

Introduction to Japanese Language and Culture
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Lecture - 21
Hantai kotoba
Opposites

[FL], yesterday we learnt a lot of new vocabulary, lot of new grammar, some new [kanji] characters. So, [FL], let us learn some more Japanese today. [FL], so we will let us see what we have here. As we always do, I think it is your assignments. So, well, first of all we will do the assignments and then go on to doing our lesson.

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Assignment-1

Match group A with group B

<i>A</i>	<i>B</i>
Indo wa	o yomimasu ka
Anata wa mainichi	jitensha ga arimasu
Asoko no takai tatenobono	omoshiroi eiga o mimashita
Donna shōsetsu	oishii ke-ki o tabemashita
Tanaka san wa	ichi-nen-juu atsui desu
Senshū tomodachi to isshoni	uchi ni imashita
Shūmatsu ni ichinichi jū	mainichi isogashii desu
Kaidan no soba ni	wa byōin desu
Ototoi watashi wa	nan ji kan nemasu ka

The first assignment, the first assignment, that I gave you was, match group A with group B. These are sentences over here and we are going to match these sentences, they are not in order. So, well, let us see where the first one is. [FL], then we have [FL]. With [ka] please remember, the intonation is always rising. [FL]. So, we are also practicing i- adjectives here, please pay attention to that. [FL]. So, I hope all of you might got right over here, all your sentences are done properly.

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Assignment – 2

Write the correct reading for the kanji characters given below

a)	毎日	mainichi	everyday
b)	昨日	kinō	yesterday
c)	東京	Tokyo	
d)	明日	ashita	tomorrow
e)	一年生	ichi-nen-sei	1 st year student
f)	お金	o-kane	money
g)	大きい	ookii	big
h)	朝	asa	morning
i)	来週	raishū	next week

Now, the second one is, as we always do, write the correct reading for the [kanji] characters given below. I have the meanings for you listed over here, you can also check the meaning, this is also for practice. Well, the first one is, [FL], [Tokyo], which is a place, [FL]. So, well, you can also check the meanings in the right column.

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Assignment – 3

Write kanji characters for the words given below

a)	iriguchi	入り口	entrance
b)	nen	年	year
c)	deguchi	出口	exit
d)	jinkō	人口	population
e)	kuni	国	country
f)	yasumi	休み	holiday
g)	karada	体	body
h)	hon	本	book
i)	ima	今	now

Now, the third assignment is, write [kanji] characters for the words given below. So, well, let us see what it was. [FL], you have the [FL] character right here with the meanings in the extreme right. [FL]. We have done all these characters in our previous characters, so I am sure you were able to do it properly. [FL], you can also repeat after me for practice [FL].

So, well, you can practice these [kanji] characters, write them properly. You have the stroke order given to you, you can practice it according to the stroke order.

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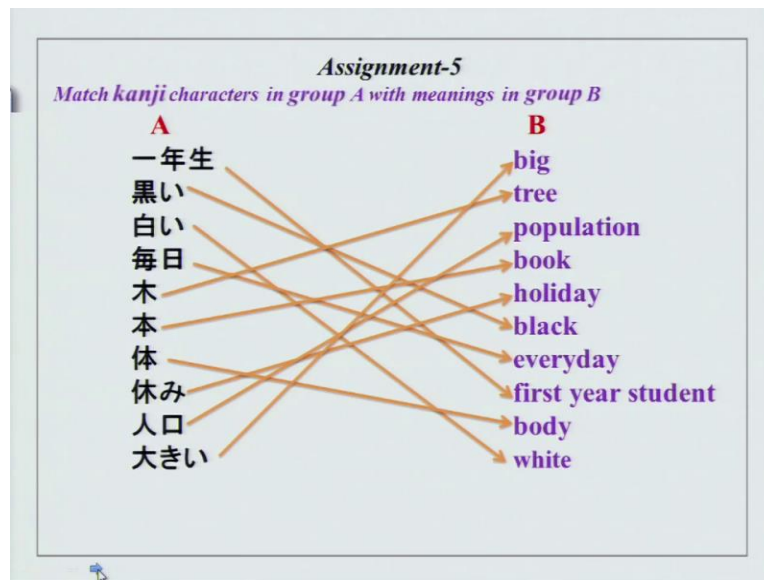
Assignment-4

Fill in the blanks with proper verbs
(します、います、かいます、いきます、はたらきます、あります、
かえります、かかります、べんきょうします)

- a) *Rao san wa ashita doko e ikimasu ka.*
- b) *Mira san wa nan-ji ni gakkō kara kaerimasu ka.*
- c) *Hako ni ikutsu mikan ga arimasu ka.*
- d) *Minasan wa mainichi dore gurai benkyō o shimasu ka.*
- e) *Anata no uchi kara eki made jitensha de nan-pun gurai kakarimasu ka.*
- f) *Shūmatsu ni nani o shimasu ka.*
- g) *Tanaka san wa atarashii shatsu o kaimashita ka.*
- h) *Heya ni nan-nin ga imasu ka.*
- i) *Musume wa doko de kaimono o shimasu ka.*
- j) *Watashi wa mainichi 10-ji-kan hatarakimasu.*

Then, the fourth assignment was, fill in the blanks with proper verbs. We have done verbs earlier in [FL] form, in [FL] form, in [FL] form, in [FL] form. So, these are called [FL] form. As I told you, all the forms are listed over here and you can go through this and see, what have you done.

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Then, again we have match [FL] characters in group A with meanings in group B. So, let us see what it is. [FL], so you do not have the readings over here, you just have the [FL] characters and the meanings in English and you were to match them. Black, [FL].

Well, this is very simple. I have, I think told you earlier also, just cut the key and make book out of it. Paper is made out of trees, so well, that is what it is. [FL], which is body. Then, [FL], and in the end we have [FL].

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Assignment - 6

Choose the correct kanji character from the parentheses

- a) *Neko wa isu no (才、 下、 外) ni imasu. (shita)*
- b) *Sora wa (白い、 赤かく、 黒い) arimasen. (akaku)*
- c) *(出、 山、 画) no kuuki wa oishii desu. (yama)*
- d) *(六月、 小月、 木月) wa atsui desu. (rokugatsu)*
- e) *(来朝、 来月、 来明) doko e ikimasu ka. (raigetsu)*
- f) *(田中、 日中、 田仲) san wa eiga o mimasen. (Tanaka)*
- g) *Watashi wa (来日、 今年、 来年) Tokyo e ikimasu. (rainen)*
- h) *Rao san wa (昨日、 昨火、 昨二) kaisha e ikimasendeshita. (kyonen)*
- i) *Watashi wa (赤井、 赤い、 黒く) sukato okaimashita. (akai)*
- j) *(お海さん、 お毎さん、 お母さん、) wa mainichi oishii gohan o tsukurimasu. (okaasan)*
- k) *Ringo no ki wa (大きい、 火きい、 木きい) desu. (ookii)*

Now, choose the correct [FL] characters from the brackets below. So, well you have all the [FL] listed in the correct [FL], listed in blue. You can check you [FL] and go through it.

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Assignment - 7

Make proper questions to fit the answers given below

- a) A: Asoko no onna no hito wa (donata/dare) desu ka.
B: Mariko san desu.
- b) A: Kono hon wa (anata) no desu ka.
B: Hai, watashi no desu.
- c) A: Sensei wa (doko) desu ka.
B: Sensei wa kyōshitsu ni imasu.
- d) A: Shinbun wa (takai) desu ka.
B: Iie, takaku arimasen.
- e) A: Ginkō wa (tooi) desu ka.
B: Hai, ginkō wa tooi desu.
- f) A: Tomodachi wa (nan-sai) desu ka.
B: Hatachi desu.
- g) A: Ano kuruma wa (tomodachi) no desu ka.
B: Iie, tomodachi no dewa arimasen.

Now, we have this exercise where there is a small conversation between A and B and you see the answer first and then make the question, because you need to put the question word over here. So, I will read it out to you one at a time and we will see what it is. [FL] or [FL]. Why, because

answer is [FL]. If it was, then the answer would have been [FL]. So, we need to put the question word [FL] over here. Then, [FL].

Now, over here it is a [FL], so [FL]. Let us see what it is, [FL]. [FL], so the question word should be [FL]. Then, [FL]. So, well as the answer is [FL], then the question should be [FL]. Let us see what it is, [FL]. Now, over here, [FL]. So, the question is [FL]. Then, we have [FL], so [FL] is age, 20 years, [FL]. So, let us see what it is. [FL] and [FL], so [FL]. Let us see what it is, [FL]. So, well all this is given here to practice, you can speak out aloud with your partner and practice like this.

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Assignment –8
Fill in the blanks with appropriate particles

Kesa watashi wa 6-ji ni okimashita. Soshite, uchi no soba no kōen de 30-pun gurai sanpo o shimashita. Kaisha wa kyō yasumi desu. Watashi wa tomodachi to issho ni golf no renshuu o shimasu. Kanai wa issho ni ikimasen. Ashita kodomo no shiken ga arimasu. Golf no ato watashitachi wa soto de gohan o tabemasu.

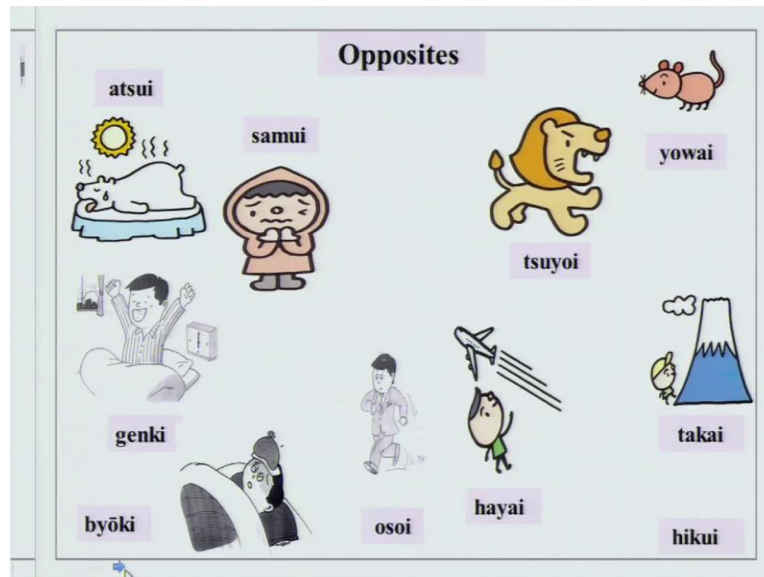
Gogo 4-ji ni watashitachi no Furansu go no kurasu ga arimasu. Kurasu no ato chikatetsu de uchi e kaerimasu. Eki wa uchi kara tooi kara kanai wa mukai ni kimasu. Uchi de kazoku to issho ni terebi o mimasu. Soshite, ban-gohan no ato 11-ji ni nemasu.

Now, we have all the fill in the blanks. Over here, particles you have to fill. So, very quickly I will try to read this and we will see what particles are to come over here in the blank spaces. So, well, [FL]. So, you will see there are lot of particles. Over here, we have two [kara] in this, one [kara] over here and one [kara] over here. The first one is [FL], from the house, [FL] reason is being given by the second [kara]. [FL] is to receive or to go pick someone up from a certain place, so [FL]. So, this is your particles.

Now, let us see, if we have any more assignments. No, well, we do not have any more assignments for you. I am sure you have done them all very nicely. Well, now for practice we

have something nice. We have been doing i- adjectives so far and lot of i- adjectives we have done in our previous lessons, how to say negative, how to how to join adjectives, also [na] adjectives we have done. So, well, we will see some opposites over here.

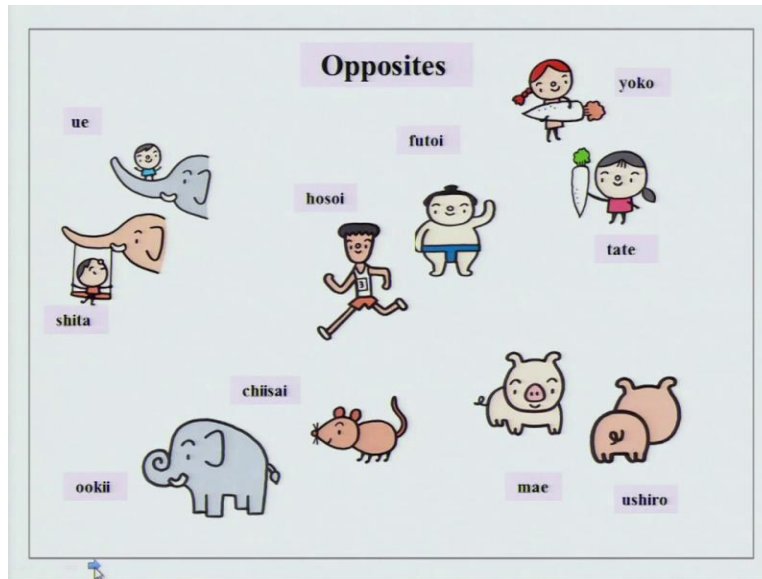
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Let us see what they are. In the picture, you can see a polar bear, probably feeling very, very hot in the sun. So, well, [atsui]. Then, we have someone shivering, which is [samui]. Then, we have someone very happy, so we have [genki]. Opposite of [genki] is [FL], having a headache, not well. Then, we have someone in big hurry, looking at his watch, probably late, so [osoi]. And then by plane it is [hayai], which is very, very quick and fast.

Then, we have lion over here and lions are very, very strong, which is [tsuyoi]. Please get the pronunciation, it is [tsuyoi], a small t sound is there and it is not [FL], which is an s sound. [Tsuyoi] means strong. Then, we have [FL], which is a very, very small animal and [FL] in front of the lion, which is strong, [FL] means weak. Then, we have this mountain, as it is in Japan, it could be [FL], which is [takai]. Let us see what it is, [FL]. Then, the opposite of [takai] is [hikui]. As you can see from here, the size of this person and the size of the mountain, so [takai] and [hikui].

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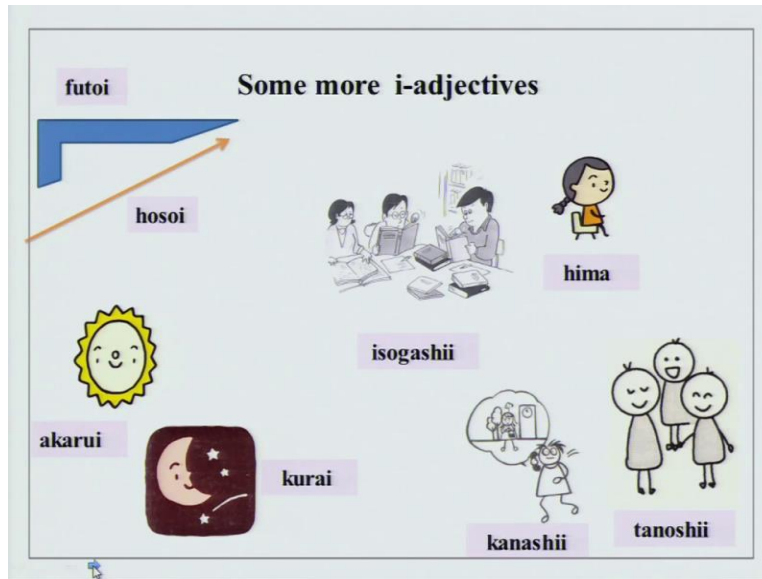


Now, then we have more opposites for you. Well, this is an elephant, someone sitting on top is [ue]. And then we have another elephant, someone hanging from there, swinging from there under the trunk is [shita], as we all did here in class. Then, we have an elephant, which is huge and big, [ookii], and we have a [FL], which is very, very small, which is [chiisai]. So, in the previous slide, [FL] was with lion, which is strong, [FL] and [FL] and now, [FL] is with [FL], which is huge and big. [FL] is huge and big, large and then [FL] is small in front of the [FL].

Then, we have this person running over here, [FL], running, very, very thin, so this is [hosoi], which is thin in shape and [fuso], which is fat and thick in size. Then, we have a sweet looking girl holding a radish, which is horizontal, so that is [yoko], and the same girl is holding radish straight, erect and that is [tate], which is vertical. Then, we have [FL], which is a pig looking at us with the nose right in front, which is [mae]. You have done this [mae] earlier and then [FL] and tail is very clearly seen over here, which is back, say, you can see [ushiro].

So, well, you can practice all this, [FL] and [FL]. You can say these out aloud.

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Well, we have some more for you, we will practice that as well. Now, you can see, we did [futoi] in our previous slide. This is also for shapes over here, [futoi] and then we have [hosoi], thin shape and size. Then, you can see the sun shining bright, this is [FL] and we have moon in the night, it is dark, [kurai]. Then, we have these people working somewhere, reading, writing something, busy with something, that is [isogashii] and this girl sitting very nicely, all alone, doing nothing, that is [hima].

So, well, opposite of [futoi] is [hosoi], [akarui] is [kurai], [isogashii] is [hima]. And then we have one more slide for you. Here, you can see this small girl sitting all alone, all morose and sad, probably just about to weep, that is, [kanashii] and we have this people here, smiling and happy, that is [tanoshii].

So these are some adjectives some opposites for you please practice them out aloud [noise].

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Radio conversation

Now, there is small audio, listen to this audio and let us see how much you understand.

[FL]

(Refer Slide Time: 21:22)

Dialogue

- A:** Nichi-yōbi ni nani o shimasu ka.
B: Nichi-yōbi ni tomodachi no uchi e ikiasu.
A: Nanika arimasu ka.
B: Hai, tomodachi no tanjōbi desu **kara**, watashi-tachi wa tomodachi no uchi **de** pa-ti o shimasu.
A: Aa, sō desu ka. Omiyage o kaimashita ka.
B: Iie, **mada** desu.
A: Doko **de** kaimasu ka.
B: Chikaku no depa-to de kaimasu.

Well, I will read this out to you now and explain whatever is new. [FL].

So, well there are a few things, which are new to you over here. This is a conversation between A and B. I am sure this is understood. [FL], what are you going to do on Sunday. [FL], on Sunday I will go to my friend's house. [FL], is something over there? [FL]. We just did [kara], which is reason, in our exercises, in our assignments. So, well, [kara] is reason for a certain activity and [FL] this also we have done in our previous lessons. So, this is a small revision here. [FL] means performing an activity at a certain place. [FL], is that so? [FL], is present. [FL], not yet. [FL], where are you going to buy? [FL]. So, well, this is a simple conversation. I will do the explanation and we will practice after that.

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会話

A: 日曜日に何をしますか。

B: 日曜日に友達のうちへ行きます。

A: 何かありますか。

B: はい、友達の誕生日ですから私たちは友達のうちでパーティをします。

B: ああ、そうですか。おみやげを買いましたか。

A: いいえ、まだです。

B: どこで買いますか。

A: 近くのデパートで買います。

This is given in the script as you can see. And now, I am trying to add a few [kanji] characters also for you, all the [kanji] characters that we have done and some, which we have not done also. So, I am putting those over here and we will practice those as well.

(Refer Slide Time: 23:55)

Dialogue

- A: What will you do on Sunday?
B: I will go to my friend's house.
A: Do you have something there?
B: Yes, it is my friend's birthday so we are going to have a party there.
B: Really, is that so. Have you bought a present?
A: No, not yet.
B: Where will you buy the present?
A: At the department store nearby.

Then, this is the simple explanation of the dialogue. The explanation may not be exact what is in Roman. It is a simple or it is simply what you would say in English. So, that is very important. Whenever you read this conversation please keep this in mind, that it may not be exactly the same. It is what you would finally say in English because if you will do a literal translation, then the meaning is lost some time.

(Refer Slide Time: 24:40)

~nanika

'Nanika' is an interrogative word meaning something or any thing in English. (dare ka)

e.g. Nanika arimasu ka *Is something there?*

なにか あります か。

Nanika arimashita ka *Did something happen?*

なにか ありました か。

So, well we had [nanika] in our conversation. So, well, as you can see, it is an interrogative word. It is a word made out of two question words, which is [nani] and [ka]. So, you just join the two and make [nanika] out of it. [Nanika] means something or anything. So, how will you, how will you use? [FL], well, it is given over here. [FL], is something over there? [FL], did something happen? Do you have a problem? [FL], do you want something? So, it can be used in different situations.

You must be remembering we did [FL] in our previous lesson somewhere, [dareka]. So, [dare] is for people, as you can see, [dare] is for people, which is who in English and [nani] is for things. So, remember that. Well, we did in our previous slide, [FL]. For example, in a room you can ask [FL]. So, with person you will use [FL] and [FL], is no one is present over there and over here, [FL]. Do you have a problem? Is something there? Has something happened? [FL], can be the answer if there is nothing. So, that is how you would use [FL].

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Practice 練習

Practice the dialogue using 'nanika'

A: **Nanika tabemasu ka.**
なにか 食べます か。

B: **Iie, nanimo tabemasen.**
いいえ、なにも 食べません。

のみます	nomimasu	
かいます	kaimau	
たべましょう	tabemashō	ka
のみましょう	nomimashō	
かいましょう	kaimashō	

Now, you can practice [nanika] over here. For example, like this, [FL]. Will you eat something? [FL]. So, now [FL], will you eat something, and if you say, [FL] and [FL]. What is the difference? Can you tell me the difference? There is a slight difference over here, see, a slight difference. [FL], will you have something, I am asking you.

For example, if we go somewhere, if we go to the restaurant or just to a shop and I just ask you over there, [FL]. Will you have something to drink? Would you like a cold drink? And if I ask you [FL], what do you want to drink or what do you want to eat. See, [FL] and over here also you can say, [FL]. So, now think about this today, think about the difference between the two, look up the books and then we will talk about it again in our next lesson.

Over here we can practice [FL]. Over here you can replace [tabemasu] with [FL]. So, you can replace it with any of this over here. For example, [FL]. So, you can try to give these examples. You can try to practice this with your partner.

(Refer Slide Time: 29:17)

~de

‘De’ is a particle showing location where an action occurs. It is equivalent to “in” and ‘at’ in English.

e.g. Kinou restoran **de** ban gohan o tabemashita.
きのう レストラン **で** ばんごはん を たべました。
Yesterday I had dinner at a restaurant.

 Kinou uchi **de** nihon-go o benkyōshimashita.
きのう うち **で** にほんご を べんきょうしました。
Yesterday I studied Japanese at home.

Now, we have also done particle [de], particle [de]. We have done particle [de] as mode of transport where you go from one place to another by a certain mode of transport, which generally would be either a car or a cycle or a bus, a train, ship, a plane. So, you transport yourself, take yourself from point A to point B by any of these vehicles or things that we just mentioned.

You have also done [de] in another form. You have done [de] as you use a tool to perform a certain activity. For example, you could use a pen or a pencil to write a paper, a thesis paper or a letter. So, you can write a [FL], [sakubun], which is an essay, [FL], [sakubun], which is an essay. So, you could use a pencil or a pen to do this. You could use a screw driver to put in a nail. So,

well, with the help of a certain thing you perform a certain activity with noun and another activity is performed. So, over here we will do this [de], which is, which I have done just very slightly in the previous chapter.

[De], when you perform a certain activity at a certain point, so noun 1 [wa] place [de] perform an activity, which generally would be a verb because verbs are action words. So, well, we will see how it done. [FL]. So, noun 1 [wa] place [de] perform an activity, that is how you would be doing using [de], particle [de] over here. Is that all right, all of you? So, please practice right away. There is a particle showing a location where an action occurs. [FL]. So, that is how you would practice particle [de] and make sentences.

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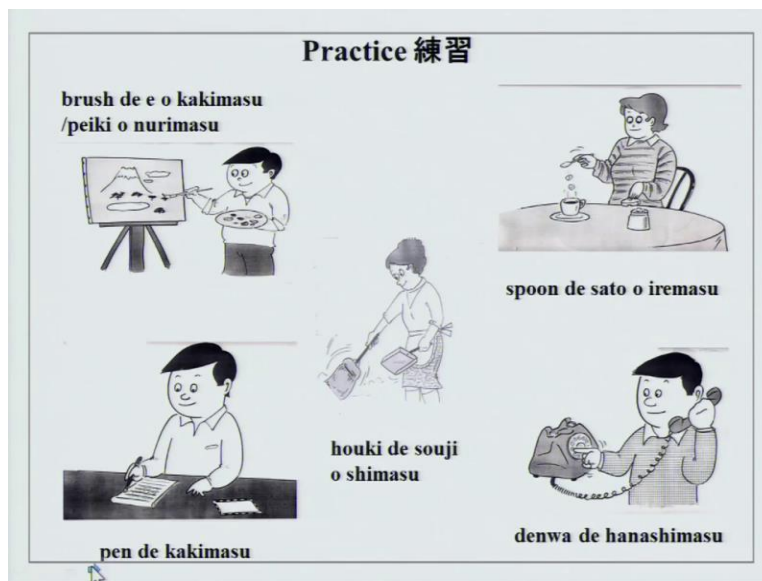
So, we have some verbs for you, let us see how we will use them. You see some children playing in the pool, [FL]. What are we going to say? Well, [FL], you swim in the pool. Then, we have another picture where [FL] is having food. Where is he having food? [FL]. Then, we have these children playing. What are they doing? Well, [FL].

Then, we have another picture where we have [Tanaka san] doing something, where is he let us see. [FL] is your office, [FL] what is he doing? He is working, so [FL]. Then, we have another

picture for you. Someone is watching television, so [FL]. What is he doing can you tell me? Well, [FL].

So, you can practice like this and please, I have been telling all along, practice loudly.

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Then, there is another [FL] for you, this is [FL], the [kanji] for [FL] is also given. Very soon we will have everything written in Japanese only, so get used to the character script as well. Now, there is picture of a person using a brush to make a painting. Brush is called a [FL]. So, with the help of something you do another activity, you perform an activity. So, well brush, [FL]. So, this [de] is with the help of something. Over here also, we, this gentleman is writing something with pen. So, well, [FL]. Then, we have someone cleaning [FL]. [Houki] is this broom and [FL] or [FL] is cleaning the whole area. Then, we have someone having tea and pouring sugar cubes in the cup. So, well, [FL], to put. And someone is talking on phone. So, while using the phone to talk, [FL].

So, you have both the [des] over here, particle [de] in the previous slide where action is performed and particle [de] where with the help of something an action is being formed.

(Refer Slide Time: 36:42)

Radio conversation

So, now listen to the audio conversation over here. [FL].

(Refer Slide Time: 37:13)

Dialogue

Arun: Rao san kaisha kara uchi made densha de nan-pun kakarimasu ka.
Rao: Koko kara uchi wa tōi desu **kara**, ichi-ji kan-han gurai kakarimasu. Arun san wa

Arun: Watashi no uchi wa chikai kara kuruma de 15-fun gurai desu.
Rao: Ii desu ne.

And let us see what we have to practice in this. I hope most of it is clear. I will read it out once to you.

[FL]. So, over here question is left incomplete for the person to answer and the intonation is rising with [wa], you will notice. [Gurai], of course, we have done earlier and there is [kara] over here. Then, the conversation goes ahead and we have, [FL]. So, it is close by, thus it takes only 15 minutes, approximately 15 minutes. [FL]. So, the intonation, you can see, that is really wonderful, that is really nice.

So, this was the conversation. I will not explain each and every thing as I am sure, by now we are almost half way through with our lectures, so you should be able to understand a lot of things. Then, this is a simple explanation of the dialogue.

(Refer Slide Time: 38:52)

会話

アルン: 会社 から うち まで 電車 で 何分
かかります か。

ラオ: ここ から うち は とおい から、
一時時間 ぐらい かかります。

アルン: 私の うち は 近い から 車で 十五分
ぐらい です。

ラオ: いい です ね。

So, well, this is your script again and you can look up the verbs, the [kanji] characters that you do not understand, in a dictionary. Get used to looking up a [kanji], looking up a Japanese dictionary.

(Refer Slide Time: 39:12)

~kara

'Kara' is a particle and indicates reason or cause. It is equivalent to **'so'**, **'because'**, **'therefore'** in English.

e.g. Tōi desu kara 8-ji ni ikimashō *It is far so let us leave at 8 o'clock.*
とおい です から 8-じ に いきましょう。

Kyou wa isogashii desu kara *As I am busy today I will go*
ashita ikimasu *tomorrow.*
きょう は いそがしい です から
あした いきます。

Now, [kara]. We have done this a number of time, this is just a slight revision, how to use it. Now, for you, how to say different things in [kara], how to use i- adjectives, how to use verbs. So, well, [kara] is a particle and indicates reason or cause and you will notice, that the reason is given first in Japanese and then whatever you are doing because of the reason given.

Over here you can see, [FL], because it is far away, [FL], let us go at 8 o' clock [FL]. [FL], because I am, [FL] today, thus [FL], thus I will go tomorrow. So, I over here is not mentioned.

(Refer Slide Time: 40:19)

Practice 練習

Practice 'kara' with adjectives

A: Eiga o mimashō ka.
えいが を 見ましょう か。

B: Atama ga itai kara eiga o mimasen.
あたま が いたい から えいが を みません。

onaka ga itai	おなか が いたい
kimochi ga warui	きもち が わるい
ima isogashii	今 いそがしい




Well, you can practice [kara] now. [FL], so [FL]. How to use i- adjectives with [kara]. [FL] is, it is hurting, I have headache, so [atama] is head, [FL]. Now, you can replace [FL] for [FL]. [Onaka] is your stomach, [FL]. [FL] is your feeling, how you are feeling, [FL]. So, you can give a number of reasons for not performing a certain activity.

Now, [FL]. So, over here you are giving a reason for, this is the reason for not doing this. You can change this as this is given in slide. [FL]. You can also change this over here, [FL]. So, you can give any reason like this for not performing certain activity and you can change as you want. Now, practice now this with your partner.

(Refer Slide Time: 42:56)

Practice

Practice giving reason for a certain activity

Onaka ga itai kara doko e mo ikimasen おなか が いたい から どこ へも いきません	
Atama ga itai kara doko e mo ikimasen おなか が いたい から どこ へも いきません	
Isogashii kara doko e mo ikimasen いそがしい から どこ へも いきません	

Now, we have practice giving reasons for a certain activity. So, you have some pictures over here. Well, [Tanaka san] has a stomach ache. [FL]. So, what are you going to say? [FL], I will not go anywhere. So, well, let us see what the second picture says. [Tanaka san] has a headache. So, what is for headache? I just told you in the previous slide, [FL]. So, [FL]. Then, we have the third slide here, which has [FL], working very hard in his office. So, what does he have to say? [FL].

So, you can replace it like this and practice.

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Practice 練習

Practice 'kara' with place e ikimasu

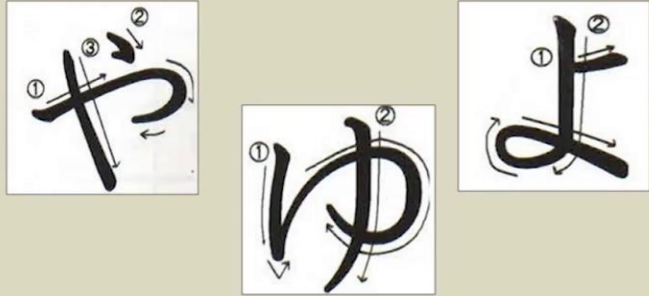
A: Depato e ikimashō ka. デパートへいきましょうか。
B: Isogashii kara ikimasen. いそがしいからいきません。

shokudō	しょくどう	onaka ga itai
depa-to	デパート	isogashii
sensei no uchi	せんせいのうち	tōi
toshōkan	としようかん	naka wa samui

Now, over here we have A and B. A is asking a question, [FL]. So, as in our previous slide, [FL] working, he says [FL]. So, [FL] can be changed for [FL]. Also, you can give different reasons [FL] or you can also say, [FL]. It is very, very far, so I will not go. [FL], library, [FL]. It is very cold inside, thus I will not go. So, well these are some of the things, some of examples, which you can use and practice at home.

(Refer Slide Time: 45:54)

Hiragana - ya



The image shows three hiragana characters with stroke order diagrams. The first character is 'ya' (や), the second is 'yu' (ゆ), and the third is 'yo' (よ). Each character has numbered arrows indicating the direction and order of strokes. 'ya' has three strokes: a vertical line down (1), a horizontal line across (2), and a curved line starting from the top right, going down and then left (3). 'yu' has two strokes: a vertical line down (1) and a curved line starting from the top right, going down and then left (2). 'yo' has two strokes: a vertical line down (1) and a curved line starting from the top right, going down and then left (2).

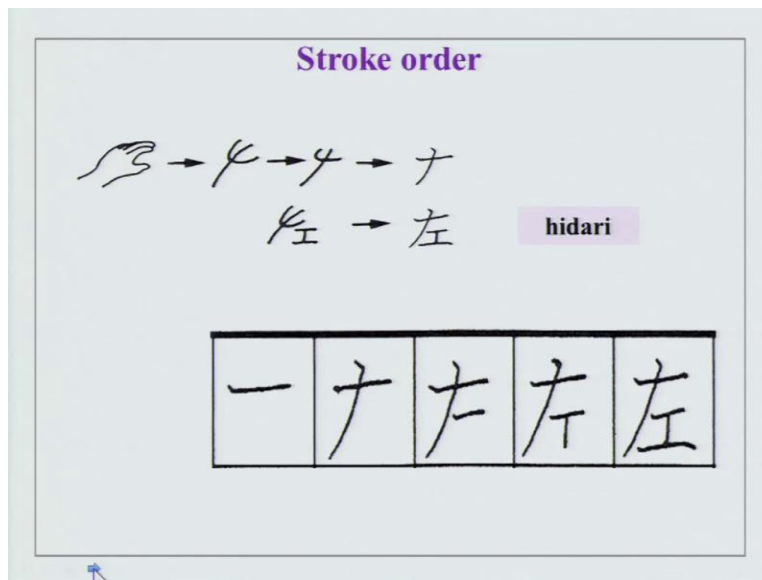
Now, we have been doing hiragana all along in our lessons. You have the [yeah] series. Look at this one, a very nice curve, two and then three. Then, we have [FL] like this, [FL] and from top to bottom and then we have [FL]. So, you have all three together. Now, I want to tell you something. It is just [FL] and [FL], just the three, [FL] is not there at all. This is similar to [FL] and [FL] has been removed. So, we just have three in this set of [FL].

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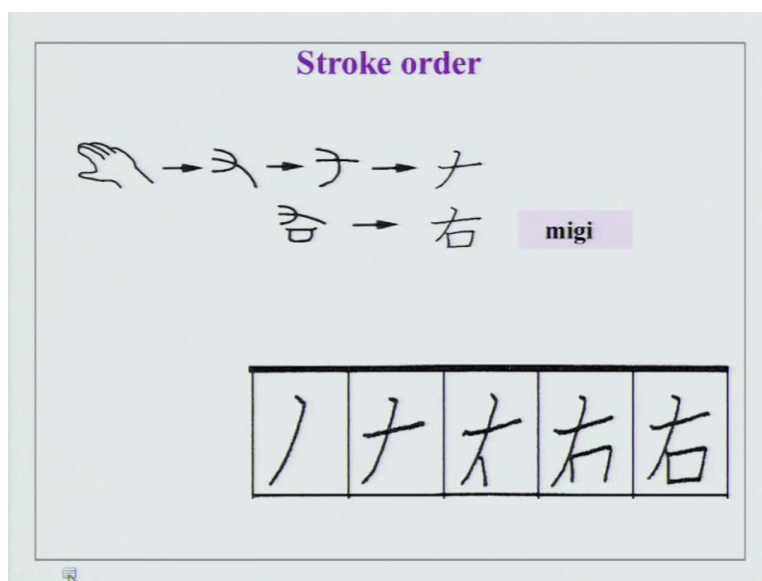
Now, as I always do, now I am doing [kanji]. Now, also we have two [kanjis] listed here, [hidari] and [migi]. [Hidari] means left and [migi], right. So, I will make this character for you. One, two, three, four and five, [FL]. Once again, one, two, three, four and five, [FL]. We also have [migi] over there, one, two, three, four and five. Once again, one, two, three, four and five. Now, this is a, this is a combination of characters over here, meanings over here, for [hidari].

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You will just see it is a five stroke character and you can see something given over here on your screen. There is a hand, it is a combination of hand and the carpenter's scale. Generally, the carpenter would hold the scale with his left hand and then draw his lines and cut the board. So, that is how [hidari] is for left. And you can see, is 5-stroke character, one, two, three, four and then the last one is five over here. So, well this is how [FL] is made, the concept of [hidari].

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Then, we have [migi] and right hand over here. Well, it is very simple. All of us eat with our right hands, so well, this is the hand and to eat your rice or whatever it is, with your right hand, put it in your mouth and that is how [migi] is come into being. This is also a 5-stroke character, one, two, three and then this is the fourth one and then this is the fifth one. So, we have these two characters [hidari] and [migi].

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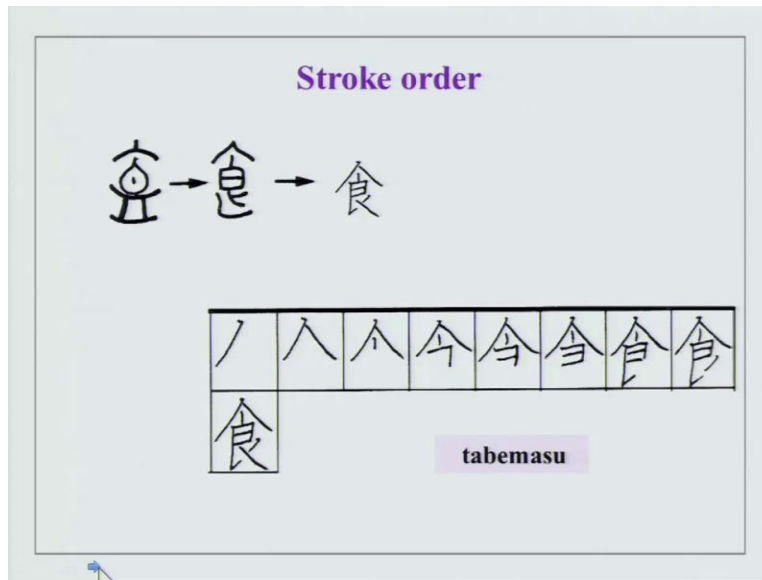
Kanji			
見ます	miru	くろい	see (7 strokes)
食べます	taberu	あかい	eat (9 strokes)

Then, I would also like you to do some verbs. So, there are two verbs listed over there. This character you have done, if you remember, like this, one, two, three, four and five. Once again, one, two, three, four and five. So, what do you think? Do you remember what it is? We did it long back. Well, this is [FL]. And what do you do with your eyes? Well, you see with your eyes. So, one, two, three, four, five, six and seven and this is [FL]. So, well, [FL] is one verb that we will do.

Then, there is another one, which is listed, which is [FL]. You have been doing [FL] all along, so [FL]. One, two, three, four, five, six, seven, eight and then nine. So, it is a 9-stroke character, very simple to make, not very difficult. One, two, three, four, five, six, seven, eight and nine, so it is a nine stroke character, [FL].

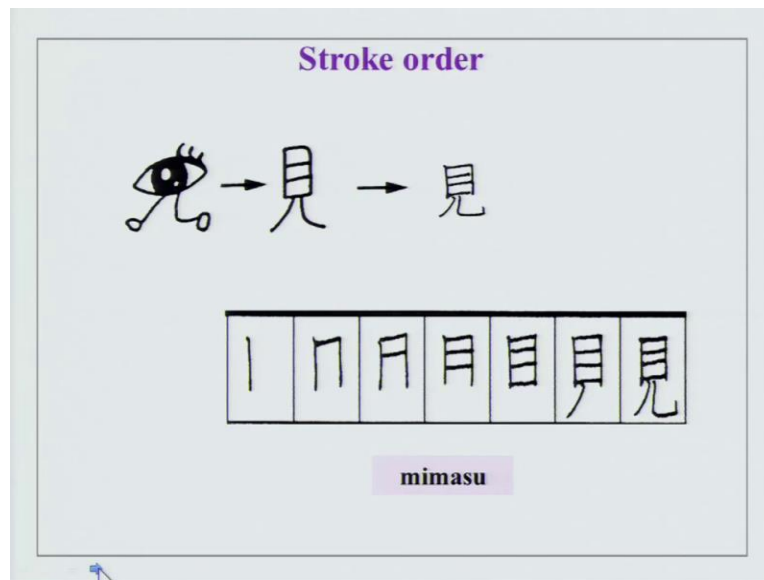
So, we have these two characters, [FL]. Once again I will make it. And then we have [hidari] and [migi]. These are the four characters.

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And now, [FL]. How has [FL] come into being? We have [FL] first. So, well you have rice bowl in front of you and you eat it. It is placed on something, you cover it and it is to be eaten, so that is [FL]. You have the rice bowl, it is covered with another bowl and then it placed on something. So, well that is [FL].

(Refer Slide Time: 52:50)



Then, you have [FL]. The eye is given over here with a person walking. So, when you walk, you need to keep your eyes open and walk properly, that is, the stroke order is one, two, three, four, five, six and seven. So, it is a 7-stroke character and we already know, that [FL] is a 9-stroke character.

(Refer Slide Time: 53:30)

Vocabulary		
yoko	よこ	horizontal
tate	たて	vertical
sei ga takai	くらい	tall
sei ga hikui	せいがひくい	short in height
futoi	ふとい	thick
hosoi	ほそい	thin
ooi	おおい	large in number
sukunai	すくない	cold
hidari	ひだり	left
migi	みぎ	right

Now, you have some vocabulary, the vocabulary that we have done in class. I will just read it out, you can practice it at home and over here you can say after me. The meanings are given here in purple, the [FL] is in blue.

[FL].

(Refer Slide Time: 54:25)

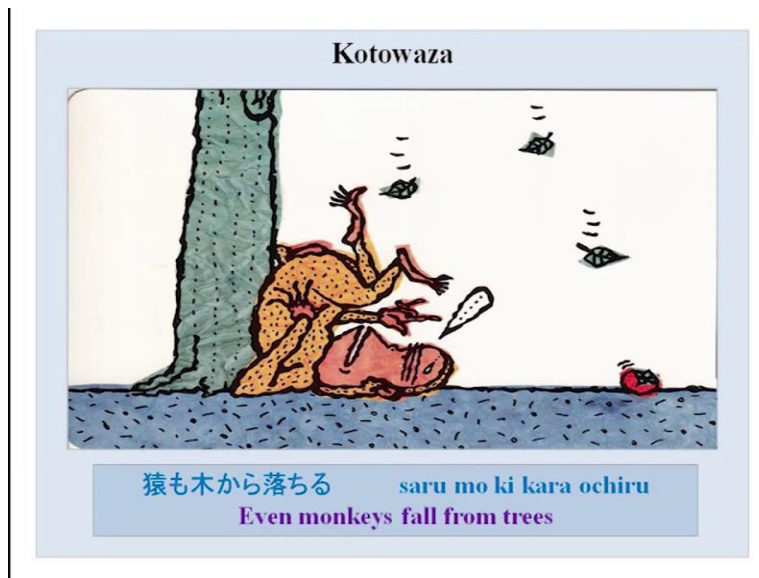
Vocabulary		
kimochi	きもち	feeling
tokidoki	ときどき	sometimes
kagami	かがみ	tall
ha	は	teeth
sentaku	せんたく	washing
hōki	ほうき	broom
sōji shimasu	そうじ します	cleaning
migakimasu	みがきます	brush
sanpo shimasu	さんぽする	walk
abimasu	あびます	bathing

We have some more vocabulary today.

[FL].

So, the meanings are given over here, you can go through the meanings.

(Refer Slide Time: 55:13)



Now, as I have been doing proverbs in our, in some of our lessons. Well, today there is also a proverb to you, a very famous Japanese proverb. [FL] is a monkey, [FL] is tree and [ochiru] is to fall. So, it is, even monkeys can fall from trees. So, even the best of people can make mistakes. So, you should never be shy of making mistakes, always learn from them.

Over here you can see, [FL] is down here under the tree, has had a bad fall, is feeling bad, but I am sure will not make the same mistake again. So, once please you could repeat after me. [FL], that is, even monkeys can fall from trees.

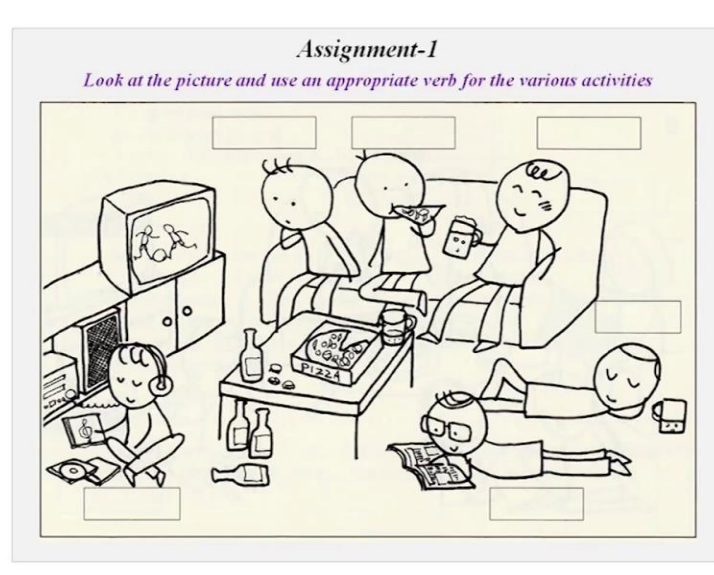
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Some new words with kanji characters

左手	hidarite	ひだりて	left hand
右手	migite	みぎて	right hand
左目	hidari	ひだりめ	left
左側	hidarigawa	ひだりがわ	left side
右側	migigawa	みぎがわ	right side
食事	shokuji	しょくじ	meals
食後	shokugo	しょくご	after meals

So, well we have some new words with the [FL] that we had done. [FL]. So, well these are some of the [kanjis] used over here. You can see how they are used. The [kanjis] you can check out and try to write.

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Now, your time begins, my time is over, your time starts now. You have to do all the assignments at home. There are lots of them for you.

So, well, look at the picture and tell what they are saying, is one.

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Assignment-2

Match the words in column A with words in column B









<i>A</i>	<i>B</i>
いきます	hashirimasu
かえります	nomimasu
はなします	ikimasu
あります	yomimasu
さわります	hanashimasu
のみます	kaimasu
はしります	kaerimasu
かいます	waraimasu
わらいます	arimasu
よみます	sawarimasu

Then, we have match the columns A and B.

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Assignment-3

Look at the pictures and make sentences using 'adjectives' and 'kara' and give reasons for doing the activity

 nomimasu のみます	 tabemasu たべます	 ikimasen いきません	 kaimasu かいます
 okimasu おきます	 kangaemasu かんがえます	 shawa o abimasu あびます	 kaimasu かいます

Then, look at the picture and make sentences using adjectives and give reasons for doing the activity. For example, you can say, [FL]. So, you can try like this.

(Refer Slide Time: 57:50)

Assignment-4

Fill in the blanks with proper verb forms

(します、つくります、あります、かえりました、たべます、たべません、みます、かいました、でした)

- a) Mainichi nani o ka (do).
- b) Kinou watashi nani mo (did no eat).
- c) Minna de gohan o (let's make).
- d) Nichi-yōbi ni kazoku to issho ni eiga o (saw).
- e) Rainen watashi wa kuni e (return).
- f) Raigetsu no mikka ni sensei no uchi ni pa-ti ga (is).
- g) Tomodachi wa atarashii kuruma o (bought).
- h) Shokuji o ka (shall have).
- i) Getsu-yōbi wa yasumi (was a holiday).

There is fill in the blanks. The words are here for you, verbs are here and you can put verbs in proper forms in the brackets.

(Refer Slide Time: 58:06)

Assignment-5

Look at the pictures below and fill in the blanks with verbs

- a) Tanaka san wa hachi-ji ni
- b) Tanaka san to Rao san wa
- c) Sensei wa mainichi
- d) Rao san wa pinpon no renshuu o
- e) Minasan wa basu-te de basu o
- f) Michi o



Then, look at the picture and fill in the blanks with verbs in proper form.

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Assignment-6

Read the passage and fill in the blanks with appropriate particles.

Watshi wa Buraun desu. Amerika jin desu. Ima Nihon (.....) kaisha (.....) hatarakimasu. Tookyoo (.....) sumimasu. Uchi wa 5 kai desu. Heya no bango wa 502 desu. Chiisai desu (.....), watashi no uchi wa kirei desu. Yokohama wa kaisha (.....) tooi desu (.....) watashi wa mainichi densha (.....) kaisha (.....) ikimasu. Densha de 1-ji-kan (.....) kakarimasu. Demo, watashi wa daijōbu desu.

Kaisha (.....) shokudo (.....) arimasu. Shokudo ni iroiro na kuni (.....) ryōri ga arimasu. Watashi wa mainichi kaisha no shokudo de gohan (.....) tabemasu. Tokidoki, oishii Indo ryoori (.....) tabemasu.

As done in our previous lesson, you need to fill in the blanks with appropriate particles. Read it carefully and then fill in the particles.

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Assignment-7

Fill in the blanks with appropriate interrogative words

- a) Nihon jin wa (.....) de tabemasu ka.
- b) Hako ni mikan (.....) ko arimasu ka.
- c) Watashi tachi wa (.....) de densha ni norimasu ka.
- d) Tomodachi no tanjōbi ni (.....) o agemasu ka.
- e) Kaigi-shitsu wa (.....) kai desu ka.
- f) (.....) to pikuniku e ikimasu ka.
- g) Tanjōbi wa (.....) desu ka.
- h) Gakkō ni (.....) nin gakusei imasu ka.
- i) (.....) kaban wa anata no desu ka.
- j) Neku-tai wa (.....) desu ka.

Then, fill in the blanks with interrogative words. So, well read the sentence and then make the question and put the word.

(Refer Slide Time: 58:45)

Assignment-8

Match the words in column A with words in column B

<i>A</i>	<i>B</i>
行きます	tsuitachi
かえります	mimasu
何人	otona
左手	ikimasu
一日	kinyoubi
帰ります	kaerimasu
見ます	hidari-te
大人	nannin
金曜日	hitori

Again, match the words in column A with words in column B. You only have [kanji] character and the meanings, try to match those and that is your assignments. Those are your assignments. Do them at home, revise what we have done in class here, go over the lesson and be prepared, come prepared for our next lesson.

See you next time, till then [FL].