

6

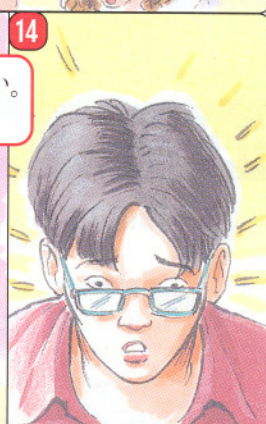
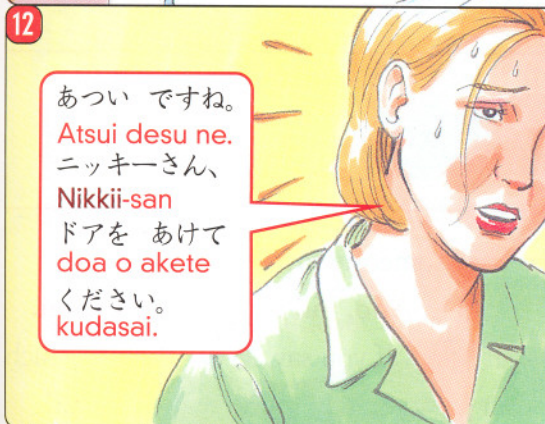
Unit

せんせい、みて ください
Sensei, mite kudasai!

Look at this, sensei!

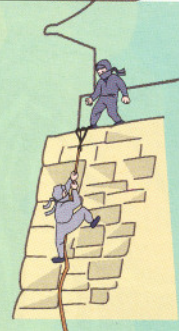


まさしくん、みせて ください。
Masashi-kun, misete kudasai.



できますか
Dekimasuka
CAN YOU DO IT?

- Can you find out how to say ...
- * Please take some paper.
 - * brushes and ink.
 - * Well done!
 - * Write it once more.
 - * May I close the window?
 - * Open the door, please.



せつめい コーナー Setsumei koonaa

Explanation corner

How do I ask someone to do something?



To ask someone to do something you need to know some *please do* verbs. The word ください **kudasai** is similar in meaning to *please*. It follows a request. It is also used to mean *give me*.

Are you wondering about the difference between どうぞ **dōzo** and ください **kudasai**?

どうぞ is short for どうぞ [request] ください. It is a bit like *Please, please do it!* When it is obvious what you want someone to do, you only need to say どうぞ.

How do I say *Please say it again?*



If you do not hear clearly what someone says, say: あのう、もういちど いって ください。 **Anō, mō ichido itte kudasai.**

This means *Um, please say it again*. If you say, あのう **Anō**, which means *Um* or *Excuse me*, your Japanese will sound really natural!

もういちど **Mō ichido** means *once more*. Your teacher will use this a lot. For example: もういちど かいて ください。 **Mō ichido kaite kudasai.** This means *Please write it again*.

WHAT A USEFUL EXPRESSION!

ね
ne

Isn't it?

ね is a special particle. It usually comes at the end of a sentence. It invites the listener to agree with the speaker. For example, あつい ですね *Atsui desu ne* means *It is hot, isn't it?*



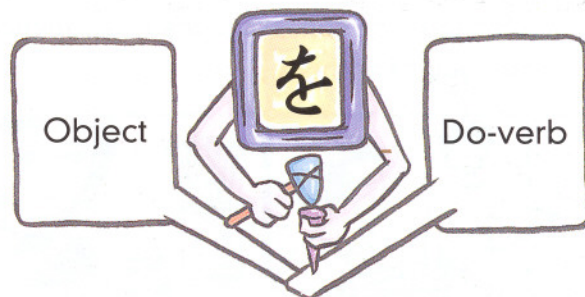
Particles

ドアを あけて ください Doa o akete kudasai

Did you notice that there is a little word を **o** before the request? This is particle を. It follows the object of the request and also the object of any action verb. For example: ドアを あけて ください。

Doa o akete kudasai. Please open the door.

The door is the object that we will open, so ドア **doa** is followed by the particle を.



Asking someone to take something



Asking someone to show you something



Asking someone to look at something



Asking someone to close something



Asking someone to open something



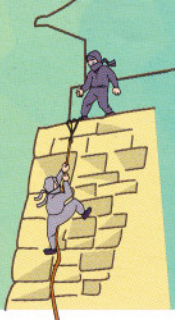
Asking someone to do something again



できますか

Dekimasuka

CAN YOU DO IT?



- 1 Listen to these conversations in a Japanese classroom. Label the pictures 1–8 in the order you hear them.



- 2 Kitsune points to any one of the pictures and says **いって ください Itte kudasai** (Please say it). Tanuki says the instruction that fits the picture.

Kitsune tries to trick Tanuki by pointing to another picture while saying **もういちど いって ください Mō ichido itte kudasai** (Say it once more please). Tanuki must say the same thing or lose a point. Score a point for each correct response. Take turns.



- 3 Match the labels with the pictures. Write the number of the label in the space provided.

- 1 こくばんを みて ください。
- 2 みなさん、かいて ください。
- 3 まどを あけて ください。
- 4 かみを とって ください。
- 5 ドアを しめて ください。



わかった！

Wakatta!

I'VE GOT IT!



Asking someone to take something	[Object] を	とって	ください。	
Asking someone to show you something		みせて		
Asking someone to look at something		みて		
Asking someone to close something		しめて		
Asking someone to open something		あけて		
Asking someone to write something		かいて		
Asking someone to say it again	(あのう、)	もういちど	いって	ください。
Asking someone to write it again			かいて	



べんきょう の こつ

What's your secret?

Benkyō no kotsu

Karen, your pronunciation of Japanese is really good, and you seem to speak so fluently. I don't think Hiro always understands me when I try to speak to him. What did you do to become so good?

I listen to CDs, over and over again. Even when I was in the beginners' class. I listened as much as I could. I listen when I am doing chores around the house or when travelling in the car, on buses and trains. Other people think I am listening to music, but I am really studying Japanese. I find that it not only helps my pronunciation, it also helps me to remember the words and sentences. Of course in class I use Japanese as much as I can. Try it. You'll find it really works—and you'll enjoy it, I promise!

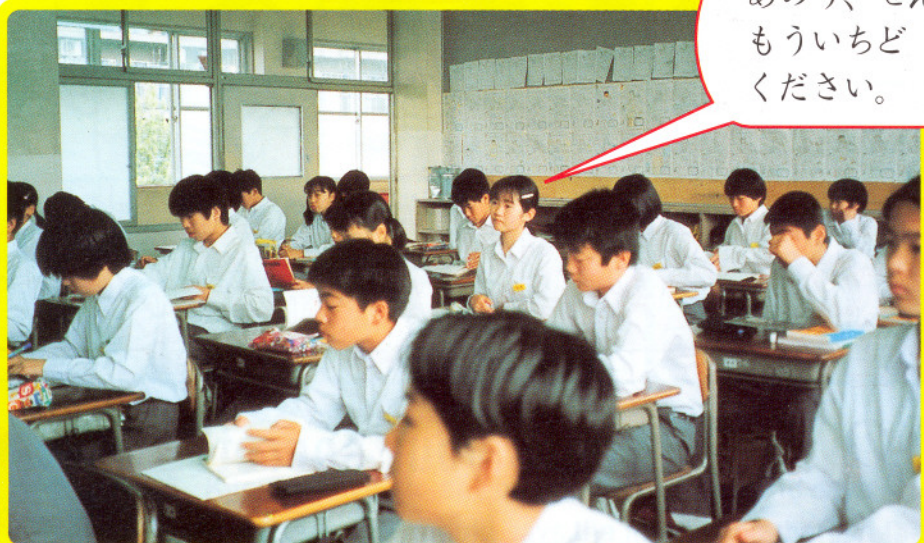


なに? なに?

Nani? Nani?

What are they saying?

あのう、せんせい、
もういちど いって
ください。



こくばんを
みて ください。



さとうくん、
もういちど みせて
ください。



インフォ

Info

DID YOU KNOW?

More about Japan

Calligraphy

All Japanese children learn how to write with a brush. This is called *shodō* (calligraphy). Most school children have a *shodō* set for brush writing. A *shodō* set consists of special calligraphy brushes that are shaped so that they can write both thick and thin strokes; an ink stone that is rubbed on another stone to obtain the special *sumi* or calligraphy ink; a felt pad to place under the paper and weights to prevent the paper from moving.

Brush writing is taught to school children because it is considered to be a discipline of the mind and body and an important art form. To write well with a brush, the student must sit correctly, concentrate and breathe correctly. The brush must be held vertically. It takes many years of practice to master the art.

The belief that brush writing expresses the personality of the writer developed at the court of the Emperor of Japan in Heian times, more than 1000 years ago. Romances at the Heian court were conducted by writing poetry to each other. Ladies and gentlemen of the court would not only judge the character of the writer by the sensitivity of the poetry but especially by the skill of the calligraphy.

We know about this from one of the first novels ever written, the *Tale of Genji*, which was written with a brush in hiragana on 52 beautifully illustrated scrolls. The writer, Murasaki Shikibu, was a lady in the Heian court. In the *Tale of Genji*, which has been translated into English by Arthur Waley, the writer tells of the many romances of Prince Genji. The importance of beautiful brush writing features in every romance. The scrolls still exist and are kept in the National Museum in Kyoto.

Today, calligraphy contests are held regularly in Japan and calligraphy masters gain high prices for examples of their brush writing.



More about Japan



Nihon

The Japanese people call their country *Nihon* or *Nippon*. Thousands of years ago, the Chinese called the islands to their east *Riben* 日本. The meaning of the characters they used are the *sun* and *origin* or *source*. They chose these characters because the source of the rising sun seemed to be the islands of Japan. The second character is also used for *book*. This is because a book can be thought of as the source of knowledge. Early travellers to China, heard the name *Riben* as Japan.

Shintō

Shintō is the earliest religion in Japan. It teaches that every natural thing—people, animals, rocks, trees, volcanoes, rivers and so on—has a spirit or *kami*. From this belief sprang the myths and legends of ancient Japan. Shintō shrines marked by a *torii* (gate) are everywhere in Japan. They still enshrine a natural deity, who is part of the culture of the area. So, this belief system is quite similar to that of the Australian Aboriginal people. The Shintō shrines are often right next to a Buddhist temple. People visit and ask for blessings at both. Many Japanese people are married in a Shintō shrine but buried in a Buddhist grave.

Amaterasu the sun goddess

The characters for *Nihon* matched the legend that the sun goddess Amaterasu was the deity from whom the first emperor of Japan was descended. In the myths and legends of Japan, Amaterasu was created by one of the first two deities to appear, Izanagi and Izanami. They are said to have descended to earth from the heavens by a heavenly bridge—a rainbow. When they arrived, Izanagi stirred up the primeval ocean with his spear and the islands of *Nihon* were said to have formed from the droplets that fell back into the sea. The couple then created the rivers, mountains and all the features of the landscape. Finally Izanagi created the sun and the moon.



QUIZ

- 1 What do Japanese call Japan?
- 2 Why is it called Japan in the West?
- 3 Who was Amaterasu?
- 4 Can a person be a follower of both Buddhism and Shintoism?

いい ですか



Ii desuka

May I?

<p>すわっても いい ですか。 Suwatte mo ii desuka.</p>	<p>ドアを あけても いい ですか。 Doa o akete mo ii desuka.</p>	<p>まどを しめても いい ですか。 Mado o shimete mo ii desuka.</p>
<p>かんじを かいても Kanji o kaite mo いいですか。 ii desuka.</p>	<p>ふでを とっても いい ですか。 Fude o totte mo ii desuka.</p>	<p>トムくんの ノートを Tomu-kun no nooto o みても いい ですか。 mite mo ii desuka.</p>

どう いたしまして

Dō itashimashite

You're welcome

<p>せんせい、すみません。 Sensei, sumimasen. のりを かして ください。 Nori o kashite kudasai.</p>	<p>はい、どうぞ。 Hai, dōzo.</p> <p>ありがとう ございます。 Arigatō gozaimasu.</p>	<p>どう いたしまして。 Dō itashimashite.</p>
---	--	---

きょうしつで

Kyōshitsude

In the classroom



In the drawer



In the bag



How do I ask permission to do something?

This is really easy, just replace **ください kudasai** with **ても いい ですか temo ii desuka**. For example, **すわって ください suwatte kudasai** means *Sit down please*. **すわっても いい ですか Suwatte mo ii desuka** means *May I sit down?*

The answer is either, **はい、いい です Hai, ii desu**, which means *Yes you may* or **いいえ、だめ です Iie, dame desu**, which means *No, not now* or *No, you mustn't*.

How do I say I've done it?

When you have completed something you can say, **できました dekimashita**. This means *I have done it* or *I could do it*. It is related to **できますか dekimasuka**, which means *Can you do it?*

By the way, to praise someone you can say, **よく できました Yoku dekimashita**. This means *You have done it well*.

In Japan, we often say **がんばって ganbatte** to encourage someone. It is short for **がんばって ください ganbatte kudasai**. It means something like *Try hard* or *Don't give up*.

So, **がんばってね**.



I want to explain some more about saying *Thank you*. When you say **ありがとう arigatō** or **ありがとう ございます arigatō gozaimasu** to someone who has done something for you, they usually respond with **どう いたしまして dō itashimashite** or **いいえ、どう いたしまして Iie, dō itashimashite**. This means *You're welcome* or *No, it was nothing*.

いい ですか



Ii desuka

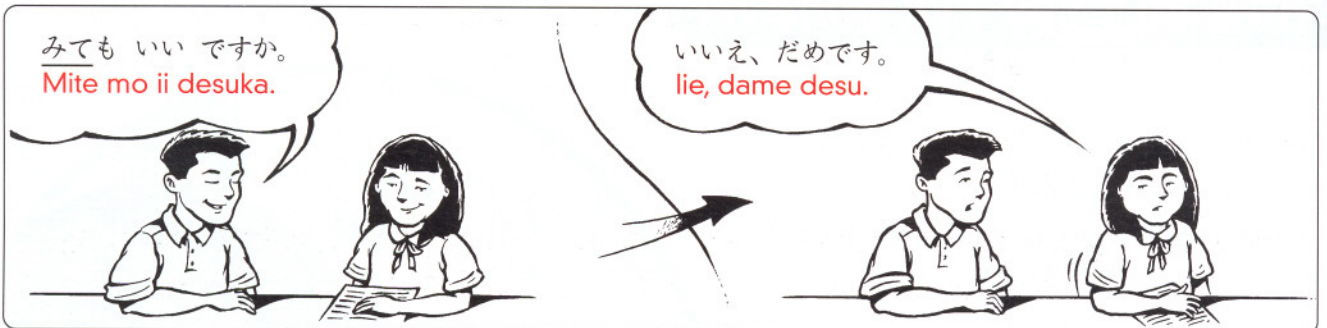
Asking permission



Granting permission



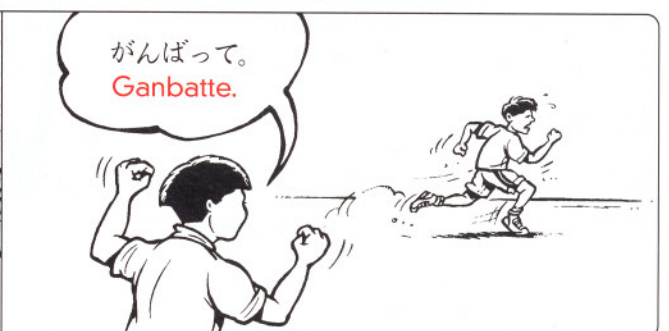
Refusing permission



Giving praise



Offering encouragement



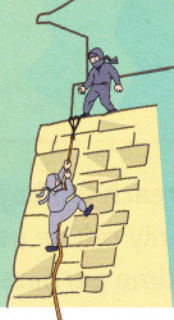
Saying thank you Responding (Don't mention it) Saying I've done it



できますか

Dekimasuka

CAN YOU DO IT?



- 1 Listen to the conversation between Masao and his teacher. What is Masao permitted to do? What is he not allowed to do.
- 2 You are helping Masako with her shopping for the school year. Write down what she says she needs in the order that you hear it.



- 3 Pretend that Kitsune has the powers to change into a person senior to Tanuki. Tanuki must ask to borrow all of the items in the picture below. *For example:*

Tanuki: はさみを かして ください。

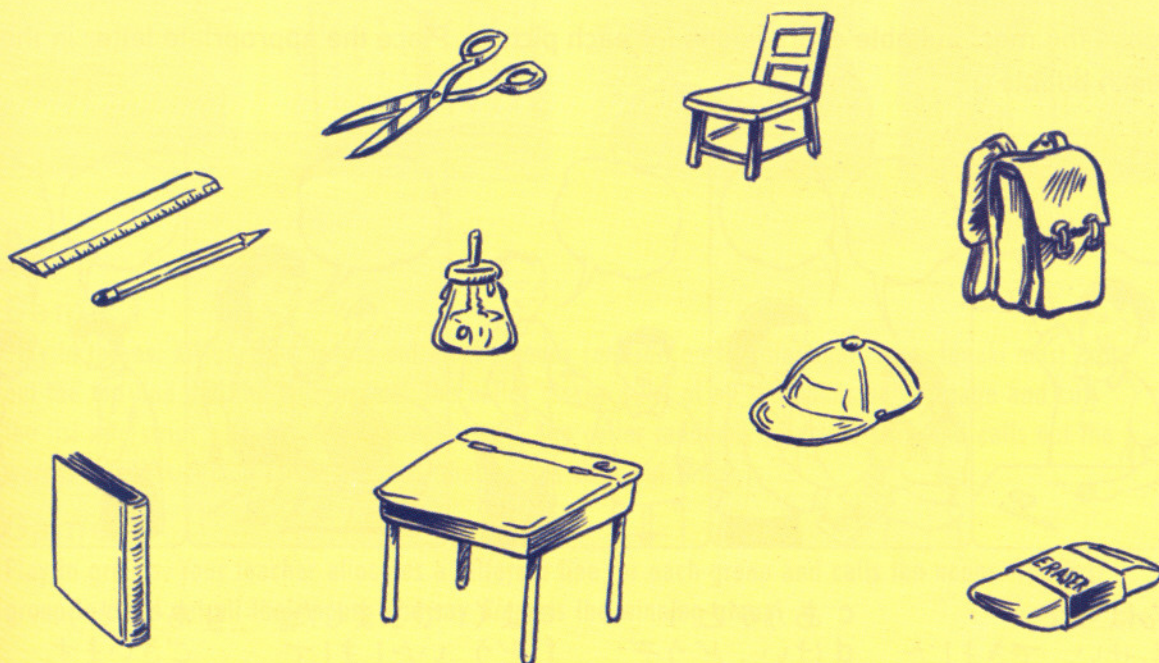
Kitsune: はい、どうぞ。

Tanuki: ありがとう ございます。

Kitsune: どう いたしまして。

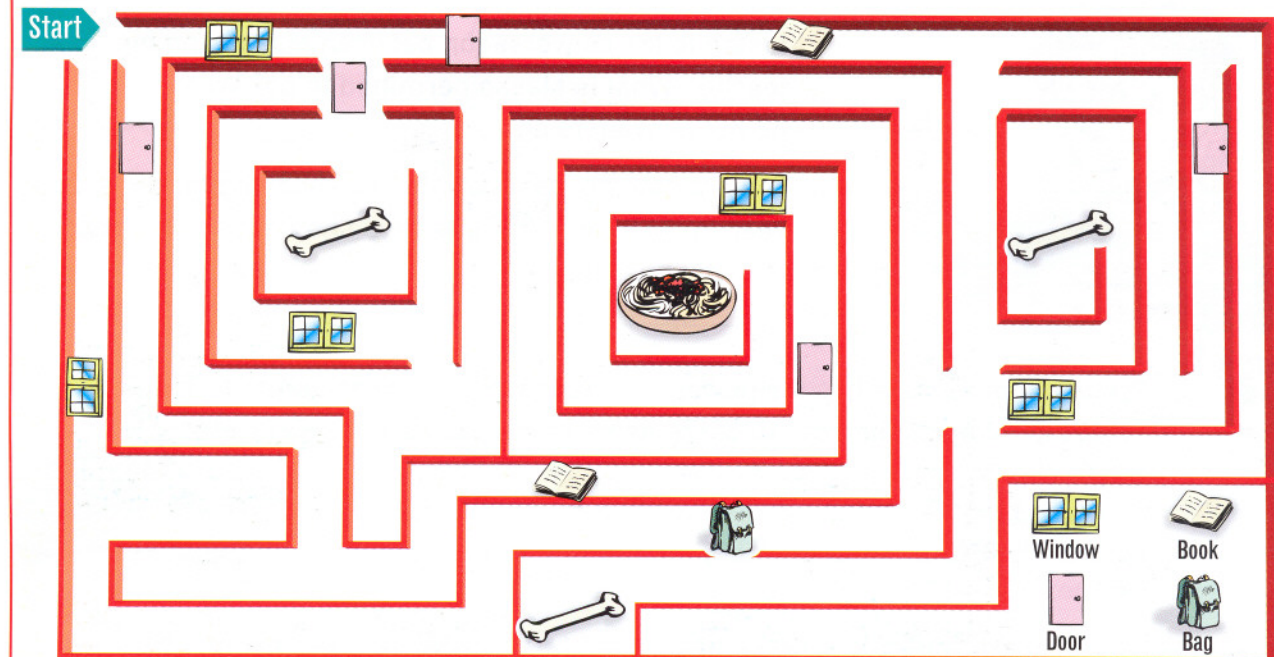
If Tanuki cannot remember the name of an item, Kitsune should encourage Tanuki by saying: **がんばって** and then saying the word. For example, **がんばって たぬきさん。はさみ です。**

When Tanuki completes a dialogue correctly, Kitsune must offer praise by saying, **よく できました。**





- 4 Take turns. Tanuki must try to reach the bowl of soba by asking Kitsune's permission at each obstacle. Kitsune can only refuse permission four times but tries to force Tanuki to the old bones. Every time permission is refused Tanuki must go a different way. If Tanuki cannot ask for permission accurately Kitsune is permitted an extra refusal. If Tanuki has to retrace his steps he has to ask again to pass the obstacle.



Example:

Tanuki: まどを あけても いい ですか。

Kitsune: いいえ、だめ です。

Tanuki: ドアを あけても いい ですか。

Kitsune: はい、いい です。

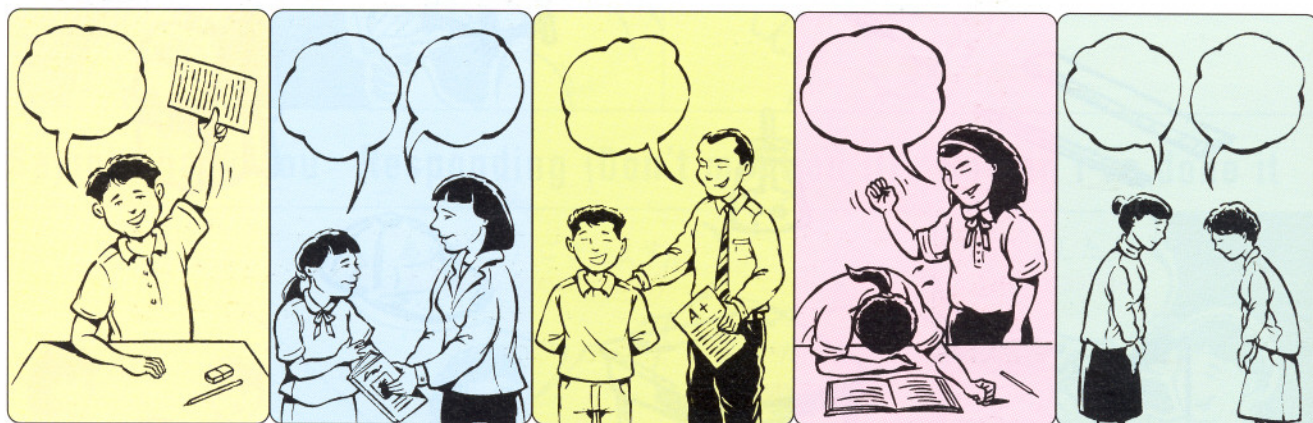
Tanuki: ほんを よんで (あけて) も いい ですか

Kitsune: いいえ、だめです。

Tanuki: かばんを あけても いい ですか。

Kitsune: はい、いい です。

- 5 Choose the most suitable expressions for each picture. Place the appropriate letter in the speech bubble.



a がんばって。

b せんせい、できました。

c ありがとう

d はい、どうぞ。

e よく できました。

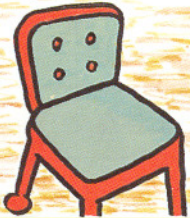
f どう いたしまして。

g ありがとう
ございます。

ビンゴ

Bingo

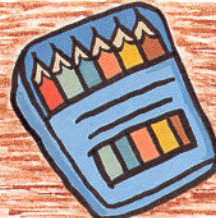
いす



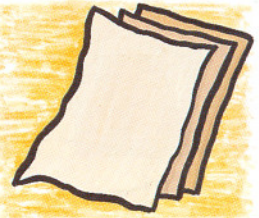
えんぴつ



いろえんぴつ



かみ



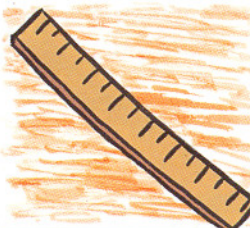
かばん



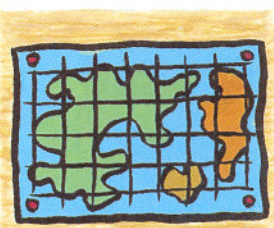
こくばん



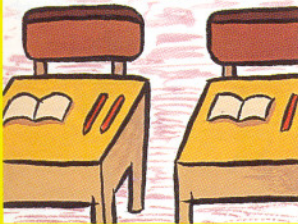
じょうぎ



ちず



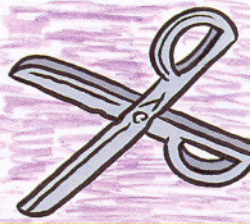
つくえ



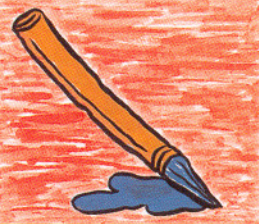
のり



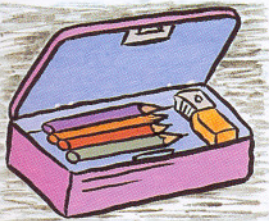
はさみ



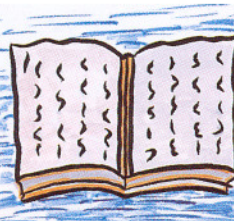
ふで



ふでばこ



ほん



ぼうし



まど



Rules

Game 1

Play in threes. Kitsune must cross out all the nouns (*meishi*) on the diagonal cross. Tanuki must cross out the top line and the bottom line. The caller makes a list of all the nouns on the page and cuts the list into strips with one word on each strip. The caller randomly selects a strip and calls out the words. The first person to cross out all their words calls out *Bingo*.

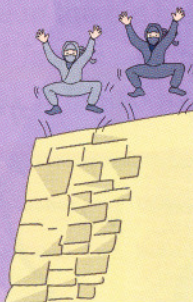
Game 2

Play in groups. Your teacher allocates a different line for each group and calls the nouns. The first group to cross out all their nouns and say *Bingo* is the winning group.

わかった!

Wakatta!

I'VE GOT IT!



Asking permission	[Verb] ても	いい	です	か。
Granting permission	はい、	いい	です。	
Refusing permission	いいえ、	だめ	です。	
Responding to thanks	(いいえ、)	どう	いたしまして。	
Giving praise	よく	できました。		
Saying I have done it		できました。		

うたいましょう!

Utaimashō!



Let's sing! してくださいのうた

みなさん こくばんをみて ください (はい、せんせい!)

みなさん たって ください

しずかに すわって ください

ほんを よんで ください

- みなさん こくばんをみて ください (はい、せんせい!)

みなさん たって ください

しずかに すわって ください

ほんを よんで ください
- けんくん、えんぴつをとって ください (ありがとう!)

ひらがなを かいて ください

ちょっと みせて ください

もういちど かいて ください

ひらがな

Hiragana

み

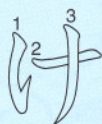
mi



み for mittens

け げ

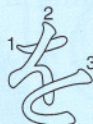
ke ge



け for kennel

を

o



を for orange

す ず

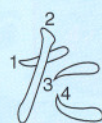
su zu



す for snail

た だ

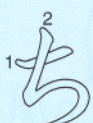
ta da



た for tap

ち

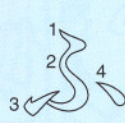
chi



ち for cheek

ふ ぶ

fu bu



ふ for full

ひ ぴ

hi pi



ひ for hippo



Remember the particle o
is written を!

ん わ ら や ま は な た さ か あ
 り み ひ に ち し き い
 る ゆ む ふ ぬ つ す く う
 れ め へ ね て せ け え
 を ろ よ も ほ の と そ こ お

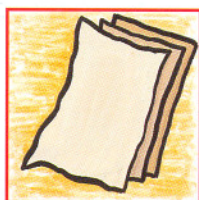
Hiragana exercises

1 Name the classroom items by filling in the blanks.

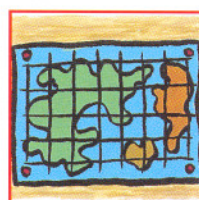
1 え _____



2 か _____



3 _____



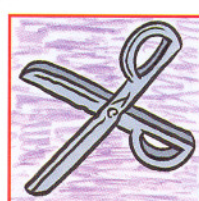
4 _____ん



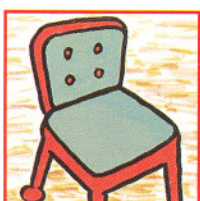
5 ほ _____



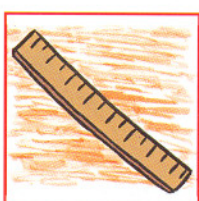
6 _____さ _____



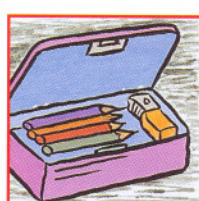
7 い _____



8 じょう _____



9 _____で _____こ



2 Referring to the pictures, complete the sentences to make requests.



1 かばんを _____せて くだ _____。  5 _____を あ _____て _____。



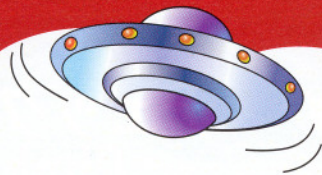
2 こくばん _____て _____ださ _____。  6 _____わって _____さい。



3 かみを _____って く _____。  7 _____って く _____い。



4 _____ど を _____めて _____。





チェック しましょう! Chekku shimashō!

Let's check!

Classroom items

いす	chair
いろえんぴつ	coloured pencil
えんぴつ	pencil
かみ	paper
かばん	bag
けしごむ	eraser
こくばん	blackboard
じょうぎ	ruler
jōgi	
すみ	calligraphy ink
ちず	map
つくえ	desk
ドア	door
doa	
ノート	notebook
nooto	
のり	glue
はさみ	scissors
ふで	brush
ふでばこ	pencil case
ほん	book
ぼうし	hat
まど	window

Expressions

あのう...	Um, excuse me ...
がんばって!	Try hard!
しずかに	quietly
できました	I've done it
どう いたしまして	You are welcome
もう いちど	once more
よく できました	Well done
はい、いいです	Yes, that's fine
いいえ、だめ です	No, not now

Adjective

あつい hot

Verbs for requests and asking permission

あけて	open	いって	say
かいて	write	かして	lend
きいて	listen	しめて	close
すわって	sit	たって	stand
とって	take	みせて	show
みて	look	よんで	read
+ ください	Please ...		
+ もいいですか	May I ...?		

I can:

- ☐ understand eleven requests
- ☐ ask someone to do eleven things
- ☐ ask permission to do eleven things
- ☐ say that it is hot
- ☐ encourage someone
- ☐ respond to thanks
- ☐ ask someone to say it again
- ☐ say the names of most items in the classroom
- ☐ read and write こくばん、えんぴつ、ちず、みて ください、ほんを あけて ください、たって、すわって、みせて、かして、かいて、きいて ください、まどを あけても いい ですか。

