

Foreword

Minna no Nihongo Chukyu (Japanese for Everyone – Intermediate) has been planned and edited to form a comprehensive set of Japanese-language learning materials following on from *Minna no Nihongo Shokyu I* and *II* (Japanese for Everyone – Introductory I & II), which were first published in 1998. The *Minna no Nihongo Shokyu* materials were originally developed to enable general adult beginners to acquire an introductory level of Japanese-language ability rapidly, but they are also widely used as introductory textbooks both in Japan and abroad by non-Japanese students either already studying at Japanese universities and colleges or preparing to do so.

Meanwhile, the number of non-Japanese intending to work in Japan or already living here continues to increase as the Japanese birthrate falls and international interchange gains pace, and the *Minna no Nihongo* books are also popular among such people because of the way the materials help them to learn Japanese easily.

As the range of people using the *Minna no Nihongo* books widened and demand for them increased, we began to receive requests from many different quarters for a set of intermediate materials that would follow on from *Minna no Nihongo Shokyu I* and *II*. After extensive writing, testing and editing, we are now finally able to present everyone with what they have been asking for — *Minna no Nihongo Chukyu*.

At the introductory level, people who need to communicate in Japanese are required to be able to say what they want to say and understand what is said to them. At the intermediate level, however, I believe they need more than this — they also need sufficiently good language skills to be able to understand and explore Japanese culture and customs. This book is designed to give ample support to learners like these.

Finally, I should like to thank everyone sincerely for their valuable opinions and for all the help they gave us in preparing and testing these materials. We at 3A Corporation intend to continue contributing to people's networking through activities such as developing and publishing the educational materials that today's multicultural, interdependent community requires, and I sincerely hope that you will continue to support and encourage us in this.

May 2009

Michihiro Takai

Chairman, 3A Corporation

Explanatory Notes

I. Structure of the Materials

The *Minna no Nihongo Chukyu I* materials consist of a Main Text (with CD) and the associated Translation and Grammar Notes (to be made available separately in various languages, starting with an English version). The materials aim to help learners develop a comprehensive set of Japanese-language skills in speaking/listening and reading/writing at the lower Intermediate level (enabling them to progress from introductory to intermediate level Japanese). *Minna no Nihongo Chukyu I* will be followed by *Minna no Nihongo Chukyu II*, which will enable learners to develop their skills further and ultimately achieve a mastery of intermediate-level Japanese.

II. Contents and Method of Use

1. Main Text (with CD)

(1) Lessons

Minna no Nihongo Chukyu I contains twelve lessons and follows on from *Minna no Nihongo Shokyu I* and *II* (which contained a total of fifty lessons). They consist of:

1) Grammar and Practice Drills

The grammar points introduced in each lesson are presented in the form of sentence patterns. Grammar terminology is avoided.

When a sentence is connected to a sentence pattern, it is indicated by 「…」,

e.g. 「…ということだ」 (Lesson 2).

When a noun or noun phrase is connected to a sentence pattern, it is indicated by 「～」,

e.g. 「～を～と^いう」 (Lesson 1).

However, even if a connection is a sentence, it is indicated by 「～」 if its ending requires a special form such as the て-form, the た-form, the dictionary form, the たら-form, the ている-form, or the ば-form,

e.g. 「～たら、～た」 (Lesson 2).

The ways in which the grammar points (sentence patterns) are actually used are illustrated by example sentences and dialogues. Practice drills are provided to help learners develop their ability to use the grammar points, and illustrations are given whenever necessary to show the context. Learners are encouraged to make their own statements based on the sentence-pattern drills, which are designed to develop conversational topics and thereby strengthen conversational and reading comprehension skills.

2) Speak and Listen

Communication scenes are set out (mainly discussions and negotiations about everyday topics), and model dialogues and graded exercises (described below) are provided. By working through these exercises, which are designed to stimulate interest and increase learning motivation, learners ultimately become able to use the intended dialogues without relying on rote memorization. The characters appearing in the dialogues (old friends from *Minna no Nihongo Shokyu I and II*) converse in a variety of situations.

1. やってみましょう (Let's Try It)

This introduces the target dialogue. Learners use the Japanese they already know to make conversation in the situation described, in accordance with the set tasks.

2. 聞いてみましょう (Let's Listen)

Learners listen to the dialogue on the CD, paying close attention to the key listening points and expressions introduced in each lesson.

3. もう一度聞きましょう (Let's Listen Again)

Learners complete their comprehension of the dialogue by filling in the blanks in the exercises while listening to the dialogue on the CD again (playing it back in a way that matches their level of understanding of the material).

4. 言ってみましょう (Let's Try Saying It)

Learners try repeating the dialogue as it is on the CD, focusing on their pronunciation and intonation.

5. 練習をしましょう (Let's Practice)

Learners practice the words and expressions used in the dialogue.

6. 会話をしましょう (Let's Talk)

Learners practice the dialogue by recreating it while looking at the illustrations.

7. チャレンジしましょう (Let's Challenge Ourselves)

After understanding the situation and relationships described, learners practice the negotiation dialogue targeted in the lesson.

3) Read and Write

In 「読みましょう」 (Let's Read), twelve different reading texts selected to pique readers' interest and enable them to enjoy reading have been provided.

1. 考えてみましょう (Let's Think About It)

To prepare themselves to read the text, learners activate their knowledge of the topic.

2. ことばをチェックしましょう (Let's Check the Words)

Learners do this exercise to make sure they know the key words (including new vocabulary) that they need in order to understand the text. They should check the meaning of any words they do not know in the new vocabulary list or a dictionary.

3. 読みましょう (Let's Read)

Each lesson's reading text is accompanied by 「読むときのポイント」 (Points to Note When Reading), which sets tasks designed to have learners practice the skills and strategies they need in order to understand the text. The aim is to enable them to obtain an accurate understanding of the gist of the text rapidly.

A text can be read silently or aloud, but the latter is also considered important here, and the CD contains specific examples of vocalized expressions for this purpose.

4. 答えましょう (Let's Answer)

Learners do this exercise to check whether they have correctly accomplished the tasks set in 'Points to Note When Reading.' Where necessary, there are also questions on the detailed contents of the texts.

5. チャレンジしましょう (Let's Challenge Ourselves)

The aim of this exercise is to enable learners to speak or write about their own experiences or familiar events relating to the contents of the reading text.

4) Revision Exercises

The Revision Exercises include ones for listening comprehension (indicated by the CD symbol ㊦), grammar, and vocabulary. The listening comprehension ones are of two types: listening to the CD and answering short questions, and listening to a short dialogue and grasping its key points. Both of these apply the key learning points introduced in the lesson and are designed to reinforce learners' listening comprehension. The grammar exercises check learners' understanding of the new sentence patterns introduced in each lesson, and the vocabulary exercises focus on enabling learners to remember and apply functional words.

(2) Key Learning Points

1) Speak and Listen

- ① Title of dialogue
- ② Learning goals (strategy)
- ③ Grammar points (sentence patterns) introduced in Speak and Listen (42 points)
- ④ * : Supplementary points (9 in total; see Explanatory Notes 2. *Translation and Grammatical Notes*)

2) Read and Write

- ① Title of reading text
- ② Hints for reading (strategy)
- ③ Grammar points (sentence patterns) introduced in Read and Write (53 points)
- ④ * : Supplementary points (8 in total; see Explanatory Notes 2. *Translation and Grammatical Notes*)

(3) Kanji Usage

1) As a rule, kanji are selected from the ^{じょうようかんじひょう}常用漢字表 (the official list of kanji in common use) and its Appendix.

① ^{じくじく}熟字訓 (kanji compounds having a special reading) that appear in the Appendix are written in kanji:

e.g. ^{ともだち}友達 friend ^{めがね}眼鏡 spectacles ^{にじゅうさい}二十歳 twenty years old ^{かぜ}風邪 cold

② Proper nouns, and artistic, cultural and family-member names, are written in their own kanji even if those kanji do not appear in the official list:

e.g. ^{いつくしまじんじや}巖島神社 Itsukushima Shrine
^{なつめそせき}夏目漱石 Natsume Soseki
^{めい}姪 niece

2) Some words are written in kana to simplify students' reading, even when their kanji are in the official list or its Appendix:

e.g. ある (有る・在る) be
いまさら (今更) now
さまざま (様々) various

3) Numbers are chiefly shown in Arabic numerals:

e.g. 9時 9 o'clock
10月2日 2 February
90歳 90 years old

But kanji are used in cases like the following:

^{ひとり}一人で by oneself
^{いっぴん}一戸建て detached house
^{いちにちじゅう}一日中 all day long

4) The readings of all the kanji appearing in the Main Text of *Minna no Nihongo Chukyu I* are given in furigana.

(4) Indexes

- 1) New Vocabulary (approx. 910 words)
- 2) Conversational Expressions (approx. 50)
- 3) Kanji (315 of the official-list kanji appearing in the reading texts in all 12 lessons; introductory-level kanji omitted)

(5) Answers

1) Answers

- ① Grammar and Practice Drills, Speak and Listen, Read and Write
- ② Revision Exercises (including scripts for listening comprehension exercises)

Some of the questions will have more than one possible answer, depending on

the learner's background. The answers given here are merely model examples.

2) 'Speak and Listen' dialogue scripts

3) Contents of CD

(6) CD

The CD contains ① the dialogues from Speak and Listen, ② the reading texts from Read and Write, and ③ the listening comprehension parts of the Revision Exercises.

In addition to studying the pronunciation word by word while paying attention to accent and intonation, learners can use the dialogues to accustom themselves to Japanese spoken at normal speed, as well as to develop their ability to understand the key points in the flow of a conversation and answer questions about it.

Also, when listening to the reading texts, they can enjoy hearing the richness of Japanese expressions, which vary with the genre of the writing. They should pay attention to how the different parts of the text are read, and what rhythm and tone variation are used.

Finally, by using the Revision Exercises to check what they have learned, students can organize their thoughts and develop an all-round ability to apply their knowledge when speaking and writing.

2. Translation and Grammatical Notes (available as separate volumes in various languages)

These cover lessons 1 through 12 and contain the following:

(1) New Vocabulary and Its Translation

New words, conversational expressions and proper nouns are given in the order they appear in the lessons.

(2) Grammatical Notes

1) Grammar Points

The grammar points (sentence patterns) in each lesson have been compiled from the grammar syllabus considered necessary for intermediate-level learners.

2) Grammar Explanations (in various languages)

Explanations of the grammar points have been kept to the minimum needed by learners. Example sentences are used to clarify their meaning and function and indicate when and in what actual situations they can be used.

3) Connections

In the Main Text, thought has been given to making the connections understandable without using technical grammar terminology, by presenting grammar points in the form of sentence patterns and illustrating them with example sentences.

In each language version of the Grammatical Notes, the forms of all the connections

are shown, so that learners can check them for themselves. Grammar terminology is also used where necessary.

4) References and Supplementary Notes

A second language is acquired not just by building up sequentially from the introductory stage, but also by working in spiral fashion (combining new grammar with previously-studied grammar, so that material already learned can be repeated and reinforced). The References show points introduced in *Minna no Nihongo Shokyu* and other relevant points. The Supplementary Notes (in the Key Learning Points at the end of the Main Text) list points which, while not appearing in the Grammar and Practice Drills sections of the Main Text, are nevertheless considered useful for learners to know.

How to Use This Textbook Effectively

These notes explain the key points that learners should bear in mind in order to make most effective use of the *Minna no Nihongo Chukyu I Main Text* (with CD) and the associated *Translation and Grammatical Notes* (available separately in various languages).

I. *Minna no Nihongo Chukyu I Main Text* (with CD)

1. Grammar and Practice Drills

For each grammar point, begin by looking at the example sentences to see in what circumstances and situations the relevant sentence patterns and expressions can be used. Also compare these with elementary sentence patterns and expressions that can be used to express similar things. Then check the connections, do the Practice Drills, and try using what you have learned in actual speaking, listening, reading and writing situations.

2. Speak and Listen (Dialogue)

First, do Exercise 1「やってみましょう」(Let's Try It'), trying to create a conversation using the Japanese you already know. Then do Exercise 2「聞いてみましょう」(Let's Listen'), listening to the dialogue on the CD while paying close attention to the wording. Then do Exercise 3「もう一度聞きましょう」(Let's Listen Again'), filling in the blanks while listening to the dialogue on the CD once more. Then do Exercise 4「言ってみましょう」(Let's Try Saying It'), speaking the dialogue out loud along with the CD while paying attention to your pronunciation and intonation. Then do Exercise 5「練習をしましょう」(Let's Practice'), further practicing the expressions from the dialogue. Finally, do Exercise 6「会話をしましょう」(Let's Talk'), making up a conversation based on the pictures.

If you practice like this, you will become able to make conversation naturally, without having to force yourself to learn, and you will easily be able to extend your skills by doing Exercise 7「チャレンジしましょう」(Let's Challenge Ourselves').

The dialogue scripts can be found in the「解答」(Answers) section at the end of the book.

3. Read and Write (Reading Text)

Before reading the text, please get ready. Do Exercise 1「考えてみましょう」(Let's Think About It'), thinking about the topic of the text and discussing it with your classmates and teacher. Then do Exercise 2「ことばをチェックしましょう」(Let's Check the Words'), reviewing the words that appear in the text and looking up any unfamiliar ones in a dictionary or in the New Vocabulary list in *Minna no Nihongo Chukyu I Translation and Grammatical Notes*

(available separately in various languages).

Next, do Exercise 3 「読みましょう」 (Let's Read), reading the text yourself. Follow the instructions in the 「読むときのポイント」 (Points to Note When Reading) box, as you will need these in order to understand the text.

Then do Exercise 4 「答えましょう」 (Let's Answer), to check how well you have understood the text. Finally do Exercise 5 「チャレンジしましょう」 (Let's Challenge Ourselves), putting the finishing touches to your reading comprehension by telling others what you know about or have experienced concerning the topic of the text, writing about it, and so on.

There is a Kanji Index at the end of the book which gives the 315 常用漢字表 じょうようかんじひょう kanji appearing in this book (not including elementary ones) in their order of appearance. This will be a useful resource for learning how to read and write kanji and studying their meanings and uses.

4. Revision Exercises

Do these Revision Exercises to ensure that you have properly understood the meanings and usage of the grammar points and vocabulary introduced in the lesson. The answers are at the end of the book.

5. CD (🎧): CD symbol)

Each lesson on the CD contains ① the dialogues from Speak and Listen, ② the reading texts from Read and Write and ③ the listening comprehension parts of the Revision Exercises.

🎧 Dialogue: The speed of the dialogues increases little by little with each successive lesson. Use them to get used to Japanese spoken at natural speed, and to practice grasping the key points of the conversations.

🎧 Reading Text: As you listen to the CD, pay attention to the rhythm and tone, as well as to how each part of the text is read.

🎧 Revision Exercises: Check your listening comprehension by doing these exercises, which introduce different applications of what you have learned in the lesson.

II. *Minna no Nihongo Chukyu I Translation and Grammatical Notes* (available separately in various languages)

These consist of New Vocabulary and Grammatical Notes.

1. New Vocabulary

New vocabulary, conversational expressions and proper nouns are given in the order in which they appear in the lessons. Check how they are used in the Main Text, and develop your ability to use and apply them by repeatedly practicing them together with the approximately 2,000 terms introduced in the introductory books.

2. Grammatical Notes

These explain the grammar of the approximately 100 grammar points (sentence patterns) appearing in the 'Speak and Listen' (dialogue) and 'Read and Write' (reading text) sections of each lesson. Improve your ability to use these by studying their meaning and function and deepening your understanding of them in actual conversational situations or in the context of the reading texts.

The *Minna no Nihongo Chukyu I* text has been designed to help learners make a smooth and enjoyable transition from introductory-level to intermediate-level Japanese, with the four functions (speaking, listening, reading and writing) of words and expressions introduced in a balanced way. We hope that they will help learners to develop their Japanese-language abilities to the lower intermediate level and build a sound platform for their next step of progressing to the higher intermediate level.

Lesson 1

どのように		how
迷う [道に～]	まよう [みちに～]	lose [one's way]
先輩	せんばい	senior (student, colleague, etc.)
まるで		just (as in 'X is just like Y')
明るい	あかるい	cheerful [personality]
[性格が～]	[せいかくが～]	
父親	ちちおや	father (cf. 母親: mother)
湖	みずうみ	lake
目指す	めざす	aim at, have one's eye on
命	いのち	life
おせち料理	おせちりょうり	traditional Japanese food for the New Year
初詣で	はつもうで	traditional practice of visiting a shrine or temple during the New Year to pray for happiness
畳	たたみ	tatami mat (thick straw mat used for flooring in traditional Japanese rooms)
座布団	ざぶとん	square floor cushion for sitting or kneeling on floor
床	ゆか	floor
正座	せいざ	formal kneeling position, with buttocks on heels, body upright, and hands in lap
おじぎ		bow (greeting)
作家	さっか	writer, author
～中 [留守～]	～ちゅう [るす～]	while [while out]
いっぱい		full, crowded
どんなに		however, no matter how
立派 [な]	りっぱ [な]	wonderful, grand
欠点	けってん	failing, shortcoming
～過ぎ	～すぎ	past, after, gone
似合う	にあう	suit, look good in

それで		so, therefore
お礼	おれい	thanks, appreciation
ポイント		key point
内容	ないよう	contents
聞き取る	ききとる	comprehend by listening
表現	ひょうげん	expression
迷う[AかBか~]	まよう	be unable to decide [between A and B]
部分	ぶぶん	part
市民	しみん	citizen
会館	かいかん	assembly hall
市民会館	しみんかいかん	community center
伝統的 [な]	でんとうてき [な]	traditional
実際に	じっさいに	actually
そういう		that kind of
ふだん		ordinary, usual
何とか	なんとか	somehow or other
イントネーション		intonation
奨学金	しょうがくきん	scholarship, bursary
推薦状	すいせんじょう	reference, letter of recommendation
交流	こうりゅう	social interchange (cf. 交流パーティー: get-to-know-you party)
司会	しかい	presiding over (a meeting or social event)
目上	めうえ	superior, of higher status
断る	ことわる	refuse
引き受ける	ひきうける	accept
印象	いんしょう	impression
チェックする		check
[お] 住まい	[お] すまい	residence
たたむ		fold
重ねる	かさねる	place one on top of the other
板張り	いたばり	wooden (floor, ceiling, etc.)
素足	すあし	without socks

使い分ける	つかいわける	use selectively
良さ	よさ	merit, good quality
読み取る	よみとる	understand by reading or scrutinizing
旅行者	りょこうしゃ	tourist, traveller
～者	～しゃ	-er (person)
最も	もつとも	most
非常に	ひじょうに	very, extremely
それほど		to that extent
代表する	だいひょうする	represent
全体	ぜんたい	whole
敷く	しく	lay (a tatami mat), lay out (a futon, floor cushions)
ちょうど		just (as in 'X is just like Y')
何枚も	なんまいも	many (flat objects)
つける		apply, give [a name to]
[名前を～]	[なまえを～]	
やまとことば		word of purely Japanese origin
動かす	うごかす	move
組み合わせる	くみあわせる	combine, join together
客間	きゃくま	drawing room, parlor
居間	いま	living room, sitting room
仕事部屋	しごとべや	workroom, study
ワラ		straw
イグサ		mat rush
呼吸する	こきゅうする	breathe
湿気	しっけ	moisture, dampness
取る [湿気を～]	とる [しっけを～]	remove [moisture]
快適 [な]	かいてき [な]	comfortable
清潔 [な]	せいけつ [な]	clean
本文	ほんぶん	main text
一戸建て	いっこだて	detached house
小学生	しょうがくせい	primary school student

あのう、～ていただけないでしょうか。 Excuse me, but I wonder if you could possibly...?

Asking a difficult-to-ask favor, while showing hesitation by starting with 「あのう」 ['Excuse me...'].

なんとかお願いできないでしょうか。 Couldn't you please find some way to oblige me?

Showing that, despite knowing your request is unreasonable, you really would like it to be granted.

うちでよければどうぞ。 If our house would be all right, then please come along.

お役に立ててよかったです。 I'm glad I was able to help.

お預かりします。 We'll take care of it.

村上春樹 Haruki Murakami : Author and translator. 1949-.

【ノルウェイの森】 *Norwegian Wood* : One of Haruki Murakami's best-known works, translated into many languages.

南太平洋 South Pacific

トンガ王国 The Kingdom of Tonga

バオバブ Baobab : A tree native to Africa.

マダガスカル Madagascar

タタミゼ Tatamisé(e) : A French word signifying a person who has adopted the Japanese lifestyle and culture.

Lesson 1

1. ~てもらえませんか・~ていただけませんか ~てもらえないでしょうか・~ていただけないでしょうか

V て-form + $\left\{ \begin{array}{l} \text{もらえませんか/いただけませんか} \\ \text{もらえないでしょうか/いただけないでしょうか} \end{array} \right.$

「~てもらえませんか」 and 「~ていただけませんか」 are used when politely asking someone to do something:

① ちょっとペンを貸してもらえませんか。

Could you lend me your pen for a moment, please?

② コピー機の使い方を教えていただけませんか。

Would you show me how to use the copier, please?

Ref: 「~ていただけませんか (polite request)」:

いい先生を紹介していただけませんか。 (※「みんなの日本語初級Ⅱ」Lesson 26)

「~てもらえないでしょうか」 and 「~ていただけないでしょうか」 sound even politer and softer than 「~てもらえませんか」 and 「~ていただけませんか」:

③ すみません、子どもが寝ているので、もう少し静かにしてもらえないでしょうか。

Excuse me, my child's asleep, so would you mind being a little quieter, please?

④ 申し訳ございませんが、子どもを預かっていただけないでしょうか。

I'm very sorry to trouble you, but could you possibly look after my child for me?

2. ~のようだ・~のような～・~のように… (simile; illustration)

N の + $\left\{ \begin{array}{l} \text{ようだ} \\ \text{ような N} \\ \text{ように V・い A・な A} \end{array} \right.$

「~のようだ」 is used at the end of a sentence when describing the characteristics of one noun (N₁) by likening it to another noun (N₂) (a simile):

① あの病院はホテルのようだ。 That hospital is like a hotel.

② このお酒はジュースのようだ。 This cocktail tastes like juice.

「のようだ」 is changed into 「のような」 when modifying a noun:

- ③ 田中さんはホテルの**ような**病院に入院している。

Mr. Tanaka is in a hospital like a hotel.

- ④ わたしはジュースの**ような**お酒しか飲まない。

I only drink cocktails that taste like juice.

「のようだ」 is changed into 「のように」 when modifying a verb or an adjective:

- ⑤ 田中さんが入院している病院はホテルの**ように**きれいだ。

The hospital Mr. Tanaka is in is as nice as a hotel.

- ⑥ このお酒はジュースの**ように**甘い。 This cocktail tastes as sweet as juice.

「のような」 is mostly used to describe something by citing N₂ as an example (illustration):

- ⑦ 夫は、カレーの**ような**簡単な料理しか作れません。

My husband can only cook simple dishes like curry.

- ⑧ 「アポ」の**ような**外来語は、外国人にはとても難しい。

Loanwords like 'apo' are very difficult for non-Japanese people.

Ref: 「…ようだ (guessing from a situation)」:

人が大勢集まっていますね。…事故の**よう**ですね。

バトカーと救急車が来ていますよ。

(** 『みんなの日本語初級Ⅱ』 Lesson 47)

3. **～ことは／が／を**

V dic. -form + こと + は／が／を

Adding 「～こと」 turns a verb into a gerund; 「こと」 is used to nominalize the verb:

- ① 朝早く起きる**こと**は健康にいい。

Getting up early in the morning is good for the health.

- ② 田中さんは踊る**こと**が好きです。 Mr. Tanaka likes dancing.

- ③ 優勝**する**ことを目指しています。 I'm aiming to win the championship.

Ref: 「V dic. -form + ことができます／ことです」

わたしはピアノを弾く**こと**ができます。

わたしの趣味は映画を見る**こと**です。

(** 『みんなの日本語初級Ⅰ』 Lesson 18)

4. ～を～と言う

N₁ を N₂ と言う

「～を～と言う」 is used when telling someone the name (N₂) of a thing or an event (N₁).

- ① 1月1日を元日と言います。

We call the 1st of January 'Ganjitsu' (New Year's Day).

- ② 正月に神社やお寺に行くことを初詣でと言う。

We call visiting a shrine or temple at New Year 'Hatsumode.'

5. ～という～

N₁ という N₂

「～という～」 is used to quote the name or title of a thing or person that the listener/reader may not know about. N₁ is a person's name or other proper noun, while N₂ is a common noun:

- ① 夏目漱石という小説家を知っていますか。

Have you heard of the novelist called Natsume Soseki?

- ② 昨日、「スター・ウォーズ」という映画を見ました。

Yesterday I saw a film called 'Star Wars.'

6. いつ／どこ／何／だれ／どんなに～ても

Vて-form	}	+ も
いA- くて		
なA		
N		
	}	+ で

These express something that happens under all circumstances, whatever they might be.

Use the form 「でも」 after 「いつ」, 「どこ」, 「何」, 「だれ」, 「どんなに」, etc.:

- ① 世界中どこにいても家族のことを忘れません。

Wherever I am in the world, I never forget my family.

- ② 何度聞いても同じことしか教えてくれない。

However many times I ask, they only tell me the same thing.

- ③ だれが何と言っても考えを変えません。

I'm not going to change my opinion, no matter what anyone says.

- ④ どんなに高くても買いたいです。

I want to buy it, regardless of how expensive it might be.

With a noun, the expression takes the form 「どんな N でも」, 「どの N でも」 or 「どんなに～N でも」:

- ⑤ どんな人でも優しい心を持っているはずだ。

I'm convinced that everyone, whoever he may be, is kind at heart.

- ⑥ 正月になると、どの神社でも人がいっぱいだ。

When New Year arrives, shrines everywhere are packed with people.

- ⑦ どんなに丈夫なかばんでも長く使えば、壊れてしまうこともある。

However strong a suitcase might be, it can break if you use it for a long time.

Ref: 「～でも (adversative conjunction)」: いくら考えても、わかりません。

(or 「みんなの日本語初級 I」 Lesson 25)

話す・聞く

～じゃなくて、～

The expression 「N₁ じゃなくて、N₂」 negates N₁ and proposes N₂ instead:

- ① これはペンじゃなくて、チョコレートです。食べられますよ。

This isn't a pen, it's chocolate. It's edible, you know.

- ② 京都ではお寺を見ましようか。

…お寺じゃなくて、若い人が行くようにぎやかなところに行きたいです。

Shall we go to see some temples while we're in Kyoto?

Not temples. I'd rather go somewhere lively, where young people go.

読む・書く

…のだ・…のではない

V	}	plain form	}	+	{	のだ
い A						
* な A	plain form	* のではない				
* N	-だ → -な					

「…のです」 can be used in the following form when indicating a result that has arisen for a particular reason, or a guess based on certain logical grounds:

- ① 3時の飛行機に乗らなければなりません。それで、わたしは急いでいるのです。

I have to get on the 3 o'clock plane, so I'm in a hurry.

(reason / logical ground) (だから / それで) (result / guess)

- ② 彼は日本に留学します。それで日本語を勉強しているのです。

He's going to college in Japan. That's why he's learning Japanese.

「…のではない」 is used to negate everything except the final part of the sentence.

For example, in ③, the 'all by myself' part is negated:

- ③ このレポートは一人で書いたのではありません。

I didn't write this report all by myself.

cf. ×このレポートは一人で書きませんでした。

何人も、何回も、何枚も…

「何 + counter (人、回、枚…) + も」 indicates a large number of something:

- ① マンションの前にパトカーが何台も止まっています。

There are a lot of police cars parked in front of the apartment block.