

**Introduction to Japanese Language and Culture**  
**Prof. Mrs. Vatsala Misra**  
**Foreign Language Program**  
**Indian Institute of Technology, Kanpur**













**Lecture - 31**  
**Kanji ga kakemasu**  
**I Can Write Kanji**

Hello everybody, welcome to the class once again; are you all ready to learn more Japanese new verb forms and more about Japan. Well, if that is the case, then, well, let us do something new today. Let us learn how to say that I can do a certain thing in Japanese, also some new simple kanji's which we have earlier done as words, something new about Japan, and, of course, lot of other expressions and vocabulary. So, well, before that as we always do, we will go over our assignments and let us see what you have done.

(Refer Slide Time: 01:16)

**Assignment – 1**

*Match the words in column A with pictures in column B*

a) naka	7			
b) ue	2	1	2	3
c) urusai	9			
d) sumetai	5	4	5	6
e) muzukashii	8			
f) shiroi	4	7	8	9
g) ushiro	1			
h) atsui	3			
i) nagai	6			

So, well the first assignment; you have some pictures in this assignment. Some words are given here and you have to match with the pictures. So, the first one is naka which is over here neko wa hakono no kani imasu. Then we have ue which is over here Tanaka san wa zosan no hana no ueangi imasu. Urusai urusai desu sumimasen choto yame te kudasai sushte sumetai; sumetai as in touch sumetai desu kori wa sumetai desu muzuka shi mondai is muzuka shi. So, well, mondai wa shukashi desu kara Tanaka san wa ima kangai te imasu. Then we have shiroi and what is

shiroi? Gohan wa shiroi e desu, then ushiro butasan desu me butasan butasan ushiro desu the back behind backside. Atsui ima atsui desu sushite, nagai shinkan sen wa nagai desu. So, well, this was exercise one.

(Refer Slide Time: 03:06)

**Assignment – 2**  
*Look at the pictures and tell what they are doing.*

1	kiite imasu	2	utatte imasu	3	hataraitte imasu	4	nonde imasu
5	tsukarete imasu	6	asonde imasu	7	tabete imasu	8	yonde imasu

Well, let us see what we have here. You have a lot of pictures here and you have to tell what they are doing. So, well, you have to practice your te imasu form the continuous form. So, well, the first te imasu or continuous form is kiite imasu kite imasu listening, utatte imasu singing or this could also be guitao hiite imasu. Hiku is the verb hiite imasu, then we have hataraitte imasu. Tanaka san wa ima hataraitte imasu. Then Tanaka san wa ima bereau nonde imasu. Ojisan skarite imasu ko tomodachi wa okasan to ishoni asonde imasu. Tanaka san wa oishi gohaan o oishi nikun o tabete imasu. Shuste ima shosetsu o yonde imasu.

So, well, this is continuous tense te imasu and de imasu form. You will see again over here that you have ite, you have tte, you have nde, you have only te for group two and you have again te over here for group two. So, well, you have to keep in mind that group one is tte most of the time and group two is te.

(Refer Slide Time: 05:14)

### Assignment-3

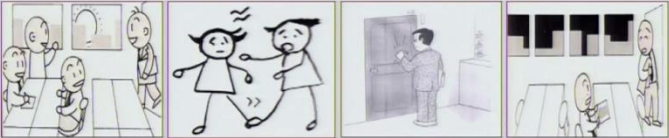
Combine the sentences with *-te* form of the verb and make one meaningful sentence. (e.g. *uchi e kaerimasu. Terebi o mimasu. Uchi e kaette terebi o mimasu.*)

- a) **Watashi wa 6-ji ni okite, sanpo o shimasu.**  
(*Watashi wa 6-ji ni okimasu. Watashi wa sanpo o shimasu.*)
- b) **Tomodachi wa basu ni notte, uchi e kimashita.**  
(*Tomodachi wa basu ni norimashita. Tomodachi wa uchi e kimashita.*)
- c) **Mariko san wa jikken o shite, repo-to o kaite, uchi e kaerimasu.**  
(*Mariko san wa jikken o shimasu. Mariko san wa repo-to o kakimasu. Mariko san wa uchi e kaerimasu.*)
- d) **Watashi wa uchi e kaette, gohan o tabete, terebi o mimasu.**  
(*Watashi wa uchi e kaerimasu. Watashi wa gohan o tabemasu. Watashi wa terebi o mimasu.*)
- e) **Watashi wa gakkō de sensei no kōgi o kiite, sakubun o kaite, sensei ni misemasu.**  
(*Watashi wa gakkō de sensei no kōgi o kikimasu. Watashi wa sakubun o kakimasu. Watashi wa sakubun o sensei ni misemasu.*)

Now combine the sentences with te form of the verb and make one meaningful sentence. The sentences are given over here; you are supposed to combine them. I am sure you can do this on your own without me having to read it out to you. You will notice over here *watashi wa uchi e kaette, gohan o tabete, terebi o mimasu*. What you have to do see in te form is that the order is very clearly given *uchi e kaette, gohan o tabete, terebi o mimasu*. After this, I will do this and then I will do this. So, that is what is important over here and you can see a lot of things in one sentence with te form.

(Refer Slide Time: 06:11)

**Assignment- 5**  
*Look at the picture and write the appropriate phrase / expression*



*ohayogozaimasu*  
*sumimasen*  
*gomenkudasai*  
*gambatte ne!*

Now there are a lot of pictures here and you have to write expressions or phrases. What do you do in this situation when you enter office or classroom or may be your gymusho; what do you do? Well, what do you say in the morning? When you enter, you can see the sun is shining bright. So, well it is ohayogozaimasu; please repeat after me once again to get the correct pronunciation. It is ohayogozaimasu with the rising intonation and with men you could just say ohayo also ohayo with just by raising your hand.

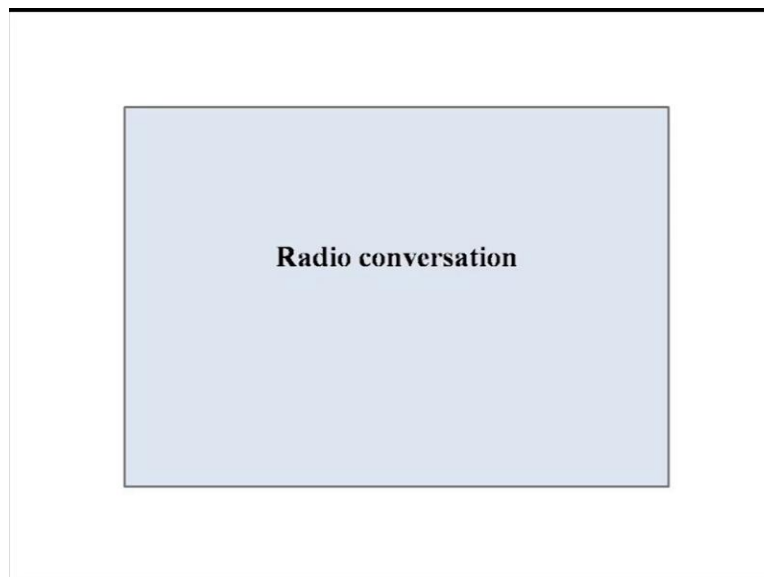
The second one is this person has just stepped on someone's foot. So, well what do you say? Sumimasen sumimasen or you could also say gomenasai gomenasai gomenasai or sumimasen. Well, the third one is someone comes knocking enquiring about you, is someone around, is someone there? Well it is gomenkudasai again with the rising intonation gomenkudasai. So, you can see is someone around and then over here someone is writing a report or probably writing an exam or may be just working, and this gentlemen over here is about to leave. So, well what does he say? Gambatte ne gambatte ne meaning that work hard keep working. So, well this was your assignment which I had given you; I hope you did it well and everything is alright. You are comfortable now speaking in the language, comfortable with conversation. So, well we will do something new today.

(Refer Slide Time: 08:25)



We will do I can write kanji; I have the ability to perform a certain action. Now let us see how we are going to go about it. Well, the first thing is the radio conversation which we will listen to and then we will do the explanation.

(Refer Slide Time: 08:44)



Ima nodo ga kawakimashita kara nanika nomitai desu.

Nani o nomimasu ka.

Nan demo ii desu.

Sumetai mono o nomimasho.

Sumimasen, sumetai mono o nomimasen.

Doshite.

Noda ga itai kara nomenai.

Ja, sumetai mono o nomanaide atsui kocha o nomimasho.

So, well how much did you understand?

(Refer Slide Time: 09:22)

**Kaiwa**

**A:** Ima nodo ga **kawakimashita** kara **nanika** nomitai desu.

**B:** Nani o nomimasu ka.

**A:** **Nan demo ii desu.**

**B:** **Sumetai mono o nomimashō.**

**A:** **Sumimasen, sumetai mono o nomimasen.**

**B:** **Doshite.....**

**A:** **Nodo ga itai kara nomenai....**

**B:** **Ja, sumetai mono o nomanaide atsui kocha o nomimashō.**

Here is the conversation; I will read it out to you once and then I will explain. So, well this is a conversation between A san and B san. A san to B san no kaiwa desu dore de yomimasu ne. Ima nodo ga kawakimashita kara nanika nomitai desu. Ima now, nodo is throat, ga kawakimashita it is dry, kara is reason, nanika something, nomitai des I want to have. My throat is dry. Thus I want to have something Ima nodo ga kawakimashita kara nanika nomitai desu. You can also use plain form over here kawaita kara nanika nomitai desu.

Nani o nomimasu ka. Nan demo ii desu; anything is alright, he is ok or good. Sumetai mono o nomimasho we just did sumetai in our assignment; sumetai is cold not as in weather but as in

touch Sumetai mono o nomimasho. Sumimasen, sumetai mono o nomimasen. So, direct I will not have sumetai mono; mono is things actually with sumetai mono when you add it like this or make one word out of it, then it means something cold o nomimasen. And now well, doshite meaning why; why do you want to have this or why you do not want to have a certain thing? Noda ga itai kara nomenai; nodo is again as I told you throat ga itai kara.

So, you are giving reason over here. Thus, I will not have I cannot have nomenai. Ja, sumetai mono o nomanaide atsui kocha o nomimasho. So, well let us not have something cold; let us have something hot. So, we have three words over here. Kawaki mashita which means dry, nomenai which shows that I cannot have something and nomimasen a direct no over here.

(Refer Slide Time: 12:22)

会話

A: 今のどがかわきましたから なにか  
飲みたいです。

B: 何を飲みますか。

A: 何でもいいです。

B: じゃ、冷たいものをのみましょう。

A: すみません、つめたいものを飲みません。

B: どして.....

A: のどがいたいから 飲めない。

B: じゃ、つめたいものを飲まないで暑いものをのみましょう。

So let us see; this of course is again in the script, and you can practice your hiragana and your kanji over here. Some kanji's are a little difficult, but well, you should be able to recognize them even if you cannot write them.

(Refer Slide Time: 12:40)

**Dialogue**

**A: My throat is dry. I want to drink something.**  
**B: What will you have?**  
**A: Anything....**  
**B: Let's have something cold.**  
**A: Sorry I cannot have something cold.**  
**B: Why?....**  
**A: My throat is paining so.....**  
**B: Well, in that case lets not have something cold, let's have hot tea.**

This is your translation. Sometimes it may sound very odd; for, example my throat is dry is a literal translation I want to drink something. That is not what you would say in English; you would say something entirely different, let us have something to drink. Well I am thirsty; let us have something to drink. So, little translations sometimes seem very odd. So, you have to be very careful when you are talking.

(Refer Slide Time: 13:20)

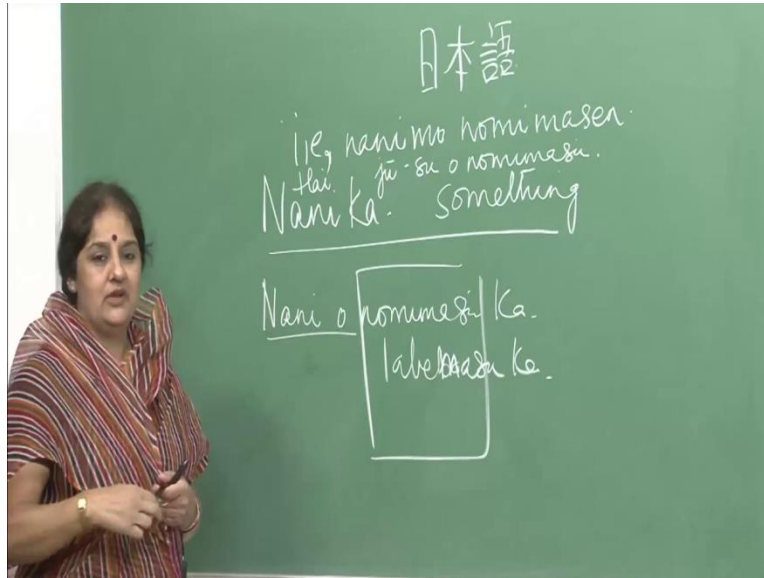
**Nani~**

<b>Nani o nomimasu ka.</b>	<b>Jū-su o nomimasu</b>
	<b>Nan demo ii desu</b>
<b>Nanika nomimasu ka.</b>	<b>Iie, nani mo nomimasen</b>
	<b>Iie, nanimo nomitakunai</b>
<b>Nani o nomitai desu ka.</b>	<b>Nani mo nomitakunai</b>
	<b>Kocha o nomitai</b>
<b>Nani ga ii desu ka.</b>	<b>Jū-su ga ii desu</b>
	<b>Nan demo ii desu</b>



Now there was a word in the beginning nani.

(Refer Slide Time: 13:32)



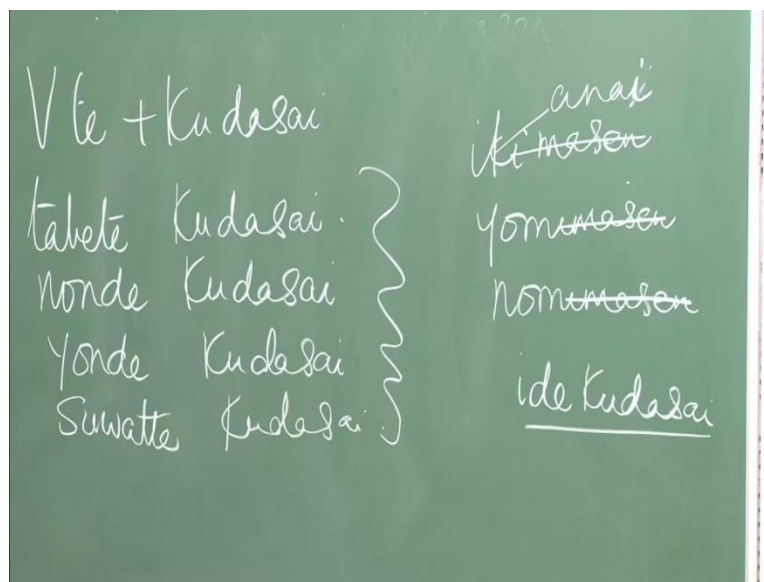
nani nani ka, we have done this earlier also; nani ka means something. So, well, nani o nomimasu ka or nani o tabemasu ka, nani o nomimasu ka nani o tabemasu ka direct question watashi wa juse o nomimasu, watashi wa kaeki o tabemasu direct answer direct question. Nani ka nomimasu ka will you have something nani o nomimasu ka polite question what will you have. Nani ka nomimasu ka will you have something, iie, what should the answer be? Iie nani mo nomimasen, iie nani mo nomimasen, Nani ka nomimasu. Iie nani mo nomimasen or you could also say Hai, ju su o nomi masu.

So, well there are different combinations; I have it here for you. We will do it from here. You can see very clearly. Nani o nomimasu ka. Ju-su o nomimasu or nani mo nomimasen. I will not have anything or you could also say nan demo ii desu, anything is alright. So, for this question, any answer could be there Ju-su o nomimasu ju-su o nomimasusen, nan demo ii desu or you could also ask Nanika nomimasu ka. Iie, nani mo nomimasen I do not want to have anything or iie, nani mo nomitakunai. I do not want to drink anything, then you could also have Nani o nomitai desu ka. Nani mo nomitakunai I do not want to have anything or you could also say kocha o nomitai I want to have kocha.

Then you could also ask a question nani ga ii desu ka. What would you like to have what do you prefer nani ga ii desu ka. Ju-su gai ii desu I would prefer juice or you could also say nan demo ii desu, anything is alright. So, there is a difference in all of these; please try to go over it, see, practice and you will be more comfortable Nani o nomimasu ka, nanika nomimasu ka, Nani o nomitai desu ka and nani ga ii desu ka. And of course you could also name the thing you want to offer to the person.

For example, ju-su o nomitai desu ka, kocha o nomitai desu ka or in a polite way over here instead of this you could ask kocha wa ikaga desuka kochi wa ikaga desu ka. So, they could say juice ju-su wa ju-su ga ii desu or kohiga ii desu or kochi o nomimasu ju-su o nomimasu. So, over here you could use these nani ka nan demo nani mo nani o nani ga, any of these and ask your partner practice and feel more comfortable.

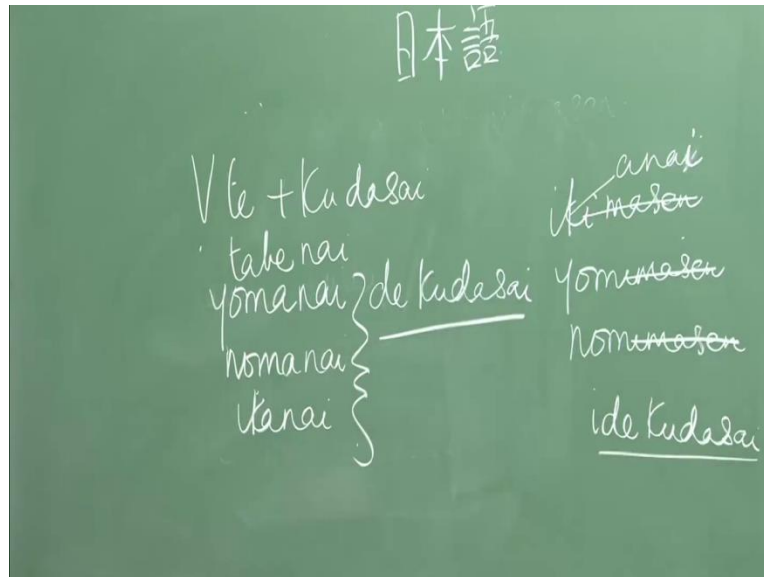
(Refer Slide Time: 18:01)



Now we have done verb in te form plus kudasai tabete kudasai tabete kudasai. Now this is please eat tabete kudasai, please drink nonde kudasai, please read yonde kudasai, please sit suwatte kudasai. So, now how would you say please do not do this action. Well, it comes from you have done ikimassen negative; you have done yomimassen, nomimassen. So, what is the negative? Ikanai, so ikanai, yomanai, nomanai. Now you just need to add de kudasai over here. Remove

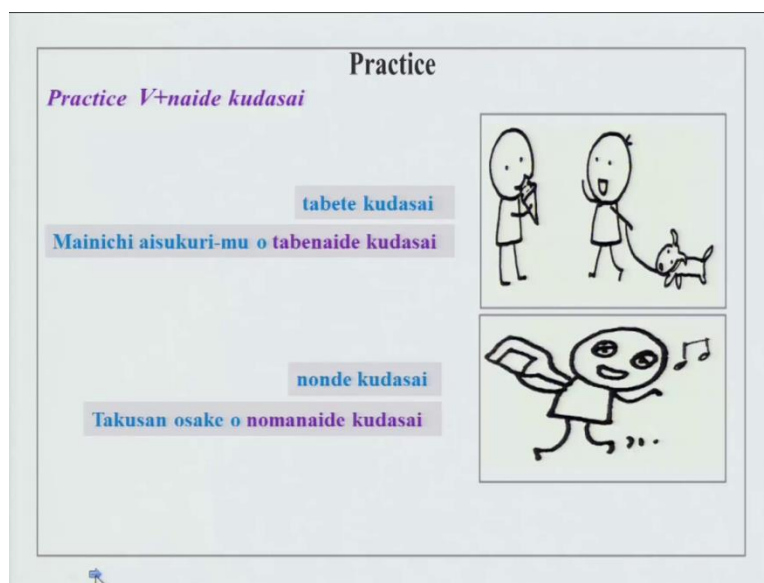
the i from here ikanai de kudasai, yomanai de kudasai, nomanai de kudasai; I will just write it down for you over here.

(Refer Slide Time: 19:57)



Yomanai de kudasai, nomanai de kudasai, ikanai de kudasai, tabenai de kudasai. So, please do not drink, please do not read, please do not eat and please do not go te kudasai and de kudasai; now you can practice over here.

(Refer Slide Time: 20:42)



There is a picture of these two people taking this dog for a walk and someone is eating ice cream. So, well tabate kudasai please eat, and what is the negative? I told you just now mainichi aisukuri-mu tabenaide kudasai. Then we have someone has had lot of beer probably or wine to drink and is singing and dancing. So, well nonde kudasai please drink is the te kudasai form and then Takusan osake o nomonaide kudasi; osake is liquor or the Japanese local rice liquor which is very popular Takusan osake o nomonaide kudasi please do not drink too much osake or another te form could be utathte kudasai please sing or utawanaide kudasai. So, any of these you could use and practice with your partner.

(Refer Slide Time: 22:14)

**Kaiwa**

**Tanaka:** Rao san shigoto ga **owatte kara** nani o shimasu ka.

**Rao:** Uchi e **kaette**, **kodomo to asobimasu**.

**Tanaka:** **Mainichi sō** shimasu ka.

**Rao:** Iie, tokidoki shimasu.

田中: ラオさん しごと が **終わって から** 何を します か。

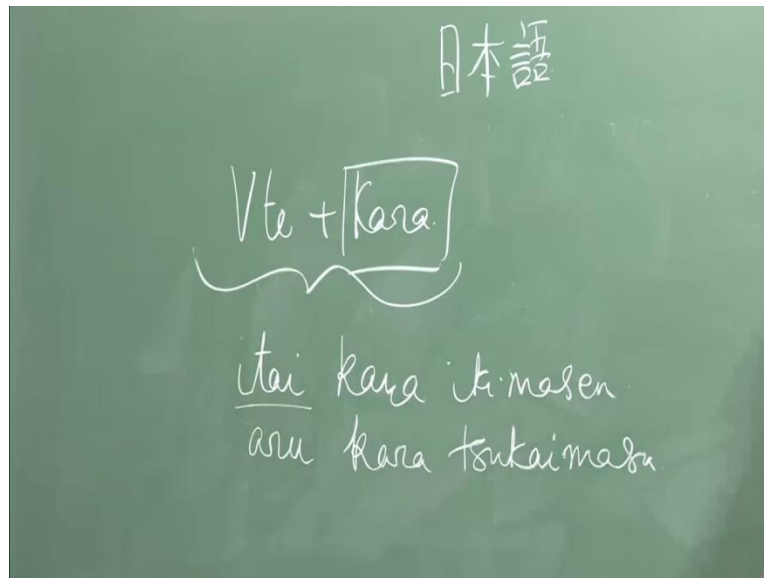
ラオ: うち へ **帰って** 子供 と **遊びます**。

田中: **毎日** そう します か。

ラオ: いいえ、とこどき します。

Now we have been doing te form a lot in these past lessons; we have done te kudasai, te imasu. We have done two te forms in succession and imasu. Now today we will do verb in te form plus kara.

(Refer Slide Time: 22:40)



Verb in te form plus kara; if you remember this kara we have practiced in another way earlier with i adjectives; for example, giving reason itai kara ikimasen. You have also done it with plain verbs in your previous lesson koko ni aru kara tsukaimasu. So, well atamaga itai kara my head is paining; thus, I will not go or it is over here thus I will use it. So, you are giving reason over here; this is not reason please verb in te form plus kara. You will see from the kaiwa over here; this is a kaiwa between Tanaka san and Rao san; I will just read it out to you.

Rao san shigoto ga owatte kara nani o shimasu ka.

Uchi e kaette, kodomo to asobimasu.

Mainichi so shimasu ka.

Iie, tokidoki shimasu.

So, well shigoto is work Rao san shigoto ga owatte kara; owatte kara is after your work is over, and please over here when you are using this form, it is always in the future. You are talking of future; after your work is over, then what will you do? So, it is not present; it is future. You can see now from here Rao san shigoto ga owatte kara nani o shimasu ka, what do you do when your work finishes? Uchi e kaette I generally go home and play with my children. Mainichi so shimasu ka, you do it every day? Iie, tokidoki shimasu. So, it is not happening in the present; it is

not past. It is just enquiry one and then it is also always for future action that has not happened as yet. So, please with te and kara form remember that the action is not over; it will happen sometime later.

(Refer Slide Time: 25:27)

~te kara



**Kaisha e itte nani o shimasu ka.**  
会社へ行って何をしめますか

**Kaisha e itte, buchou to soudan shite repo-to o kakimasu.**  
会社へ行って、ぶちょうとそう  
だんして、レポートを 買います

**Uchi e kaette kara nani o shimasu ka.**  
うちへ帰ってから何をしめますか

**Uchi e kaette shower o abimasu.**  
うちへ帰ってシャワを あびます

Over here, you can see we will practice te kara form over here. Kaisha e itte nani o shimasu ka, kaisha e itte, buchou to soudan shite repo-to o kakimasu; so, what will you do once you reach office? itte nani o shimasu ka, well kaisha e itte, buchou to soudan shite; soudan is I will talk to him. I will consult him and then repo-to o kakimasu. So, it is all happening later and not has happened. Well, there is another one Tanaka san is taking a bath. So, well, uchi e kaette kara nani o shimasu ka; what do you do once you reach home? Well, uchi e kaette shower o abimasu. So, once I reach home after that I take a shower.

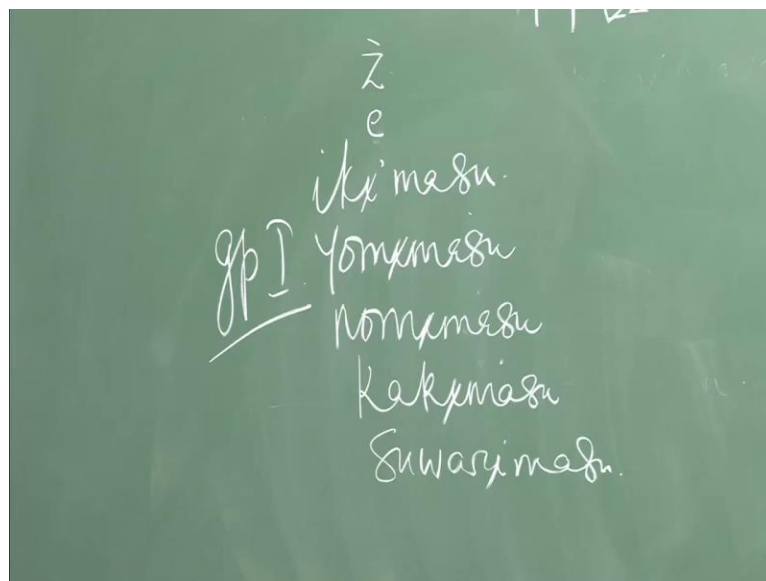
So, in your previous lesson you did te imasu lot of te verbs; you say a lot of things in one sentence. Well, with kara, you make it very very clear that this is the jhunban. This is the serial; this is how I perform my activities one after the other, well.

(Refer Slide Time: 26:59)

Verbs in Potential form			
<b>Ikemasu</b>	いけます	<b>ikeru</b>	いける
<b>Kaemasu</b>	かえます	<b>kaeru</b>	かえる
<b>Nomemasu</b>	のめます	<b>nomeru</b>	のめる
<b>Yomemasu</b>	よめます	<b>yomeru</b>	よめる
<b>Hanasemasu</b>	はなせます	<b>hanaseru</b>	はなせる
<b>Kakemasu</b>	かけます	<b>kakeru</b>	かける
<b>Arukemasu</b>	あるけます	<b>arukeru</b>	あるける
<b>Hakobemasu</b>	はこべます	<b>hakoberu</b>	はこべる
<b>Dekimasu</b>	できます	<b>dekiru</b>	できる

Now as I told you, we are going to do verb in potential form which is showing that I am able to, I can perform a certain activity. Now how do you come to this form; how do you make this form? There are various ways but the simplest way which is easy to learn and memorize I will tell you right away.

(Refer Slide Time: 27:29)



Ikimasu, tomimasu, nomimasu, kakimasu, suwarimasu; so, you have this in masu form. The simplest way to remember this is remove the i over here and put e instead which is a in Japanese a in Japanese and you will get the potential form for group one which we are going to do today. We will cover group two next time because there is a different way of making potential form for group two. So, well ikimasu, tomimasu, nomimasu, kakimasu, suwarimasu; I can sit, I can read, I can eat, I can do. So, watashi wa niku, no that is group two; so, we will not do group two. We will do only group one stick to group one and do potential form.

So, you can repeat after me once. The plain form of the verb is given here ikemasu, kaemasu I can buy, nomemasu I can drink, yomemasu I can read, hanasemasu, kakemasu I can write, arukemasu I can walk, hakobemasu, I can shift or move something and dekimasu is group three for suru which is to do; dekimasu is for do meaning I have the ability to perform a certain activity, to be able to do something. So, this is an exception instead of suru we have dekiru for group three.

(Refer Slide Time: 29:54)

**Practice**  
*Practice 'can do'*

	<p style="text-align: center;">Rao san, nihongo ga yomemasu ka</p> <p style="text-align: center;">Hai, daijoubu desu</p>
	<p style="text-align: center;">Rao san, arukemasu ka</p> <p style="text-align: center;">Hai, daijoubu desu</p>
	<p style="text-align: center;">Rao san, hitori de hakobemasu ka</p> <p style="text-align: center;">Hai, hakobemasu</p>

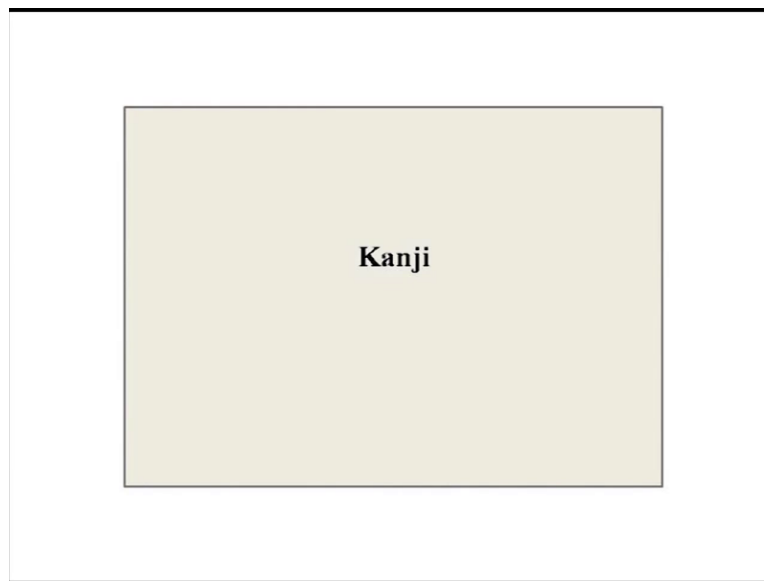
Now practice this; what is he doing? He is reading yomimasu. So, well, Rao san, nihongo ga yomimasu ka, can you read Japanese? Hai, daijoubu desu, yomemasu yo or yomemasu. Now he has a plaster; he is trying to walk and well is alright now. So, you can ask Rao san daijoubu desu ka, arukemasu ka. Hai, daijoubu desu arukemasu and then we have another one over here. Rao



san is trying to push this trolley or this huge alamera, and what does he say? Rao san, hitori de hakobemasu ka; hitori is a loan. Hitori de hakobemasu ka, can you shift it alone? Well, Hai, hakobemasu or hai, daijoubu desu.

Now you will notice there is a ga over here. So far, we have not used ga like this; we have used ga in a different manner Sumimas en desu ga. Over here, ga is for ability; you are stating something very strongly that I am able to perform this or do this. You are stating a fact what you know. Thus with ga, you put emphasis on what you are saying. So, well you should always try to put ga with potential form.

(Refer Slide Time: 31:41)



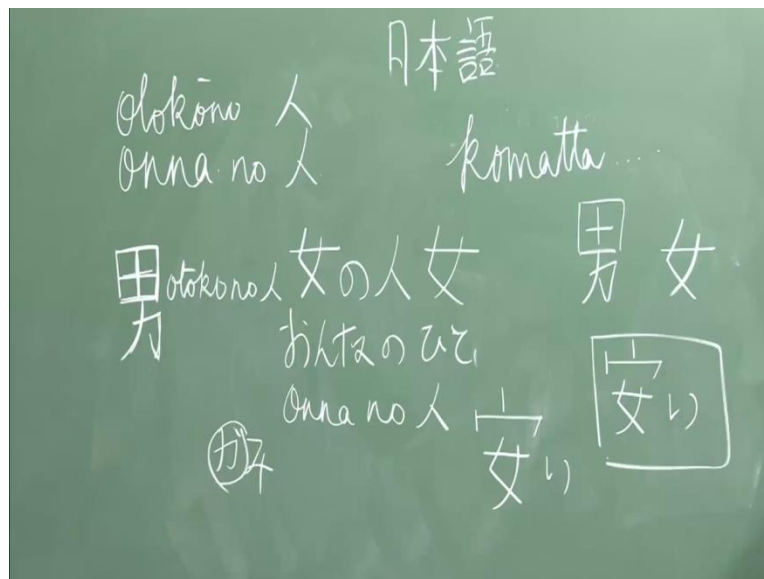
Now we always do kanji and today also we will do kanji. There are lots of kanji characters today. You have done these characters as words and we will try to do the kanji today.

(Refer Slide Time: 31:57)

Kanji			
女	onna	おんな	long (3-strokes)
男	otoko	おとこ	boy/man (7-strokes)
安い	yasui	やすい	cheap (6-strokes)

Let us see; the first kanji character that we have over here is onna.

(Refer Slide Time: 32:05)



Onna, you have done this word onna no hito; hito also you have done. The character for onna is a simple character one two and three. It is a three stroke character one two and three like this onna onna no hito, on nano hito hito, on nano hito hai. The next one we have over here is it is a three stroke character you can see, then we have otoko. You have also done oto kono hito; you have

done oto kono hito. Now the character for oto kono hito is very simple; have you done, do you remember doing this character with Tanaka san or Yamada san?

Well, one two three four five and what does this look like? This looks like kami kami; kami no ka, kami is paper kami quite similar to ka. This is otoko, otoko meaning dance meaning man. O nano hito means woman or a lady. Otokono hito, so very simple; once again one two three four five and like this. So, let us see how many strokes there are. There are seven strokes to this character. Now very simple; you have done this word o nano hito; we have done o nano hito over here just now. Well if I make this on top like this, this becomes yasui which is cheap kono megane wa yasui desu kono megane wa yasui desu.

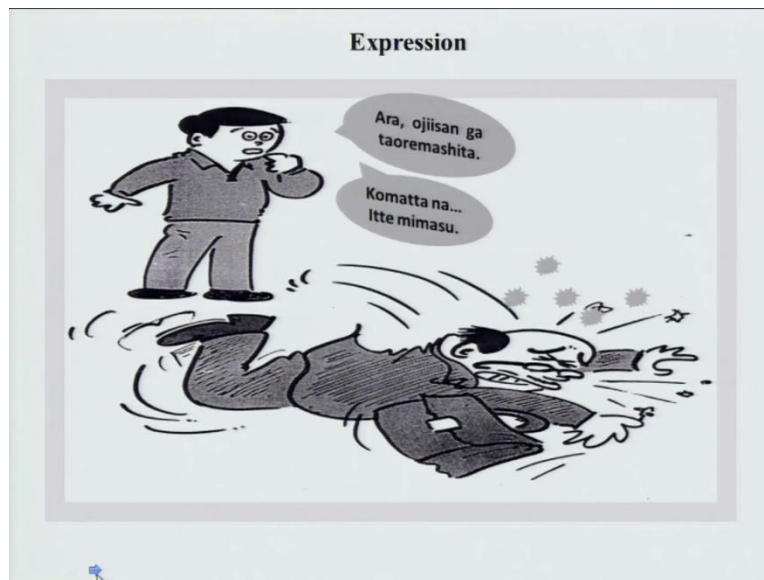
Kono pen wa yasui desu or kono megane wa takai desu. So, yasui for you over here; once again one two three four five and six yasui simple form o nano hito, we are trying to do these characters, which are simple, which you can understand, which you can memorize easily, and, of course, kanji we will do a little later.

(Refer Slide Time: 35:30)

Kanji			
女の人	onna	no hito	woman/lady
女性	josei		feminine gender
男の人	otoko	no hito	boy/man
男性	dansei		masculine gender

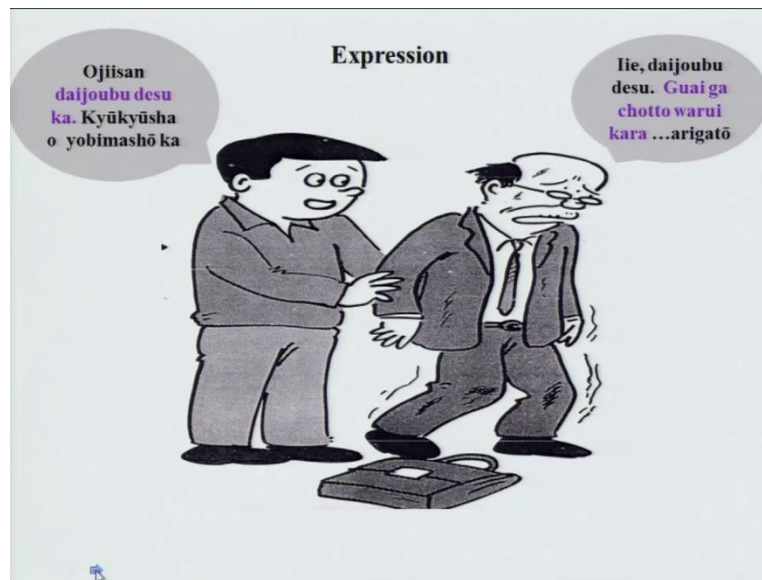
It is a six stroke character. You have done onna no hito already and then there is another one josei; sei over here means gender. So, this is feminine gender josei or a young girl and otoko no hito or dansei which is masculine gender. So, these are the words for you; you can practice these, use them in your conversation.

(Refer Slide Time: 36:12)



Now there is a small expression for you as I have been doing in class all the time. Well, there is ojisan who has fallen and we have this gentleman over here Tanaka san who is watching from a little far and he sees him falling; what does he do? Well, ara, Ojiisan ga taoremashita. So, a simple statement ara, o Ojiisan has fallen; taoremashita is fallen has fallen. Komatta na itte mimasu; komatta na is what shall I do? Komatta na komatta komatta is a little a situation where I really do not know what to do komatta komatta na komatta na itte imasu. I will go and see what is the matter. Ara, Ojiisan ga taoremashita doshimasho you can also say doshimasho, what shall I do when you are talking to yourself komatta na itte mimasu.

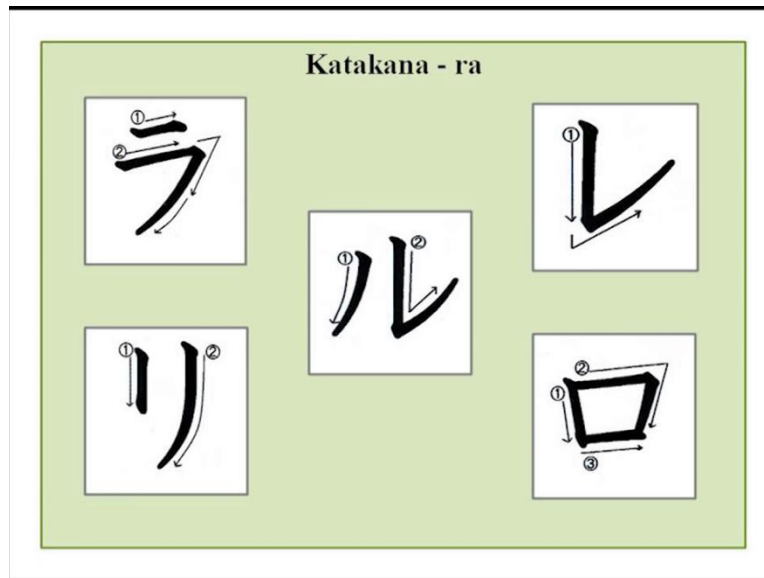
(Refer Slide Time: 37:28)



And then he picks up ojiisan and what does he do? Ojiisan daijoubu desu ka, are you alright? Ojiisan daijoubu desu ka, is everything alright with you? Kyukyusha o yobimasho ka, shall I call an ambulance and what does Ojiisan say? Totally lost iie, daijoubu desu. Guai ga chotto warui kara, I am feeling a little bad; guai is my general feeling is not very good gacho to varui desu, so little bad and he leaves it incomplete again does not want to say everything iie, daijoubu desu I am alright. Guai ga chotto warui kara, I fell thank you very much arigato.

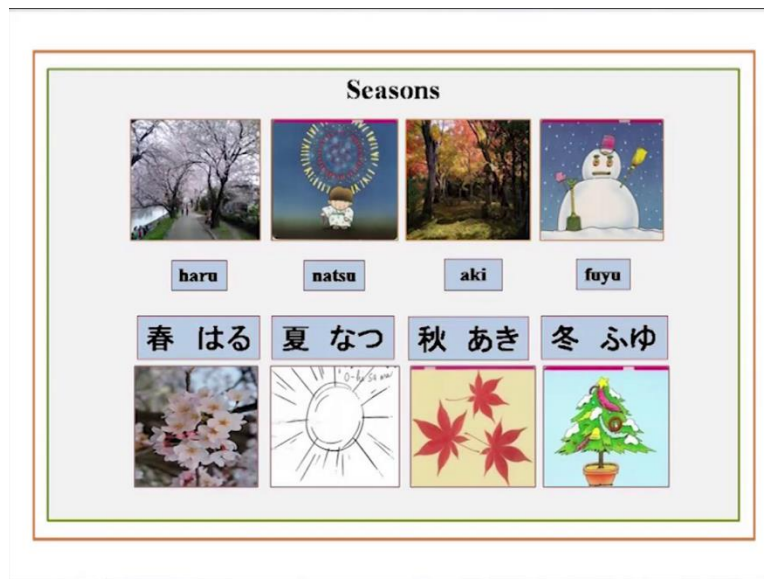
So, well you can use these expressions they are good; if you know these expressions, you know where to use them. You understand them; your language naturally becomes better; you can communicate better with people; you can talk in any situation to anyone, and you also understand what the culture is with these expressions of any place. So, well, try to use them; there is katakana for you.

(Refer Slide Time: 38:52)



As we do always ra, we have the ra series; ra you can see only two strokes to this, ri again two strokes. This is a little longer e a e; e is almost equal in ri. It is a little longer ra ri ru, again two strokes, very angular, very sharp re; just a single stroke straight and ro as in kuchi. So, you can learn this; these are simple. You have it now all in front of you in one sheet and you can see ra ri ru re and ro all very pointed very angular but easy to remember so well.

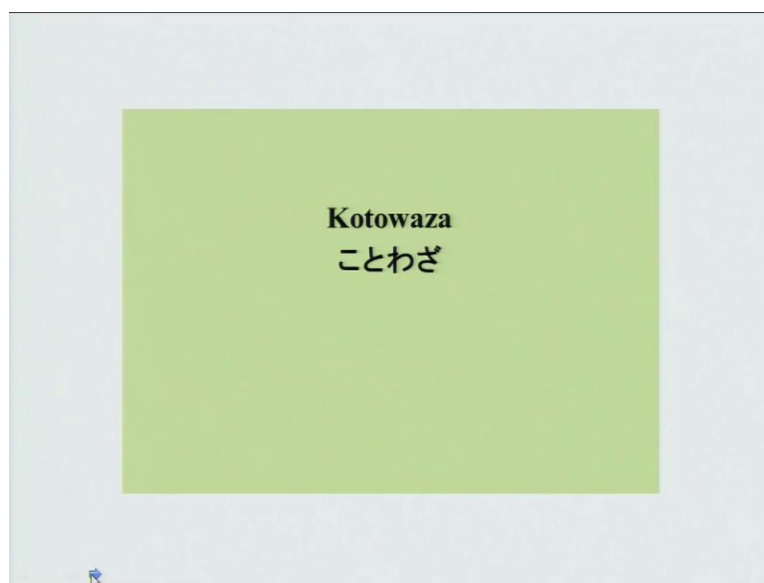
(Refer Slide Time: 40:01)



Now we been talking a lot of katakana and lot of different verb forms. Well, this is very simple; you can see some photographs here of the seasons in Japan. This we have done; this is spring, haru is spring; natsu is; summer aki is autumn and fuyu is winter. So, well what happens during these seasons? One in haru during haru time you do hanami; through the seasons you can also see the culture of Japan actually. We have talked about hanami earlier in one of our lessons; you have sakura and viewing of these sakura blossoms in haru which is sprain. You have the kanji characters also; you can go with the kanji characters, try to memorize them in natsu its holiday time vacation time.

So, thus in Japan, they have hanabi which is fireworks and they enjoy this with their family. In autumn, it is a beautiful time because in Japan the trees change color; the leaves change color; they become red and it looks beautiful in all shades of red and brown. So, that is aki time in the forests in the mountains, it is beautiful to go and spend some time with family. And then again in fuyu, you have Christmas; you have lot of snow. Children enjoy making yukidaruma which is the snow man and they spend time during vacation with their friends and families. So, these are the four seasons haru, natsu, aki and fuyu. The kanji characters are given over here; you can look up the net and see what all is done, what all festivals are there during these seasons.

(Refer Slide Time: 42:17)



Now as we have been doing a kotowaza in each class and kotowaza as I told you last time is using words very smartly, very intelligently to say something in short. So, well, there is another kotowaza for you over here. Kotowaza also tells you about the country, about the people, about the culture of that place, what people, how people behave, how they interact. It has generally these kotowaza, these sayings, these proverbs have a very long history and they have evolved from some happening some time and are used now as these very intelligent sayings, these words, these sentences which you can use very intelligently to say something, teach someone something.

(Refer Slide Time: 43:18)



So, well, over here there is a new kotowaza today. Look at the picture over here; there is a bird and there is a dog and he is laughing has a very amused look and the cartoon over here. He is pointing at something; the dog is pointing with his paw and just laughing. Now what exactly it is? It is a bird hidden over here; the bird has just hidden its head and the tail can be seen very clearly. So, even though the bird is thinking that it is hidden, no one can see it, but it has just hidden its head.

Now what it means is that to you have an ostrich like attitude where you just go and hide your head and try to feel that all the worries, all the tensions, all the problems are gone does not help anyway; you are still exposed whether it is danger, whether it is a problem, just by hiding your



head by running away from something, you do not gain anything at all. So, the bird after probably seeing the dog hid itself behind a bush behind this big leaf thinking that the dog could not or will not be able to see it, but the tail is very clearly visible, and the dog can see and easily you know what is going to happen? It is going to bounce and finish the bird.

So, well now let us see what the proverb in Japanese says or is it given over here in kanji and in hiragana and you can read it now very clearly. It is atama kakushite shiri kakusazu meaning you hide your head but you do not hide your backside; you do not hide your back. So, just by hiding your head you cannot run away from problems. As you can see hide one's head but not the back; that is the literal translation of the proverb word by word, and over here in English, it is equivalent to an ostrich like attitude. A big bird like ostrich just goes and hides its head in a bush, and the whole body is still exposed.

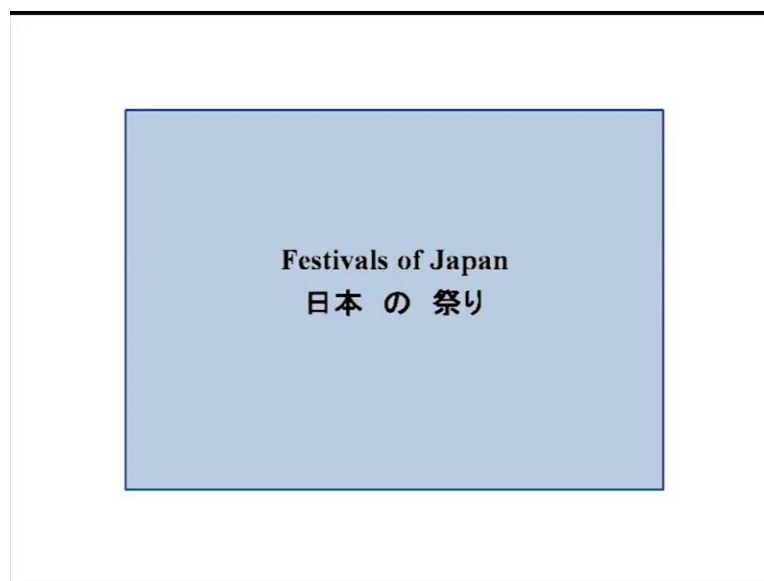
One cannot run away from what one has to do and has to face it boldly. Well, this is your kanji over here used in the kotowaza. Atama kakusu is to hide and oshiri is the back. Proverb tells you a lot about the culture and it says a lot in very few words; that is what the saying says. Do not have an ostrich like attitude where you hide your head and think everything is hidden and nobody can see you. Well, it is not like that and also not to hide from situations; face them boldly and come out flying. That is what it means come out as a victor. So, well that is what the kotowaza tells you; you have some vocabulary over here.

(Refer Slide Time: 47:23)

Vocabulary		
naku	なく	to cry
suu	すう	to smoke
kiku	きく	to ask
haru	はる	spring
natsu	なつ	summer
aki	あき	autumn
fuyu	ふゆ	winter
kyūkyūsha	きゅうきゅうしゃ	ambulance
taoru	たおる	fall

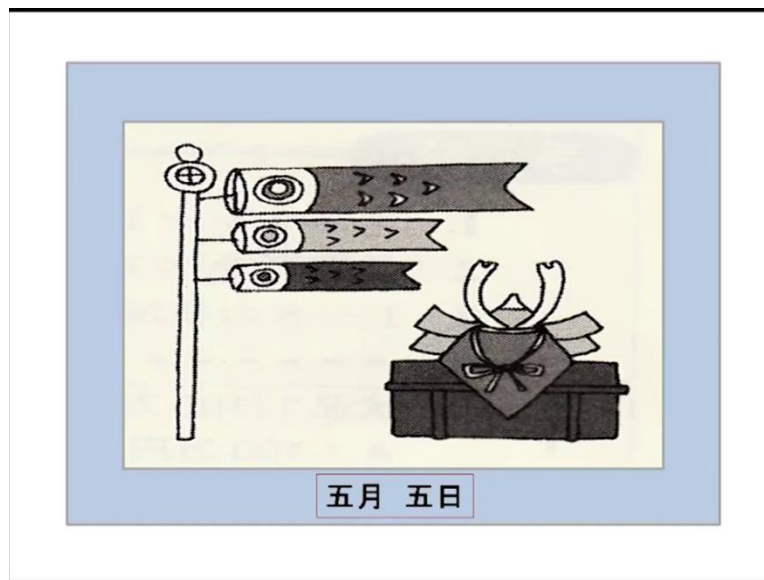
You can go over the vocabulary yourself; the meanings are given. It is given in Japanese as well and you can practice this make sentences and practice this.

(Refer Slide Time: 47:35)



There is also lot of language that is dependent on culture. Language also tells you about culture and culture tells you about language. So, well, we are doing a lot of things here in this class and today I will tell you about kodomonohi.

(Refer Slide Time: 47:56)



You all I am sure do know about kodomonohi that is children's day; it is celebrated everywhere and children are celebrated. So, well, in Japan also they have been celebrating this for years and years, but children's day was always celebrated as boy's day earlier. Boys were always celebrated as is all over the world and in Japan as well.

(Refer Slide Time: 48:28)

**Kodomo no hi**

“**Kodomo no hi**” or Children's Day, is a popular national holiday in Japan and falls annually on the 5<sup>th</sup> of May. Earlier there were separate festivals for both boys and girls, with the Boy's Day or ‘*Tango no Sekku*’ as it was called, being celebrated since the *Edo period* on the 5<sup>th</sup> of May and the Girl's Day or “*Hina Matsuri*” on March 3rd. The former was started to help create a national identity and emphasis on military training for boys. After World War II both festivals were combined and a new holiday was created to celebrate the health and growth of all children. Many of the traditions and decorations related to Children's Day, however, still reflect those of the Boy's Day.

In Chinese folk lore, the carp is a symbol of perseverance and success. The legend talks of the carp or *koi*, which manages to swim upstream and up a waterfall to a gate, called the Dragon's Gate, leaps over it and successfully turns into a dragon. The Japanese version of this tale mentions the *koi* swimming up the waterfall, but does not mention the dragons. Families fly giant carp windsocks, called *koinobori*, from flagpoles next to the house for about a month before the day and about two weeks later.

You can read a lot of things here. After world war two, this celebration of boy's day was changed into children's day. And they started celebrating the fifth of may as children's day in Japan, and the third of March which we have done earlier as hina matsuri day as the girls day. Two days were earlier celebrated, but after world war two, they started celebrating fifth may as children's day. Now what they do on this day? They fly koinobori which is giant carp windsocks outside their houses and celebrate that day with friends, with children, with family. There is a very big folk lore in Japan.

There was a very famous boy Kintaro known for his bravery long long back, and this day is celebrated as boy's day in his memory. And parents want their children want their boys to be as brave as Kintaro and as determined in their goal as Kintaro. Now the story the folk lore is that a carp or a koi as they call it in Japanese manages to swim upstream and up a water flow to a gate called the dragon's gate leaps beyond that and then turns into a dragon. So, basically the folk lore is that you have to be very determinant very focused in what you want and that is what the parents want their children to be.

(Refer Slide Time: 50:40)

On the same flagpole a streamer called a *fukinagashi* is flown which was symbolic of the whip, or the *busho* that samurai leaders carried into battle. Families generally stop flying the *koinobori* when their children are 10 or 11, about the time they enter junior high school. Also, many families fly a *koinobori* for each member of the family, from the father down to the youngest son but not for the daughters. Warrior dolls and helmets called, "gogatsu-ningyou", are also displayed in a boy's house.

Traditionally, when a baby boy was born, the child's maternal grandmother would give a hand made *koinobori* to the parents as a present for the new baby but now the child's parents buys the flags from a toy store. Since the parents buy ready-made *koinobori* now, many children are unaware of their family crests. Some families do not fly *koinobori*, but still display special decorations called *musha-kazari*. These are models of samurai armor, samurai sword, and bow and arrows.

Special rice cakes for Children's Day *Chimaki* (rice cake wrapped in bamboo leaf) and *Kashiwamochi* (rice cake with sweet, red *azuki* bean paste wrapped in oak leaves ) is served with other traditional cuisine of the festival. While eating, the boys wear paper samurai helmets. Families fly the *koinobori* and *fukinagashi* inspire children to persevere and work hard. Children often express their gratitude to their mothers for everything they do for them on this day. A popular Japanese proverb '*koi no takinobori*', signifies determination to succeed in life.

And thus this day is celebrated as children's day. It coincides with the golden week also which is the big festive time holidaying time holiday period for the Japanese, and they celebrate it with their family and friends. On this day, they have rice cakes for children, the sweet rice cakes

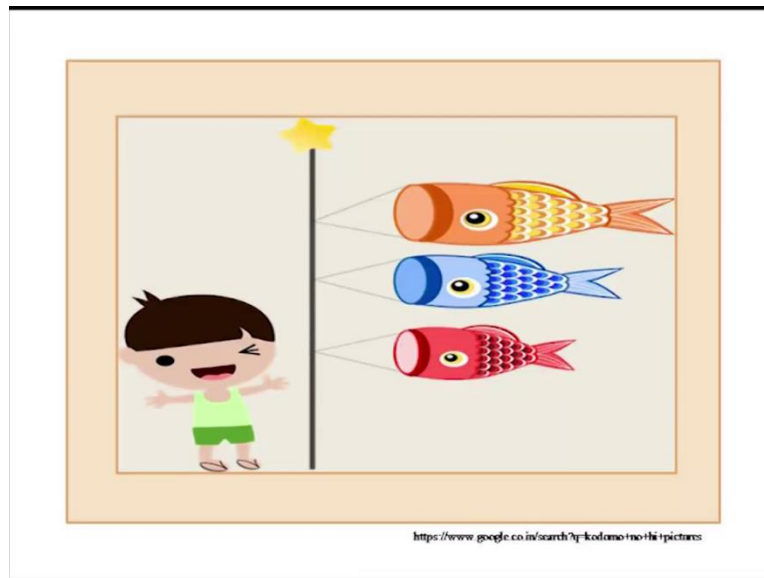
chimaki and kashiwamochi. They are all made out of mochi which is sticky rice. Some are sweet and they are all had this is one of the popular dishes of kodomonohi and all kinds of ningyuo that is dolls in armor are decorated in the houses. Children wear those clothes, and they go visit people, visit gin gars, temples and pray for their well being.

(Refer Slide Time: 51:44)



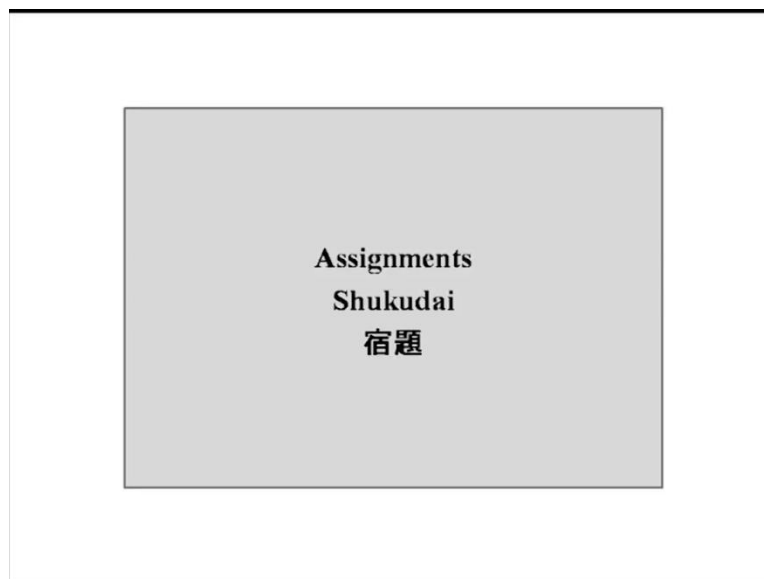
These are the caps the flying caps, these fishes, these streamers which are hung and this plate some photographs are for you. These photographs are all from the net; they are from Google. You can check them out, you can see how these kites are made; they fly kites, these are the dolls. They decorate them in typical samurai, a tire and like this in proper formal clothes; children dress up like this, use these big caps to wear, to show that they are all very strong. And these are chimaki and kashiwamochi which is head on that day and they celebrate with friends and family. Earlier the grandmothers the maternal grandmothers used to make these streamers on their own in hand by their own hands and would send them to their grandchildren, but now, of course, it is not done; they are available. They are displayed all over and people enjoy them. They are hung about a month, month and a half and it is fun time.

(Refer Slide Time: 53:01)



So, well this is all about children's day; you can read more from the net and we can discuss all that a little later. Well, you have your assignments now.

(Refer Slide Time: 53:14)



There are a lot of assignments for you use te form, write te form over here, then look at these pictures and write in hiragana. Then you have match these kanji characters with the meanings and change the verb forms which are given here. You can look those up, then what to say in

these situations; you have to use all kinds of expressions, practice your expressions. Then words from brackets, particles from brackets you have to choose and tick the correct ones; write something about this picture about ten lines on this picture and that is about all that we have for you today. That is all that we have for you. Well, go home study hard, practice with your partner and then we learn something new in our next lesson. So, minasan maata ashita aimashoo arigato guzaimasu.

Thank you.