

にほんご JPN101

Oct. 5, 2009
(Monday)

10月5日月曜日

- ぶんぽう4 (Question words)
- ぶんぽう5 (も)
- にほんのぶんか
- ききじょうずはなしじょうず

ぶんぽう

ぶんぽう4: Asking for personal information, using question words

Asking about names and things, using なん

Question		
	Question Word	
おなまえは	なん	ですか。

What is your name?

Answer
アリスです。 ありす

I am Alice.

Question		
	Question Word + Suffix	
キムさんは きむ	なんねんせい	ですか。

What year are you in, Mr./Ms. Kim?

Answer
さんねんせいです。

I am a junior.

Question		
	Question Word + Suffix	
いま	なんじ	ですか。

What time is it now?

Answer
さんじです。

It's 3 o'clock.

To specify a.m. and p.m., add ごぜん (a.m.) or ごご (p.m.) in front of the time expression.

とうきょうは いま ごぜん じゅうじです。
In Tokyo it is 10 a.m. now.

ニューヨークは ごご ろくじはんです。
It is 6:30 p.m. in New York.

ぶんぽう4: Asking for personal information, using question words

Using どこ and どちら to ask about places

Question		
Question word (place)	Particle	
どこ	から	きましたか。

Where are you from?
(literally, *Where did you come from?*)

Answer		
Noun (place)	Particle	
にほん	から	きました。

I'm from Japan.
(literally, *I came from Japan.*)

- どちらから いらっしやいましたか。
Where are you from?
- だいがくは どこですか。
Where do you go to school?

Phonetic Rule I

- A high pitch accent falls on the first mora of all question words.

どこ

どちら

なに

なん

* The dictionary form 「なに」'what' changes to 「なん」if the following sound is [t] [d], or [n], as in: 「なんといえますか」、「なんですか」or 「なんなり」.

However, if the following is a counter, then 「なに」changes to 「なん」regardless of the following sound, as in 「なんじ」.

ぶんぽう5: Using も to list and describe similarities

Sentence 1		
	Particle	
わたしの こうこう	は	ミルズ ハイスクールです。 みるず はいすく る

My high school is Mills High School.

Sentence 2		
Noun Phrase	Particle	
トムさんの こうこう とむ	も	ミルズ ハイスクールです。 みるず はいすく る

Tom's high school is also Mills High School.

ぶんぽう5: Using も to list and describe similarities

うえだ： キムさんは にほんごの がくせいですか。
きむ

Are you a Japanese major, Mr./Ms. Kim? (literally, are you a student of Japanese?)

キム： ええ、そうですよ。うえださんは？
きむ

Yes, I am. How about you, Ms. Ueda?

うえだ： わたしも にほんごの せんこうですよ。

I am a Japanese major, too.

キム： ああ、そうですか。
きむ

Oh, is that so?

やまだ： すずきさんは どこから きましたか。

Ms. Suzuki, where are you from?

すずき： とうきょうから きました。

I'm from Tokyo.

やまだ： そうですか。ぼくも とうきょうから きました。

Is that so? I'm from Tokyo, too.

すずき： ああ、そうですか。とうきょうの どこですか。

Oh, really. Where in Tokyo?

やまだ： あさくさです。

Asakusa.

にほんのぶんか

P44-45 にほんのぶんか

- First name or last name?

When you meet a
Japanese adult...

~さん

Family settings

Senior members

おじいさん
おばあさん
おとうさん
おかあさん
おじさん
おばさん

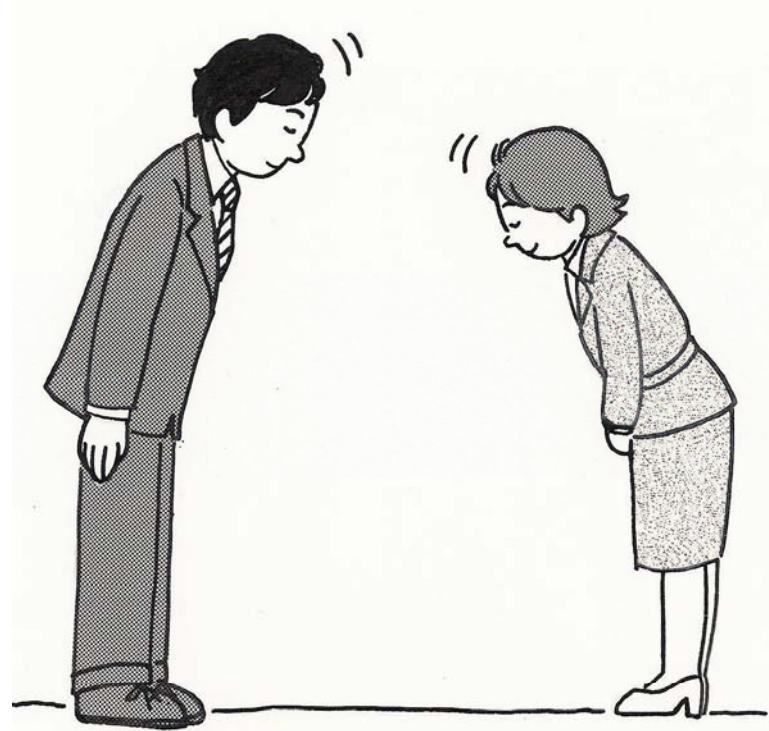
Junior members

~さん
~くん
~ちゃん



P44-45 にほんのぶんか

- Bowing? Shaking hands?



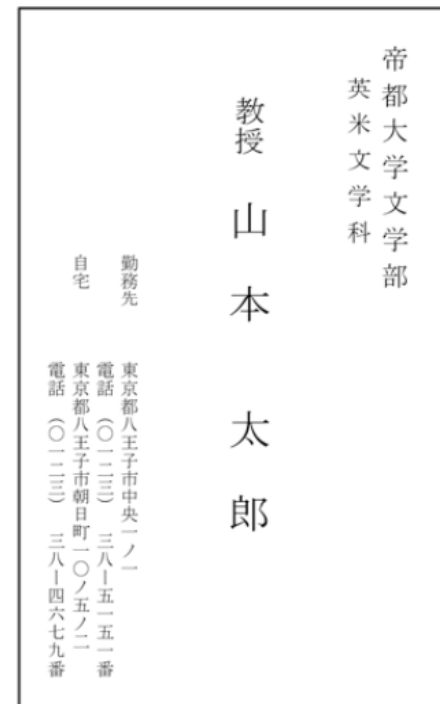
P44-45 にほんのぶんか

- 名刺(めいし) Business cards



P44-45 にほんのぶんか

- 名刺(めいし) Business cards



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ききじょうずはなしじょうず

P66 ききじょうず

Using あいづち (attentive feedback) 1

Being a good listener is one of the most important factors in communicating effectively in any language, but the strategies for being a good listener differ considerably between languages. For example, the Japanese tend to avoid frequent or prolonged eye contact, because they do not think that making eye contact indicates a person's interest in the conversation. A Japanese person will tend to feel intimidated or uneasy after prolonged eye contact, so it's a good idea to look away from time to time. Instead of eye contact, Japanese speakers use various other forms of feedback when they are listening. For example, they nod occasionally to show attentiveness. For this reason, Japanese students often nod in the classroom. Another common type of feedback is the frequent use of ええ or はい, which both mean *yes*. These expressions do not necessarily indicate agreement. They simply mean that the person is listening to you. If the listener remains silent even though he/she is looking at the speaker, the speaker may consider the listener to be impolite, cold, or even uninterested. In Japanese, feedback given to confirm attentive listening is called あいづち.

Classroom Manners

It is considered inappropriate to eat or drink in the classroom in Japan. Equally inappropriate is putting one's feet or legs up on a chair or desk. Japanese instructors who are not used to such behavior may think these acts show a lack of seriousness or boredom on the part of the student.