J1: この報告書もうご覧になりましたか。
Kono hookokusho moo goran ni narimashita ka?

F1: いいえ、まだ見てません。あ、それで思い出した。
Iie, mada mitemasen. A, sore de omoidashita!
このレポートを9部コピーしてほしいんです。
Kono repooto o kyuu-bu kopii-shite hoshii n da kedo...

J2: じゃあ、全部で10部必要なんですね。
Jaa, zembu de juu-bu hitsuyoo na n desu ne?

F2: はい、そうですね。
Hai, soo desu.

J3: お急ぎですか。
O isogi desu ka?

F3: いや、とくに急ぎません。4時からの会議で使いたいんです。
Iya, tokuni isogimasen. Yoji-kara no kaigi de tsukaitai n desu.

J4: かしこまりました。
Kashikomarimashita.

---

Kaisetsu 開説 Supplementary Notes on KK

J is F's secretary, and uses polite language toward her boss (F).
The dialog here has F asking J to make photocopies of certain documents which F needs for the 4 o'clock meeting.

- 報告書, レポート hookokusho, repooto
  While both hookokusho and repooto mean "report", the former sounds slightly more official than the latter.
  Hookokusho is a loanword from Chinese, and generally speaking, Chinese words tend to be more official and formal.

- コピー kopii
  For the act of making photocopies, you have the following three Verbal choices:
  kopii-suru to photocopy (compound Verbal)
  kopii (o) suru to make (a) photocopy/ies
  kopii (o) toru to take (a) photocopy/ies

Note [ ] contains an additional explanation or remark.
The Verbal *toru* was first introduced in Lesson 40 in the context of *apointo o toru*, i.e. "to make an appointment". As shown in the Vocabulary in that Lesson, *toru* may be translated into such English verbs as "take", "make", "get", "steal", etc. In this Lesson it is used to "take (a photocopy)". In fact *toru*, which largely corresponds to "take" in English, may be used in such instances as below:

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>塩を取りください。</td>
<td><em>Shio o totte kudasai.</em> Pass me the salt, please. [as at the dinner table]</td>
</tr>
<tr>
<td>写真を撮りましょう。</td>
<td><em>Shashin o torimashoo.</em> Let's take a picture.</td>
</tr>
<tr>
<td>この花はあそこで採りました。</td>
<td><em>Kono hana wa azoko de torimashita.</em> I picked this flower over there.</td>
</tr>
</tbody>
</table>

Notice that different kanji are employed for *toru* depending on the context in which the Verbal is used.

---

**かしこまりました kashikomarimashita**

Although *kashikomarimashita* was originally the distal-style perfective form of the Verbal *kashikomaru*, this Verbal is seldom used, except for in some limited usages including the expression *kashikomarimashita*, which is a very formal way of expressing acknowledgment of an order or instruction.

---

**Goi 語彙 Vocabulary**

<table>
<thead>
<tr>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>報告</td>
<td>hookoku (act of) reporting, report</td>
</tr>
<tr>
<td>報告する</td>
<td>hookoku-suru (V) report, inform</td>
</tr>
<tr>
<td>報告書</td>
<td>hookokusho report (documents)</td>
</tr>
<tr>
<td>書類</td>
<td>shirui documents</td>
</tr>
<tr>
<td>資料</td>
<td>goran (honorable) sighting</td>
</tr>
<tr>
<td>ご覧になる</td>
<td>goran ni naru (V) see, look at</td>
</tr>
<tr>
<td>拝見する</td>
<td>haiken-suru (V) see, look at [humble-polite alternative of miru]</td>
</tr>
<tr>
<td>それで</td>
<td>sorede {it being that}, with that</td>
</tr>
<tr>
<td>懺い出す</td>
<td>omoidasu (V) recall, remember</td>
</tr>
<tr>
<td>レポート部</td>
<td>repooto report, report paper</td>
</tr>
<tr>
<td>-bu</td>
<td>[classifier for a set of documents, such as shimbun, hookokusho, kopii, etc.]</td>
</tr>
<tr>
<td>Vでほしい</td>
<td>V-te hoshii (A) want someone to do</td>
</tr>
<tr>
<td>必要</td>
<td>hitsuyoo (na-Nominal) necessary</td>
</tr>
<tr>
<td>急ぎ</td>
<td>isogi a hurry</td>
</tr>
<tr>
<td>急ぎだ</td>
<td>isogi da be in a hurry</td>
</tr>
<tr>
<td>急く</td>
<td>isogu (V) hurry</td>
</tr>
<tr>
<td>とくに</td>
<td>tokuni specially, particularly, especially</td>
</tr>
<tr>
<td>かしこまりました</td>
<td>kashikomarimashita all right, sir/ma’am; I’ve duly acknowledged, sir/ma’am [even more formal than shoochi-shimashita]</td>
</tr>
</tbody>
</table>

Note Words marked with a + are additional related vocabulary to be learned. [ ] contains an additional explanation or remark.
Here, F wants F’s friend J (Yamada) to check some Japanese writing which F has written but does not feel too confident about.

**Kaisetsu 解説 Supplementary Notes on KK**

Here, F wants F's friend J (Yamada) to check some Japanese writing which F has written but does not feel too confident about.

**Goi 語彙 Vocabulary**

<table>
<thead>
<tr>
<th>Language</th>
<th>Translation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>jishin</td>
<td>confidence, self-confidence</td>
<td></td>
</tr>
<tr>
<td>doredore</td>
<td>[an interjection used when you are eager to see something]</td>
<td></td>
</tr>
<tr>
<td>goran (nasai)</td>
<td>see it! look at it! [abbreviated form of goran nasaimase]</td>
<td></td>
</tr>
<tr>
<td>goran nasaimase(mase)</td>
<td>please look at it (honorably)</td>
<td></td>
</tr>
<tr>
<td>V-te goran</td>
<td>do and see; have a try; try and do [abbreviation of V-te goran nasai(mase)]</td>
<td></td>
</tr>
<tr>
<td>+V-te miru</td>
<td>do and see, do something for a try [virtually the same thing as V-te mite kudasai]</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

- Words marked with a + are additional related vocabulary to be learned.
- [ ] contains an additional explanation or remark.
Although in English the verb "want" alone can cope with these three different types of desire expressions, in Japanese (1) the Adjectival hoshii, (2) the Adjectival suffix V-tai and (3) the combination of the Verbal te-form and hoshii are employed for the three cases, respectively. Case (3) is newly introduced here. This is the desire to have a person do something. To indicate the person whom you want to do something, the phrase-particle ni is employed; thus:

Kore wa Yamada-san ni kaite hoshii. I want Mr Yamada to write this.

Yamada-san ni O osaka ni itte hoshii. I want Mr Yamada to go to Osaka.

Yamada-san ni Suzuki-san ni atte hoshii. I want Mr Yamada to meet Mr Suzuki.

The phrase-particle ni is employed in this construction because V-te hoshii implies a vector with the person as its target. And for the same cultural reasons as hoshii, V-tai and other Adjectivals that express emotions (such as urenshii, kanashii, etc.), this V-te hoshii construction also tends to be used in the Nominalized Predicate. Thus:

Kono hookokusho ga hoshii (desu). I want this report.

Kono hookokusho o yomitai (desu). I want to read this report.

Kono hookokusho o yonde hoshii (desu). I want you to read this report.

We have already seen that many commonly-used Verbals have polite alternatives. The Verbal miru is also one of them, and has completely different alternatives for showing politeness; i.e. goran-ni naru for honorific-polite and haiken-suru for humble-polite. Examples:

Kono shiryoo goran ni narimasen ka? (Won't you (honorably) look at this data?)

D ewa, haiken shimashoo. (Then, I guess I'll (humbly) look at it.)

Chotto kore kaite hoshii ka? 

May I take a look at this (humbly)?

Asoko o goran kudasai. (Give me your honorable sighting of that place)

Please look over there.

Since goran kudasai is an imperative form, it is virtually same as mite kudasai, except that the latter is less polite.
### 3 Vてみる

When you say “I’ll eat it and see” in English, you do not literally mean “see”. This expression is used when you eat something to give it a try. While in English, verbs that are used with “see” are rather limited, the Japanese equivalent **V-te miru** can be used in combination with any Verbal as long as it makes sense. The Verbal **miru** here is used as an auxiliary to add the connotation of a trial.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>やってみますけど、あまり自信ないですよ。</td>
<td><strong>Yatte mimashoo kedo,</strong> amari jishin nai desu yo.</td>
<td>I’ll do it and see, but there isn’t much confidence, I tell you.</td>
</tr>
<tr>
<td>やってみましたがけど、やっぱりできませんでした。</td>
<td><strong>Yatte mimashita kedo,</strong> yappari dekimasen deshita.</td>
<td>I did and saw, but as expected, I couldn’t.</td>
</tr>
<tr>
<td>今日も鈴木さんに電話かけてみましたが、いませんでした。</td>
<td><strong>Kyoo mo Suzuki-san ni denwa kake</strong> <strong>mashita kedo,</strong> imasen deshita.</td>
<td>I called (and saw) Mr Suzuki today, too, but he wasn’t in.</td>
</tr>
<tr>
<td>この資料ちょっとご覧になってみてください。</td>
<td><strong>Kono shiryoo chotto goran ni natte miru kudasai.</strong></td>
<td>Please take a look at this data (and see) (honorably).</td>
</tr>
<tr>
<td>急いで見てみますから、こちらにください。</td>
<td><strong>Isoide mite mirasu kara,</strong> kochira ni kudasai.</td>
<td>As I’ll hurry up and take a look at it (and see), please give it to me.</td>
</tr>
<tr>
<td>このお酒、飲んでごらん。</td>
<td><strong>Kono osake,</strong> nonde goran.</td>
<td>Drink this sake and do your sighting.</td>
</tr>
</tbody>
</table>

For a native Japanese, **V-te miru** is perceived almost as one word.

### 4 おVだ： Another form of stating the Verbal condition

We have seen the honorific-polite alternative of **shitte iru** is **go-zonji da.** In fact, this construction is applicable to other Verbs, too, making the Verbal a condition of doing with honorific-polite implications because of the polite prefixes of **o** and **go.** Thus:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>この資料、今お読みですか。</td>
<td><strong>Kono shiryoo,</strong> ima oyomi desu ka?</td>
<td>Are you reading this data now (politely)?</td>
</tr>
<tr>
<td>これが不動産のことですか。</td>
<td><strong>Kono repooto,</strong> goran desu ka?</td>
<td>Are you looking at this report (politely)?</td>
</tr>
<tr>
<td>それは社長がお使いだから…</td>
<td><strong>Sore wa shachoo ga otsukai da kara</strong></td>
<td>The president is using that one (politely), so…</td>
</tr>
<tr>
<td>お急ぎじゃないですか。</td>
<td><strong>Oisogi ja nai desu ka?</strong></td>
<td>Aren’t you in a hurry (politely)?</td>
</tr>
</tbody>
</table>

Notice that the prefix **o** is attached to the Verbal stem connecting to **masu.** When kanji words such as **zonji** (knowing), **ran** (sighting), etc. are used instead of the Verbal stem, the prefix **go** is usually employed.

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**Doriru ドリル Drills**

*On occasion, there are more drills on the CDs than in the book. These are “blind drills” for you to test your understanding of the drill patterns.

#### A CDI Track 2

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>わたし食べましょうか。 ええ、食べたいんです。</td>
<td>Shall I eat it?  Yes, I want you to eat it.</td>
</tr>
<tr>
<td>2</td>
<td>わたし読もうようか。 ええ、読んでいるんです。</td>
<td>Shall I read it?  Yes, I want you to read it.</td>
</tr>
<tr>
<td>3</td>
<td>わたし来ましょうか。 ええ、来てほしいんです。</td>
<td>Shall I come?  Yes, I want you to come.</td>
</tr>
<tr>
<td>4</td>
<td>わたし書きましょうか。 ええ、書いてほしいんです。</td>
<td>Shall I write/draw it?  Yes, I want you to write/draw it.</td>
</tr>
<tr>
<td>5</td>
<td>わたし見ましょうか。 ええ、見てほしいんです。</td>
<td>Shall I look at it?  Yes, I want you to look at it.</td>
</tr>
<tr>
<td>6</td>
<td>わたし待ちましょうか。 ええ、待ってほしいんです。</td>
<td>Shall I wait?  Yes, I want you to wait.</td>
</tr>
</tbody>
</table>
B  CDI Track 3

1. 私が京都へ行きましょうか。
   ええ、あなたに行ってほしいんです。
   Shall I go to Kyoto?
   Yes, I'd like you to go.

2. 私がそれやりましょうか。
   ええ、あなたにやってほしいんです。
   Shall I do that?
   Yes, I'd like you to do it.

3. 私がコピーを取ろうか。
   ええ、あなたにとってほしいんです。
   Shall I take a photocopy?
   Yes, I'd like you to take a copy.

4. 私が部長に会いましょうか。
   ええ、あなたに会ってほしいんです。
   Shall I see the department manager?
   Yes, I'd like you to see him.

5. 私が報告しましょうか。
   ええ、あなたに報告してほしいんです。
   Shall I report it?
   Yes, I'd like you to report it.

6. 私が教えましょうか。
   ええ、あなたに教えてほしいんです。
   Shall I teach?
   Yes, I'd like you to teach.

C  CDI Track 4

1. 鈴木さんが来ますよ。
   ああ、よかった!
   Mr Suzuki will come, you see.
   Oh, good!

2. 社長が話しますよ。
   ああ、よかった!
   The president will speak.
   Oh, good!

3. 山田先生が教えますよ。
   ああ、よかった!
   Prof Yamada will teach.
   Oh, good!

4. 私が報告しましょうよ。
   ああ、よかった!
   I will report.
   Oh, good!

5. 山川さんが行きますよ。
   ああ、よかった!
   Mr Yamakawa will go.
   Oh, good!

6. 吉田さんが連れて行きますよ。
   ああ、よかった! 吉田さんに連れて行ってほしかったから。
   M r Yoshida will take them.
   Oh, good!

D  CDI Track 5

1. これは私がいたします。
   あ、社長もなさいですよ。
   I will do this one (humbly).
   Oh, the president will do it, too (humbly).

2. これは私が見つけます。
   あ、社長もご覧になりますよ。
   I’ll (humbly) look at this.
   Oh, the president will look at it, too (humbly).

3. これは私がお聞きします。
   あ、社長もお聞きになりますよ。
   I’ll ask this (humbly).
   Oh, the president will ask it, too (humbly).

4. これは私が存在しています。
   あ、社長もご存じですよ。
   I know this one (humbly).
   Oh, the president knows it, too (humbly).

5. これは私が申します。
   あ、社長もおっしゃいますよ。
   I’ll say this (humbly).
   Oh, the president will say it, too (humbly).

6. あの人は私がお会いします。
   あ、社長もお会いになりますよ。
   I’ll meet that person myself (humbly).
   Oh, the president will meet him, too (humbly).
### E-1  CDI Track 6  You are with someone junior.

<table>
<thead>
<tr>
<th>1</th>
<th>行きましょうか。 うん、行ってごらん。</th>
<th>Shall I go?  Yeah, go and see</th>
<th>Ikimashoo ka?  Un, itte goran.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>見せましょうか。 うん、見せてごらん。</td>
<td>Shall I show it?  Yeah, show it and see</td>
<td>Misemashoo ka?  Un, misete goran.</td>
</tr>
<tr>
<td>3</td>
<td>やりましょうか。 うん、やってごらん。</td>
<td>Shall I do it?  Yeah, do it and see</td>
<td>Yarimashoo ka?  Un, yatte goran.</td>
</tr>
<tr>
<td>4</td>
<td>飲みましょうか。 うん、飲んでごらん。</td>
<td>Shall I drink it?  Yeah, drink it and see</td>
<td>Nomimashoo ka?  Un, nonde goran.</td>
</tr>
<tr>
<td>5</td>
<td>とりましょうか。 うん、とってごらん。</td>
<td>Shall I take/get it?  Yeah, take/get it and see</td>
<td>Torimashoo ka?  Un, totte goran.</td>
</tr>
<tr>
<td>6</td>
<td>電話しましょうか。 うん、してごらん。</td>
<td>Shall I phone him?  Yeah, phone him and see</td>
<td>Denwa-shimashoo ka?  Un, shite goran.</td>
</tr>
</tbody>
</table>

### E-2  CDI Track 7  Repeat the same drill, but this time add nasai to be a bit more formal.

<table>
<thead>
<tr>
<th>1</th>
<th>行きましょうか。 ええ、行ってごらんさ。</th>
<th>Shall I go?  Yes, go and see</th>
<th>Ikimashoo ka?  Ee, itte goran nasai.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>見せましょうか。 ええ、見せてごらんさ。</td>
<td>Shall I show it?  Yes, show it and see</td>
<td>Misemashoo ka?  Ee, misete goran nasai.</td>
</tr>
<tr>
<td>3</td>
<td>やりましょうか。 ええ、やってごらんさ。</td>
<td>Shall I do it?  Yes, do it and see</td>
<td>Yarimashoo ka?  Ee, yatte goran nasai.</td>
</tr>
<tr>
<td>4</td>
<td>飲みましょうか。 ええ、飲んでごらんさ。</td>
<td>Shall I drink it?  Yes, drink it and see</td>
<td>Nomimashoo ka?  Ee, nonde goran nasai.</td>
</tr>
<tr>
<td>5</td>
<td>とりましょうか。 ええ、とってごらんさ。</td>
<td>Shall I take/get it?  Yes, take/get it and see</td>
<td>Torimashoo ka?  Ee, totte goran nasai</td>
</tr>
<tr>
<td>6</td>
<td>電話しましょうか。 ええ、してごらんさ。</td>
<td>Shall I phone him?  Yes, phone him and see</td>
<td>Denwa-shimashoo ka?  Ee, shite goran nasai.</td>
</tr>
</tbody>
</table>

### F  CDI Track 8

<table>
<thead>
<tr>
<th>1</th>
<th>あれ使っていますか？ いや、私は使っていませんが、 部長がお使いですよ。</th>
<th>Are you using that?  No, I’m not using it, but the department manager is using it (honorably).</th>
<th>Are tsukatte imasu?  Iya, watashi wa tsukatte imasen ga, buchoo ga otsukai desu yo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>あれ見ていますか？ いや、私は見ていませんが、 部長がご覧ですよ。</td>
<td>Are you looking at that?  No, I’m not looking, but the manager is looking at it (honorably).</td>
<td>Are mite imasu?  Iya, watashi wa mite imasen ga, buchoo ga goran desu yo.</td>
</tr>
<tr>
<td>3</td>
<td>あれ読んでいますか？ いや、私は読んでいませんが、 部長がお読みですよ。</td>
<td>Are you reading that?  No, I’m not reading it, but the manager is reading it (honorably).</td>
<td>Are yonde imasu?  Iya, watashi wa yonde imasen ga, buchoo ga oyomi desu yo.</td>
</tr>
<tr>
<td>4</td>
<td>あれ聞いていますか？ いや、私は聞いていませんが、 部長がお聞きですよ。</td>
<td>Are you listening to that?  No, I’m not listening, but the manager is listening (honorably).</td>
<td>Are kiite imasu?  Iya, watashi wa kiite imasen ga, buchoo ga okiki desu yo.</td>
</tr>
<tr>
<td>5</td>
<td>あれ持ってますか？ いや、私は持っていませんが、 部長がお持ちですよ。</td>
<td>Do you have that?  No, I don’t have it, but the manager has it (honorably).</td>
<td>Are motte imasu?  Iya, watashi wa motte imasen ga, buchoo ga omochi desu yo.</td>
</tr>
<tr>
<td>6</td>
<td>あれ急いでいますか？ いや、私は急いでいませんが、 部長がお急ぎですよ。</td>
<td>Are you in a hurry with that?  No, I’m not in a hurry, but the manager is (honorably).</td>
<td>Are isoide imasu?  Iya, watashi wa isoide imasen ga, buchoo ga oisode desu yo.</td>
</tr>
</tbody>
</table>
### G CDI Track 9

<table>
<thead>
<tr>
<th>Step</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
</table>
| 1    | この新聞ほしい？  
ええ、1部ください。 | Do you want this newspaper?  
Yes, give me one copy, please. | Kono shimbun hoshii?  
Ee, ichi-bu kudasai. |
| 2    | このりんごほしい？  
ええ、1個ください。 | Do you want these apples?  
Yes, give me one, please. | Kono ringo hoshii?  
Ee, ik-ko kudasai. |
| 3    | このレポートほしい？  
ええ、1部ください。 | Do you want this report?  
Yes, give me one copy, please. | Kono repooto hoshii?  
Ee, ichi-bu kudasai. |
| 4    | この本ほしい？  
ええ、1冊ください。 | Do you want this book?  
Yes, give me one, please. | Kono hon hoshii?  
Ee, is-satsu kudasai. |
| 5    | このバナナほしい？  
ええ、1本ください。 | Do you want these bananas?  
Yes, give me one, please. | Kono banana hoshii?  
Ee, ip-pon kudasai. |
| 6    | この報告書ほしい？  
ええ、1部ください。 | Do you want this report?  
Yes, give me one copy, please. | Kono hookokusho hoshii?  
Ee, ichi-bu kudasai. |

### H CDI Track 10

<table>
<thead>
<tr>
<th>Step</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
</table>
| 1    | この書類をコピーしてほしいんですが…  
何部必要ですか。 | I’d like to copy this document, but…  
How many copies are necessary? | Kono shorui o kopii-shite hoshii n desu ga…  
Nam-bu hitsuyoo desu ka? |
| 2    | ボールペンを買って来てほしいんですが…  
何本必要ですか。 | I’d like to buy ballpoint pens  
(and come back), but…  
How many do you need? | Boorupen o katte kite hoshii n desu ga…  
Nam-bon hitsuyoo desu ka? |
| 3    | こんなノートを持って来てほしいんですが…  
何冊必要ですか。 | I’d like to bring this type of notebook  
(and come back), but…  
How many do you need? | Konna nooto o motte kite hoshii n desu ga…  
Nam-satsu hitsuyoo desu ka? |
| 4    | この資料を作ってほしいんですが…  
何枚必要ですか。 | I’d like to prepare this material, but…  
How many do you need? | Kono shiryoo o tsukutte hoshii n desu ga…  
Nam-bu hitsuyoo desu ka? |
| 5    | この紙をとって来てほしいんですが…  
何枚必要ですか。 | I’d like to get this paper  
(and come back), but…  
How many sheets do you need? | Kono kami o totte kite hoshii n desu ga…  
Nam-mai hitsuyoo desu ka? |

### I CDI Track 11

<table>
<thead>
<tr>
<th>Step</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
</table>
| 1    | その英語、彼が書いたの？  
うん、でもあまり自信がないんです。 | Did he write that English?  
Yeah, but he says he doesn’t have much confidence. | Sono eego kare ga kaita no?  
Un, demo amari jishin ga nai n da tte. |
| 2    | その報告書、彼が書いたの？  
うん、でもあまり自信がないんです。 | Did he write that report?  
Yeah, but he says he doesn’t have much confidence. | Sono hookokusho kare ga kaita no?  
Un, demo amari jishin ga nai n da tte. |
| 3    | その資料、彼が作ったの？  
うん、でもあまり自信がないんです。 | Did he prepare the data?  
Yeah, but he says he doesn’t have much confidence. | Sono shiryoo kare ga tsukutta no?  
Un, demo amari jishin ga nai n da tte. |
| 4    | そのレポート彼が書いたの？  
うん、でもあまり自信がないんです。 | Did he write that report?  
Yeah, but he says he doesn’t have much confidence. | Sono repooto kare ga kaita no?  
Un, demo amari jishin ga nai n da tte. |

### J CDI Track 12

<table>
<thead>
<tr>
<th>Step</th>
<th>Japanese</th>
<th>English</th>
</tr>
</thead>
</table>
| 1    | これお願いします。  
はい、かしこまりました。 | This one, please.  
Certainly, sir. | Kore onegai shimasu.  
Hai, kashikomarimashita. |
| 2    | これコピーしてください。  
はい、かしこまりました。 | Please copy this.  
Yes, certainly, sir. | Kore kopii-shite kudasai.  
Hai, kashikomarimashita. |
| 3    | これ買って来てください。  
はい、かしこまりました。 | Please go and buy (and come) this.  
Yes, sir. | Kore katte kite kudasai.  
Hai, kashikomarimashita. |
Ekusasaizu  エクササイズ  Exercies

Practice the V-te hoshii form in the following fashion:
Your instructor gives you a card which illustrates or describes a certain action. Now ask your counterpart to do the action using V-te hoshii.

B

Practice using haiken-suru and goran ni naru as your instructor shows you a new textbook. As she initiates the conversation, follow it up in the following fashion:

**instructor:** これ、新しい教科書ですけど、Xさんはもう見ましたか。
Kore atarashii kyookasho desu kedo, X-san wa moo mimashita ka?

**Student-X:** いいえ、まだです。ちょっと拝見してよろしい／いいですか。
Iie, mada desu. Chotto haiken-shite yoroshii/iizu ka?

**instructor:** ええ、いいですよ。
Ee, ii desu yo.

**Student-X:** 先生はもうご覧になりましたか。
Sensee wa moo goran ni narimashita ka?

**instructor:** ええ、見ましたよ。
Ee, mimashita yo.

Now, using the book, initiate a similar dialog with your counterpart.
Pointing at a book, an eraser, etc. which your counterpart has, ask each other if s/he is reading or using it, using the \textit{o-V desu} construction. Develop a short conversation.

Using visual aids which illustrate some novel food, drinks, books, movies, places, tools, sports, etc., your instructor invites you to eat, drink, read, see, go, use, or play; answer the invitation using the \textit{V-te miru} construction appropriately.

Do the same with a counterpart.

Return to the \textit{Kihon Kaiwa}. Reduce the volume and practice the conversation by playing the part of F.

---

**Listening Comprehension**

1. Who is F?
   - 1. A company director
   - 2. F’s friend
   - 3. A teacher
   - 4. A doctor

2. Who is M?
   - 1. M’s subordinate
   - 2. M’s friend
   - 3. School staff member
   - 4. A nurse

3. What did M ask F for?
   - 1. Some material
   - 2. A magazine
   - 3. A textbook
   - 4. A newspaper

4. How many copies did M ask for?
   - 1. Two copies
   - 2. Ten copies
   - 3. 12 copies
   - 4. 20 copies

5. What is M going to do with the copies? (Choose three answers)
   - 1. From October
   - 2. From ten o’clock
   - 3. In class
   - 4. At the meeting
   - 5. In the office
   - 6. In the classroom

6. What has F promised to do for M? (Choose two answers)
   - 1. Do the copying in a hurry and give it to M on the spot
   - 2. Do the copying in a hurry and deliver it to the place where M will be
   - 3. Get red, blue and black pens, three each, and deliver them to M
   - 4. Get red, blue and black pens, one each, and deliver them to M
1. It has rained for the first time after many dry days.
2. It rains a lot.
3. It has been raining continuously for a long time.

Identify the owner of the black umbrella.

Identify the owner of the blue umbrella.

Who lent the black umbrella to whom?
1. F lent it to M who returned it.
2. F lent it to M’s sister.
3. F lent it to M who lent it to his sister.

Who lent the blue umbrella to whom?
1. F lent it to M.
2. M lent it to F.
3. F lent it to M’s sister.
4. M lent it to his sister.

Which of the following is true?
1. F had given M her umbrella.
2. F had lent M her umbrella.
3. F intended to give M her umbrella but F has changed her mind.

Who wrote the letter to whom?
1. F wrote M.
2. F’s friend wrote M.
3. F’s friend wrote M’s friend.

What does Michiko want Tanaka to do? (Choose three answers)
1. To read her letter
2. To write her a letter
3. To see her on Sunday
4. To phone her on Sunday
5. To phone her today

Un’yoo Renshuu 運用練習 Utilization

Utilization 1

In the following frustrating situations, express your wishes appropriately to your counterpart, using the V-te hoshii form:

1. Your colleague has set the temperature of the air-conditioner so high that you are still sweating a lot. Ask him to lower it.
2 Your instructor writes characters on the blackboard so small that you can hardly see them. Ask her to write them larger.

3 The sound volume of the CD your instructor is playing for the listening comprehension test is set so low that you can hardly hear it. Ask her to raise the volume (make it big).

4 Your secretary seems to be rather leisurely preparing the documents you asked her for a while ago. Ask her to hurry up.

5 Your secretary’s English level is not quite sufficient, and you want her to study a bit more.

6 The computer in your office is rather obsolete, and you want your senior colleague to buy a new one.

7 Your friend has borrowed your umbrella for a long time, and you want it returned as it is a bit of a problem.

**Utilization 2**

Your host sister (with whom you are pretty close now) has the following wishes. Suggest that she go ahead and try, using the **V-te goran** form.

1 She wants to go to Kyoto by herself.

2 She wants to try to drink some alcoholic beverages.

3 She wants to bring her boyfriend (so that you can meet him).

4 She wants to try scuba-diving.

5 She wants to show you a new pair of shoes she has just bought.

6 She wants to write an essay in English and show it to you.

**Utilization 3**

You are working part-time at a research laboratory in a university. Soon after a professor who had been working in the laboratory just left the room on an errand, a few students came in. As the professor is expected to return shortly, you do not want the students to touch things. Warn them properly.

1 One of the students is about to use the computer which the professor has been using.

2 One of the students has picked up an academic magazine the professor opened.

3 One of the students is trying to retrieve his report which the professor has been looking at.
### Summary of Phrase-Particles

**Xは X-wa**

X at least, as for X, regarding X, X for one  
[hi-lighter, topic marker]

<table>
<thead>
<tr>
<th>X</th>
<th>Description</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>テニスはします。</td>
<td>I play tennis at least (and I’m not talking of any other sports which I may or may not play).</td>
</tr>
<tr>
<td>X</td>
<td>これはおいしいです。</td>
<td>This one (at least) tastes good (and I’m not taking responsibility for others which may or may not be good).</td>
</tr>
<tr>
<td>X</td>
<td>今日はテニスはしません。</td>
<td>Today I won’t play tennis.</td>
</tr>
</tbody>
</table>

**Xも X-mo**

X as well, X also, even X  
[X presented as addition]

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>テニスもします。</td>
<td>I play tennis, too.</td>
</tr>
<tr>
<td>X</td>
<td>これもおいしいです。</td>
<td>This one tastes good, too.</td>
</tr>
<tr>
<td>X</td>
<td>どれもおいしいです。</td>
<td>Every one of them tastes good.</td>
</tr>
<tr>
<td>X</td>
<td>誰も来ません。</td>
<td>Nobody will come.</td>
</tr>
</tbody>
</table>

**Xを X-o**

X as selected for the action  
[the action is acted upon X ]

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>テニスをします。</td>
<td>I (choose to) play tennis (among the options I have).</td>
</tr>
<tr>
<td>X</td>
<td>あの公園を歩きます。</td>
<td>I (choose to) walk (in) that park.</td>
</tr>
</tbody>
</table>

**Xが X-ga**

[X indicates the doer of the action, or the subject matter of the state]

<table>
<thead>
<tr>
<th>X</th>
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<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>私がします。</td>
<td>I am the one who will do it. I will do it.</td>
</tr>
<tr>
<td>X</td>
<td>私がスミスです。</td>
<td>I am the one who is Smith. I am Smith.</td>
</tr>
<tr>
<td>X</td>
<td>これがおいしいです。</td>
<td>It’s this one that tastes good. This is good.</td>
</tr>
<tr>
<td>X</td>
<td>日本語ができます。</td>
<td>Japanese is possible. I can (speak) Japanese.</td>
</tr>
</tbody>
</table>

**Xと X-to**

(together) with X  
[connecting X]

<table>
<thead>
<tr>
<th>X</th>
<th>Description</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>鈴木さんとします。</td>
<td>I do it with Mr Suzuki.</td>
</tr>
<tr>
<td>X</td>
<td>これはそれと同じです。</td>
<td>This is the same with that.</td>
</tr>
</tbody>
</table>

**XとY X-toY**

Y with X, X and Y  
[Y connected with X]

<table>
<thead>
<tr>
<th>X</th>
<th>Description</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>鈴木さんと田中さんがします。</td>
<td>Mr Suzuki and Ms Tanaka will do it.</td>
</tr>
<tr>
<td>Y</td>
<td>テニスとゴルフをします。</td>
<td>I play tennis and golf.</td>
</tr>
</tbody>
</table>

**XかY X-kaY**

either X or Y

<table>
<thead>
<tr>
<th>X</th>
<th>Description</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>鈴木さんか田中さんがします。</td>
<td>Either Mr Suzuki or Ms Tanaka will do it.</td>
</tr>
<tr>
<td>Y</td>
<td>テニスかゴルフをします。</td>
<td>I’ll play either tennis or golf.</td>
</tr>
</tbody>
</table>

**XやY X-yaY**

X, Y and the like; things/people like X and Y

<table>
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<tr>
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<th>Description</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>鈴木さんや田中さんがします。</td>
<td>People like Mr Suzuki and Ms Tanaka will do it.</td>
</tr>
<tr>
<td>Y</td>
<td>テニスやゴルフをします。</td>
<td>I play tennis, golf, etc.</td>
</tr>
</tbody>
</table>