

**Introduction to Japanese Language and Culture**  
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**Lecture - 16**

**Depa-to no tonari no biru wa ginko desu**  
**The building next to the department store is the bank**

[FL] and hello everybody. We have been doing a lot of Japanese in our past lessons, learning a lot of new things every time. So, today also we will do something new, we will learn about adjectives and also about some important grammatical particles. A new particle will be introduced today and of course, your assignments and some new [FL] characters. So, before we actually start our lesson, well, let just do the assignments.

(Refer Slide Time: 00:54)

*Assignment-1*

*Spell the words given below correctly and tick the correct option*

<b>school</b>	(gakko, <b>gakkō</b> , gakō, gakkuu) がっこう
<b>sometimes</b>	(tokitoki, <b>tokidoki</b> , tokiidokii, tokkidoki) ときどき
<b>last week</b>	(senshiyu, senshu, <b>senshū</b> , senshiu) せんしゅう
<b>moon</b>	(tsuuki, <b>tsuki</b> , suki, tsukii) つき
<b>first</b>	(suitachi, <b>tsuitachi</b> , suitachii, tsuitachii) ついたち
<b>birthday</b>	(tanjoubii, tanjobi, tanjiyōbi, <b>tanjōbi</b> ) たんじょうび
<b>June</b>	(rokugetsu, rokugetsu, <b>rokugatsu</b> , rokkugatsu) 六月
<b>everyday</b>	(maenechi, maenichi, mainicchi, <b>mainichi</b> ) 毎日
<b>big</b>	(ōki, okii, <b>ōkii</b> , okkii) おおきい
<b>milk</b>	( <b>gyūnū</b> , gyunyu, gyūnyu, giyunyū) ぎゅうにゅう

I had given you number of assignments last time, so we will start with the first one. The first one is, spell the words given below correctly and tick the correct option. So, there are some words over here for you in English and the Japanese spellings are given here. There are lots of them, you have to choose the correct one. So, the first one is, [FL], a school is [FL] of course, as you know, so which is the correct one? All correct one's are in green, so [FL], the first one over here.

Then, the second one is [FL], sometimes; last week, [FL]; [FL], moon; [FL], first, the first of the month; then [FL], birthday; [FL], June; [FL], everyday; [FL], and it is please, [FL], please remember that; then, the last one is [FL], milk. And again, we have [FL] as, [FL]. So, please remember, it is a long sound, [FL]. So, all answers are given in green, I hope you got it right, all of you.

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**Assignment-2**

*Choose the correct kanji character for the words given below*

(田,	口,	日)	kuchi	くち
(大,	六,	下)	shita	した
(左,	足,	右)	ashi	あし
(手,	半,	千)	sen	せん
(八,	六,	九)	roku	ろく
(目,	自,	百)	me	め
(今,	分,	万)	pun	ぶん
(手,	左,	千)	te	て

The second assignment is, choose the correct [FL] characters from the words given below. We have [FL] in the beginning, which is again green. [FL], this one, the second one over here. Then, we have the third one over here in green, [FL], which is foot; [FL], which is thousand; [FL], first one; [FL], the second one; [FL], minutes; [FL], first one here, which means hence.

(Refer Slide Time: 04:29)

**Assignment -3**

*Tick the correct kanji character from the brackets*

a) Mariko san no me wa (入きい, 人きい, 大きい) desu.

b) Tanaka san wa Amerika(入, 人, 六) dewa arimasen.

c) Tanaka san wa (日本人, 日本人, 自本人) desu.

d) Honda san wa (二十歳, 二土歳, 二上歳) desu.

e) Kono (本, 木, 大) wa ikura desu ka.

f) Watashi no tomodachi wa(二十五, 二土五, 二九五) sai desu.

g) (インド, イント, インオ) wa ōkii na kuni(国, 田, 目) desu.

h) (百曜日, 目曜日, 日曜日) wa yasumi desu.

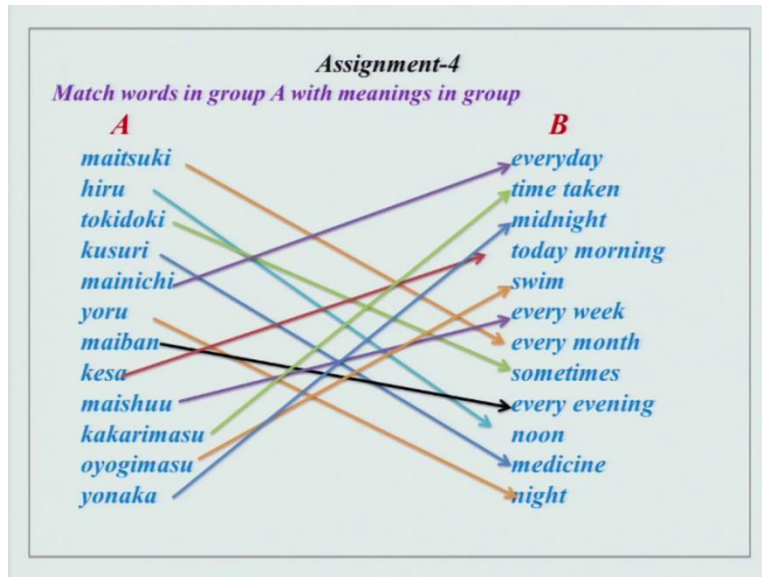
i) (明日, 明目, 月日) wa ka-yōbi dewa arimasen.

j) Watashi wa mainichi (午前, 後前, 五前) 5-ji ni okimasu.

Now, the third assignment for you is, tick the correct [FL] character from the brackets given below. So, well, you have a full sentence and you are supposed to tick the right answer, which is going to fit with the sentence, which will make it a proper sentence. So, [FL] over here, [FL]. Then, the second one is [FL]. [FL], and what exactly is [FL] is [FL]. So, the fourth one is [FL].

So, now you will see, that with [FL] you will not use [FL] and with all the others you will have the counter for age after that which is [FL].

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Now, we have assignment 4, which is match words in group A with meanings in group B. We have been doing this all along, so today we have a few words over here and let us see what the exact meanings are. Well, [FL], every month; [FL], noon; [FL], sometimes; [FL], medicine; [FL], every day. So, please, I am repeating these words for a specific reason, so that you get the pronunciation properly, so please try to do it with me. [FL], night; [FL], every evening; [FL], today morning; [FL], every week. As you can see, [FL], time taken; [FL], swim; [FL], midnight. So, I hope you got it right.

(Refer Slide Time: 08:41)

**Assignment-5**

*Fill in the brackets with appropriate particles, verbs & question words*

- a) Keki wa reizoko (**naka, ni, mo**) arimasu ka.
- b) Tanaka san, wa uchi ni (**arimasu, imasu, irimasu**) ka.
- c) Gakkō ni gakusei ga nan (**ko, ikutsu, nin, jin**) imasu ka.
- d) Hako ni ringo wa nan (**ko, ikutsu, nin, kai**) arimasu ka
- e) Watashi wa mainichi shichi ji (**no, o, ni, de**) ban-gohan (**wa, ni, o, no**) tabemasu.
- f) Tomodachi wa aisukurimu o (**tabemashoo, tabemasen, tabemasen ka**)
- g) Sensei wa (**dare, doko, nani, dono**) desu ka.
- h) Sumimasen, watshi wa pizza (**no, mo, to, o**) pasta (**no, o, mo**) tabemasu.  
Sumimasen, watshi wa pizza (**no, mo, to, o**) pasta (**no, o, mo**) tabemasen.
- i) Nichi-vōbi ni nu-ru e (**kimasu, ikimashoo, imasu**) ka.
- j) Jikken shitsu wa (**nan-nen, nan-kai, nan-nin,**) desu ka.

Now, assignment 5 is, fill in brackets with appropriate particles, verbs and question words. So, whatever is proper please try to do that. a is [FL]. [FL] is for nonliving things. A [FL] is the particle used with [FL]. [FL] because of [FL] a living person. Then, [FL]. [FL] is the counter for objects, irregular objects and [FL] is the counter for people. [FL], so for time you have [FL] and for noun over here with verb direct relationship you have [FL], particle [FL]. Then, [FL] means where, question word where. [FL], shall we go to the pool on Sunday. [FL] is, [FL] is the counter for storey's for floors in a building.

So, well this was your assignment and I hope, that you did properly and you learnt some new things. There was revision as well in the assignment.

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*Assignment-6*

*You have listened to this radio conversation in Lesson-15. Now read the conversation and answer the questions given.....*

- A: Kore wa dare no tepu rekoda desu ka.  
B: Sore wa Rao san no tepu rekoda desu.  
A: Rao san wa doko desu ka.  
B: Rao san wa jikken-shitsu ni imasu.  
A: Ni-kai no jikken shitsu desu ka.  
B: Iie, sō dewa arimasen. Chika ikkai desu.  
A: Soko no erebeta no mae no jikken-shitsu desu ka.  
B: Sō desu.  
A: Kono kasetto mo Rao san no desu ka .  
B: Iie, sore wa watashi no desu.

Now, there was small conversation for you in the previous lesson. This is the conversation. You can now read the conversation and then, try to see if these questions you have answered properly.

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*Assignment-6*

*After reading the radio conversation carefully answer the questions below*

- a) *Rao san wa doko ni imasu ka. (Jikken shitsu desu)*  
b) *Jiken-shitsu wa nan-kai desu ka. (chika ikkai desu)*  
c) *Jikken-shitsu wa kaidan no mae ni arimasu ka.*  
*(iie, erebeta no mae desu)*  
d) *Kasetto wa dare no desu ka.*  
*(kasetto wa B san no desu)*

As they are not very difficult, I do not think we need to go over them. You can just do it on your own as you have the conversation right in front of you.

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Practice 'Goro'		
<i>Look at the picture and ask what time a certain activity is done</i>		
Nan-ji goro asa-gohan o tabemasu ka	Kinou nan-ji- ni hiru gohan o tabemashita ka	Mainichi nan-ji goro ban gohan o tabemasu ka
		
		

Now, today we will do some revision before we actually start on our lesson on adjectives. So, small revision for you. We did [FL] last time in our class. Look at the picture over here, there are three clocks [FL] with time. So, we'll look at the picture and ask what time a certain activity is done. So, if you look at the time, look at the picture carefully and you will know exactly what is to be done at that time [FL] in the morning.

Well, look at these things, what do you do? What comes to your mind when you look at these things? What is the activity to be done when you look at the time here and you look at the food here? Look at the sun right on top, what do you do? And then, over here you can see the stars and the moon. The sun is not there anymore, it is all dark, 6 o' clock and what do you do with this food. So, well, let us practice.

[FL] is for time, approximate time. So, [FL] is breakfast. You can tell the time, the time is given over there [FL] or [FL]. You can see the time over here, it is 12 o' clock. So, [FL] over here is for [FL], which is the time expression for yesterday. So, well, [FL] and thus you have verb in [FL] form, which is past tense.

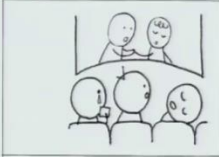
Now, over here it is 6 o' clock in the evening. So, well, [FL], what time do you have, approximately what time do you have dinner every day? So, what is the answer? [FL]. So, please

try to use [FL] like this. [FL] is plus minus exact time, so 5 minutes before the time, 5 minutes after the time, approximately around a certain time is [FL].


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**V ta~ga**

*Kinou eiga o mimashita ka.  
Tomodachi no uchi e ikimashita ga,  
eiga o mimasen deshita*



*Kinou pu-ru e ikimashita ka.  
Ikimashita ga, daremo imasen deshita.*



You did [FL] last time in the class. We, we practiced [FL], I did not have food yesterday. So, well now there is a particle, which you have done earlier particle, [FL], but as a phrase. If you remember, we did this particle as [FL] in one of the lessons earlier. So, [FL], I am sorry but. So, over here, that particle [FL], this particle [FL] is used as but. You will see how it is used over here also in a similar manner.


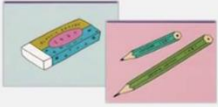

Look at the picture, you see they are watching a film over here and three are people sitting, some of them are watching, someone is sleeping, someone is looking at his or her friend, someone is crying. So, well [FL], did you see the film yesterday. [FL], I went but [FL]. So, well in a similar manner like [FL] and something follows [FL]. I went but [FL].

Now, there is another picture over here of a pool. The question is [FL]. So, what should be the answer, tell me. Similar way, tell me, yeah. [FL], you have done this. [FL] means no one, [FL]. So, that is how you will practice your [FL] with [FL] form.



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**N1 to N2**

Pan to tamago o tabemasu	
Enpitsu to keshigomu o kaimasu	
Kocha to ocha o nomimasu	

Now, we did noun one [FL] noun two as and. We have done and with sentences as well, over here we will practice with things. So, [FL]. There is this picture of [FL] and [FL] over here, [FL] and [FL], so [FL]. Over here, the second picture is [FL], so [FL]. And the third picture is of [FL], as you can see the lemon over here on the spoon and Japanese green tea, which is [FL]. So, [FL]. I drink [FL] and [FL] also.

Also you can use these with negatives. [FL], I do not eat bread and eggs. [FL], I will not buy rubber and pencil. And also, [FL], I do not drink tea and coffee. It could be a normal statement that I do not do this and it could also mean, that I will not do it. So, both meanings are there.

(Refer Slide Time: 18:58)

**That white building is a bank**  
*Asoko no shiroi biru wa ginkou desu*  
あそこの白いビルは銀行です

As I had said that we are going to do adjectives today, I will introduce some adjectives here in class today. But before that I want you to listen to this conversation and see how much you understand from there.

[FL].

(Refer Slide Time: 19:46)

**Kaiwa**

A: Sumimasen, **kono hen ni** ginkō **ga** arimasen ka.  
B: Arimasu yo. Hoteru no tonari ni ginkō ga arimasu.  
A: Hoteru no tonari desu ka.....  
B: **Ee**, hoteru wa asoko desu ne...  
A: Doko desu ka.  
B: Ano **ōkii tatemono** desu yo. Ano tatemono no tonari no **shiroi biru** wa ginkō desu.  
A: Aa, **wakarimashita**. Dōmo arigatō gozaimasu.

So, well, how much did you understand now, tell me? I think most of it was understood by all of you, whatever is left we will do it right away. I will read this conversation once again for you and let us see how much you understand. Now, it is between two people [FL]. So, [FL] between, dialogue between two people.

[FL]

So, a simple dialogue over here. The new thing is particle [FL], the word [FL] and [FL] of course. So, [FL] means around this area, in this area. [FL], because it is about place particle we will follow [FL]. Now, this is a new form, which I will do right away with you. Let me first complete this conversation. [FL], this of course you have done. [FL] means next to. So, [FL] is next to the hotel, [FL] next to the hotel, [FL] over there. [FL] where is the hotel? [FL] when you say, [FL].

If you remember we did [FL] and [FL] in our one of the earlier lessons. [FL] and [FL]. The moment you use this plus noun, you are pointing at something and saying, you are showing the object, you are showing whatever you are talking about. So, the knowledge of that object or that thing is there with the listener and the person who is speaking.

So, over here, [FL] this person B is pointing at a building and saying that building over there. Thus, [FL], that big [FL], that big building it is over there, is not it. [FL], the building next to that building is a bank. [FL], I have understood, thank you very much. So, this is a general simple explanation of the dialogue.

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**会話**

A: すみません、この へん に 銀行 が ありま  
せん か。

B: あります よ。 ホテル の となりに 銀行  
が あります。

A: ホテル の となり です か.....

B: ええ、ホテル は あそこ です ね...

A: どこ です か。

B: あの 大きい たてもの です よ。 あの ビル  
の となりの たてもの は 銀行 です。

A: ああ、わかりました。 どうも ありがとう  
ございます。

Here, you have it in Japanese.

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**Dialogue**

A: Excuse me, is there a bank nearby?

B: It's next to the hotel.

A: Next to the hotel.....

B: Well, do you see the hotel over there.....

A: Where?.....

B: That big building over there. The white  
building next to the hotel is the bank.

A: Oh I see. Thank you very much.

And also, you have the English translation here. Sometimes this translation may not be exact, may not be word by word. That is because that is not how it would be said in English. It would sound very odd if you try to translate it word by word. So, whatever is to be said in English is put over here.

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**Ga**

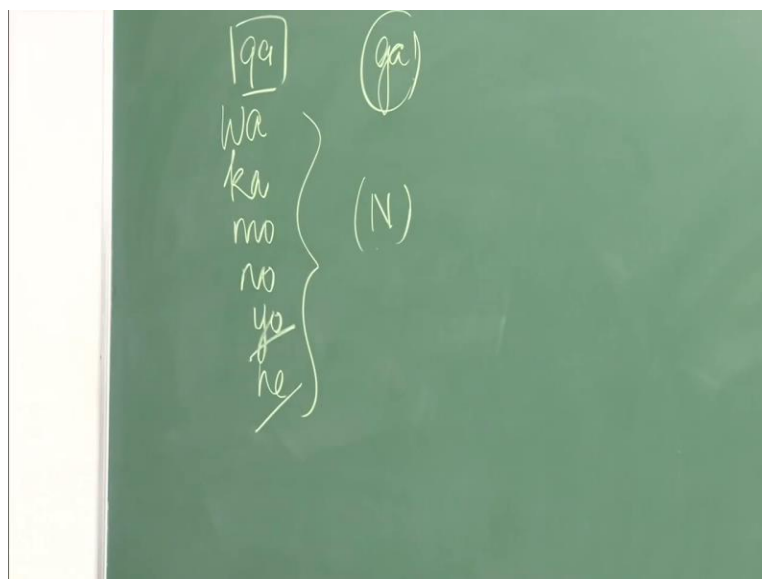
Particle 'ga' is a grammatical particle and is used

- to emphasize the subject.
- follows the subject or topic directly like particle 'wa'.
- indicates existence of someone or something at a specific location.
- the verb is different in animate and inanimate cases.

e.g.    Enpitsu ga arimasu            *There is a pencil.*  
         えんぴつ が あります  
         Hito ga imasu                    *There is a man/person.*  
         ひと が います

Now, the important thing over here in this dialogue is particle [FL], which is new not as a phrase, but simple particle [FL].

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We have been doing a lot of particles, you have done particle, [FL] are we did last time, [FL] we did earlier. So, all these particles we have done. We have also done [FL] earlier. Now, today we will do particle [FL]. This is a grammatical particle, like particle [FL]. It tells you about your





topic or your subject, what you going to talk about, what you are going to tell about. It could be a person, it could be thing. And it always will generally follow a noun because that would be your subject of conversation.

So, [FL], as you can see is written over here, also is a grammatical particle and is used to emphasize the subject, one; follows the subject or topic directly as particle [FL]. It is a grammatical particle like particle [FL]. It is a very, very important particle, sometimes it is difficult to understand whether to use [FL] or to use [FL] in a sentence. Then, indicates existence of someone or something at a specific location. And if it is location, well, the verb is different in animate and inanimate cases, as we already know.

For example, [FL]. Also, with particle [FL], as is the first point over here, it emphasizes the subject, it puts stress, it tries to show that a certain thing does exist. So, [FL] there is an, there is a pencil over there; there is an [FL] over there. [FL], there is a person over there. So, with emphasis, with stress you try to show, that a certain thing or a person is present.

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**Practice**  
*Practice saying ga arimasu / ga imasu*


	
Tsuru ga imasu	Kasa ga arimasu
	
Hito ga imasu	Enpitsu ga arimasu

Now, we have lot of practice for you over here. Practice saying [FL] and [FL]. This is a bird, [FL], so should it be [FL] or [FL]. Let us see [FL]. So, please remember, the important thing is for living things it is [FL] and for nonliving things it is [FL].

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**Practice**

*Look at the picture and see where to use imasu and arimasu*




Boushi ga .....  
ぼうしが .....

arimasu



Shimauma ga.....  
しまうまが.....

imasu



Kani ga.....  
かにが.....

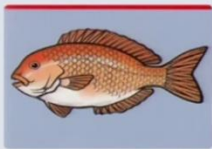
imasu

You can practice more. Look at the picture and see where to use [FL] and [FL]. So, well what is this? This is a cap [FL]. Now, tell me [FL]. Well, what should it be? [FL]. Crab, now what should that be? [FL].

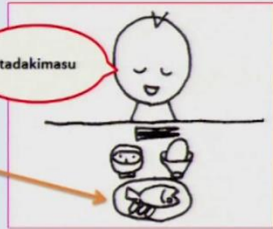
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**Imasu / arimasu**

Sakana ga imasu



Sakana ga arimasu



itadakimasu

Now, look at this fish over here. Well, it is, it is swimming, it is alive and you can see, it looks living, ok. So, what should it be? [FL]. But in another situation it could be, well this person is on

the table, ready to eat and there is [FL] over here, right here on the plate. So, in such a situation what is it going to be? Is it going to be [FL] or is it going to be [FL], let us see. [FL]. So, you have to please remember in such situations where to use [FL] and where to use [FL].

(Refer Slide Time: 29:06)

**Practice**

A: Asoko ni hito ga imasu yo.  
B: Doko desu ka.  
A: Kaidan no soba ni imasu.  
B: Aa, ano hito desu ka. *Ano* hito wa **Rao san** desu.  
A: Sō desu ka. **Bikkuri** shimashita yo.

*Practice the conversation using words given below instead of Rao san*

<b>Kanai</b>	かない	<b>wife</b>
<b>Shujin</b>	しゅじん	<b>husband</b>
<b>Rao san no okusan</b>	おくさん	<b>Rao san's wife</b>
<b>otōto</b>	おとうと	<b>younger brother</b>
<b>Musume</b>	むすめ	<b>daughter</b>

Now, there is a small dialogue over here. [FL]. So, practice the conversation using words given below instead of [FL]. So, all you need to do is to remove [FL] from here and practice all these words given over here. The meanings are right here for you in [FL] and in English, so we have [FL]. So, you can practice with your friend using [FL] instead of [FL] or [FL] over here or [FL] or [FL] or [FL] or [FL] and [FL] over here.

Why is [FL] used over here? [FL] again, because when you look at the person [FL]. Oh, that person over there. So, immediately you know you have knowledge of that person being present over there, both the listener and the speaker, thus [FL] is used.



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*Bikkuri shimashita yo*  
*Dare?*  
*Doshite?*

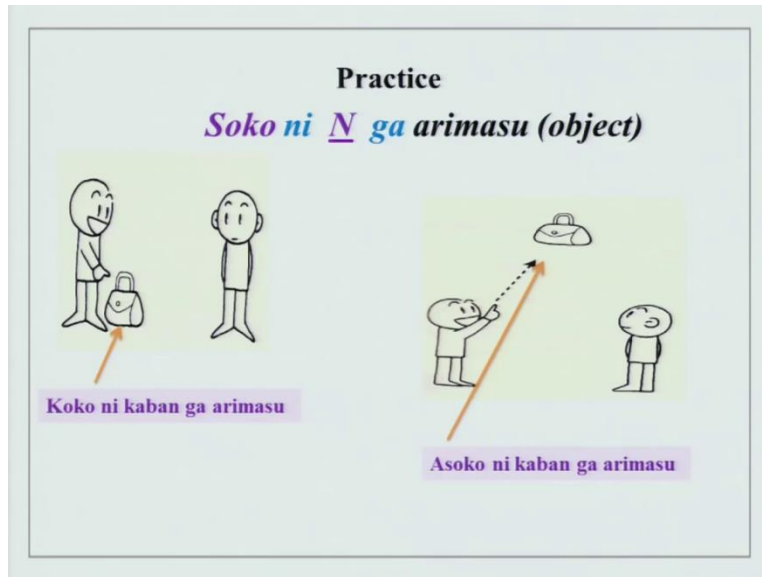


*Tanaka san wa obake o mimashita. Bikkuri shimashita.*

Now, there was this [FL], now what is [FL] mean? [FL] means surprised, shocked and also sometimes afraid. You look at something, you see something, you see something odd, you see something unusual happening or someone just comes and scares you from the back, from behind, that is, [FL]. So, you can look at this picture and see what it is. [FL], who is scared or who is surprised or shocked and why [FL].

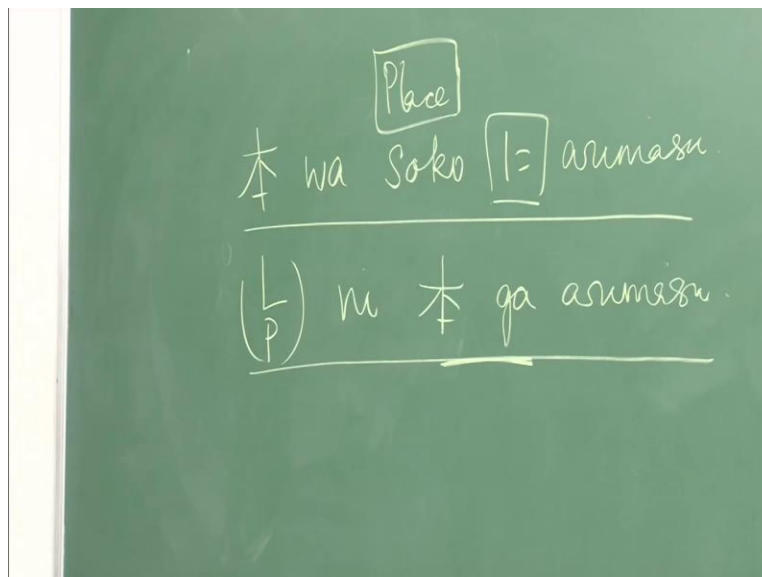
So, well, you can see [FL] over here, a friend who is there with us all the time in class. [FL], he is looking a little dazed and a little scared and lost. So, what has happened? Well, he saw something and he was dazed and then, he does not know what to do. He is totally baffled and what did he see? [FL] is a ghost. So, why was he scared? Why was he shocked or surprised? Because he had seen a ghost. So, well that is what it is.

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Then, we have this over here. You have done this exercise earlier with [FL] and [FL]. If you remember, in one of the previous lessons we did [FL] and [FL].

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[FL] ok. [FL] subject, [FL] place, [FL] place, [FL] because it is a [FL]. Now, we change it, we put the location over here. Location or place, [FL], place. [FL], so basically over here you are putting stress on [FL]. But this [FL] is present at a certain point. It is present over here at this


point. [FL] we are talking over here about the book. The book is present over there. [FL] is present at that point.

So, we stress with particle [FL]. We emphasize with particle [FL] and show, that a certain object or a person is present at a certain point. You can see it from these pictures over here [FL]. ((Refer Slide Time: 32:06)) [FL], over here at this point [FL], not over there [FL]. And [FL], over there the [FL] is present. [FL] can also be done. You can see, that stress and emphasis is important and is shown.

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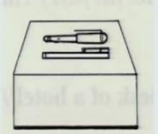

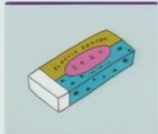
**Practice**

**Place ni Noun ga arimasu**

A: *Soko ni nani ga arimasu ka.* → 

B: *Soko ni pen ga arimasu.*

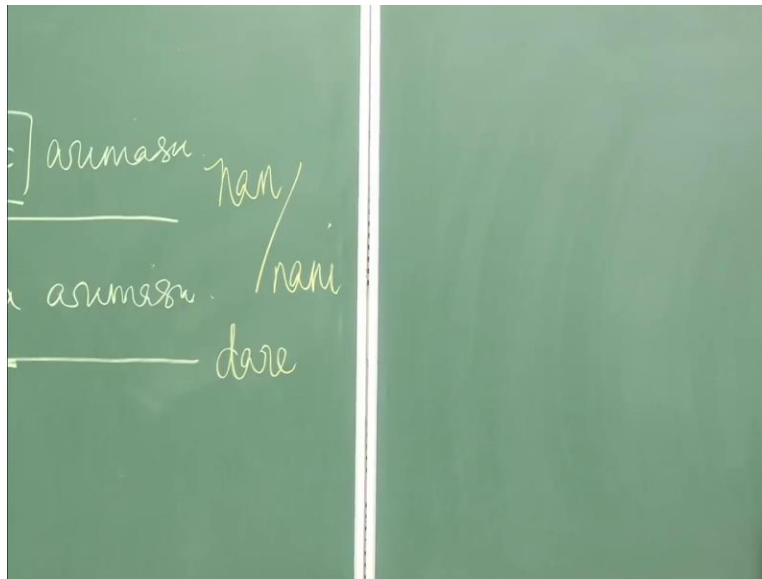
<i>Asoko</i>	<i>kaban</i>
<i>Koko</i>	<i>keshigomu</i>
<i>Tsukue no ue</i>	<i>enpitsu/pen</i>



Place [FL] noun [FL], as I did just now with you, location [FL] something or someone [FL] or [FL].

What do we have over here? Well, you can see, there are some pens and sharp pencils. Well, [FL], so with [FL] and [FL] you can also ask a question.

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[FL] or [FL], you can ask a question and say [FL]. For person you can say [FL]. ((Refer Slide Time: 34:44)). So, well, in this exercise we have [FL] and you can, of course, replace [FL] over here [FL], any of these and many more. You can try this conversation, practice them with your partner. For pen you can replace it with [FL]. We have it right here, let us see. [FL] or [FL] and the third one is, we have something on the table. So, [FL].

So, you can use [FL] and [FL]. This is a pattern, this is a specific way of saying. So, please use it and learn it like that, place [FL] noun [FL].

(Refer Slide Time: 36:54)

**Practice - Place ni Noun ga imasu**

	
<b>Inu to Rao san ga imasu</b>	<b>Pu-ru ni kodomotachi ga imasu</b>
	
<b>Kyoushitsu ni gakusei ga imasu</b>	<b>Heya ni hito ga imasu</b>

Now, place [FL] noun [FL], as I just told you, well, we have someone walking. So, [FL], they are present. [FL] and [FL] we did [FL] last time in our previous lesson. So, [FL] noun one, [FL] noun two [FL]. Then we have some children playing over here in the pool, in the river probably, so well [FL]. So, you have again [FL] and [FL] combination. Then, this is a class room, so [FL]. And the fourth one, we have a lot of people in the room, so [FL].

So, you can practice this, look at things, look at pictures and try to see where things are placed and say that in Japanese. Place [FL] noun [FL] or [FL].

(Refer Slide Time: 38:14)

**Practice**

*Practice short answers*

**Place ni N ga imasu**

A: Jimushitsu ni Rao san ga imasu ka.  
じむしつ に ラオさん が います か。

B: Hai, imasu. Or Iie, imasen.  
はい, います. いいえ, いません.

<i>gakkō</i>	がっこう	Taro kun
<i>kaisha</i>	かいしゃ	Tanaka san
<i>uchi</i>	うち	neko
<i>daidokoro</i>	だいどころ	okusan

Give short answers, you have done short answers, so just a revision over here. Place [FL] noun [FL]. For [FL] you can replace with this. [FL] is house and [FL] kitchen. [FL], you already know, and [FL] you can replace with [FL] and practice this with your partner.

(Refer Slide Time: 38:57)

**Practice**

**Place ni (N/place) ga arimasu.**

*Gakkoo ni pu-ru ga arimasu.*  
がっこう に プール が あります。

<i>toshōkan</i>	図書館
<i>guraundo</i>	グラウンド
<i>shokudō</i>	食堂(しょくどう)
Agura (アグラ)	Taj Maharu タジャマハル

Then, in a certain place you have somethings, for example, in a school you could have a library, you could have a ground, you could have a kitchen or you could have a dining room or a

canteen, cafeteria. There are lot of places, very famous places in your town, may be in your country. So, in a certain place you have something else.

Place [FL] noun place [FL]. So, [FL]. So, you can use like this also, not only for people and for things, for places as well you can use [FL].

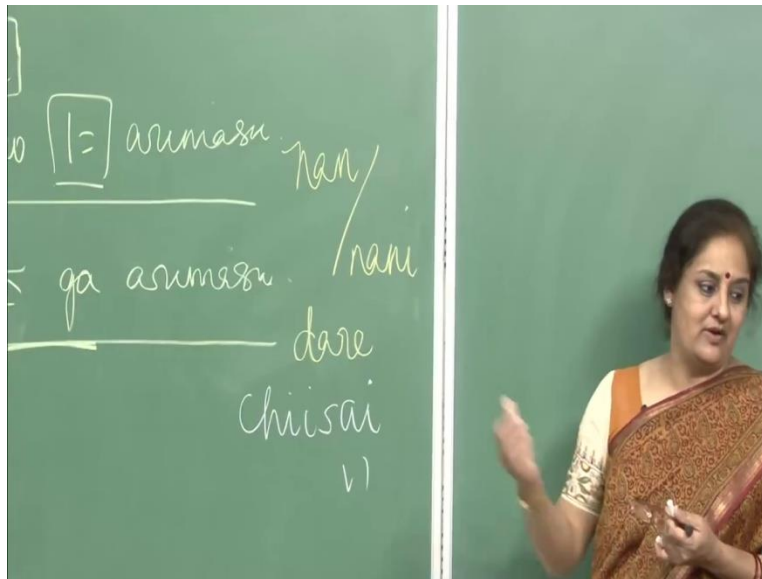
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Now, as I had said we will do adjectives. Adjectives are called [FL] in Japanese and unlike their English counterparts, Japanese adjectives are a little, little different. We all know adjectives are words, which tell you more about nouns, give you information about nouns. In, in Japanese, they are two kind of adjectives, the [FL] adjectives and the [FL] adjectives.

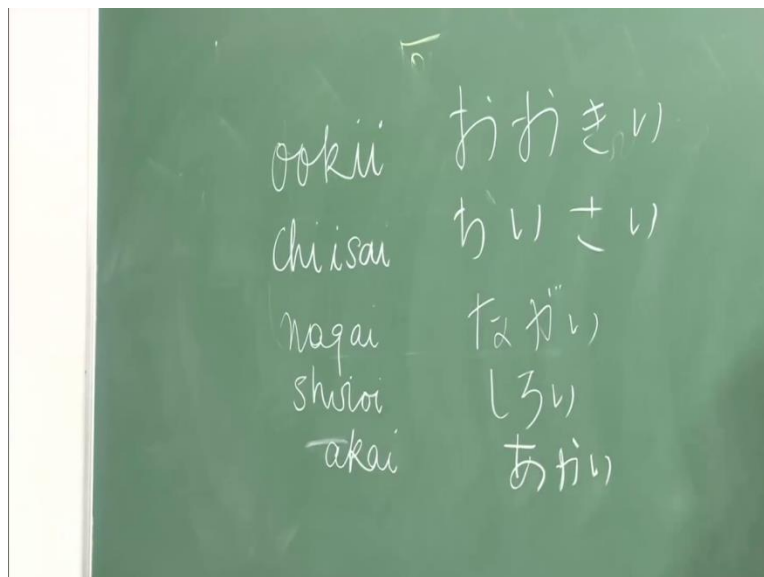
Now, [FL] adjectives are adjectives, which are of Japanese origin. They are words, which originally belong to Japan and [FL] adjectives are words, which are of foreign origin or they are words, which are of Chinese origin. Now, of course, you have a lot of foreign words, which are being used as adjectives. For example, you have beautiful, you have elegant, handsome. So, these are words, which are being used with Japanese words as [FL] adjectives and there are [FL] adjectives, which always end in an i.

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For example, we have [FL], is big, large, huge. Then, you have [FL], which is small. For example, [FL]. You will see, that all the time [FL] will end in i or [FL], as we say in Japanese in [FL].

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Now, I will write few of these adjectives for you over here and then you can see. [FL]. So, you can see, [FL] is something, which is long like a log, may be like a, you could say a long tree



going straight up or something, which is, which is long like this, like a cylinder, that is long, going straight, [FL]. Lengthy is [FL]. So, we have these adjectives.

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**Adjectives**

Adjectives are words which describe a noun and are placed directly before the noun. Japanese adjectives are very different from their English counterparts. They are divided in two groups.

‘i- adjectives’ or true adjectives are words ending with an ‘i’ in the end. They are of Japanese origin e.g. akai – *red* and shiroi – *white*.

‘na-adjectives’ or pseudo adjectives are words of Chinese origin or foreign origin e.g. kirei – *beautiful* and shizuka – *quiet*

It is given over here, i- adjectives and na- adjectives. i- are true adjectives and na- adjectives are pseudo adjectives and of foreign origin.

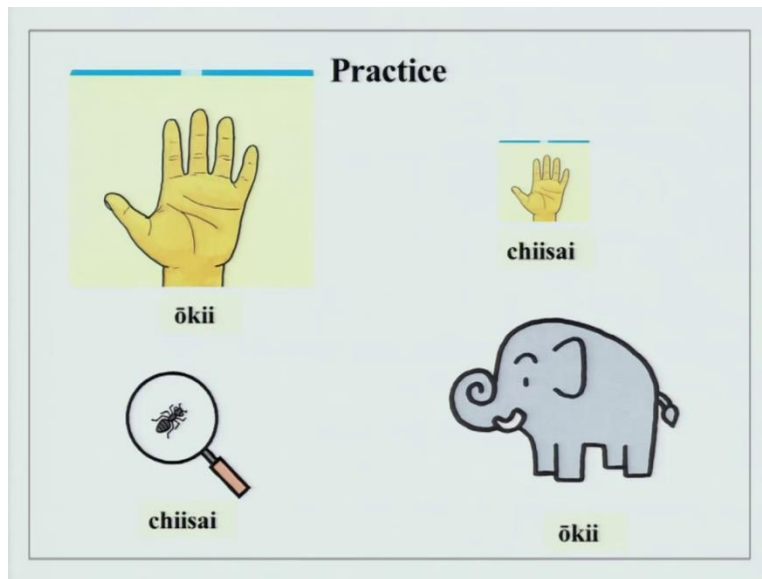
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**Adjectives**

ōkii	おおきい	big
chiisai	ちいさい	small
nagai	ながい	long
shiroi	しろい	white
akai	あかい	red
aoi	あおい	blue
kiiroi	きいろい	yellow
kuroi	くろい	black
chairoi	ちやいろい	brown

These are some adjectives for you, [FL]. I just wrote it down over here, [FL]. Then, we have some colors as i- adjectives, [FL], and so many of them are listed over there. So, we will just go through it. [FL] means, big, huge, large; [FL], small; and [FL], please remember the pronunciation is [FL]. Then, [FL] is white; [FL], as you can see, is red; [FL] is yellow; [FL] is black; [FL] is brown. So, these are some of the adjectives that we are going to do here.

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Now, what is this? This is a [FL] is hand, [FL] through the microscope, through the lens you see, [FL]. And then, you have something huge, [FL], which is huge and big. [FL] is [FL].

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**Practice**



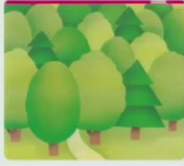

*Practice colour by telling the colour of the flowers in the picture*

 <b>Akai hana</b>	 <b>Kiiroi hana</b>	 <b>Aoi hana</b>
 <b>Pinku hana</b>		 <b>Shiroi hana</b>

Now, you can practice colors that we had done earlier. You see a red flower, [FL]. So, you can practice your colors over here with this.

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*Practice colour by telling the colour in the picture*

		
<b>Ki to happa wa midori desu</b>		
		
<b>Kasa wa murasaki desu</b>		

Then, you also has some more. All of this is green, so green is [FL] and [FL] is also greenery, please remember. Then, [FL], of course, you can see [FL] is tree, over here [FL] is leafs [FL]. So, simple sentences also so you can make.

(Refer Slide Time: 47:01)

Kanji			
小さい	ちいさい	chiisai	small (3-strokes)
大きい	おおきい	ookii	big (3-strokes)
白い	しろい	shiroi	white (5-strokes)

Now, as we have been doing [kanji] all along, we will do some [kanji] over here today. [FL] means small, as I told you, and it comes from stem like these, which you shave from here and make it look small, ok. So, one, two and three, it is a 3-stroke character; once again, one, two and three. See, when you write with pen or with brush, as do in [FL] with Chinese characters, with these pictograms, you, you hold your brush like this and when you make a straight line, you need to leave it little, thus this comes. Because if you try to leave it like this, then there will be a blot over there on the paper and it looks very, very bad. So, well it looks like this, this and this, you leave it, it becomes [FL]. Once again, [FL] and then, it is a three stroke character.

Then, we have [FL], a straight line over here, [FL] you have done and you have also done [FL]. So, easy way of remembering [FL] would be like this [FL] and you cut it. So, once again for you from the side I will make it, [FL] and like this [FL]. So, please remember two of these simple character over here. [FL] is also a 3-stroke character, so you have [FL]. You look at this character any time, even without the [FL] you will understand, this means small and the second one means big. Then, we have a third one over here, which is [FL].

Now, you have done this. If you remember, this is not the way of actually learning a character, but any way, you have done this character, which means, [FL] or [FL] just need to add one more stroke over here and it means [FL]. As we are doing these character in a non-Japanese

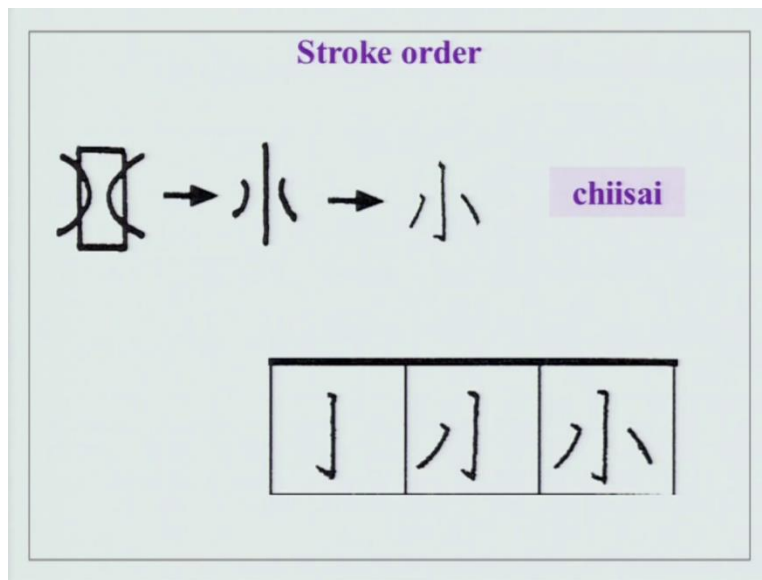
environment, it is easy to learn characters like this. Actually, the method of learning is very, very different and the stroke order is like this. Please you make a stroke over here, one, two, three and four. So, it is a one, two, three, four and five stroke character [FL]. So, once again, one, two, three, four and five, it is [FL].

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<i>Some new words with kanji characters</i>			
大人	otona	おとな	adult
大野	oono	おおの	large field
大使	taishi	たいし	ambassador
大事	daiji	だいじ	important
小屋	koya	こや	hut
小石	koishi	こいし	small stone

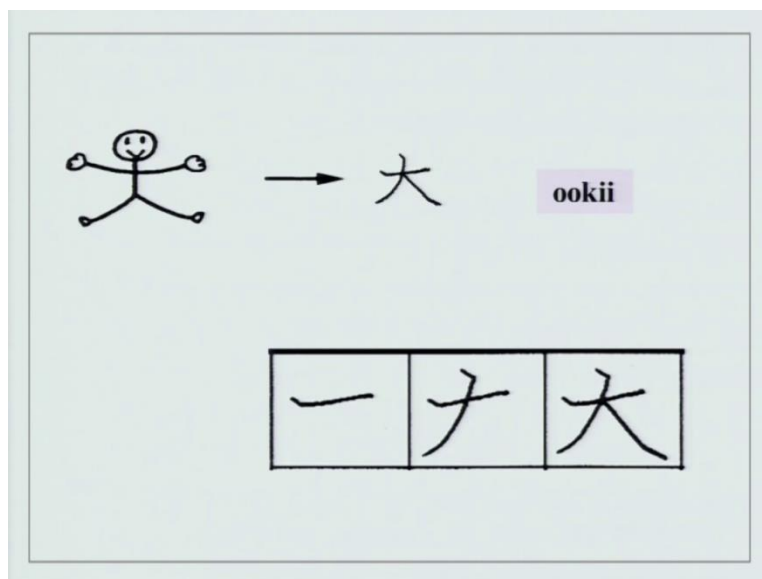
Now, we have some words for you. [FL], with these characters, these new characters, that you are doing today, [FL] an adult; [FL] a large field, a big field; [FL] is an ambassador; [FL] is something, which is important or some person who is important; Then, [FL] is a hut, a small room, [FL] a hut and then, [FL] is a small stone. So, you have these new words, you can learn them and you can make sentences out of these characters and practice.

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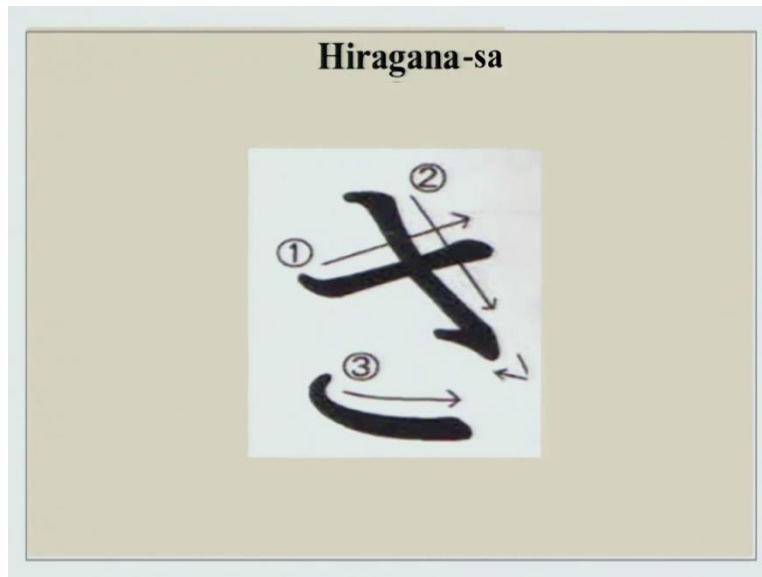
And this is the stroke order. As you can see, I told you, well, you have this stem over here and you try to shave it a little from here, make it small, look small and then, it becomes like this, [FL]. And the order you can see is like this. Then, one and then two. So, it is a 3-stroke character, [FL].

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Then, we have [FL], a man standing with his hands and feet spread apart, makes you look very, very big and that is [FL]. So, you have [FL] and then [FL] from here, not from here please, but after this so that makes it [FL].

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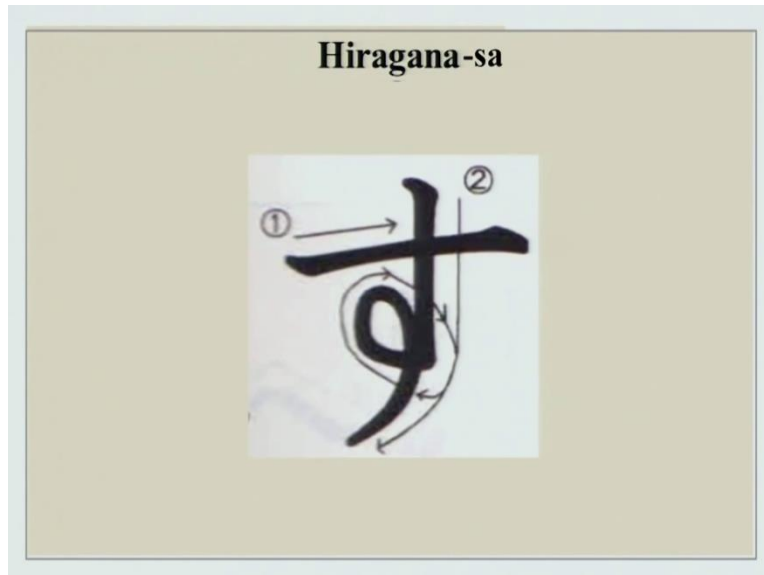
Now, we have been practicing [FL], how to write [FL], so [FL]. We have done two sets and now this is the third set. [FL].

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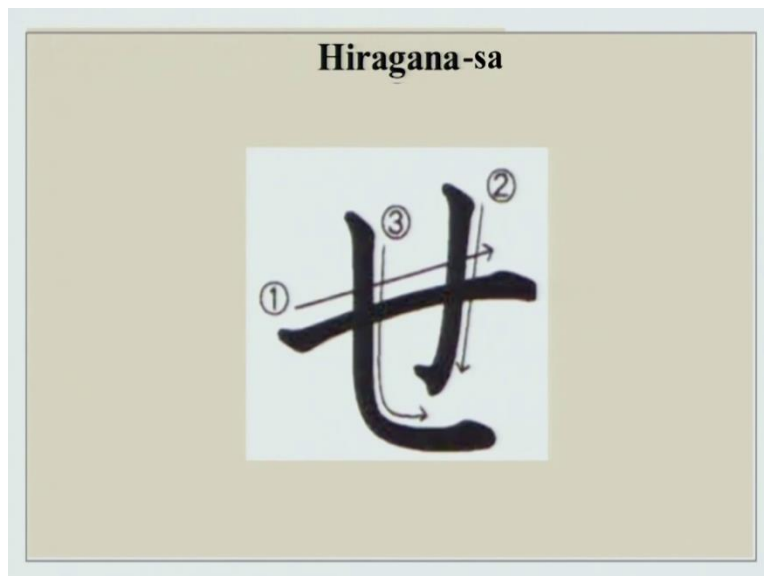


You can see, it is a single stroke from top till here. It is like this, like L in English [FL].

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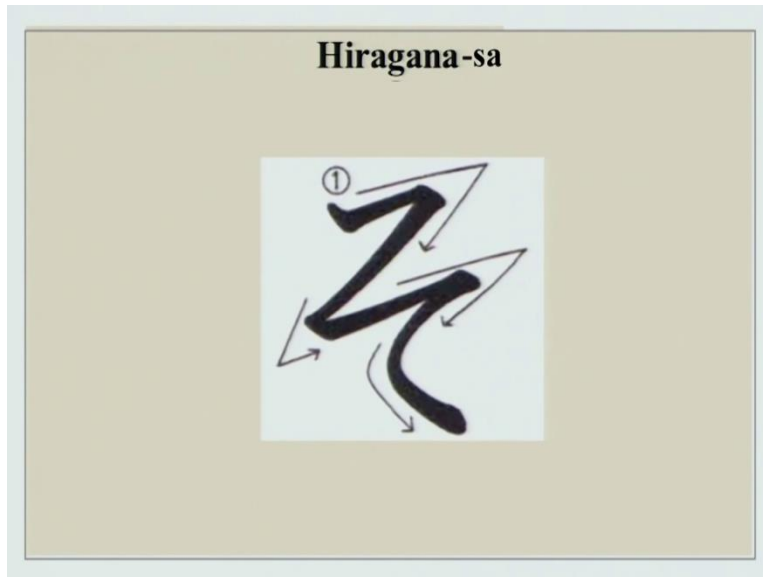


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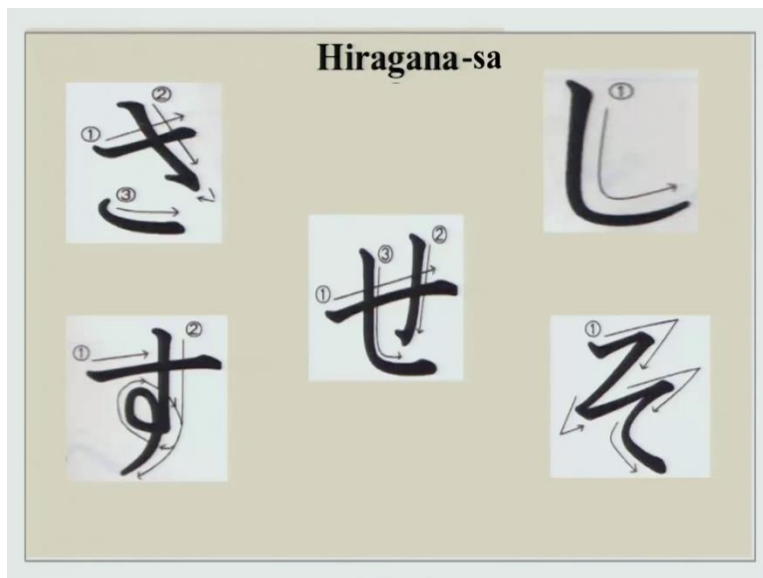


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And [FL] is a little complicated. Well, you make like this and then make a [FL] over here.

(Refer Slide Time: 53:45)



Now, you have it all in front of you. In one go you can see all of them together [FL] and the stroke order is right there, so you can practice it at home. And make blocks, get a square notebook, write in the square in the center, a math's notebook and write it properly, and you will be able to get your stroke order correctly over there.

(Refer Slide Time: 54:23)

Vocabulary		
kono hen	このへん	around here
bikkuri	びっくり	surprised
toshoukan	としようかん	library
daidokoro	だいどころ	kitchen
otaku	お-たく	house (polite)
uchi	うち	house
kaidan	かいだん	stairs
musume	むすめ	daughter
musoko	むすこ	son

Some vocabulary that we have done. The meanings are given here on the right side in black and then, you have a [FL] written here in the center. I will just read out. [FL]. You can practice with me, you can repeat after me also. [FL]. So, now my part finishes actually, now your part begins. You have to do the assignments now. There are quite a few assignments.

(Refer Slide Time: 55:24)

*Assignment-1*

*Fill in the blanks with appropriate adjectives*

- a) *Ringo wa .....desu.*
- b) *Pinokiyo no hana wa ..... desu.*
- c) *Watashi no inu wa ..... desu.*
- d) *Sora wa ..... desu.*
- e) *Kusa wa .....desu.*
- f) *Mikan wa ..... desu.*
- g) *Michiko san no me wa .....desu. (big, blue)*
- h) *Zō san wa .....desu.*
- i) *Ari san wa ..... desu.*

Fill in the blanks with appropriate adjectives, the adjectives that we have done in class.

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*Assignment-2*

*Fill in the blanks with kanji characters*

- a) ..... wa yasumi desu. (*second*)
- b) Tanaka san wa ..... jinja e ikimasu. (*everyday*)
- c) Basu wa ..... ni kimashita. (*1:00 P.M*)
- d) Nan ..... ni nemasu ka. (*time*)
- e) Natsu yasumi wa ..... kan desu ka. (*how many days*)
- f) Natsu yasumi wa 6..... to 7..... desu. (*June&July*)
- g) Yasumi ni ..... o shimasu ka. (*what*)
- h) Zō san wa ..... desu. (*big*)
- i) Ari san wa ..... desu. (*small*)

Then, we have fill in these blanks with [kanji] characters and the word is given in English over here, over here in the end in black and you have to write the [kanji] character for it.

(Refer Slide Time: 55:51)

*Assignment-3*

*Write hiragana katakana for kanji characters & words given in column A*

<i>A</i>	<i>B</i>
<i>yasumi</i>	.....
<i>natsu</i>	.....
<i>boushi</i>	.....
<i>小</i>	.....
<i>tomato</i>	.....
<i>kuroi</i>	.....
<i>shiroi</i>	.....
<i>hana</i>	.....
<i>大</i>	.....
<i>ground</i>	.....

Then, write [FL] for [FL] characters and words given in column A. This practice is important because just speaking is not enough. You need to be able to read the language, also to write and understand.

So, as we have three scripts, you have to do all three scripts. We will do it slowly, there is no rush and every time if you keep writing and practicing, it is much easier.

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*Assignment-4*

*Choose the correct reading for the kanji character given*

口	(kucchi, kuuchi, kuchi)
左	(hiidari, hidari, hedari)
足	(ashi, asshi, ashii)
手	(ti, te, chi)
半	(hen, haan, han)
八	(hachi, hachii, hacchi)
六,	(rokku, rouku, roku, rokuu)
百	(hyaku, hyakku, hyakuu)

Then, choose the correct reading for the [FL] character given below. And now, you have these characters here, these [FL] characters, [FL] that we have done. The readings are given and you have to tick the correct reading for the [FL] character. So, we have so many readings. I will not read it out, you have to do that part and write the correct reading.

(Refer Slide Time: 56:52)



Now, give the color for all these things [FL].

Over here, the question is given, then you have to ask your friend. For this one, for, for this one, for this one, this and this, ask the color of these things and let us see whether you are able to ask and answer properly.

Well, now we have a small listening comprehension for you. Just listen to the comprehension and then, I am sure you will be able to answer the question given later. The conversation is between two people A and B. I will read it out aloud, just listen carefully. [FL]. So, well, a simple conversation for you. There are few question listed for you, try to answer those.

(Refer Slide Time: 59:07)

*Assignment 6*

*Listen to the conversation and answer the questions below*

- a) Nan nin no kaiwa desu ka.
- b) Nan no kōjo desu ka
- c) Minasan doko ni imasu ka.
- d) Nan nin shigoto o shimasu ka.
- e) Mai-tsuki nan-dai kuruma o tsukurimasu ka.
- f) Shain wa doshite cafeteria e ikimasu ka

And I think, it is enough for today. There are lot of new things that you did, lot of new adjectives you learnt, you learnt particle [FL], you learnt [FL] adjectives, new vocabulary for you, some new [FL] characters. So, practice those, try to do them, try to write [FL], try to write the characters and we will continue our adjectives in our next classes as well.

[FL], thank you.