

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

Lecture - 37
Pen de kaite mo ii desu ka
Is it alright to write in pen?

Hello everybody and welcome to the class. We have been doing a lot of things here in class and I hope that all of you are practicing at home as well. That will make things easy for you. Practice will naturally make you feel more confident, more comfortable with the language. Well, we have done a lot of things in Japanese. We have learnt how to tell time, we have learnt how to tell how to go to a certain place, also about adjectives whether a certain thing is hot or whether a certain thing is cold, the degree of adjectives also we have done and then, we have been talking a lot about verbs, different forms of verbs.

For example, we have done the polite form of the verb, we have done the negative-positive forms of the verb, used words which would tell you about the future tense, then we have also done the continuous form which is [FL] form, we have done how to make requests, how to invite people, then off late we have been doing in our previous lessons a lot of te form of the verb. You have learnt different te forms. Today also, we will continue with te form and we will do something which is very important here in Japanese which is how to ask for permission. So, well today we will do how to ask for permission whether you say yes or you say no, but before that we will do our assignments as we always do and let us see what the first assignment is.

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Assignment -1

Write kanji characters for the pictures given below

1. 耳 みみ

2. 目 め

3. 手 て

4. 足 あし

5. 口 ぐち

6. 車 くるま

7. 電車 でんしゃ

8. 三つ みっつ

9. 五つ いつつ

10. 人 ひと

So, well there are a lot of pictures here in this assignment and you have to write kanji characters for these pictures. So, let us see the first one. It looks like an ear [FL] and everything is in kanji and hiragana. So, you practice your hiragana as well. I am sure by now you are very comfortable with hiragana. We are almost here towards the end of our series. So, well you should be comfortable with hiragana and katakana as well. So, the first one is [FL] and the second one is [FL] which is eye. Let us see what the third one is. Well, the picture is of a hand and hand is [FL] or simple [FL] in hiragana. Then, we have [FL] and [FL] is mouth. [FL] you can see is a combination of this character on top and this character which you have done which is field and of course [FL] which is [FL]. So, now you will notice that [FL] two readings [FL] and [FL] over here, then we have three apples which is [FL]. It could be san also, but when you are counting small irregular objects, then [FL] is used over here [FL] and again, we have oranges. So, well five oranges [FL] and then, we have one person standing over here. So, [FL] or it could also be [FL] one person standing counter for people is [FL]. One is an exception which is [FL] and two is again an exception which is [FL].

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

A	B
来る	よむ
行く	たべる
住む	みる
話す	くる
聞く	のむ
食べる	いく
読む	はなす
見る	すむ
飲む	きく

Then, we again have kanji characters here in group A and then, some hiragana written over here in group B. Group A is verbs. You can see the verbs over here. The kanji's here and of course as we have hiragana after the verb to show as the tense, we have the hiragana written over here. So, the first one is [FL] which is come. Then, the second one is [FL]. [FL] is to live and [FL] is to talk as we already know [FL]. So, these are your verbs in hiragana over here. You can practice the kanji. It is given very clearly. All the strokes you can see very clearly. The stroke order is given wherever we have done these verbs in whichever lesson. So, you can look it up and get the stroke order from there.

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Assignment – 3

Fill in the blanks with words given below

a) Jisho to jibiki to (dochira) ga benri desu ka.
b) Kuruma (no hou ga) jitensha yori raku desu.
c) Tsugi no nichi-yōbi ni (nani) o shimasu ka.
d) Watashi wa ice-cream yori chokore-to ga (suki) desu.
e) Chū-ka ryōri wa (totemo) oishii desu.
f) Anata wa Rao san o (shitte imasu) ka.
i) Tanaka san wa pikuniku e ikanai (kamoshiremasen).
j) Watashi wa kaisha e iku (tsumori) ga arimasen.
k) Tanaka san wa o-sake o nomanai to (omoimasu).

a) shitte iru b) dochira c) kamoshirenai d) tsumori
e) no hou ga f) nani g) totemo h) suki
i) omoimasu

Then, we have to fill in the blanks with words given below [FL]. Now, this [FL] is a typical pattern which shows comparison or preference [FL]. [FL] is convenient or easy, [FL] this is better than [FL] or more easy to use than [FL], [FL] over here is for time, [FL] is like and as I have told you earlier always with ski particle ga will come. So, before ski particle, ga will be used and [FL] you already know is comparison more than. Then, we have [FL]. [FL] is another way of showing degree very or exceptionally is what it means, [FL] is Chinese cuisine and [FL] I think I remember telling you that [FL] means to know and the negative is [FL]. Please not [FL] it is, [FL] do you know, [FL] this is something we did last time, [FL] when you are not very sure, you are only 50 percent sure of what you are going to do. Then, [FL] is used and before [FL] always verb will be in plane form. If you say [FL], then [FL] of not going possibility is more. If you say [FL], then possibility of going is more.

So, please remember with [FL], it is only 50-50 chance of whatever you are saying negative and positive is going to be governed from here, whether it is in the negative or it is in the positive meaning. More towards negative and more towards positive. [FL] now again [FL] is something we did last time in our last lesson. [FL] means I intend to so. It is my intention and not someone else's intension. [FL]. So, even before [FL] verb will be in plane form, please remember that [FL] I do not plan to go or intend to go if you put [FL], then I planned to go to my office and [FL] means to think. [FL] this is something we did last time again. So, please refer to that [FL]. I

think I will not drink and again [FL]. I think I will drink. So, again before [FL] verb is in plane form, please remember that these words are given over here for you. You have to fit in these words.

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Assignment – 4

Change the words into proper forms and make proper sentences

a) Koko de te o (arau- **aratte**) kudasai.

b) Kengaku ni iku kara (hayai- **hayaku**) basu ni notte kudasai.

c) Densha o (orimasu- **orite**) kara, senta made 10-pun gurai arukimasu.

d) Nara wa (shizuka desu- **de**) kirei na machi desu.

e) Kono mise wa hamba-gu ga (oishii- **oishikute**) yasui desu.

f) Watashi wa (chiisai- **chiisakute**) karui tepu rekoda ga hoshii desu.

g) Rao san wa raishū kuni e (kaerimasu- **kaeru**) kamoshirenai.

h) Genki ni (naru- **naritai**)kara kusuri o nomimasu.

Well, the next one is change the words into proper forms and make proper sentences, meaningful sentences. So, the first one is [FL]. The verb is in plane form and with [FL] as we always use [FL], then [FL] quickly, [FL] bus. [FL] please get on the bus very quickly. Now, [FL] there is one verb that you have done which takes particle ne which is [FL]. [FL] will take particle ne as we have already done in class now. Today you have another verb over here which is [FL]. [FL] is to board. So, you board a train, you board a bus or you get on a bus. The particle will always be ne bus. [FL] also another one is you had done it in sentences [FL]. [FL] enter a class, [FL] enter a, [FL] which is again a class. So, you enter a certain place. Please remember that particle ne will come with these verbs. There are more of them, but for the time being you have these three. You can remember these [FL] is to [FL] is the plane form to get off. [FL] now, [FL] over here.

What does it mean? Well, [FL] means that this action generally happens all is for the future. It has not happened. [FL] a statement, then we have [FL]. You have done this joining two adjectives, then [FL] I adjective, and I adjective. When you join [FL] is used, then we have [FL]

will always take ga, [FL] is light [FL]. Now, what should it be? It is [FL] over there. It should be in plane form, [FL] is plane form over here for, [FL] we have, [FL] want to be in good health [FL]. So, please remember [FL] will take particle ne now.

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Radio Dialogue

There is a small conversation. Just listen to that. There are lots of new things that we have to do. So, we will do those. [FL]. Did you understand the conversation?

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Kaiwa

Sensei. Rao san dō shimařhita ka.
Rao: Sensei, kodomo no gakkō kara denwa ga arimashita. Watashi wa gakkō e **ikanakereba narimasen.**
Sensei: Ja, hayaku itte ne...
Rao: Demo, jikken o shite imasu kara ima **itte mo ii desu ka.**
Sensei: Daijōbu yo. Jikken **no koto wa shinpai shinakute mo ii desu.**
Rao: Arigatō gozaimasu.

Well, I will read it out once to you and then, explain what needs to be done. Sensei and Rao san talking. Rao san [FL], sensei [FL]. This I am sure is alright. Sensei [FL] there was a phone call. [FL] means I have to go, [FL] quickly. You can please leave. You may please leave. Now, ne over here is because he is a teacher and he is much older and he can use this ne in formally with Rao san. Rao san cannot do the same with his teacher [FL], but I am doing an experiment. Is it alright if I go now? [FL] It is alright, [FL] you don't have to bother about your experiment at the moment and he says [FL].

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会話

先生: ラオさん どうしました か.

ラオ: 先生、子供 の 学校 から 電話 が
ありました。私は 学校 へ 行かなけれ
ばなりません から.....

先生: じゃ、はやく 行って ね...

ラオ: でも、じっけん を しています から 今
行って も いい です か.

先生: 大丈夫 です よ。じっけん の こと は
心配 しなくて も いい です.

ラオ: ありがとう ございます.

So, there are a few new things over here which we will cover right away, but again we have your script. You can see sensei Rao san in katakana and then, there is [FL], then you have [FL]. So, all these words are there. You can practice them.

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Dialogue

Sensei: Rao san what is the matter?
Rao: Sensei, I just received a phone from my child's (son's/daughter's) school. I have to go there immediately.
Sensei: Well go quickly....
Rao: But I am doing this experiment. Is it alright if I go now?
Sensei: It's alright. Do not worry about the experiment now.
Rao: Thank you very much.

An explanation is there some times as I have always been telling sounds are little odd, but well this is the translation you can just go over it and try to see what you can catch from here well.

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V+nakereba naranai

“V+nakereba naranai” expresses that it is a **“must”** to take some action or **“have to do”** as stated by the verb. It also expresses the idea of obligation.

私 は 行かなければ なりません

e.g. **Futsu wa yasumi desu ga, kondo no nichiyōbi ni kaisha ni** ni **ikanakereba narimasen.**
ふつ は 休み です が、今度 日曜日 に 会社 に 行かなければ なりません。
Generally, it is a holiday but coming Sunday I must go to office.

Ashita happyo ga aru node ronbun o yomanakereba narimasen.
明日 発表 が ある ので 論文 を 読まなければ なりません。
As I have a presentation tomorrow I must read the thesis today.

Now, what we need to do over here is [FL] as you can see and [FL] expresses that it is a must. If you have to perform what is being said by the verb, it is necessary you need to do it. So, this form actually tells you that it is a necessity; it is a must for you to do this activity. Now, what is

it? Well, how do you make this form verb? Now, you will notice one thing that this is in [FL], but I am insisting that it means must or have to do. You need to do this. So, please remember this form though it is in negative, but always meaning is that you have to do it. You must do as the verb is same. Now, how is it made plain form is [FL]. Now, how you will make it remove i from here? This is negative. You can say [FL] plain form [FL], [FL] remove this i from here and put [FL]. Though it is a little long tongue twisting, but once you get used to it, it is not that difficult at all. You can practice this like [FL] and other verbs like [FL].

So, any of these verbs you can practice loudly, so that the sound of [FL] gets very clearly inside you and you feel more comfortable with [FL]. The sentence was [FL]. So, you can see from the example over here. [FL] is generally speaking [FL]. So, generally it is a holiday, but this time or the coming Sunday or next Sunday, I have to go to office. I must go to my office. Now, over here ni is given and so far with this verb [FL], these two are in group 1, this is in group 3 over here. We have always used e ikimas. I have been telling you all along that we will use particle e with [FL] and [FL]. Now, we are using something else over here. We are using particle ni. Why are we using particle ni over here? Particle ni with [FL]? Why we doing that? Well, the reason is that this time you can always say [FL] also, but your purpose is not known. You are going there, going to office with a certain purpose in mind. Thus, you are using [FL]. The purpose is very clear. The reason why you are going is very clear. Thus, ni is to be used, e's also alright. It will work, but if you will use ni, it is so much better and clear for the listener that the purpose is defined in your mind and the reason is very clear.

So, please ni over here is for that reason. Now, the second example is [FL] which is very obvious that if you have [FL], if you have a presentation, if you have to do something next day in your thesis in front of your teachers, well you need to practice before hand. So, you need to read it or you need to practice before hand. So, [FL] or [FL] we also use that so you can make difference sentences and try to use [FL] which is a must.

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~nakereba narimasen

Practice using ~ te mo ii desu

Rao: Tanaka san, **sensei ni aitai** desu ga.....

Tanaka: Ja, **gakkō e ikanakereba narimasen ne.**

atama ga itai 頭がいたい

ni, san nichi mae kara karada ga itai 二三日 から 体 が いたい

jisho ga hoshii 辞書 が ほしい

tomodachi no tanjōubi 友達 の たんじょうび

byō-in kusuri hon-ya omiyage hana-ya	ikanakereba narimasen nomanakereba narimasen kawanakereba narimasen
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Well, now let us practice Rao san and Tanaka san. [FL] if you want to meet your teacher, then you have to go to your school, your [FL]. So, well you can practice this, replace this with this and then, you can replace gakkō with any of these vocabulary over here and you can also replace [FL] depending on what verb you want to use with this. For example, you can say [FL] and you can leave it in complete because it is understood from context and Tanaka would say ja. [FL] you have to go to the hospital once again, [FL] is your body you can say again, [FL] is your doctor, [FL] or [FL]. So, you have to go and meet the doctor again. [FL] I want a dictionary. Well, [FL] or you can again use this [FL] you have to take a medicine. So, in this manner you can practice all that is given over here and use [FL] with whichever verb you want to use. There is lot of a vocabulary here [FL]. So, you can do all this and practice with your partner once again. I would like to tell you that please practice loudly.

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V+mo ii desu

“Vte + mo ii desu ka” is used to ask permission to do something.

e.g. **Koko ni suwatte mo ii desu ka.** *Is it alright if I sit here?*
 ここにすわってもいいですか。

Ima kaette mo ii desu ka. *Is it alright if I go now?*
 今かえってもいいですか。

Koko ni enpitsu de kaite mo ii desu ka.
 試験にえんぴつで書いてもいいですか。
 Is it alright if I write in pencil over here

Now, we have been doing te form as I told you in the beginning and this is the easiest way, the best way, the most polite way to ask for permission. Now, what is it? Verb in te form, verb plus te, verb in te form that is which you have been doing [FL] plus mo ii des ka. Is it alright? If I do this is what it means. So, well you can see is used to ask permission to do something and it means it is alright if or is it alright please. So, you can see from the example [FL], is it alright if I sit over here [FL] or [FL] means earlier than before. You [FL] is it alright if I go now or before you? So, when you want to do something, generally you would be doing it in a group or you are asking for permission. This is the best way to ask, is it alright if I do this? Please may I do this? That is a polite way of asking. Now, we will practice over here and you will see how simple it is.

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~te mo ii

Practice using ~ te mo ii desu

Mira: Okāsan ima terebi o **mite mo ii desu ka.**

Mother: Ima benkyō shita hō ga ii desu. Terebi o **minaide kudasai.**

ミラ: お母さん 今 テレビを **見て** もいいですか。

はは: 今 勉強した ほう が いい です。 テレビを **見ない** てください。

ongaku 音楽 tabako タバコ oyatsu おやつ	kiite 聞いて sutte すって tabete たべて	kikanaide kudasai きかないで suwanaide すわないで tabenaide 食べないで
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Verb in te form, itte matte [FL] plus [FL] is what we want to practice. This te form you have done with [FL], te form with [FL]. We just did in our exercises. So, well the same te form is over here, verb in te form plus mo [FL]. Now, practice using this [FL]. You can see it very clearly from here now if you want to, you have your exams or you are supposed to study. You are supposed to do you [FL] and just at that time you feel like watching TV or you feel like listening to music or you want to go play with your friends, so what are you going to do? Well, you ask your mother what did she supposed to say. Well, we will see right away what she says. [FL] is it alright if I watch TV now? [FL] now, [FL] is not going to be used over here naturally because it is mother, someone older. It is not a request. She will say [FL]. [FL] as is given over here. [FL]. So, let us see what happens. Now, you have [FL] and you have [FL] and [FL] and [FL]. Naturally if it is not your [FL] your friend, then [FL] is going to be used in polite form and if it is someone older, then it can stop over here as well.

For example, [FL] simple answer [FL] a direct no, then you have [FL]. For example, you are not very comfortable with the smoke of tobacco. So, your friend will ask [FL] please do not smoke over here or you going to have dinner in just half an hour. Before dinner you want to have [FL] which is snacks. So, naturally [FL] will say [FL]. So, that is how you will use and you can ask [FL] probably you could ask [FL]. Any of these.

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~te mo ii desu

Practice using ~te mo ii desu/ ~te wa ikemasen

Okaasan, megane o **katte mo ii desu ka**

Katte mo ii desu/yo

Megane ga **hoshii** desu

Katte mo ii desu/yo

Okaasan megane o **kaitai** kara
kai ni itte mo ii desu ka



Itte mo ii yo

Okaasan ashita tomodachi **to issho ni**
megane o **kai ni itte mo ii desu ka**

Itte mo ii yo

Sanpo ni **itte mo ii desu ka**

Dōzo, itte mo ii desu yo




Then, you have comparisons over here. There is a simple small picture of this girl. She cannot read. So, she wants to buy new specs and what happens [FL] or a direct answer [FL] you can buy permission is given. Then, you can also say [FL] direct answer because it is someone who is older to you and your [FL] who can be very informal or just a direct answer. You could say [FL], then [FL]. So, you have two forms, three forms over here joined together. [FL] I want to buy, [FL] thus, [FL] for the purpose of buying, [FL] and [FL] that is alright you can go and you can only use very informally where you very informal and older than the person you are using too. You cannot use yo with your teachers or people older to you. Then, we have [FL] together with and [FL] can say [FL] just a simple [FL] you can reply in anyway which you want. There is another picture. We have for you going for a walk with a dog. Well, [FL] you have dozo over here. It could be just a simple answer dozo. [FL] It is alright if you go. It is alright with me if you gozo that is asking permission.

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Practice

Practice using ~te mo ii desu/ ~te wa ikemasen



Terebi o mite mo ii desu ka
テレビを見てもいいですか

Hai, dōzo mite kudasai
はい、どうぞ見てください

Hai dōzo, mite mo ii desu
はい、どうぞ見てもいいです

Iie, minaide kudasai
いいえ、見ないでください

Iie, mite wa ikemasen
いいえ、見てはいけません

Now, if you do not want to give permission, then what do you say? You have this gentleman over here watching TV. Well, [FL] asking [FL] polite [FL] or [FL] it is alright with me if you watch [FL]. [FL] please do not watch and then, [FL] is no you cannot watch, [FL] if you watch it is not something that I am going to accept. So, when you refuse, then you can use this form, [FL] not allowed, not acceptable is what it means. Well, then there is another form which is a very simple form and please I would like to tell you that the forms covered here in class, in these during lectures are forms actually which you will use during daily conversation. These are simple forms which are used regularly and easy to remember. So, there is another form which I want you to do which is nagara verb plus nagara. Now, how will you make this form and what does it mean? Now, how will you make this form? Just remove the mas form from here and put nagara which means performing two activities, two actions at the same time. For example, [FL] or [FL] or I could also say performing two actions. So, whenever you are performing two activities, two actions together simultaneously, then nagara form is used.

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~V nagara

A: Rao san wa **rajio** o kikinagara **benkyō** o **shite imasu** ne.
B: Un, daijōbu desu.

A: Rao san wa **rajio** o **kikinagara** **benkyō** ga **dekimasu** ne.
B: Un, daijōbu desu.

A: うおさん ラジオを ききながら べんきょうが できますね。
B: うん、だいじょうぶです。

terebi テレビ
denwa 電話
repo-to レポート
ronbun 論文

gohan ご飯
repo-to レポート

miru/taberu 見る食べる
hanasu/kaku 話す書く

For example, over here you have Rao san. [FL] I am alright with it. So, Rao san while listening to the radio, you do your [FL] you study. So, he says yeah it is alright with me. You can practice with this. For example, Rao san [FL] or [FL] a statement and Rao san could say [FL]. I can do both or [FL] or [FL]. So, whichever time whenever you do two activities simultaneously, this nagara form can be used very easily. Now, over here [FL] you are able to study while listening to the radio. [FL] Rao san can also say yeah I am absolutely alright doing both these activities.

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V+nagara

Practice ~nagara

Denwa o shinagara **shigoto** o shite imasu
電話をしながら **仕事**をしています



Benkyou shinagara **rajio** o kiite imasu
勉強しながら **ラジオ**を聞いています



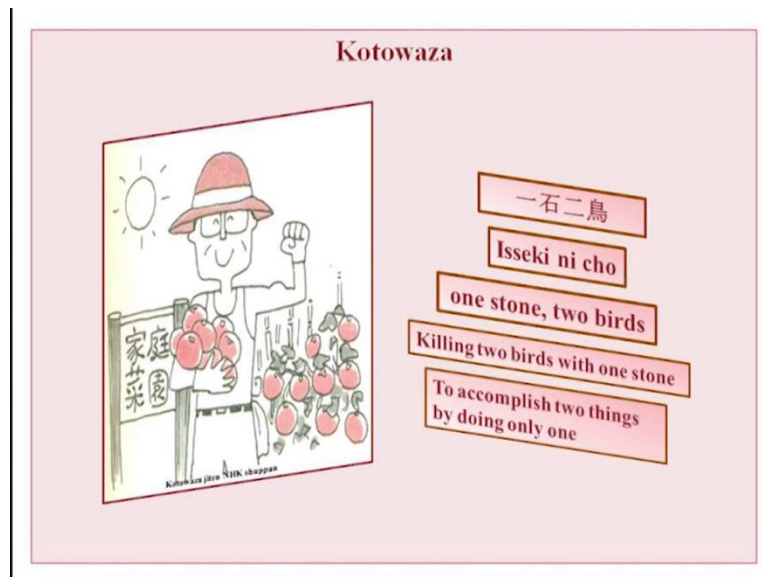
Then, you can practice over here. For example, this gentleman is talking on the phone and writing something. So, well [FL] talking and writing [noise] and of course, you can see Rao san over here. He is doing something, listening to music on the radio and [FL] is listening to radio while studying. So, this is how you can practice nagara form and do a lot of conversation. You have done a lot of things, now lot of forms and I am sure by now you are Japanese is simple and you are able to speak and talk and say a lot of things, ask about a lot of things in Japanese. Well, you also need to finish your hiragana and katakana which is very important.

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So, well you have the ba set today. Ba bi bu be bo and the same is for katakana as well. Ba bi bu be and bo you can compare the two. Try to remember one at a time. Once this is done, this series is done, and then try to go on to the next series please. Then, you have also the pa series and you will notice that again the syllables are same except for this small circle over here on top in all. So, well pa pi pu pe and po and then, you have pa pi pu pe and po. Please remember that this is your katakana and hiragana. Use a graph sheet to write these that will make it very proportionate and now we have a couple of kotowaza for you.

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Well, the first one is [FL] as you can read over here. [FL], one stone two birds is the literal meaning of this kotowaza. Now, we have been talking about kotowaza. All along I have been telling you that what kotowaza is. These are simple words joined together, simple small sentences joined together to say something in a very intelligent way. In a very small sentence you are able to say something very important, something which has lot of meaning that is what kotowaza is. Proverbs are very cultural also, depending on the culture, depending on the people, idioms and phrases are made.

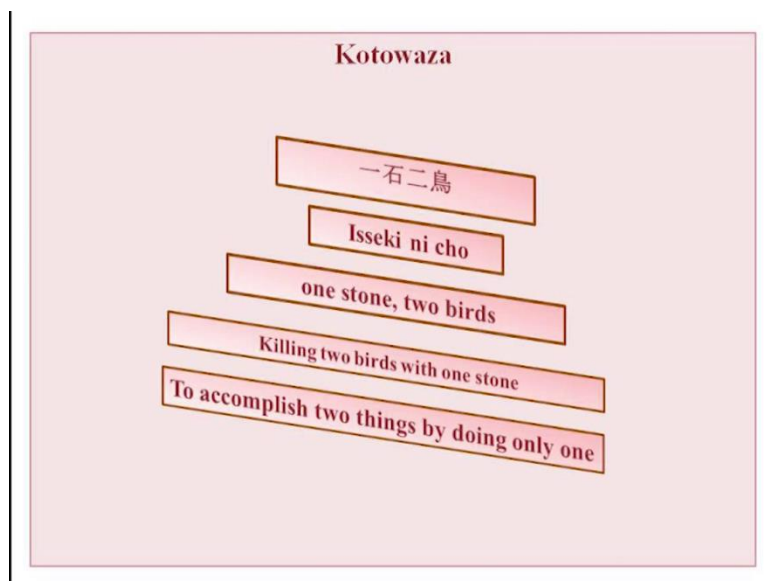
So, this is very Japanese. This kotowaza literal meaning of kotowaza is right here you have done this kanji also, and this is for birds. Now, what does it actually mean? There is an English proverb also killing two birds with one stone. It is doing two things by just performing a simple single action. So, well this is what it means, but what is the important part in it? The important part is that killing one bird itself is something very difficult, a very difficult task if you can manage to do something, to get something out of it more than is expected. That is what is more important, that is what you should aim for and that is what the Japanese do. That is what everybody probably does and would want to actually perform one action and try to get maximum benefit from it.

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So, when you are multitasking, when you are doing a lot of things, then a kotowaza like this, a proverb like this helps a lot of killing two birds with one stone.

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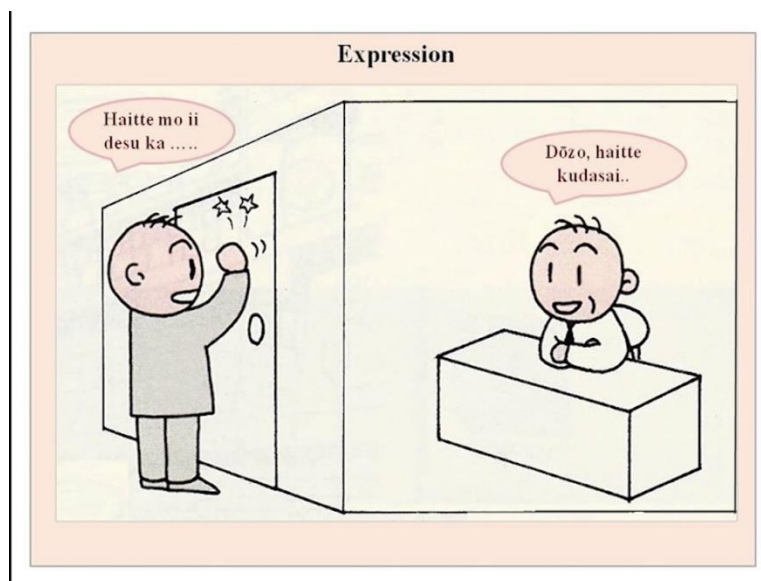
It is doing two things by just getting two things by just performing a single action and well, there is another kotowaza for you.

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So, well half of it is only used. The whole proverb is never used in Japanese and we have a small expression for you now.

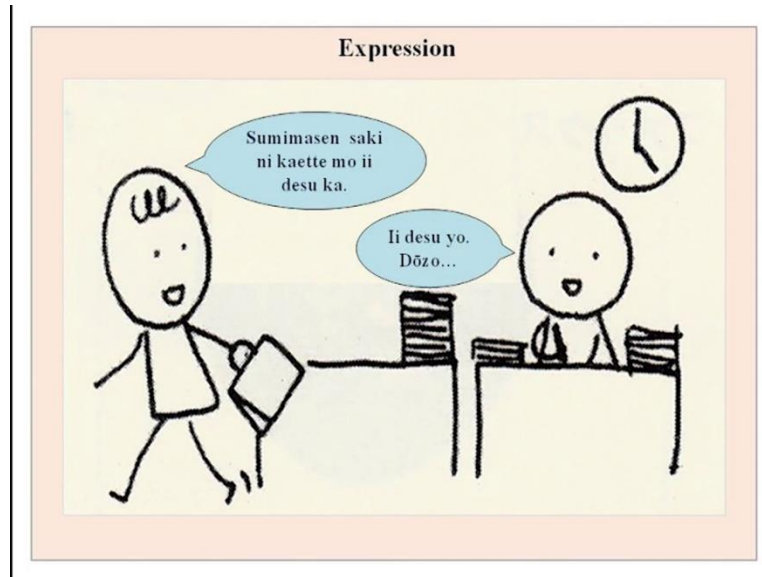
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This you have done earlier as [FL] and dozo. Now, you have this [FL] another expression, [FL] we have just done. So, well dozo [FL] so asking permission before entering is what it means.

You could say simply [FL] and now is you have learnt this well [FL]. Is it alright if I enter and after the permission is granted, you may enter dozo [FL]. You have the permission to enter.

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Now, there is another one over here. [FL] is it alright if I go before you or earlier than you? Well, [FL] could also be used. So, you can use [FL] in this pattern. These expressions are very clear. They make it very clear how to use it and then, of course in the end, you have your [FL] to do. You have your assignments to do and there are lots of assignments for you.

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Assignment – 1

Match the words in group A with kanji characters in group B

A		B
a) atsui		車
b) minami		秋
c) haru		北
d) furui		暑い
e) takai		雨
f) kuruma		女性
g) kita		南
h) ame		高い
j) aki		春
k) josei		古い

You can see of course the kanji is there. Tick the correct kanji.

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Assignment – 2

Write the “masu” form for the verbs in group A

e.g. hanashite — hanashimasu 話します

A	B
a) Kiite	
b) Tabete	
c) Oshiete	
d) Waratte	
e) Kaite	
f) Utatte	
g) Nonde	
h) Aruite	
i) Tsukutte	
j) Isoide	

Then, write mas form for these verbs which are in te form.

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Assignment – 3

Make sentences with the help of clues given

a) (kore, tabemono, sushi) e.g. **Kore wa nan to iu tabemono desu ka.**
Sushi to iu tabemono desu /Sushi desu.
i) kore, kudamono, ringo.....
ii) kono, tori, tsuru.....

b) Rao san wa shinsetsu desu. (I think)

c) Ali san wa doko de matte imasu ka. (eki...he said)

d) Nihon wa denki seihin wa yasui. (I think)

e) Katoh san wa ashita senta e kimasu ka... (no, ...I think)

f) Watashi wa Fuju san o noboru. (want to V)

g) Ima doko e mo ikanai. (do not want V)

h) Kono jisho wa benri desu. (I want N)

i) Nihongo o hanashimasu (can speak)

Then, make sentences with the help of clues given. For example, you have kore [FL] is what you are supposed to use [FL]. This is the example you can use. These two over here I think is given an all these words in English are given. You can try to use these clues and write sentences.

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Assignment – 4

Write what you will do in the situations listed below

a) nodo ga kawaita kara / **のど が かわいた**

b) onaka ga suite / **おなか が ついた....**

c) atama ga itai desu kara / **頭 が 痛い....**

d) tomodachi ga tuskarete iru / **友達が つかれている**

e) Nihon e kita kara **日本へ 来た から.....**

Then, what would you do in these situations? So, please write about this about 10 lines each and let us see how much you can do. You can check what you have done so far, what you have learnt

and you can correct it very nicely as all the forms are given and all the vocabulary is given for you. So, you can check it out yourself and try to write 10 lines each on these situations that have been given over here.

(Refer Slide Time: 49:09)

それでは、みなさん
今日は これで 終わります
今度また新しいことを勉強しましょう

With that I will leave you today.

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[FL] and [FL] is thank you very much and see you next time.