

**Introduction to Japanese Language and Culture**  
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**Lecture – 28**  
**Ke-ki yabete mite kudasai**  
**Eat and see how is the cake**

[FL] everybody and welcome to the class. I hope that you are all enjoying the class and learning something new everyday, and using it in conversation. So, please, try to use as much as you can, whatever you have done in class, practice with your friends, practice with your partners, and try to do as much Japanese as you can. Well, now, before I actually start with the lesson, as always, we will first do our assignments, go over the assignments, and then learn something new today as well.

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**Assignment – 1**

*Write opposites and make sentences with the words given below*

a)	naka	soto	そと...
b)	ue	shita	した....
c)	urusai	shizuka	しずか...
d)	sumetai	ataakai	あたたかい...
e)	muzukashii	kantan	かんたん...
f)	shiroi	kuroi	くろい...
g)	ushiro	mae	まえ...
h)	atsui	samui	さむい...
i)	nagai	mijikai	みじかい...
j)	ookii	chiisai	ちいさい...

So, the first assignment that I gave you was, write opposites and make sentences with the words given below. So, there are a lot of words here, you have done the words, you know the words, you need to learn them with their opposites. Naka – soto, and it is also given in hiragana; ue – shita, as you already know; urusai – shizuka, which is not a very pleasing sound, urusai is a noise, opposite is shizuka. Sumetai; sumetai is cold in touch, and atataakai is warm.

Muzukashii, a [FL] can be muzukashii, a problem can be muzukashii, a person can also be muzukashii, and opposite is kantan; kantan is easy. Shiroyi, of course, the opposite for shiroyi we all know is kuroi which is black. Ushiro, and the opposite is mae. Atsui; as in weather, and samui is the opposite. Nagai and mijikai, this is for length; nagai as in long, and mijikai as in short. Ookii and chiisai, this is size. So, all hiragana is given overhere. We have done some of the kanji characters also. For example, naka, soto, ue, shita, shiroyi, and ookii, chiisai; some of the kanjis we have done, some we will do now.

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**Assignment – 2**  
*Match kanji in group A with readings in group B*

<b>A</b>		<b>B</b>
a) 百円	→	kyūjitsu
b) 火山	→	kuni
c) 本田	→	san-nen-sei
d) 中国	→	deguchi
e) 四時間	→	kazan
f) 三年生	→	hyaku-en
g) 午後	→	chūgoku
h) 休日	→	honda
i) 出口	→	gogo
j) 国	→	yo-ji-kan

Well, match kanji group A with group B, readings are given overhere. This is assignment 2 for you. Let us see what we have in the first one: hyaku-en, kazan;, and it is interesting, this is [FL], this is [FL] which is a mountain; so a mountain, a fire mountain would naturally be a kazan which is a volcano. Well, honda, chugoku; yo-ji-kan, is time, period, or span. San-nen-sei, gogo, kyujitsu, deguchi, and kuni. So, this is your kanji. I hope you got it right.

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### Assignment-3

*Join the two sentences given below (kute)*

- a) Kono ringo wa akakute amai desu.
- b) Chikatetsu wa yasukute hayai desu.
- c) Kyō wa isogashikute taihen desu.
- d) Kyōshitsu wa hirokute akarui desu.
- e) Doesu wa atarashikute kawaii desu.
- f) Mariko wa kirei de shinsetsu desu.
- g) Michi wa benri de hiroi desu.

Now, we had two sentences in this, and you would join these sentences with kute. So, basically, with i-adjectives. Kono ringo wa akakute amai desu; akai is red, amai is sweet; so it is red and sweet. Then we have, Chikatetsu wa yasukute hayai desu, it is cheap and fast. Kyo wa isogashikute taihen desu; very busy and extremely difficult to manage; taihen is degree of something, taihen means very.

Then, we have, Kyoshitsu wa hirokute akarui desu; hiro is big, precious; and akarui is bright. Doesu wa atarashikute kawaii desu. Mariko wa kirei de shinsetsu desu. So, now you can see, we were combining i adjectives over here; and now, we have 2 na adjectives over here. So, kirei de shinsetsu desu, when you join 2 na adjectives, de is to be used. Michi wa benri de hiroi desu, it is a convenient and big, huge road; again de, because this is a na adjective. Now, na adjective is being combined with i adjective. So, you will see that the first adjective changes and the second one remains as it is, that has to be kept in mind.

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**Assignment-4**

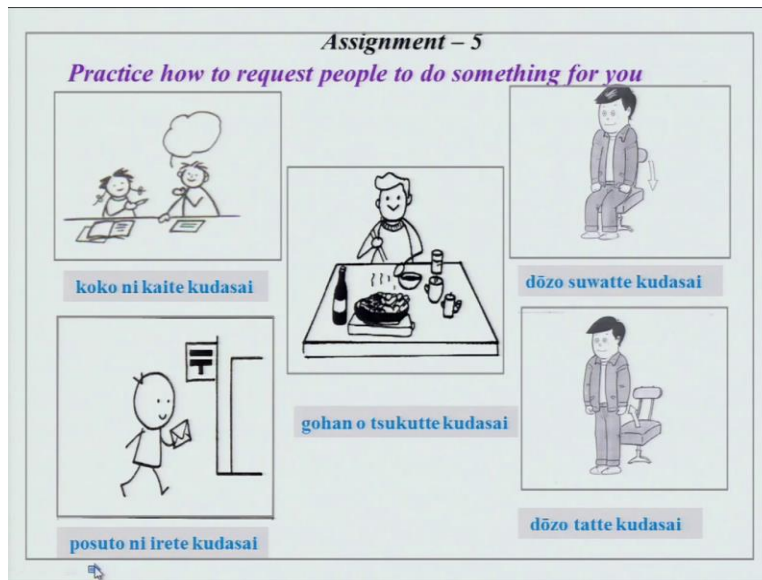
*Fill in the blanks with proper verbs.*

- a) Watashi wa kono kaban o kaimasen deshita. Haha ( **ni** ) ( **moratta** ).
- b) Tanaka san wa watashi ( **ni** ) ningyō o ( **kureta** ).
- c) Onēsan ni kono shōsetsu o ( **moratta** ).
- d) Kinō tomodachi kara akai shatsu o ( **moratta** ).
- e) Mariko san, kodomo wa doko ni imasu ka, denwa de ( **oshiete** **kudasai** ).
- f) Watashi no imouto wa Tanaka sensei kara omoshiroi hon o ( **itadaita** ).
- g) Kanai no okāsan wa watashi ni takai se-ta- o( **kureta** ).
- h) Nyūgaku shiki ni nani o ( **moratta** ) ka.

Now, fill in blanks with proper verb forms. Well, let us see, what it is. Watashi wa kono kaban o kaimasen deshita. Haha ni moratta or moraimashita. We did it in our previous lessons. We have done moraimasu, agimasu, ittathakimasu, [FL] and [FL]. So, well, hahani morai mashita, from haha, you can also put haha kara morai desuta, instead of ni. Tanaka san wa watashi ni ningyo o kureta, or kuraemashita; he gave it to me. Onesan ni kono shosetsu o moraimashita or moratta onesan ni, again the subject overhere is understood.

This is a general practice in Japanese. Even while talking, you do not say the subject again and again, it is generally understood. Kino tomodachi kara akai shatsu o moraimashita or moratta. Mariko san, kodomo wa doko ni imasu ka, denwa de oshiete kudasai; please tell, please tell me, denwa de. So, you have done kudasai, you can use [FL] overhere. Watashi no imouto wa Tanaka sensei kara omoshiroi hon o [FL] or itadaita or [FL]. Kanai no okasan wa watashi ni takai se-ta o kuraemashita or kureta. Nyugaku shiki ni nani o moratta ka, nani o moraimashita ka, can be used.

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Well, practice how to request people to do something for you. So, we have this picture overhere. Koko ni kaite kudasai, we have done this, kaite kudasai form, which is a request; you make a request to do something for you. So, well, there is another one, he is going over to the post office; this sign signifies, it is a post office; and posuto ni irete kudasai - please put it.

Then, we have someone making something sheaf probably, or maybe just Otosan is making something at home; and gohano o tsukutte kudasai; so this is a request to please make food. He is sitting on the chair, about to sit; so dozo suwatte kudasai; dozo overhere is request or actually permission to do as the verb is saying. And overhere, he is standing up, so well, dozo tatte kudasai - please stand up. So, this was your assignment.

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**Assignment-6**  
*Match group A with group B and make proper sentences*

<b>A</b>	<b>B</b>
Bus tei wa	no eiga o mitai desu
Terebi no ue ni	renga no biru no tonari <u>desu</u>
Watashi wa kyō-nen	ikitaku nai
Kodomo wa kōen de	kuruma o kaitai desu ka
Anata wa donna	asobitakunai desu
Uchi wa kirei <u>de</u>	nanatsu ringo ga arimasu ka
Rao san wa ototoshi	ginkō no mae ni arimasu
Taro kun wa hitori <u>de</u>	Europpla e ikimashita
Ginkō wa ano	rippa desu
Ryōshin wa Indo	kazoku <u>to</u> ryokō o shita

Well, there is another one overhere, match group A with group B and make proper sentences. These are all jumbled up overhere, and let us see what it is. Bus tei wa – ginko no mae ni arimasu; wa and ni; ni overhere is for arimasu which shows place ni arimasu; shows something is there at a certain point or location. Terebi no ue ni – nanatsu ringo ga arimasu ka. Watashi wa kyo-nen – kazoku to ryoko o shita, [FL] can also be added overhere; [FL], that makes it very clear. Kodomo wa koen de – asobitakunai desu; asobitai is, i want to do; asoditakunai is, I do not want to do whatever the verb is saying.

Anata wa donna – kuruma o kaitai desu ka; donna overhere is what type of, or which kuruma o kaitai desu ka. Uchi wa kirei de – rippa desu; I just explained, de is to be used with na adjectives, so uchi wa kirei de – rippa desu; you can also say, uchi wa kirei de – rippa na uchi desu. So, when you are going to add a noun, then after na adjectives, na is going to be [FL] overhere. So, that has to be kept in mind. Rao san wa ototoshi – Europpla e ikimashita; also, you can say, itte kimashita, he has been or he went.

Taro kun wa hotori de – ikitaku nai; you can leave it here in formal, and you can also add ikitaku nai desu overhere, which makes it form. Ginko wa ano – renga no biru no tonari desu; ginko is a bank; ano overhere shows that the subject is known to the speaker and the listener, both. So, Ginko wa ano – renga (brick no) biru no building no tonari next to desu. Also, for this, you can place this with arimasu: tonari ni arimasu. Well, the last one is, Ryoshin wa Indo – no eiga o mitai desu; they want to see. So, well, this is your assignment.

And now, we have a lot of things to do today. But before, I actually start on what is given overhere, I want to tell you something that we had done yesterday. Well, yesterday we did te form of the verb; if you remember, verb in te form. And I had explained group 2, how to make te form for group 2. Simple, taberu, miru, neru, you can remove this overhere and put te or tabemasu, mimasu, or nemasu; you can remove these 3, and put te form. And you can add kudasai; so tabete kudasai, mite kudasai, nete kudasai, that is what we had done.

I, also, told you that, in group 1, there are a lot of exceptions; and because of that, group 1 becomes a little difficult to remember and to make the te form. Now, what I will do overhere is, I will explain how to make group 1. Now, you know the te form for group 1; you are little familiar with that, you will be able to grasp it easily now. We have, in group 1, verbs like uru, gambaru, suwaru, as you did just now [FL], then sawaru, hakaru, all these verbs, you will see, end in ru or ou.

Most of the verbs in group 1 will end in ru or ou. Overhere, all of them end in ru. So, what you do is, you remove the ru from here, and put te. If you remember, I had told you, group 1 is tte, and group 2 is t. So, well, this is how you would make for the normal group 1 verbs.

Now, I had also told you last time, in your previous class, that there are a lot of exceptions, all verbs ending in their dictionary form in ku, gu, bu, su, mu, nu, tsu and au verbs; so all verbs in dictionary form, in their plane form, if they end in any of these overhere, then they will not follow this pattern; they will have a different pattern. I did introduce this pattern to you a little yesterday, now we will see how these are made. So, for example, you know the verb for write, to write, kaku, the dictionary form or the plane form is kaku, overhere, kakimasu, I am sure you remember this.

So, how will you make it, kaku? Kaite; so in ku, it will be ite, or kiku, kiite, that is how it is going to be. Then, gu, nugu, overhere, nuide, this is going to be used [FL], nugu means to remove. Bu, tobu, means to fly. Now, we remove this overhere, and tonde kudasai. Then, we have, su – hanasu, overhere, hanashite kudasai. Now, mu, this verb you have done, been doing, yomu - to read, or nomu - to drink overhere; so yonde and nonde kudasai. Then, we have, nu - shinu, shinde. Tsu – matsu or motsu, will be, matte or motte.

Then, we have, 2 vowels overhere. This is also simple. This follows the normal pattern, tte pattern, these 2, au or kau, you know these 2, utte kudasai and katte kudasai. So, you will see,

there are a lot of exceptions. The general pattern for group 1 is tte. But, as I told you yesterday, you have ite, you have nde, you have ide, you have shite, also in group 1. This is all te form for you. You can do it. Please remember, when you are making te form, then always the dictionary form is very important for group 1.

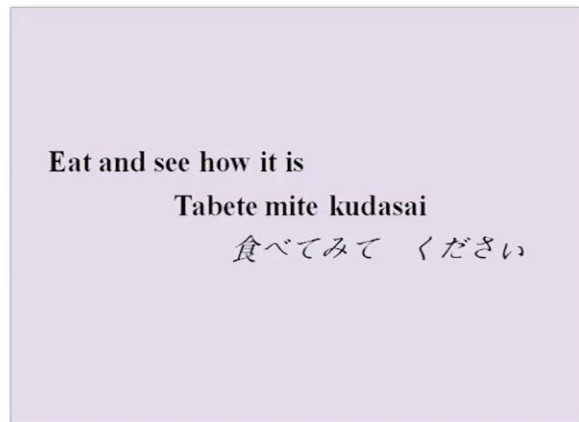
Now, we did, te kudasai, yesterday; verb in te form plus kudasai, for group 1, and group 2, and group 3. Now, today I want to do something new, something more interesting. For example, for group 2 it is tabete kudasai means please eat, or yonde kudasai. For example, I ask you and say, [FL] from the sheet that I have given you, yondai kudasai. So, what does it mean? It means that please read; it is a request and making for you to please read or do, as the verb is saying.

Now, te form, actually by using te form you say a lot of things, you can express better, you link sentences; and in short, you say a lot of things. As you will see now, this is simple, yondai kudasai, please read; but, if I just add another te form overhere, yonde mite kudasai, tell me what it means? What you think it is? Yonde mite kudasai, I have put, te form, verb in te form plus, another te form, plus kudasai; so what does it mean? Can someone tell me?

Well, yonde kudasai is very simple, please read; and yonde mite kudasai, mite is coming from misau; yonde mite kudasai, please read and see, is what it means. In a similar manner, you can have, tabete mite kudasai, please eat and see. You can also have, kaide mite kudasai. You have done the te forms, so you can join 2 te forms and put kudasai overhere, and request. In this pattern, mite, is to be kept in mind; first, te form plus, always, mite kudasai; please read and see, eat and see, go and see, check and see, write and see, listen and see.

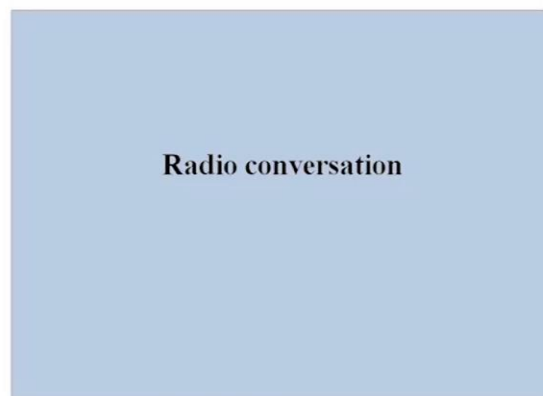


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So, anytime, tabete mite kudasai desu; this is what you are going to do; we are going to practice it now and feel more comfortable. Now, there is a small radio conversation; listen to this conversion. Now, as I have told you about, te kudasai, te plus te kudasai, both, this conversation will become very simple.

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Let us here first. [FL]

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### Kaiwa

- A: Tanaka san no otōsan no mise wa nan no mise desu ka.
- B: Denki seihin no mise desu. Denshi-renji ya terebi **nado** ga arimasu.
- A: Ea-con mo arimasu ka.
- B: Hai, ea-kon mo arimasu. Ima atsui kara mainichi **10-dai gurai** urimasu. **Zehi** mise ni kite mitekudasai.
- A: Sō desu ne. Ea-kon o kaitai kara **kondo** no shūmatsu ni **itte mimasu**.

So, what did you understand? I am sure, it was very clear. Well, I will read it once again for you. This is a conversation between A and B. [FL]. So, well, it is a simple conversation. I will explain a few things, and then as we go ahead we will do the rest in the class. [FL], mise is a shop, [FL], what do you sell overthere? [FL], denki is electrical, and seihin is goods, [FL]. Denshi-renji - microwave and terebi – extra, [FL]. There is denghi-renji, there is terebi.

[FL], air conditioners [FL]. Hai, [FL], 10-dai, dai is the counter for counting big things, [FL]. Gurai, of course, I think, we have done; and you know gurai is approximately for things; and zehi means you must come, [FL]; zehi [FL], please eat and see how it is; you must eat and see how it is. [FL], please watch the film. So, well, that is how zehi is to be used. So, this [FL], I want by thus, [FL], the week end, the coming week end, [FL], I will go and see. I will come to your shop.

You can also this polite verb; you have done it last time, irashitte kudasai, zehi irashitte kudasai, polite for itte kudasai, or kuru or iku is irassharu that is plain form of the verb for, kuru and iku, polite is irassharu. You have done more polite verbs, one you did last time and some you have done earlier, for ageru – sashiageru, for morau – itaku, for taberu – mashiagaru. So, I hope you remember this; for these verbs overhere, these are the polite verbs to be used; to seniors, to people higher in rank, or in a formal situation, always try to use these verbs. It is important. And it shows that you have done Japanese properly.

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1. 田中さんのお父さんのみせは何の みせですか。 2. 電気製品のみせです。デンシレンジ やテレビなどがあります。 3. エアコンもありますか。 4. はい、エアコンもあります。今暑い から毎日十台ぐらい売ります。ぜひ みせにきてみてください。 5. そうですね。エアコンを 買いたいから、こんどの週末に いってみます。	<h3>会話</h3>
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Well, let us see what we have next. This is all in the script, as you can see. And you can see, this is [FL], for all foreign words you will have [FL], for names you will have kanji, and also you will have kanji characters like this. Then, you have hiragana also with kanji. So, kanji, hiragana, [FL], all are used together in the script. Thus, it is essential that we learn all 3.

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A: What does your father deal in? B: Electrical appliances. We have Microwaves, TV's and many other things. A: Do you keep air-conditioners also? B: Of course, we have air-conditioners as well. It's very hot these days so we sell about 10 AC's everyday. You must come to the shop and see the things. A: I want to buy an AC so I will visit your shop during the weekend.	<h3>Dialogue</h3>
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And of course, this is the explanation as you would say in English, not an exact translation.


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*Zehi mise ni kite mitekudasai.* **Practice**



suru

Sensei no koto o kiite kudasai  
nihon-go o benkyō shite kudasai  
nihongo o benkyō shite mite kudasai



kaku


Koko ni namae to juusho o kaite kudasai  
No-to ni kanji o kaite mite kudasai  
Hiragana de kaite mite kudasai

Well, let us practice, *Zehi mise ni kite mitekudasai*, or [FL]. So, this is what you had in your conversation. So, we have Sensei teaching in class, and *Suru*. So, *Sensei no koto kite kudasai*, please listen to what Sensei is saying. Then, *nihon-go o benkyō shite kudasai*, you can have these 2 situations, also, [FL]. Then, *nihongo o benkyō shite mite kudasai*, please learn, read and see how Japanese is.

Then, we have *Koko*, someone is writing something overhere; *Koko ni namae to juusho kaite kudasai*; *Kokoni* – overhere, *namae* is name, *to juusho* is address, *o kaite kudasai* - a simple request. *No-to ni kanji o kaite mite kudasai*; *Koko ni*, *No-to ni*, notebook ni, *kanji o kaite mite kudasai*. And then, *Hiragana de kaite mite kudasai*, write it in hiragana and see. So, this is how you can practice. There can be n number of situations like this, you can make them up on your own. [FL], you can also have another one here. [FL], you can also have this; why do not you try and write it in pen or in pencil. So, all these can be there.

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*Zehi mise ni kite mitekudasai.* **Practice**



**kaku**

enpitsu o tsukatte kudasai  
enpitsu de kaite kudasai  
enpitsu de kaite mite kudasai

sensei ni denwa o shite kudasai  
sensei uchi ni iru ka inai ka denwa shite mite kudasai  
tomodachi to denwa de hanashite kudasai  
denwa de hanashite mite kudasai

There is another practice for you, let us see what it is. Well, again, kaku, once more; enpitsu o tsukatte kudasai, please use a pencil. Enpitsu de kaite kudasai, please write with a pencil. Enpitsude kaite mite kudasai, so please write and see in pencil. There could be a situation, write and see whether it works alright or not, whether it is clear or not, [FL]. Then, we have these 2 people here, and you can see a [FL] overhere, phone overhere, let us see what they are saying. [FL], please talk to your teacher. [FL], you have done this form ka and ka together where the first ka is or, and the second ka is a normal question; [FL], is Sensei present or is not present, [FL] or [FL].

Then, we have [FL], please talk to your friend on phone. And [FL], if you have a problem [FL], or [FL], please ask on phone; there could be another situation. So, you can practice. You have these pictures overhere; you can practice on your own; think up of a situation and use [FL] or verb in [FL] form plus, [FL].

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**Ya**

Particle **“ya”** like particle **“to”** is used to join nouns or noun phrases and is equivalent to **“and”** in English.

It is to be remembered that with **“to”** all things present are to be listed. Where as with particle **“ya”** only a few things are mentioned and it is understood that other's or more things are present.

**to** – A to B to C to D to and so on till everything is mentioned.

**ya** – A ya B ya C nado.

Where **“nado”** means **“and so on/etc”**.

<i>e.g.</i> A san ya B san ga kimashita	<i>A and B came.</i>
Heya ni tsukue ya hondana nado ga arimasu.	<i>There are tables and bookshelves etc. in the room.</i>


Now, we did, ya, in the conversation, and you have done, to, earlier. And you know, to, means and; when you join noun and noun 2 and noun 3; and whatever is present say, there are 10 things present overhere, you will have list all 10 things present, show all 10 things, name all 10 things, and use to there, this, to. But, if it is a very large number, if it is a lot of things somewhere, what do you do? You cannot list all of them, so what do you do? Well, to do that you will use particle, ya. Now, what does ya do? Ya, also does exactly what, to, does; it also means, and; but, noun 1, ya, noun 2, ya, noun 3, nado; meaning, there is noun 1, there is noun 2, and there is noun 3, and lot of other things.

So, basically, it lists a few of the main things that are there present, and extra is used in the end, and so on is used in the end. As you can see, is listed overhere, when we practice you will know. Well, A to B to C to D to and so on till everything is mentioned; and with ya, A ya B ya C nado, where nado means, and so on, or etcetera. So, you can see, [FL], meaning that A and B came, and some others also did come. And [FL]; so in the room, there is table, there is a bookshelf, and there are other things as well, I am only listing some of the few. So, that is what it means with particle ya.

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**Practice**

*Practice ya to*



Tsukue no ue ni nani ga arimasu ka

Tsukue no ue ni pen to tokei to kaban to techo to hon to jisho to no-to to pasupo-to ga arimasu

Tsukue no ue ni tokei ya pasupo-to ya jisho nado ga arimasu

Now, you can practice particle ya; it is very simple; it is easy to use and not exhausting. For example, you have this picture overhere, someone is pointing at something, there are a lot of things on the table, let us see what it is. [FL], can someone tell me, [FL]. Well, there are a lot of things; you have done all these; you know the names of these things; you can list them. [FL]; so you see, you have to name all the things that are present overhere. But, if you are using ya, what happens? Again, the same picture you have, and [FL]. So, you are just naming a few main things, and not naming the others, that is understood that there other things as well,

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**Practice**

*Practice ya to*



Tsukue no ue ni nani ga arimasu ka

Tsukue no ue ni gohan to pan to sakana to tamago to yasai to kukki to kudamono to niku ga arimasu

Tsukue no ue ni yasai ya kudamono ya niku nado ga arimasu

You can practice now once again. You have these things on your table. Well, there are number of things I can see. [FL]. So, you have to list each and everything. But now, if you look at this picture, what happens now, [FL], well [FL], is the 3 things that you mention and the rest is understood, that of course there are other things as well. So, now you can practice with your partner; point at the place which has lot of things and then you can practice, to, you can practice, ya.

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~dai		
<i>Counting big objects like cars, TV's, machines etc.</i>		
ichi dai	いちだい	一台
ni-dai	にだい	二台
san-dai	さんだい	三台
yon-dai	よんだい	四台
go-dai	ごだい	五台
roku-dai	ろくだい	六台
nana-dai	ななだい	七台
hachi-dai	はちだい	八台
kyū-dai	きゅうだい	九台
jū-dai	じゅうだい	十台
nan-dai	なんだい	何台？

Now, in our conversation we had, [FL]. So, dai, is the counter for counting big things; you can count machinery, you can count cameras, you can count furniture, you can count cars, vehicles, by this counter which is dai. So, let us practice once what dai is. You can repeat after me, [FL], and of course, how you will ask how many, [FL]. So, this is the kanji overhere; after the numbers you can add dai simply; there are no exceptions in this case. So, it is simple to remember ichi and dai, and nan and dai; so we have dai overhere.



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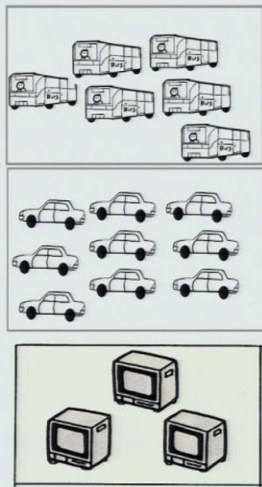
Practice ~ dai

**Mainichi 10-dai gurai urimasu**

**Basu wa nan dai arimasu ka**  
**Roku-dai arimasu**

**Kuruma wa nan dai arimasu ka**  
**Kyū-dai arimasu /desu**

**Terebi wa nan dai arimasu ka**  
**San-dai arimasu**



The slide contains three panels of illustrations. The top panel shows 6 buses arranged in two rows of three. The middle panel shows 9 cars arranged in three rows of three. The bottom panel shows 3 televisions arranged in a triangle (one on top, two on the bottom).

Now, let us see what we have for you. Well, there are number of buses overhere, [FL], so what is the question? Well, [FL]; or, you can say [FL]. Then, we have so many cars overhere. Well, 3 and 3, 6, and 3, 9. So, how many of them in all? [FL], or [FL]. One thing I just would like to tell you is, when you are practicing, please repeat everything as it is; it is not given overhere in that manner. But, please, when you ask the question, [FL], please say, [FL] or [FL].

Simple reason is that initially in the beginning, it is always better to practice like this, you can revise, you can get used to the sounds, you can remember all the vocabulary that is being done. And later on, once you are comfortable, then you can just reply in a simple manner as is given overhere. Well, the third picture is we have few TV's overhere. [FL], or [FL]. So, this is how you can practice.

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Now, as I always do, we will do some kanji because we been doing a lot of new things, learning a lot of new things, lot of vocabulary, lot of new words, we will do simple kanji today, very simple character. A very simple character which you already know and we have done a lot of words with this. The character is, you can see overhere, it is hana. Hana, you already know is a flower. So, well, that is how it is made – 1, 2, 3, 4, 5, 6, and 7; once again, 1, 2, 3, 4, 5, 6, and 7. Please remember, it is a 7 stroke character, hana.

And, what can you remember from hana? Well, one word that you know is [FL], a flower shop. Another word that you know is hanami which you did a couple of lessons back, which is giving cherry blossoms. And today, we will do ikebana. Ikebana is, of course, the art of arranging flowers which is very famous and known all over the world. We will do that today. This first character that you see overhere, you have already done; this means, to live or to be born; and hana is flower, it is ikebana.

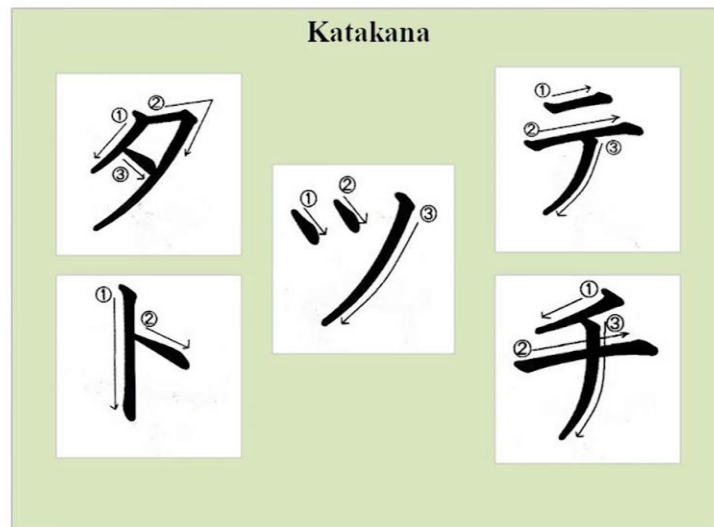
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Kanji		
kusabana	草花	flowering plant
hanaya	花屋	flower shop
hanami	花見	viewing sakura
hanabi	花火	fire works

There are some words: kusabana is flowering plant; hanaya, as I told you just now, is a flower shop; hanami, you have already done, is viewing cherry blossoms or sakura blossoms; and hanabi, which is a new word, is fireworks; and why fireworks? Because, the fireworks that you see generally comes out is a flower, hanabi. So, this is a new a word for you, fireworks. This character you have done; this means fire.

Well, now, katakana for you. As we always do, this is basically for you to learn the stroke order. Sometimes, we forget the stroke order, and though, of course, you can write the characters, it is not such a big thing; you can write the characters, but when you are actually writing in Japanese, then going to the next character becomes a little difficult if your stroke order is not proper.

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So, we have [FL] series, [FL], you can see the stroke order clearly; [FL] c h i [FL] and [FL]; then, [FL], as you can see, [FL] starts from the top, so 1, 2 and 3; then we have [FL], 1, 2, and 3, you can see how angular they are, how pointed they look, because these characters have been made, have come from kanji characters which are actually lines in very angular. So, katakana is very masculine, and on the other side, hiragana is quite feminine; [FL], similar to [FL], without that horizontal line. So, you have all of them overhere, in front of you. You can practice this at home and feel more comfortable.

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The illustration shows a well with a red wooden bridge over it. A yellow cat is sitting on the left side of the well, looking at a blue thought bubble above it. A green frog is sitting on the right side of the well, looking at a blue thought bubble above it. The well is filled with dark blue water, and a small blue pond is visible in the center. The background is a light blue sky with a white cloud.

**Kotowaza**

井の中のかわず大海を知らず I no naka no kawazu, talkai o shirazu  
People judge things from their own experience  
and do not try to learn about the world outside

井	well	中	inside
大海	ocean/waterbody	知らず	do not know

Now, what is this look like? You have a well, you have this small living creature overhere which looks like a frog, and this is a kotowaza; kotowaza is a saying, a proverb. So, what does it look like? Can you tell me? Does it remind you of something? Does it remind you for a proverb in Hindi or in English? Well, that is exactly what it is; you will read overhere now, [FL]; I is [FL], which is a well; [FL] is inside; and [FL] is the [FL] overhere, the frog overhere; [FL] is a big large water body or the world, you could say; [FL], does not know.

So, well, [FL], meaning that people generally judge others, as is given overhere, from their own experiences. Well, this is very true; you judge people from what you have done, you have seen, your own experience, but that does not mean that you should not learn more, you should not be like this frog, very happy where he is not even knowing that there is a big world outside. There are people who are greater than you, people who are more knowledgeable than you, there are bigger things than this well.

So, please, everybody should come out of their zones and try to learn more, try to see the world more, and try to understand that there is much more than what you have seen. So, for us also here we are doing Japanese, we should learn as much as we can, and not be very happy and content that this is all. There is much more to learn, many more things to know about. So, we should all try to do that, [FL] is a well, [FL] is ocean or a water body, [FL] you already know, and [FL] is do not know. So, well, try to learn as much as you can.

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Vocabulary		
abunai	あぶない	dangerous
ido	いど	well
taikai	たいかい	ocean
shiru	しる	to know
shirazu	しらず	do not know
nuugaku	にゆうがく	joining school
shiki	しき	ceremony
kawazu	かわず	frog

There are lots and lots of things to learn; one of them we will do right away after this vocabulary section. Well, abunai means dangerous, ido is a well, taikai is ocean or a water body, shiru is to know, shirazu means do not know, nuugaku is joining school, and shiki is the ceremony where you go to school, you get a lot of things, and it is a big thing in Japan, in April children join school and their parents give them lot of money, lot of good things, because they are going to school; and kawazu is a frog.

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So, well, as I told you, there is lots to learn, there are lot of things we do not know about. So, well, one of them, what is this look like? What do you think when look at this picture? This is a picture of some flowers, and someone doing something with the flowers, what is it?

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Well, there are more of these pictures. You see this flower decoration, a special way of decorating flowers; this is called Ikebana.

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There is more. You can see, there are some twigs and something has been put together, some bamboo sticks are there, some flowers, some seeds, done up in a way nicely; it looks beautiful. Not too many flowers, but well, it still look pretty, so what is it? It is ikebana, the very famous art of decorating flowers in Japan that is called ikebana, playing with living plants, living flowers is ikebana.

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It is very important to keep in mind the structure of the flower arrangement as it is based on a scalene triangle and symbolizes heaven, earth and man. Besides this the decorating vase, pottery used, twigs and stems and green leaves play a very important role in the decoration.

It is interesting to note that Ikebana came to Japan along with Buddhism via the silk route in the 7<sup>th</sup> century. Offering flowers at the altar is a part of worship in India and Buddhism having evolved in India, this practice was apparently adapted into Buddhism. Ikebana evolved from this practice of decorating the altar and offering flowers to Buddha as part of worship some where around the 15<sup>th</sup> century and was taught initially by the priests themselves. Much later it developed into a creative art form.

The spiritual aspect of Ikebana is considered very important to its practitioners. Silence is a must during the arrangement of Ikebana. As Ikebana teaches patience and tolerance and sets our hearts at rest, it is a time to appreciate nature that people often overlook in their busy lives. Studying Ikebana is studying oneself in nature as the artist communicates with living plants during the arrangement.

Now, ikebana is a traditional art form of Japan. It is arranging flowers beautifully; all of it is given over here. There are 2 kanjis to it; [FL] means to live, and hana as we already did is flower which is [FL] over here. Why it is important or why it has become such a big thing is, because it is a very disciplined art form. Eventhough it does not look as if it is been done in a very disciplined, organized, systematic manner, it has lot of things that have to be kept in mind, lot of things that need to be looked into and covered when you doing ikebana.

And, each arrangement itself is unique. Everytime you make a flower arrangement, the arranger decides as to what he wants to make, and then that arrangement is made, and the feeling is conveyed through the arrangement. Now, it is very interesting that ikebana was not there initially in Japan. And it has come from actually India. And how it has come from India is very interesting. Because, Buddhism went to Japan from India, and in India we have tradition of decorating the deity or decorating the altar with flowers, as you can see over here.



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And, this thought went with Buddhism to Japan, and the Buddhist priests started decorating the altar of Buddha with flowers. Slowly, over a period of time, it became, it developed into this art. Initially, the priests in Japan would be decorating the altar, they would be teaching how to decorate flowers overthere, how to decorate the deity with flowers, but slowly others tookover and then it became into a big art form.

Now, the basic construction of Ikebana is a triangle; and basically meaning, heaven, earth and man, and that is how you would decorate your flower arrangement all the time. I will show you the pictures, and you will see that there is a triangle all the time. And it is not just about flowers being put in a bowl or in a inner vase; how they are put, what is behind decorating, what is behind the arrangement, what flowers you will use, what kind of other objects or decorating material you will use to make the arrangement, is also very important.

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And, there is a lot of patience involved in doing ikebana. And less is more; they, the arrangement generally has a lot of empty space, very few flowers are used, lots of twigs are used, there are different styles, and specially space is left for imagination. So, that is the most important part.

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And, another very important part about ikebana is, that it gets you, brings you close to nature. So, there are a lot of things mentioned over here. You can read it.

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**Saga goryu style**



Saga Goryu Style is a very traditional flower arrangement pattern. It introduces visual and spiritual pleasure into daily life through Ikebana. In Saga Goryu Ikebana, before arranging flowers, there is a practice of reciting a Buddhist sutra, to calm the body and mind, to be at peace with oneself and nature.

And, you can look at these pictures. There are different styles of Ikebana, very few flowers, how they are arranged; you can see the slant, the twist, and it is always very beautiful. The simpler it is, the better it looks, that is the concept of Ikebana.

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**Saga goryu style**



<http://www.ikebanahq.org/chiko.php>



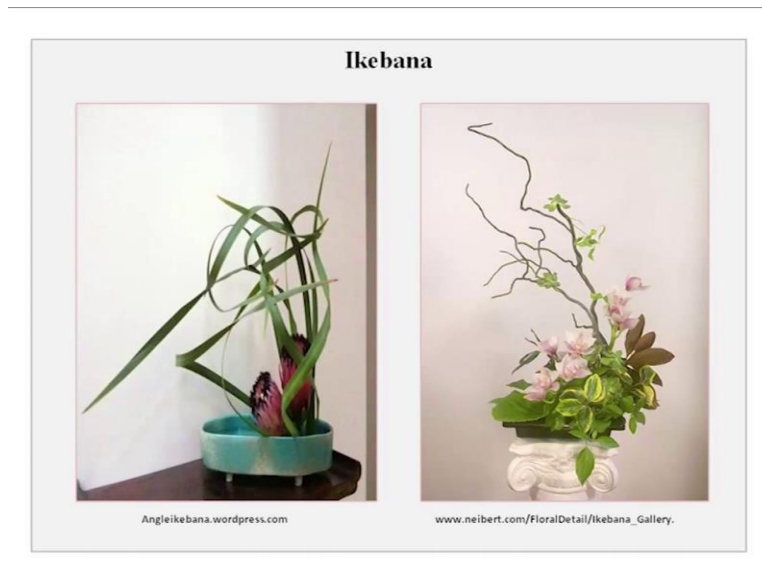
<http://www.ikebanahq.org/chiko.php>

The flower decoration of this style includes accessories, like seasonal fruits, vegetables or flowers, Japanese dolls or ningyou, exotic local pottery, ornamental vases or any other aesthetic decoration giving meaning to the floral arrangement. Sand is often sprinkled at the base to give depth and feeling to the floral form representing harmony and pleasure from simple things.

<http://www.ikebanahq.org/chiko.php>

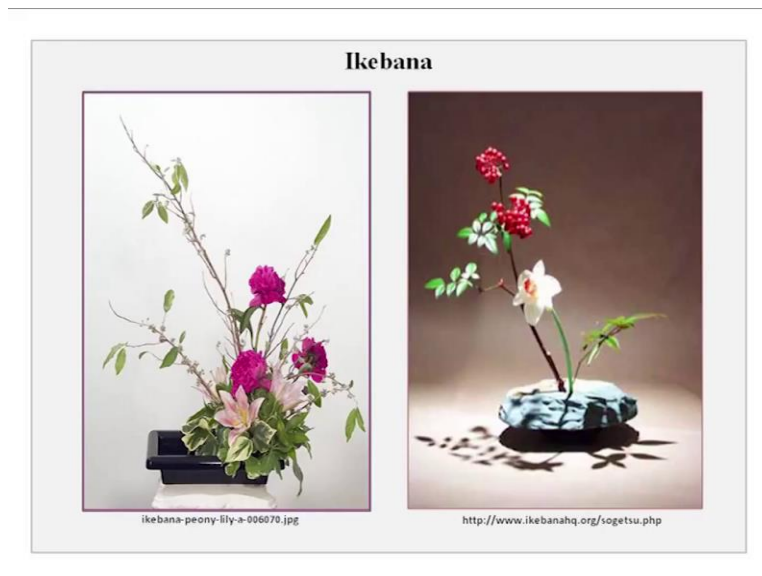
So, well, you can see, they decorated like this also, with a lot of other things; in some cases, sand is a must, in some cases twigs are a must, leaves are a must; sometimes, it is only flowers, sometimes it is only green leaves.

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You can see overhere these, leaves are there, very few flowers.

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Then, it is done up only with flowers. You have these stems pointing with no flowers on top. So, all these, this is all ikebana; fruits are there, you can see; the different kinds of ikebana, different kinds of decoration; and brings you close to nature and teaches you patience, that is the most important part of ikebana. So, well, you can read lots more on the net. These pictures are also from the net, from Wikipedia. You can go, look it up, the links are there. And now is your time, you have to do your assignments; you have to go over what we have done today.

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*Assignment – 1*

*Tick the appropriate word from the parentheses*

- a) Rao san wa (o-ikutsu, dono, ikutsu) desu ka.
- b) Ashita doko e (itta, iku, ikanai) ka.
- c) Asoko no kata wa ( donata, doshite, dore) desu ka.
- d) Rao san wa (nani, doko, dore) no chokoreto o tabeta ka.
- e) Tanaka san no kaisha wa otaku ( made, mada, kara) chikai desu.
- f) Kono jitensha wa (muzukashii, benri, kantan ) desu.
- g) Mondai wa (kashikoi,, kantan , muzukashii) desu.
- h) Mainichi ( dare, dore, doko) de shokuji o shimasu ka.

Well, choose the correct options.

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*Assignment – 2*

*Fill in the blanks with appropriate particles*

*e.g Hon wa soko desu.*

- a) Rao san wa tokidoki shokudo ( ) tabemasu.
- b) Kinou watashi wa Rao san ( ) aimashita.
- c) Tokyo wa Nihon ( ) shuto desu.
- d) Kesa otousan ( ) tenisu o shimashita.
- e) Watashi wa maiasa uchi ( ) shinbun ( ) yomimasu
- f) Rao san wa shuumatsu ( ) nani ( ) shimasu ka.
- g) Watashi no haha ( ) daigaku ( ) hatarakimasu.
- h) Imouto san wa itsu Amerika ( ) irasshaimasu ka.

So, there is fill in the blanks.

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*Assignment – 3*

*Write the correct reading of the kanji characters given below*

- a) **sensei** (千生、先生、千左)
- b) **kyou** (今日、分日、日今)
- c) **umu** (玉む、生む、年む)
- d) **ashita** (明、明日、朝)
- e) **kaimasu** (買います、貝います、見ます)
- f) **hanashi** (舌します、話します、読みます)
- g) **kyuujitsu** (休日、木日、休み)
- h) **go-nin** (語人、五人、五イ)
- i) **kesa** (朝、今朝、明日)

Then, do your kanji.

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*Assignments - 4*

*Change Verb form to (te kudasai and naide kudasai) 'please do' and 'please don't do'*

- a) Koko de shashin o ( ) do not take a picture.
- b) Kono gyūnyū o ( ) drink.
- c) Koko no komputa o ( ) do not use.
- d) Atsui kara mado o ( ) open.
- e) Ookii koe de ( ) do not talk.
- f) Minasan, koko ni ( ) write.
- g) Abunai kara koko ni ( ) do not stand.
- h) Samui kara doa o ( ) do not open.

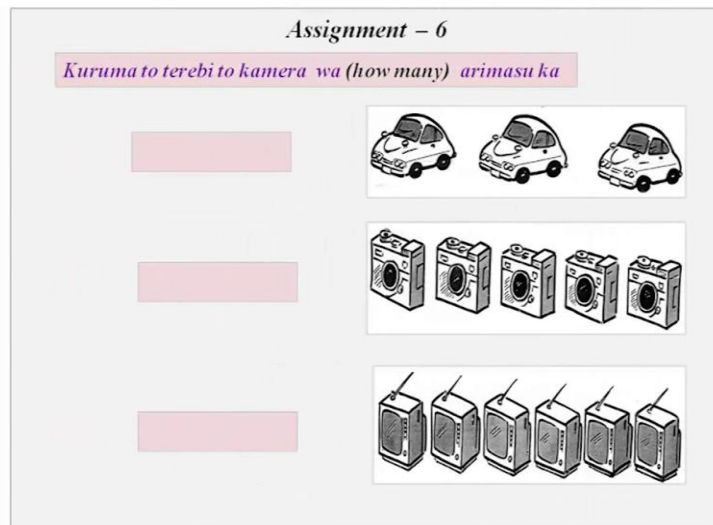
Again, use proper verb forms overhere.

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Look at the pictures and tell, what they are doing or what they are not doing.

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And, you have your counters to do. So, there are a lot of things that you have to do today. Go home, practice all of this, do it loudly with your partner, feel comfortable and try to use it in conversation as much as you can. So, well, till our next class [FL].

Thank you.