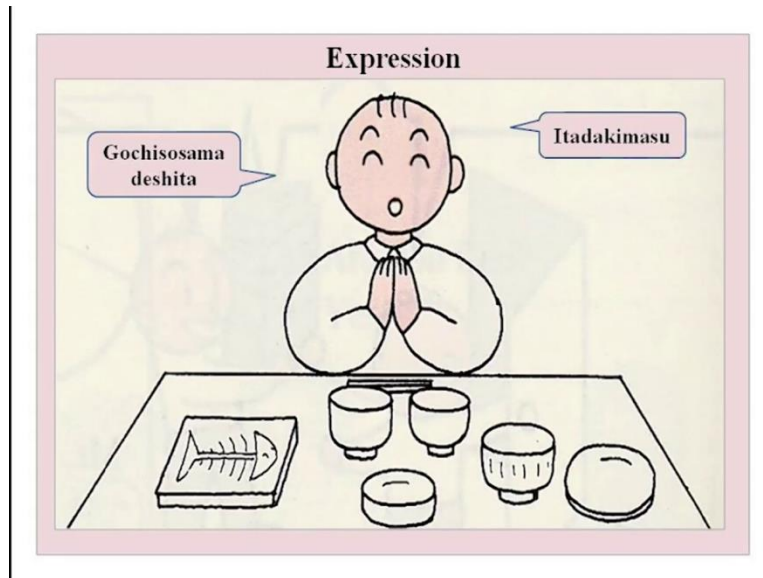
1 2 3, one part of the country and 1 2 3, second part of the country and the part is 1 2 and 3 like this. So, it is a nine stroke character. You will see 1 2 3 4 5 6 7 8 and 9 meaning [FL]. It has other meaning also, but for the time being we have done this word just this one word [FL]. We will try to remember it as [FL]. Also, if I am not mistaken, we have also have done gogo as gogo that is pm meaning later. So, you can also remember it as go. It is a nine stroke character. We have another one for you. You have again done this word [FL]. 1 2 3, this character you have done if you remember month and this over here. So, let us see how many stroke are there to this character 1 2 3 4 5 6 7 8 and 9. So, again this also nine stroke character as [FL]. Mae means front or head or before. So, well two characters for you today.

(Refer Slide Time: 42:48)

<i>Some words with kanji characters</i>			
後で	ato de	あとで	later
後ろ	ushiro	うしろ	behind
後書き	ato gaki	あとがき	post script
前	mae	まえ	in front
前歯	mae ba	まえば	front tooth
前書き	mae gaki	まえがき	preface

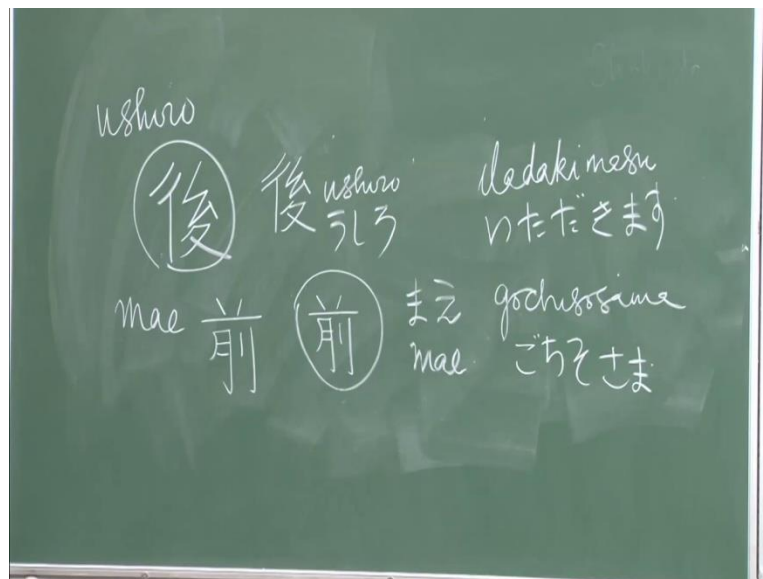
A few words and new words with these kanji characters you have. You have [FL], [FL], [FL] means script. Mae front ahead, mai ba is front teeth, ba means tooth, [FL] or mai gaki is preface. So, these are some words with words of characters which you can learn and practice also.

(Refer Slide Time: 43:58)



Now, the Japanese have a very typical expression they use before eating, before they start to eat. This expression I think we did last time [FL]. They will join hands and then say “Thank you god for the food that you are giving me”. Well, what is what do they say after having eaten food? What is the word or expression they use after eating, thanking god again for all the good food that he has provided? The word is [FL]. So, you can see you join your hands and say [FL].

(Refer Slide Time: 44:35)



Then, you say [FL] after finishing your food after you are through with your food. Again you thank god for all the good food that he has provided. So, please learn these two expressions. They are nice, they are very handy. They will make you comfortable in Japan and also Japanese like very much that you are using their expression very freely and nicely were they are suppose to be used.

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Vocabulary		
Hidari	ひだり	left
Migi	みぎ	right
Kokuban	こくばん	blackboard
Kōen	こうえん	park
Hisho	ひしよ	secretary
Kazoku	かぞく	family
Akachan	あかちゃん	baby

Now, some vocabulary you can go through. We did these words in the lesson. I will read it out very quickly. The meanings are given right here on the right side of the blackboard. Remember one thing when you are practicing at home, please practice loudly, so that you can hear what you are practicing and it helps a lot finally in the long run. Well, my work is over now. Your work begins over here. You have to do your assignments at your home. You have to practice all this that we have done here in class.

(Refer Slide Time: 46:37)

Assignment-1

Nan nin imasu ka
Nan nin otoko-no-ko imasu ka
Nan nin onna-no-ko imasu ka
Nan nin onna-no-hito imasu ka
Nan nin otokono-hito imasu ka

This first assignment is this picture where you have to answer this question over here there given. How many people are there? How many ladies are there? How many gentlemen are there? How many girls and boys are there? Children are there? So, try to do it with your partner in class or may later on after class or at home. Say it out loud, use the counter nin, so that you remember it.

(Refer Slide Time: 47:05)

Assignment-2

Practice with your partner by asking how old is our friend Mr. Tanaka and how old are his family members. (go-shujin, okusan, musuko, musume, mago, otoko-no-hito, onna-no-hito, akachan, etc)

55 50

16 20 23 24 28 1 25

Then, we have this picture of the family of [FL] and his wife and you have to tell how old they are. How old his family members are and also, you have to practice this new vocabulary over here. [FL] means wife, [FL] means son, [FL] means daughter, [FL] means grandchild, [FL] boys again, [FL] girls and [FL] is a baby. So, you can practice all this with your partner. Remember the vocabulary and ask and have a small conversation or a dialogue.

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Assignment-3

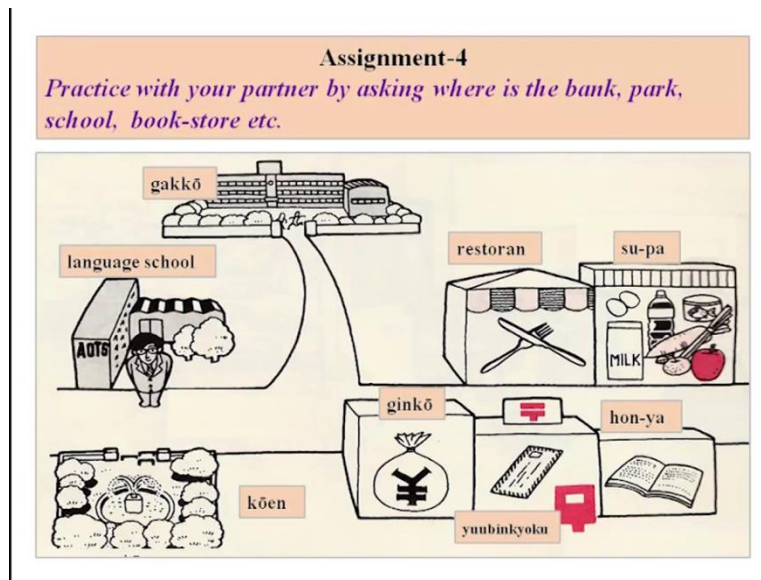
Look at a calendar and practice verbs and dates with your partner asking him/her what they are planning to do in the vacation.

Natsu yasumi ni nani o shimasu ka (六月) 夏休みに何をしますか

Eiga mimasu 15日 火曜日	 17日 木曜日	 ピクニック 2日 水曜日
 パーティ 26/27日土 曜日/日曜日	Delhi ikimasu 6日土曜日	 Cricket Shimasu 25日 金曜日

Now, look at this assignment here. Ask your friend what they are going to do in their summer vacations [FL]. So, you have your schedule planned over here. You can see it is all planned. You have to ask, show the picture and ask what they are going to do on the dates during their summer vacation. That way you can practice all that you have done, dates, your months, your days of the week you can practice and do a small conversation.

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Now, practice with your partner asking where is the bank and the school and the book store, and all these things in the picture located using location nouns with [FL] and of course, [FL] over here you want.

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Assignment-5
Match group A with group B

<i>A</i>	<i>B</i>
kokuban	swim
kōen	classroom
fusuka	blackboard
futari	bank
gochisosama	back/behind
asobimasu	nearby
oyogimasu	park
ginkō	second
kyōshitsu	two people
ushiro	thanks for the food
soba	play

We have match group A with group B which we generally do, so that you remember your vocabulary.

(Refer Slide Time: 49:14)

Assignment-6

Write the readings of the characters given below in hiragana

金	_____
大きい	_____
下	_____
十人	_____
十一	_____
水	_____
火曜日	_____
五月	_____
本	_____
一日中	_____

Then, of course this is the most important part where you have to remember your kanji characters which you need to write. Write them in [FL] over here. So, that is all is there for today. I want you to do these assignments at home and we will do something new again in our next lesson, next class. Till then mata [FL].

Thank you.