

PREFACE

Since its foundation in 1959, the Association for Overseas Technical Scholarship [AOTS] has devoted itself to accepting and training technical trainees from the developing countries of Asia, Africa and Latin America. By the end of March 1989, the total number of trainees accepted had reached about 40,000, and these trainees had come from over 150 countries around the world.

The biggest problem for trainees staying in Japan and undertaking training in Japanese companies is language. Without a good grasp of Japanese, they cannot get to know and understand Japan, nor can they hope for the best results from their in-company training programmes. We have observed a definite correlation between the results of the training and the trainees' Japanese language ability. We therefore believe AOTS to have been right in stressing the importance of language training for trainees staying in Japan even for a relatively short period.

AOTS's Japanese education programme forms part of the General Orientation Course, which trainees take before undergoing technical training at their sponsor companies. Presently, two General Orientation Courses feature the study of Japanese as one of their major subjects: the six-week course, which has 100 hours of Japanese lessons, and the thirteen-week course, which has 200 hours. The majority of trainees take the six-week course and actually study Japanese for a little under 100 hours. This is an extraordinary short length of time for studying a foreign language. However, considering the trainees' rather limited period of stay and their basic purpose of visiting Japan, as much time as possible must be allocated to the technical training itself. Accordingly, we have done our best to develop the most efficient instruction methods possible; ones that guarantee tangible results in a short period. The outcome is the Japanese instruction methods that we practise at AOTS.

In 1961, we published '*Practical Japanese Conversation*' the first textbook by AOTS. This was followed by a first revised edition in 1964 and a second in 1965. However, in spite of these two revisions, this first generation of textbooks did not fully satisfy AOTS's requirement for Japanese which was 'easy to remember' and 'immediately practical' while at the same time 'appropriate for technical trainees'.

Then, in 1967, we rewrote and republished '*Practical Japanese Conversation*' from a totally new approach; and, two years later, we completed translating it into five different languages. However, its use in the classroom revealed that it was too comprehensive as a textbook for a 100-hour intensive language course. Further study and analysis then resulted in *NIHONGO NO KISO* (later retitled *NIHONGO NO KISO I*). After this, we introduced *NIHONGO NO KISO II* in 1981 to cater for the increasing number of trainees who had studied Japanese previously and for those on the by-now regularly-held thirteen-

week orientation course.

NIHONGO NO KISO I gave many years of good use, and it was assumed that it would continued to be used for some time. However, over ten years have passed since it was first published, and we have seen further diversification of trainees' nationalities and experience of Japanese study over this decade. Thus, in answer to these new requirements, also with the aim of comprehensively reviewing and harmonizing volumes I and II, we started the project of revising the textbooks in 1985. The result of this project, after thorough study and testing, is *SHIN NIHONGO NO KISO I*.

Although, this textbook was specifically compiled for use in AOTS technical trainees', 100-hour Japanese Course, we believe that its clear explanations and instructions will make it extremely useful and practical for all those interested in studying Japanese at the elementary level.

We would like to thank all those who advised us in the preparation of this revision, and we hope that they will continue to support us in making the best possible use of it and in further enhancing AOTS's Japanese education programmes.

November 1989

The Association for Overseas Technical Scholarship

EXPLANATORY NOTES

I . Structure

The basic learning materials for *Shin Nihongo no Kiso I* consist of a main text, a separate translation into various languages, and a box set of cassette tapes/CDs. The main text is available in two versions—Romanized and Kanji-kana. The version you choose depends on your learning needs. The translation is available in eleven languages, including English, Chinese, Indonesian, Korean, Spanish and Thai.

The materials have been prepared with the main emphasis on conversational skills—speaking and listening. They do not provide instruction in reading or writing hiragana, katakana or kanji (Chinese characters).

II. Content and Method of Use

1. Main Text

1) Japanese pronunciation

This section gives examples of the main points to which attention should be paid. The learner should concentrate on the major differences between Japanese and his/her mother tongue.

2) Classroom expressions, greetings, and numerals

The learner should practice these thoroughly, since they are useful for understanding classroom instructions and daily greetings. They appear frequently in the lessons.

3) Lessons

There are 25 lessons, all with the following contents:

① Sentence patterns

These are the basic grammatical structures you will study in the lesson. They are given in the order they appear in the rest of the lesson.

② Example sentences

The basic sentence patterns are presented in the form of a mini question and answer dialogue. As many as possible of the adverbs and conjunctions dealt with in the lesson are also included in the dialogue.


③ Conversation

These are typical conversations that trainees staying at an AOTS Training Center for a six-week orientation course have, covering the kind of topics that might come up from the beginning of the course to their departure for technical training at their sponsoring companies. They include everyday expressions and greetings, and are written in a plain conversational style. They should be memorized. If time allows, the learner should also refer to the “Related vocabulary” section of the translation and use the audio-visual aids to enhance his/her conversational ability

④ Drills

The drills are divided into three levels—A, B, and C. Drill A is arranged for easy understanding of the grammatical structure and is laid out so as to aid visual memory. It helps the learner


to establish an understanding of the basic sentence pattern through word substitution, and gives practice in the use of different forms and conjunctions.

Drill B uses various drill patterns to strengthen the learner's grasp of the basic sentence forms. Numbers with a  sign indicate drills that use illustrations.

Drill C is a short conversational-style drill intended for use after the learner has mastered the basic sentence patterns through working through Drills A and B. It is designed to show how the sentence patterns function in actual situations as well as to enhance the learner's conversational abilities.

These drills should not simply be read aloud as written or merely repeated. It is desirable that they be practiced in a variety of ways, including using substitutions suitable to the learner's level.

⑤ Exercises

There are two types of exercises—listening () and grammar. The listening exercises on the cassette tapes/CDs are further divided into question and answer exercises, and questions about the key points of the conversations. The listening exercises are designed to strengthen the learner's aural ability, while the grammar exercises check comprehension of vocabulary and the grammar points of the lesson studied. The reading comprehension exercises mostly require the learner to give a true/false response after reading a short passage made up of previously studied words and sentence patterns.

⑥ Review

This is provided to enable the learner to go over the essential points of each lesson.

⑦ Summary

At the end of the main text a summary of all the particles, verb forms, adverbs, and conjunctions appearing in the lessons is given. Some example sentences are also given.

⑧ Index

This includes classroom expressions, greetings, numerals, and the new vocabulary and expressions introduced in each lesson of the main text.

2. Translation

The translation is divided into four parts.

① Part I: Essential Vocabulary

This lists and gives the translation of the words introduced in each lesson. A set of picture cards of the vocabulary is also available separately as a teaching aid.

② Part II: Related Vocabulary

In 13 sections, this part contains useful but not absolutely essential vocabulary.

③ Part III: Translation

This is the English translation of the following parts in the main text: the pronunciation guide, classroom expressions, greetings, sentence patterns, example sentences, conversations and the summary at the end of the book.

④ Part IV: Appendices

These comprise tables showing numbers, expressions of time, expressions of period, counters, and the conjugation of verbs.

3. Notes on Romanization

- 1) In general, the Hepburn system of romanization has been used. The syllabic nasal sound is represented by 'n' throughout the book.
- 2) Long vowels are indicated as follows:

ā, ii, ū, ei, (ē), ō
e.g., tokei, onēsan

- 3) For readability, the text has been transliterated with spaces between words. Particles are written separately except when they are classed as forming a single unit with the parent word.

e.g., nanika, desukara

- 4) Prefixes, suffixes, and counters are usually separated from their parent words by hyphens, and long compound words are broken up with hyphens.

e.g., o-shigoto, Tanaka-san, 25-sai, hana-ya, benkyō-shimasu

However, the hyphen is omitted when the compound is regarded as a single unit.

e.g., hitotsu, hitori, ocha, asagohan, oyasuminasai

- 5) Capitals are used at the beginning of sentences and for the initial letters of proper nouns.
- 6) Foreign names are spelt according to common practice in their country of origin.
- 7) Some foreign loan words are romanized to approximate their original pronunciation.

e.g., pātii, fōku

4. Miscellaneous

- 1) Words that can be omitted from a sentence are enclosed in square brackets: [].

e.g., Hai, [watashi wa] Rao desu.

- 2) Synonyms are enclosed in round brackets: ().

e.g., otearai (toire)

- 3) An alternative word is enclosed in square brackets in bold face: 【 】.

e.g., 【Kohii】 wa ikaga desu ka.

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Lesson 3

koko	ここ	here, this place
soko	そこ	there, that place near you
asoko	あそこ	that place over there
doko	どこ	where
ko-chira	こちら	this way, polite of "koko"
so-chira	そちら	that way, polite of "soko"
achi-ra	あちら	that way, polite of "asoko"
do-chira	どちら	which way, polite of "doko"
kyōshitsu	きょうしつ	classroom
shokudō	しょくどう	dining hall, canteen
otearai (toire)	おてあらい (トイレ)	toilet
robii	ロビー	lobby
uketsuke	うけつけ	reception desk
jimusho	じむしょ	office
heya	へや	room
niwa	にわ	garden
[Kenshū] Sentā	[けんしゅう] センター	the centre [for trainees]
erebētā	エレベーター	lift, elevator
uchi	うち	house
kaisha	かいしゃ	company
kuni	くに	country
uriba	うりば	counter, department (in a department store)

-kai	ーかい	-th floor
-en	ーえん	-yen
ikura	いくら	how much
hyaku	ひゃく	a hundred
sen	せん	a thousand
-man	ーまん	ten thousand
Amerika	アメリカ	the United States
Igirisu	イギリス	Britain, the United Kingdom

* * * * *

[Chotto] sumimasen.
[ちょっと] すみません。

Excuse me.

Dōmo.
どうも。

Thank you.
(literal meaning: very much.
Used alone, it expresses casual
thanks.)

Irasshai[mase].
いらっしやい[ませ]。

Welcome., May I help you?
(a greeting to a customer or a
guest entering a shop, restau-
rant, hotel, etc.)

Ja
じゃ

Well., O.K.

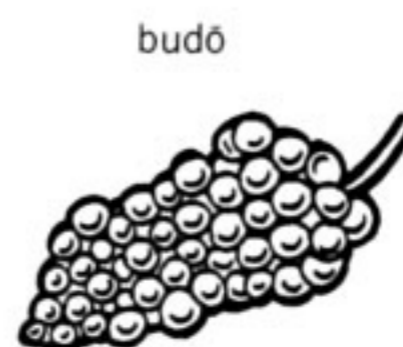
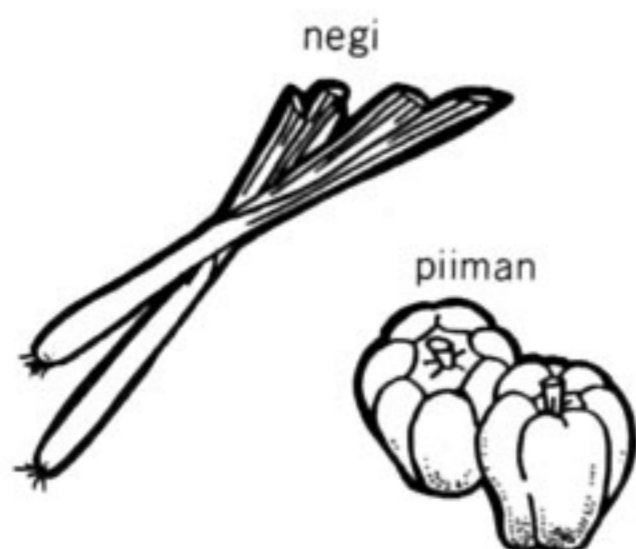
【Kore】 o kudasai.
【これ】を ください。

Please give me【this】.

3 Tabemono たべもの

Food

daikon	だいこん	Japanese radish
ninjin	にんじん	carrot
jagaimo	じゃがいも	potato
satsumaimo	さつまいも	sweet potato
mame	まめ	bean
kyūri	きゅうり	cucumber
hakusai	はくさい	chinese cabbage
kyabetsu	キャベツ	cabbage
negi	ねぎ	welsh onion, leek
tamanegi	たまねぎ	onion
nin'niku	にんにく	garlic
nira	にら	chinese chive, scallion
piiman	ピーマン	green pepper
moyashi	もやし	beansprouts
ichigo	いちご	strawberry
momo	もも	peach
nashi	なし	Japanese pear
kaki	かき	persimmon
suika	すいか	watermelon
budō	ぶどう	grape
maguro	まぐろ	tuna
aji	あじ	horse mackerel
sake	さけ	salmon
ebi	えび	shrimp, lobster, prawn
kai	かい	shellfish
ika	いか	cuttlefish, squid
tako	たこ	octopus



Lesson 3

Sentence Patterns

1. This is a classroom.
2. The office is over there.

Example Sentences

1. Is this the reception desk?
...No, [it] is an office.
2. Where is the toilet?
...[It] is over there.
3. Where is Mr. Rao?
...[He] is in his room.
4. Which way (Where) is the dining hall?
...[It] is that way (over there).
5. What company are you with?
...[It] is NTC.
6. What kind of company is NTC?
...[It] is a computer company.
7. Where was that watch made?
...[It] is a Japanese one.
8. How much is this camera?
...[It] is 38,000 yen.

Conversation

At a department store

- Rao : Excuse me.
Shop assistant A : Yes?
Rao : Where is the bag department?
Shop assistant A : The bag department? On the fifth floor.
Rao : Thank you.
-
- Shop assistant B : May I help you?
Rao : How much is this bag?
Shop assistant B : It's 3,500 yen.
Rao : O.K., this one please.