



ELJ102: Genki Slides

Lesson 6

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自己紹介 / Self-introduction

はじめまして。永野ながのです。ラガーディアコミュニティカレッジ
 の日本語にほんごの先生せんせいです。大学だいがくの専攻せんこうは言語学げんご がくでした。アストリアすに住んでいま
 す。子供こどもがいます。いつも、子供こどもと一緒にいっしょ、公園こうえんで遊あそんでいます。いつも、ア
 ストリアパークで、走はしります。走はしるのが好きすです。これは私わたしのクラスノート
 です。Rhodia といゆうう有名ゆうめいな会社かいしゃのノートで、とても高たかいんです。クラスのど
 ても大だいじ事じなインフォメーションが書かいてあります。皆みなさん、どうぞよろしく
 願ねがいします。

- Name
- Affiliation (school etc), family members, things you like etc.
- The most important item that you have right now.
- Conclusion (どうぞよろしく願ねがいします。)

Dialogue Listening Exercises

- Dialogue 1
 1. What happened to Robert?
 2. How often does Robert use the textbook?
- Dialogue 2
 3. Why did Robert say 「えっ。^{ほんとう}本当ですか。」？
- Dialogue 3
 4. What did Robert say to the old lady?
 5. Then, what happened?

て-form

- て-form is a conjugation of the verb and is used in various functions, including:
 - Making requests ("... please")
 - Giving and asking for permission ("You may ... / May I ... ?")
 - Stating that something is forbidden ("You must not ...")
 - Forming a sentence that describes two events or activities

(1) すしを^た食べてください。

(2) すしを^た食べてもいいです。

(3) すしを^た食べてはいけません。

(4) すしを^た食べて、^のコーヒーを飲みます。

て-form

- The conjugate patterns differ depending on the last sound of the verb's plain form.

n-verbs

食べる → 食べて
た た

u-verbs with final う, つ, and る¹

会う → 会って
あ あ

待つ → 待って
ま ま

とる → とって
と と

u-verbs with final む, ぶ, and ぬ

読む → 読んで
よ よ

遊ぶ → 遊んで
あそ あそ

死ぬ → 死んで
し し

u-verbs with final く

書く → 書いて
か か

There is an important exception in this class:

行く → 行って
い い

u-verbs with final ぐ

泳ぐ → 泳いで
およ およ

u-verbs with final す

話す → 話して
はな はな

irregular verbs

する → して

くる → きて

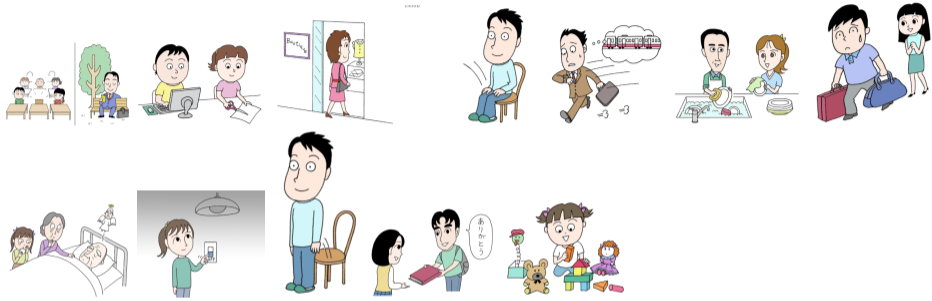
て-form III



て-form IV



ㄷ-form V



～ください |

て-form + ください

- て-form + ください makes a polite request ("Please do for me.")

	て-FORM	ください
(5) すしを	た 食べて	<u>ください</u>
(6) コーヒーを	の 飲んで	<u>ください</u>
(7) <small>にほんご</small> 日本語を	べんきょうして	<u>ください</u>

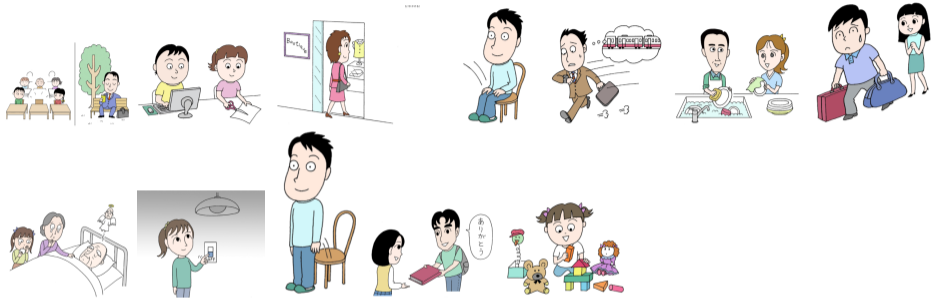
～ください II



～ください III



～くださいⅣ



～ください

1. Please drink.
2. Please eat.
3. Please study Japanese.
4. Please watch anime.
5. Please wake up early.
6. Please buy.
7. Please take photos.
8. Please speak (in) Japanese
9. Please wait.
10. Please play tennis with me.
11. Please go home (return).
12. Please go to school.
13. Please play with me.
14. Please turn off light.
15. Please teach me Japanese.
16. Please die.

～てもいいです & ～てはいけません！

て-form + ～もいいです

- て-form + ～もいいです indicates permission for activities ("You may do ...")

て-FORM

もいいです

- | | | |
|-----------|------------------|--------------|
| (8) すしを | ^た 食べて | <u>もいいです</u> |
| (9) コーヒーを | ^の 飲んで | <u>もいいです</u> |

～てもいいです & ～てはいけません II

て-form + ～はいけません

- て-form + ～はいけません indicates prohibition from activities ("You must not do ...")

て-FORM

はいけません

(10) すしを

^た食べて

はいけません

(11) コーヒーを

^の飲んで

はいけません

～てもいいです & ～てはいけません III



～てもいいです & ～てはいけません IV

1. You may drink (coffee).
2. You may eat (sushi).
3. You may watch anime.
4. You may take photos.
5. You may go home (return).
6. You may speak English.
7. You may smoke.
8. You may swim here.
9. You may buy new Nintendo.
10. You may turn off light.
11. You may turn on light.
12. You may die.
13. You may not drink (coffee).
14. You may not eat (sushi).
15. You may not watch anime.
16. You may not take photos.
17. You may not go home (return).
18. You may not speak English.
19. You may not smoke.
20. You may not swim here.
21. You may not buy new Nintendo.
22. You may not turn off light.
23. You may not turn on light.
24. You may not die.

～てもいいです & ～てはいけません V

Use ～てください、～てもいいです、～てはいけません for the following situations.

1. 図書館としょかんでは、
2. 日本語にほんごのクラスでは、
3. セントラルパークでは、
4. スターバックスでは、
5. マクドナルドでは、
6. ピザハットでは、
7. 日本にほんでは、
8. アメリカでは、
9. ニューヨークでは、
10. プールでは、
- 11.
12. うちでは、
13. ともだちのうちでは、
14. デートでは、
15. テストでは、
16. 日曜日にちようびには、

Describing two activities with て-form I

Describing two activities with て-form

- て-form is used to combine two or more verbs in a sentence ("I did this and then I did that")
- Note that と ("and") can be used only with nouns (i.e., There are two different "and" in Japanese)
- In order to combine two verbs, you should change all verbs except the last one to て-form.

(12) すしを て-FORM
た 食べて コーヒーを VERB
の 飲みます

Describing two activities with τ -form II



Describing two activities with て-form III

Describe what you do at different times of a regular day. Start your sentences with the following phrases:

1. 朝は、
あさ
2. 昼は、
ひる
3. 夕方は、
ゆうがた
4. 学校で、
がっこう
5. うちで、
6. 公園で、
こうえん
7. 友達と、
ともだち
8. 家族と、
かぞく
9. 彼女と/彼氏と、
かのじょ かれし

から (because) I

から (because)

- A sentence ending with から indicate the reason or the cause of a situation.

SITUATION

REASON

から

(13) すしを た食べます。

すしが す好きです

から。

(14) コーヒーを の飲みます。

スターバックスです

から。

から (because) II

Respond to the following questions.

1. どうしてコーヒーを飲みますか？
2. どうしてハンバーガーを食べますか？
3. どうして日本語を勉強しますか？
4. どうしてアニメを見ますか？
5. どうしてゲームをしますか？
6. 何時に寝ますか？どうしてですか？
7. 日曜日は何をしますか？どうしてですか？
8. 月曜日はどこに行きますか？どうしてですか？
9. どんな本を読みますか？どうしてですか？

～ましょうか！

～ましょうか

- ～ましょうか is used to offer assistance ("Let me do ...")
- ～ましょうか is similar to ～ませんか ("Shall we ..." see ch.3) and ～ましょう (か) ("Let's do ...").
 - コーヒーをのみませんか? (Shall we drink coffee? / invitation)
 - コーヒーをのみましょう (か)? (Let's drink coffee. / suggestion)
 - コーヒーをのみましょうか? (Let me drink coffee. / offering assistance)

PHRASES

(15) すしを

(16) コーヒーを

ましょうか

^た食べましょうか

^の飲みましょうか

～ましょうか II

Use ～ましょうか for the following situations.

～ましょうか III

1. Your friend ordered an extra coffee at Starbucks.
2. The party is over, but there is still a lot of sandwich.
3. Nagano-sensei is crying because students didn't do well on the quiz.
4. A Japanese couple are trying to take a photo at Times Square, but they are not good at taking selfies.
5. A Japanese tourist is struggling to buy a Metrocard.
6. The classroom is too dark.
7. The classroom is too bright.
8. The classroom is too hot.
9. The classroom is too cold.
10. Your Japanese friend wants to learn English.
11. You've learned your friend's secret and now she/he knows that you know.
12. Your friend is selling his/her drawings in a flea market, but no one has bought it yet.
13. Someone is in a wheelchair and she/he needs to take a train.

The Japanese Writing System

- **ひらがな (Hiragana):**
 - Looks roundish. Used for almost all purposes.
 - The phonetic symbol, meaning there is a strict sound-symbol correspondence.
- **カタカナ (Katakana):**
 - Consists of straight lines. Used for loan words, foreign names, and onomatopoeia. The phonetic symbol.
- **漢字 (Kanji):**
 - Adopted from the Chinese (traditional) characters.
 - Used for nouns, verbs, and adjectives in Japanese. Also for Japanese names.
 - Ideograph, meaning each Kanji corresponds to one unique meaning. There are an infinite number of Kanji characters. An educated Japanese should know a minimal of 2,136 Kanji characters (*Joyokanji*).

More on Kanji

- Each kanji has one meaning and often multiple ways of pronunciation (e.g., 人 = person. *jin, nin, hito*)
- Each Kanji has two types of pronunciation rules.
 - **くんよみ**: Japanese pronunciation. Often used when a word consists of a mix of kanji and hiragana. (e.g., 食べ^たます、飲^のみます). Japanese names are usually pronounced in kunyomi even if it consists only with kanji.
 - **おんよみ**: Chinese pronunciation. Often used when a word consists of only kanji (e.g., 食^{しょくじ}事)

かんじ
漢字 III

001	一	▶いち いっ ▷ひと (one)
002	二	▶に ▷ふた (two)
003	三	▶さん ▷みっ (three)
004	四	▶し ▷よん よ よっ (four)

005	五	▶ご ▷いつ (five)
006	六	▶ろく ろっ ▷むっ (six)
007	七	▶しち ▷なな (seven)
008	八	▶はち はっ ▷やっ (eight)

009	九	▶きゅう く ▷ここの (nine)
010	十	▶じゅう じゅっ じっ ▷とのお (ten)
011	百	▶ひゃく びゃく びゃく (hundred)
012	千	▶せん ぜん (thousand)

013	万	▶まん (ten thousand)
014	円	▶えん ▷まる (yen; circle)
015	時	▶じ ▷とき (time)

Adjective vs. Adverbs in Japanese I

Adjective vs. Adverbs in Japanese

• **Adjective:**

- All adjectives in Japanese end with い (e.g., おおきい、やすい) or な (e.g., すてきな、げんきな)
- An adjective modifies a noun
 - おおきいくるま / やすいかばん / げんきながくせい

• **Adverb:**

- There are largely three different types of adverbs in Japanese:
 - Regular adverbs (e.g., はっきり、ゆっくり、いつも)
 - Derivational adverbs (e.g., おおきく、やすく、すてきに)
 - Onomatopoeia (e.g., ごろごろ、はきはき、ばりばり)
- An adverb modifies anything other than a noun (mostly verbs)
 - おおきくかく / やすくたべる / げんきにあそぶ
 - はっきりはなす / ばりばりあそぶ

Adjective vs. Adverbs in Japanese II

More on derivational adverbs

- Make the following change to convert an adjective to an adverb:
 - い-adjective: change い to く
 - おおきい、ちいさい、やすい、たかい、おいしい、おもしろい
 - な-adjective: change な to に
 - すきな、たいへんな、にぎやかな、ひまな

More on onomatopoeia

- Japanese has a very rich onomatopoeia, which can be used as adverbs:
 - がみがみ: being nagged / がみがみいう
 - ぺらぺら: (speak) fluently / ぺらぺらはなす
 - きよろきよろ: (looking around) restlessly / きよろきよろみる
- See <https://www.tofugu.com/japanese/japanese-onomatopoeia/> for a very detailed introduction to Japanese onomatopoeia

Extra Activities in Ch.6 I

Conversation Activity 1

1. No English is allowed next 10 min. Class will break into pairs. If this is the first time to speak with your partner, introduce each other.

- はじめまして。 NAME です。どうぞよろしくお願ひします。

2. Ask your partner what she/he did yesterday.

- 昨日、何をしましたか？

3. Respond to the question, using the verbs in Chs.3-6.

- 行く、帰る、聞く、飲む、話す、読む、会う、ある、買う、書く、撮る、待つ、やる、泳ぐ、乗る、起きる、食べる、寝る、見る、いる、出かける、連れてくる、電話する、持ってくる、遊ぶ、急ぐ、返す、消す、死ぬ、座る、立つ、たばこを吸う、使う、手伝う、入る、持つ、休む、開ける、教える、降りる、借りる、閉める

4. The pair who found the most interesting experience wins.

Extra Activities in Ch.6 II

Activity

- One person from class will come to front of the classroom. The person will see an English sentence on a piece of paper and they will act it out in front of class (without using any word). The rest of class will make a guess. If anyone can get the right answer within 15 seconds, both the performer and the student who got the right answer will receive extra points (3 points each).

Writing Activity 1

1. Using ~てください, ~てもいい, and ~てはいけません, respond to the following situations. Use at least two particle phrases (e.g., コーヒーを) in each sentence.
2. Situations
 - 2.1 Your Japanese friend is visiting New York City for the first time and she/he asked for your advice (Give at least three different pieces of advice.)
 - 2.2 Your friend is traveling to Japan for the first time, but she/he doesn't know anything about Japan (Give at least three different pieces of advice.)
 - 2.3 Your Japanese friend, who is visiting NYC, and you are at the LaGuardia cafeteria. Your friend asked for your advice what to eat. (Give at least two different pieces of advice.)

Extra Activities in Ch.6 IV

Conversation Activity 2

1. Using the "VERB 1 て、VERB 2" structure, students will write four stories about an interesting day in their lives. One of the stories should be a true story and the other one fake. This will be an additional homework for the week.^a
2. In class, students will share their stories with class. The instructor will ask questions about the stories and the student respond to them.
3. After a class discussion regarding which story was real and which story was fake, the class will make a guess about the true story.

4.
 - 私は、インドに行って、象に乗りました。とても怖かったです。
 - 私は、セントラルパークで友達と遊んで、湖で泳ぎました。とても寒かったです。
 - 私は、アメリカの大統領に会って、話しました。
 - 私は、キアヌリーブス (Keanu Reeves) にあって、一緒にたばこを吸いました。

^aThis exercise is a modified version of Maayan Barkan in the CCI-2020 project.

Bibliography I

This presentation slide was created with \LaTeX and *beamer* \LaTeX style.