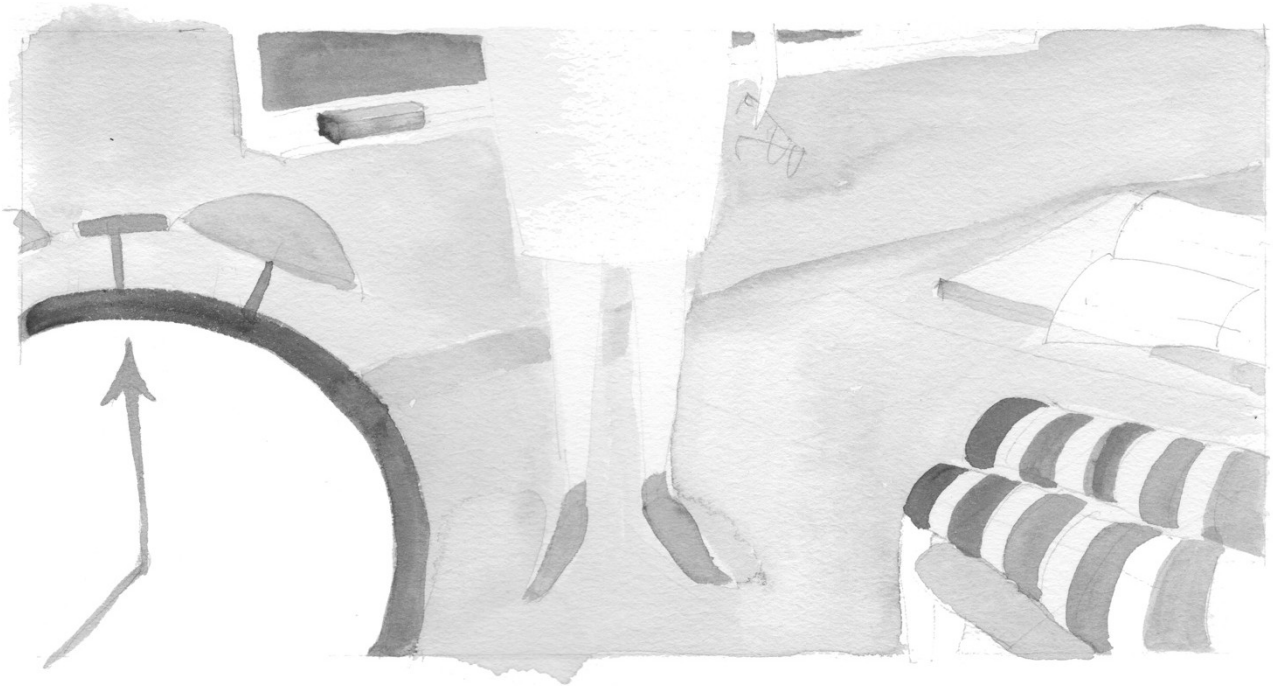


# LESSON 3




## What Time Is It? What Do You Do Every Day?

*In this lesson, you will learn to*


- count from 1 to 12 and use the numbers to tell time, school grade, and telephone number;
- converse on topics such as what you eat, watch, or do in your everyday life;
- build sentences that involve various adverbs, such as *always* and *sometimes*;
- talk about coming, going, and returning, with phrases that indicate a direction and time;
- use the subject marker in a new role as a topic marker;
- construct compound sentences with the conjunction meaning *and*; and
- read a narrative entitled "A Day in a Student's Life" and write your own.

# Counting in Japanese: 1 to 12

Task 1  Practice counting in Japanese as shown below.


- |       |         |          |           |
|-------|---------|----------|-----------|
| 1. いち | 4. し/よん | 7. しち/なな | 10. じゅう   |
| 2. に  | 5. ご    | 8. はち    | 11. じゅういち |
| 3. さん | 6. ろく   | 9. きゅう/く | 12. じゅうに  |

Note: There are two different pronunciations for 4, 7, and 9. Most of the time they are interchangeable, but there are some occasions when one pronunciation is more commonly used than the other as is explained when each occasion appears later.

Task 2  Getting better with numbers

How fast can you say each number listed below in Japanese?

- |                              |                              |
|------------------------------|------------------------------|
| (a) 2, 4, 6, 8, 10, 12       | (c) 3, 6, 9, 12, 1, 7, 5     |
| (b) 1, 5, 9, 6, 11, 7, 3, 10 | (d) 7, 2, 4, 8, 10, 9, 5, 11 |

Task 3  Arithmetic in Japanese

Read the following arithmetic problems in Japanese and give the answer, using the Japanese words for each math symbol as shown below.

+ (たす)    - (ひく)    ÷ (わる)    X (かける)    = (は wa)

- |                    |                    |                   |                    |                    |
|--------------------|--------------------|-------------------|--------------------|--------------------|
| (a) $1 + 3 =$      | (d) $3 + 5 =$      | (g) $2 + 4 =$     | (j) $6 + 3 =$      | (m) $10 - 5 =$     |
| (b) $12 - 9 =$     | (e) $8 - 5 =$      | (h) $7 - 4 =$     | (k) $2 \times 3 =$ | (n) $5 \times 2 =$ |
| (c) $4 \times 3 =$ | (f) $3 \times 3 =$ | (i) $10 \div 2 =$ | (l) $9 \div 3 =$   | (o) $12 \div 3 =$  |

Activity  Round Robin

Play a Round Robin, counting off numbers 1 through 12 in Japanese. Each student speaks only one number at a time. Repeat counting for several rounds.

## Vocabulary

Numbers 1 to 12 as listed  
Math symbols as listed

# Telling Time in Japanese

Task  Practice telling time in Japanese with your teacher, using the list below.

ごぜん いちじ (1:00 a.m.)	ごご はちじ (8:00 p.m.)
ごぜん にじ (2:00 a.m.)	ごご くじ (9:00 p.m.)
ごぜん さんじ (3:00 a.m.)	ごご じゅうじ (10:00 p.m.)
ごぜん よじ (4:00 a.m.)	ごご じゅういちじはん (11:30 p.m.)
ごぜん ごじ (5:00 a.m.)	ごご じゅうにじはん (12:30 p.m.)
ごぜん ろくじ (6:00 a.m.)	ごご よじはん (4:30 p.m.)
ごぜん しち/ ななじ (7:00 a.m.)	

Note: 1. For 4:00, it is never よんじ or しじ, and for 9:00, it is never きゅうじ.  
2. ごぜん (a.m.) or ごご (p.m.) must be stated first.

Activity  What time is it?

Two sets of cards, white and yellow, with a time—such as 9:30 p.m.—written on the yellow cards, are prepared. Each student receives either a white card or a yellow card. Get up and find a partner who has a different color card. White card holder asks in Japanese, "What time is it?" and yellow card holder answers in Japanese, using the time written. Follow the dialogue pattern shown below. Exchange the cards and find another partner. Keep going until your teacher announces, "Stop!"

White card: すみません、いま なんじですか。

Yellow card: (Answer, using the time written.)

White card: ああ、そうですか。どうもありがとうございます。

Yellow card: どういたしまして。

<b>Vocabulary</b>	ごぜん	(noun)	a.m.
	ごご	(noun)	p.m.
	～じ	(suffix)	o'clock
	～はん	(suffix)	half-past (o'clock)
	すみません	(sentence interjection)	Excuse me. for interruption
	いま	(adverb)	now. い in high pitch
	なんじ	(interrogative)	what time


## 2. Together, tomorrow, and always

Task  Read the following sentences and translate them into English.

1. としおくんは ともだち(と) いっしょに ひるごはんをたべます。
2. わたしは かぞく(と) いっしょに ばんごはんをたべます。
3. jo nくんは おとうさん(と) いっしょに te ni su をします。
4. to muくんは bi ruくん(と) いっしょに a ni me をみます。
5. ぼくは あした ともだち(と) やきゅうをします。
6. れいこさんは いつも ともだち(と) いっしょに ひるごはんをたべます。
7. わたしは いつも いぬ(と) さんぽをします。

Note: 1. The particle と, which you learned as a noun listing particle *and*, has another function. It can also mean *with* as it is used in the above sentences. Note that と comes after a noun as in "someone と."


2. Japanese does not have auxiliary verbs such as *will* or *shall* to indicate future tense. Any time-word or -phrase such as *tomorrow*, *next week*, etc., suffices to indicate that the statement is related to the future.

Activity  Together with someone (Group activity)

Each group receives a sheet of paper with several nouns related to people or animals written on it. Make as many sentences as you can that state "A (does something) together with B," using the assigned nouns. You must use various verbs and other phrases. Present your work to the class.

### Vocabulary

～と	(particle)	with (someone)
いっしょに	(adverb)	together
ひるごはん	(noun)	lunch
かぞく	(noun)	family
ばんごはん	(noun)	supper; dinner
いつも	(adverb)	always
さんぽ	(noun)	stroll. ～をします: to take a walk
bi ru	(proper noun)	Bill
a ni me	(noun)	anime
te ni su	(noun)	tennis

Task 2  Read the following dialogues and learn how to ask, "What time do you get up?" etc.

- A. せんせい： あなたは まいあさ なんじ<sup>①</sup>おきますか。  
せいと： たいてい ろくじはん<sup>①</sup>おきます。  
せんせい： そうですか。じゃあ、まいばん なんじ<sup>①</sup>ねますか。  
せいと： たいてい じゅうじはん<sup>①</sup> ねます。
- B. としお： はるこさん、あした なにをしますか。  
はるこ： えいがをみます。  
としお： そうですか。なんじ<sup>①</sup>みますか。  
はるこ： ごご しちじはん<sup>①</sup> みます。

**Note:** なんじ means *what time*. To ask *at what time* a certain action or event takes place, you must attach a time marker に to なんじ: なんじに.

Activity  Conversation with classmates

Your teacher gives each student a card that has one action phrase, such as "eat supper," "watch anime," "play baseball," "get up," "go to bed," etc., in English. Get up and start a dialogue with a classmate. First, student A asks B as shown below, using the action phrase given on the card. Student B answers, coming up with his or her own answer.


Student A: こんにちは、B くん/さん。B くん/さんは なんじに (action phrase) か。

Student B : (Choose his or her own time) に (Repeat the action phrase)。

Student B then asks Student A a question, using the action phrase written on his or her card, and Student A replies in the same manner. After they say, "ありがとう" to each other, they exchange their cards and find another classmate to carry on a conversation. Conversation goes on till your teacher announces, "おわりです!" ("It is time to end.")

**Vocabulary** おわり (noun) end; finish

## Dialogue: Whom Do You Go With?

Task  Read the following dialogues and translate them into English.

A. きむら： あおきさんは いつも だれといっしょに ばんごはんを  
たべますか。

あおき： かぞくといっしょに たべます。きむらさんは？ \*

きむら： わたしも かぞくといっしょに たべます。

\*In written conversations, a question mark is often used to indicate that the phrase is a question and should be said in a slightly rising intonation.


B. ke n: me gu さん、あした だれといっしょに えいがにいきますか。

me gu: ともだちといきます。

ke n: ああ、そうですか。なんじにいきますか。

me gu: ごごさんじはんに いきます。

Note: *だれ* is an interrogative pronoun equivalent to *who*. To ask a question such as "Whom do you go with?" or "Whom do you eat with?" you need to attach the particle *と* to *だれ* as the above examples show.

Activity  With whom? (Pair work)

Carry on a conversation with your partner, using the following questions.  
Your answers do not need to be true. Just enjoy speaking Japanese!

1. あなたは いつも *だれと* がっこうへきますか。
2. あなたは たいてい *だれと* ひるごはんをたべますか。
3. あなたは よく *だれと*いっしょに にほんごのしゅくだいをしますか。
4. あなたは あした *だれと* えいがをみますか。
5. あなたは きょう *だれと* やきゅうをしますか。

**Vocabulary**


me gu (proper noun)

Meg

## Additional Information

### A. は (wa) as the topic marker


The particle は has been introduced as a subject marker that indicates the subject of a sentence. In some cases, however, it does not necessarily represent the subject as shown by the following examples. It rather introduces a topic on which the speaker is going to talk. In English, you may say, "Talking about \_\_\_\_" or "As for \_\_\_\_."

Task  Read the following sentences. Explain how each は is used. Does it represent the subject of a sentence, or does it introduce a topic?

- わたし(は) まいにち ろくじにおきます。よる(は) じゅうじはんにねます。
- jo n くん(は) きょう(は) やきゅうのれんしゅうをします。  
あした(は) te ni su のれんしゅうをします。
- みつこさん(は) あさ さんぽをします。よる(は) べんきょうをします。

### B. Particle も

The particle も, which is equivalent to the English *too* or *also*, replaces a particle は or を, as shown below.

Task  Read the following sentences and translate each one correctly.

- ぼくは まいにち ぎゅうにゅうをのみます。みず(も) のみます。
- ぼくは まいにち みずをのみます。ぼくのいぬ(も) みずをのみます。
- のむらさんは よく さけをのみます。bi-ru(も) のみます。
- ほんださんは よく さけをのみます。おくさん(も) さけをのみます。


### Vocabulary

さけ	(noun)	rice wine
bi-ru	(noun)	beer

## Composition: A Day in My Life

Write your own story, using Toshio's story as an example. You may want to add more activities, such as your band practice or sports practice that you regularly do. Make your story as interesting as possible.

## Dialogue: What Is Your Telephone Number?

Task  Read the dialogue below and learn how to ask for and give a telephone number.

もりた：はやしさん、はやしさんのうちのでんわばんごうは  
なんばんですか。

はやし：きゅう ろく いち ① はち れい きゅう れい です。

もりた：じゃあ、かいしゃのでんわばんごうは なんばんですか。

はやし：ご ろく いち ① に なな よん さん です。

もりた：どうも ありがとうございます。

はやし：どういたしまして。

**Note:** ばんごう means *number*; therefore, でんわばんごう means *telephone number*. なんばん is a special interrogative pronoun used in asking for a number. For giving a number, よん is preferred to し, and なな is preferred to しち, because they may convey the number more clearly and minimize misunderstanding. の is always used in place of a hyphen in the phone number.

### Vocabulary

ばんごう	(noun)	number
でんわばんごう	(noun)	telephone number
かいしゃ	(noun)	company
れい	(noun)	zero
どうもありがとうございます。		Thank you very much. formal