

Contents

Preface	[3]		
About This Book	[8]		
このテキストをお使いになる先生方へ	[12]		
Lesson 1: INTRODUCING AND GREETING	2		
Dialogues			
1 Introducing oneself and others	2		
2 Greetings	4		
Grammar Notes			
1 Introducing oneself	6		
2 Introducing others one by one	7		
3 Introducing colleagues or family members to others	8		
4 Greetings	8		
Drills	11–14		
Closing Dialogue	Introducing oneself and others	15	
●Culture Note 1: How do Japanese people refer to each other in Japanese?	16		
Lesson 2: NUMBERS	17		
Dialogues			
1 Exchanging personal information	17		
2 Asking and giving the prices	19		
Grammar Notes			
1 How numbers are structured	20		
2 Using numbers	22		
3 Number of people	23		
4 Particles [<i>to</i>] ‘and’ / [<i>de</i>] ‘total’	24		
5 Counters	24		
Drills	26–30		
Closing Dialogue	Confirming a meeting room number and a mobile phone number	31	
Lesson 3: TIME EXPRESSIONS	32		
Dialogues			
1 Asking about business hours	32		
2 Confirming the time and venue of a meeting	34		
Grammar Notes			
1 Specific time	35		
2 Asking/telling someone about the service hours or office hours	36		
3 Talking about weekly schedules, birthdays and holidays	38		
4 General time	38		
Drills	39–44		
Closing Dialogue	Viewing slides from a holiday	45	
●Culture Note 2: <i>Sumimasen</i>	46		
Lesson 4: EXPRESSING WHERE YOU WILL GO	47		
Dialogues			
1 Talking about travel plans	47		
2 Asking about lunch plans	49		
Grammar Notes			
1 Talking about plans for the weekend	50		
2 Verbs	50		
3 Particles	51		
4 General time vs. specific time	52		
Drills	53–58		
Closing Dialogue	Chatting	59	
Lesson 5: REQUESTING	60		
Dialogues			
1 Ordering food at a restaurant	60		
2 Confirming and preparing for the meeting	63		
Grammar Notes			
1 Making requests to service people	64		
2 How to order/buy things for which you don’t know the names	65		
3 When ordering/buying/requesting more than one thing	66		
4 Asking about the availability of tangible things	67		
5 Requesting extra services	68		
Drills	68–75		
Closing Dialogue	Eating in or taking out	76	
●Culture Note 3: <i>Noren</i> and Japanese Restaurants	77		
Lesson 6: ASKING/GIVING DIRECTIONS	79		
Dialogues			
1 Taking a taxi	79		
2 Looking for where to get on public transportation	81		
Grammar Notes			
1 Taking a taxi	82		

	2 Giving directions	84
	3 Taking trains, buses and subways	85
	4 Particles	85
	5 Conversation strategies: To get to your destination	86
Drills		86–91
Closing Dialogue	Taking a taxi home and dropping off a colleague on the way	92

LESSON 7: ASKING/GIVING THE LOCATION OF PEOPLE OR THINGS ————— 93

Dialogues	1 Looking for some place	93
	2 Looking for a thing and person	94
Grammar Notes	1 Asking where things/facilities are	96
	2 Asking/telling someone where a person is	97
	3 <i>Arimasu, imasu</i> and <i>desu</i>	97
	4 Formal verb forms vs. informal verb forms	99
	5 Conversation strategy: Starters	99
Drills		100–105
Closing Dialogue	Looking for something	106

●Culture Note 4: *Yoroshiku onegaishimasu* ————— 107

LESSON 8: EXPRESSING WHAT YOU WILL DO ————— 108

Dialogues	1 Talking about the weekend	108
	2 Talking about what to buy for lunch	110
Grammar Notes	1 Asking someone's plans for his/her up-coming days off	111
	2 Talking about doing things—Action verbs	111
	3 Additional time expressions	112
	4 Particles	112
	5 Adverbs of frequency and quantity	114
Drills		114–120
Closing Dialogue	Talking about what you usually eat	121

LESSON 9: EXPRESSING HOW THINGS ARE/WERE ————— 122

Dialogues	1 Asking about and commenting on a previous trip	122
	2 Visiting a colleague's house	124

Grammar Notes	1 Asking about/commenting on a recent happening	126
	2 Asking about/commenting on a recent happening in detail	126
	3 Two types of adjectives in Japanese	128
Drills		129–135
Closing Dialogue	Talking about last weekend	136

LESSON 10: INVITING/RECOMMENDING/SUGGESTING ————— 137

Dialogues	1 Asking for/giving suggestions and inviting	137
	2 Dating	139
Grammar Notes	1 Asking for/giving recommendations	140
	2 Inviting someone to join in activities with you	141
	3 Accepting/declining an invitation	142
	4 Conversation strategies: Starting and summing up	143
Drills		144–149
Closing Dialogue	Inviting for dinner	150

●Culture Note 5: *Chotto*—A little word with many meanings ————— 151

Appendixes ————— 153

1. Words for jobs and countries	153
2. Family terms	153
3. Counters	154
4. Interrogatives (Wh-question words)	155
5. The <i>ko-so-a-do</i> words	155
6. Time expressions	156
7. Verb conjugations	158
8. <i>I</i> -adjectives and <i>na</i> -adjectives	160
9. Particles	163
10. Position words	164
11. Adverbs	164
12. Words for eating and drinking	165
13. Formal expressions used by service staff	168
14. Samples of short speeches	169

Scripts for Listening Tasks ————— 172

Answers ————— 177

Index ————— 186

About This Book

Features

Target learners

This book is basically designed for learners who study with instructors, but it can also be used with little difficulty by those who study on their own. Students will find the English translations for the dialogues and new words, instructions for drills, and explanations of grammar to be very helpful, as they will the attached CD.

Syllabus

The syllabus for this book has been organized according to the functions/notions of communication rather than grammar. The authors have carefully selected these functions/notions, incorporating them into equally carefully selected topics which illustrate typical situations that learners are likely to encounter. Sentence structures and vocabulary have been chosen according to frequency of use in social situations and their usefulness in communication, not in the order of easier to more difficult to learn.

Language teaching typically starts out with dots (words) and lines (structures), and then moves on to a situational syllabus, which focuses on how the language is used in specific situations. This approach is certainly effective when students only need to use a few fixed phrases that have limited application, but it is not very helpful for business people who need to communicate flexibly in more complicated situations.

Thus we have adopted what might be called a “three- or multi-dimensional” syllabus, in which more than two factors (language and situation) are considered. As an example, our approach incorporates the cultural backgrounds or psychological states of the people engaged in the communication, and deals with relationships between people who bring different cultural assumptions or moods to the conversation.

Language variations

The language used in the conversations varies depending on such factors as the person to whom one is speaking, the situation in which the conversation is taking place, and the reason that the people are talking; it also reflects the mood or psychological burdens of the speakers. The dialogues in this book thus put the focus on communication between people with different roles, such as superiors and subordinates, non-Japanese and Japanese, women and men, in both working and non-working situations.

We also use the informal speaking style as well as the formal style right from the beginning of the text to reflect everyday interactions in which both speech styles are used as in a mosaic.

Structure of This Book

This book consists of ten lessons, each divided into three parts: 1) Dialogues, 2) Grammar Notes, and 3) Drills.

1) Dialogues

There are three dialogues in every lesson:

Dialogue 1, which is presented in the formal speaking style, represents the pedagogical goal for the learners. They are expected to reproduce this dialogue.

Dialogue 2 mixes formal and informal speech styles. In this dialogue, the Japanese speak in a rather informal speech style, while non-Japanese speak in a formal speech style.

Comprehension Drill(s) follow immediately after Dialogues 1 and 2. They include true/false questions and questions requiring the learner to put sentences in the correct order (only in relation to Dialogue 1).

Each lesson concludes with a **Closing Dialogue**. To the extent possible, these dialogues have been designed to approximate conversations from the real world. In order for students to develop language recognition ability, they have not been modified greatly from language that is used in actual situations.

Dialogue 2 and the Closing Dialogue are designed for the purpose of language perception rather than reproduction. Woven through each of the dialogues is a story line that continues through all of the ten lessons.

2) Grammar Notes

Grammar Notes explain how the Japanese language works rather than focus on grammatical rules. That is, they explain what structure should be used to express a certain function or notion in a given context. The structures are carefully selected to be appropriate for the target learners of this textbook. The explanation is practical and sometimes based on the mistakes that the learners are likely to make. Many diagrams and tables are used to help busy and pragmatic business people quickly grasp the picture of communication rules.

3) Drills

Four different drills are presented in this section: A. Conversation Drills, B. Grammar & Vocabulary Building Drills, C. Listening Tasks, and D. Review Drills.

A. Conversation Drills are practices whose aim is to reproduce the target dialogue. Students fill in the blanks according to the English instructions (not translations) and complete the dialogues.

B. Grammar & Vocabulary Building Drills provide such practices as substitution drills, fill-in-the-blank drills, and questions and answers. They enable learners to master the grammar points explained in Grammar Notes and to expand the vocabulary related to the function/notion for each lesson. Many illustrations are used as cues here for the sake of efficient practice.


C. There are three types of **Listening Tasks**: catching the keyword, choosing the appropriate answers for the questions asked, and choosing the correct pictures/words/phrases that match the content.

D. Review Drills basically consist of three types of drills: creating sentences according to the English instructions; matching questions with responses; and arranging sentences into their correct order.

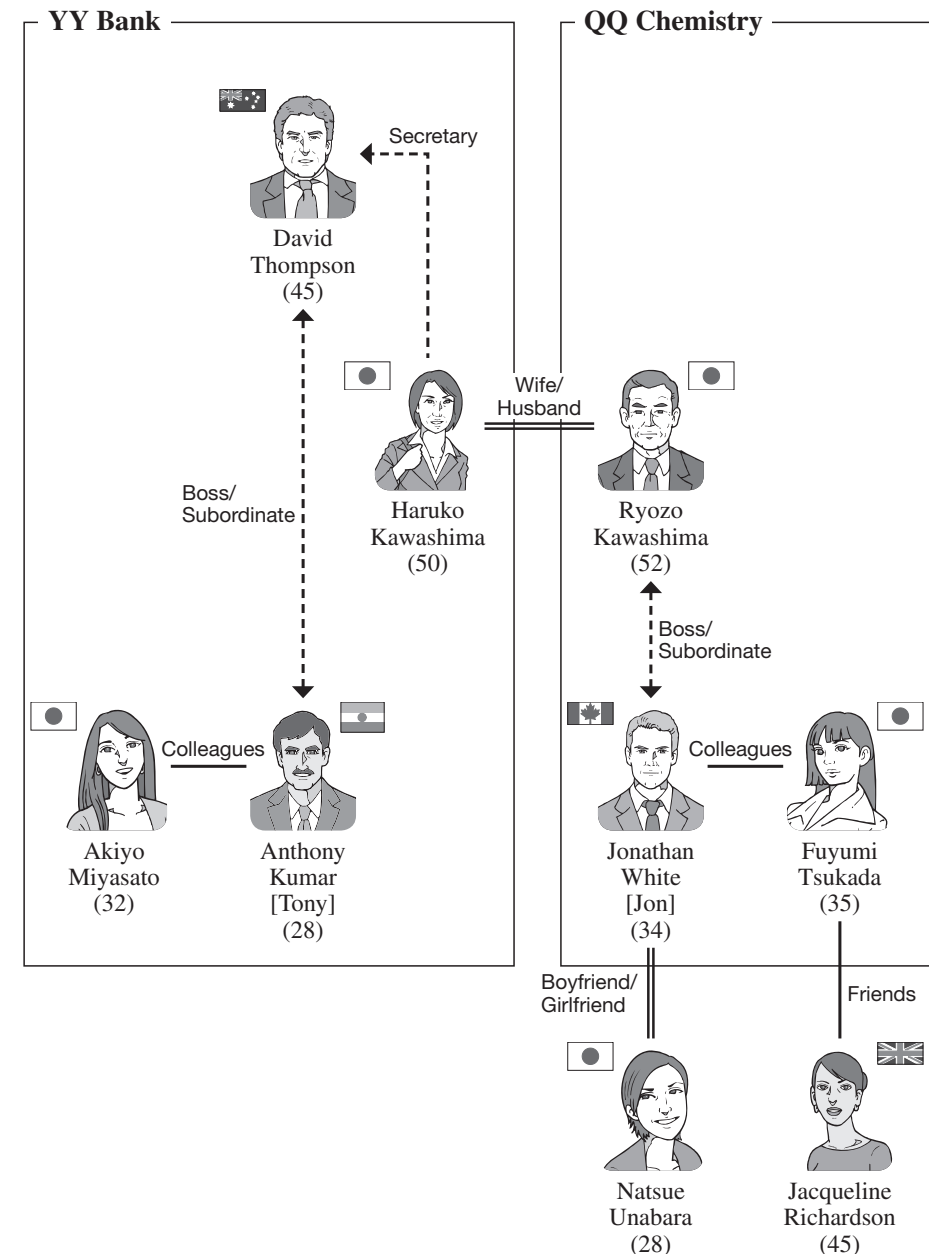
4) Other sections

Culture Notes: Notes on Japanese culture are provided at the end of Lessons 1, 3, 5, 7 and 10. Learners can take a break from their lessons and enjoy reading them.

Appendixes, etc.: At back of this book, there are fourteen appendixes, in addition to scripts for Listening Tasks, answers for drills, and an index. You will

also find a CD attached, which includes all the dialogues as well as the drills marked with the CD icon .

Characters in This Book



LESSON 1: INTRODUCING AND GREETING

—Hajimemashite. ‘How do you do?’

Dialogue 1 Introducing oneself and others Formal 02

(Ryozo Kawashima and David Thompson introduce themselves to each other. They work for different companies.)

Kawashima (R): QQ kagaku no Kawashima desu.

Tonpuson: Hajimemashite, YY ginkō no Dēbiddo Tonpuson desu.

Dōzo yoroshiku. Dēbiddo to yonde kudasai.

Kawashima: Hajimemashite, kochira koso yoroshiku onegaishimasu.

(Then Fuyumi Tsukada comes in. Mr. Kawashima introduces her, a member of his staff, to Mr. Thompson from YY Bank.)

Kawashima: Goshōkai shimasu. Tsukada Fuyumi desu.

(To Ms. Tsukada) Kochira wa, YY ginkō no Dēbiddo Tonpuson-san desu.

Tsukada: Tsukada to mōshimasu.

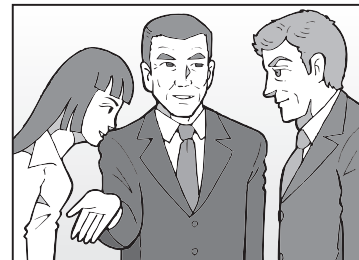
Dōzo yoroshiku onegaishimasu.

Tonpuson: Dēbiddo Tonpuson desu.

Tsukada: Tonpuson-san . . . desu ka.

Tonpuson: Hai. Dēbiddo to yonde kudasai.

Dōzo yoroshiku.



Mr. Ryozo Kawashima: (I'm) Kawashima from QQ Chemistry.

Mr. Thompson: How do you do? (lit., For the first time.)

(I'm) David Thompson of YY Bank. Glad to meet you. Please call me David.

Mr. Kawashima: How do you do? Glad to meet you, too.

Vocabulary

kagaku: chemistry

no: of

desu: am; are; is

Hajimemashite.: How do you do?

ginkō: bank

dōzo: please

yoroshiku: it is a pleasure to meet you

~ to yonde kudasai.: Please call me ~.

kochira koso: me, too

onegaishimasu: please [requesting]

shōkai suru (shimasu): to introduce

kochira: this (person)

wa: [topic marker]

~ to mōshimasu.: I'm called ~.; My

name is ~.

ka: [question marker]

-san: [addressing people]

hai: yes; right

Mr. Kawashima: Let me introduce (my assistant) to you. (This is) Ms. Fuyumi Tsukada.

This is Mr. David Thompson of YY Bank.

Ms. Tsukada: I'm Tsukada (lit., I'm called Tsukada). Pleased to meet you.

Mr. Thompson: I'm David Thompson.

Ms. Tsukada: Mr. Thompson (is my pronunciation all right)?

Mr. Thompson: Yes (fine). Call me David. Pleased to meet you, too.

川島良三: QQ 化学の川島です。

トンプソン: はじめまして、YY 銀行のデービッド・トンプソンです。

どうぞ よろしく。デービッドと よんでください。

川島: はじめまして、こちらこそ よろしく おねがいします。

川島: ごしょうかいします。塚田冬美です。

こちらは、YY 銀行のデービッド・トンプソンさんです。

塚田: 塚田と もうします。どうぞ よろしく おねがいします。

トンプソン: デービッド・トンプソンです。

塚田: トンプソンさん……ですか。

トンプソン: はい。デービッドと よんでください。どうぞ よろしく。

● Comprehension Drill

1. Listen to or read Dialogue 1 and decide if the following statements are true, false or you don't know as not enough information has been given.

1. Mr. Thompson works for YY Bank. (T / F / DK)
2. Mr. Thompson is a customer of QQ Chemistry. (T / F / DK)
3. Mr. Kawashima and Mr. Thompson have met before. (T / F / DK)
4. Ms. Tsukada is Mr. Thompson's colleague. (T / F / DK)
5. Mr. Thompson wants to be called David. (T / F / DK)

2. Put these sentences in the correct order to make a conversation.

(a) → () → () → () → ()

- a. QQ kagaku no Kawashima desu.
- b. Goshōkai shimasu. Tsukada Fuyumi desu. Kochira wa, YY ginkō no Dēbiddo Tonpuson-san desu.
- c. Hajimemashite, kochira koso yoroshiku onegaishimasu.
- d. Hajimemashite, YY ginkō no Dēbiddo Tonpuson desu. Dōzo yoroshiku.
- e. Tsukada to mōshimasu. Dōzo yoroshiku onegaishimasu.

Dialogue 2 Greetings

Formal Informal

a. Daily greeting 03

(On the way to the office in the morning.)

Tompson: Ohayō gozaimasu. Ii tenki desu ne.

Kinjo no hito: Hontō ni ii tenki desu ne. Itte rasshai.

Mr. Thompson: Good morning. It's fine weather, isn't it?
Neighbor: Yes, it really is. Have a nice day! (lit., Hurry back.)



b. Leave taking 04

(Jonathan White, Ms. Tsukada's colleague, is still working hard at around 8 p.m. Ms. Tsukada is ready to leave.)

Tsukada: Osaki ni.

Howaito: Otsukaresama deshita.

Tsukada: Ja, mata ashita.

Ms. Tsukada: Bye! (lit., I'm leaving before you.)
Mr. White: OK. See you. (lit., You should be tired.)
Ms. Tsukada: See you tomorrow.



c. Expressing gratitude 05

(Jacqueline Richardson and Fuyumi Tsukada have just run into each other.)

Richādoson: Fuyumi-san, senjitsu wa iroiro arigatō gozaimashita.

Tsukada: Iie, kochira koso.

Korekara mo yoroshiku.

Richādoson: Hai.



Ms. Richardson: Thank you for everything (lit., for what you have done) the other day, Fuyumi.
Ms. Tsukada: Don't mention it. Same to you. I'd be happy to be of help to you anytime. (lit., I hope we will support each other in the future, too.)
Ms. Richardson: Sure.

a.

トンプソン: おはようございます。いい天気ですね。
近所の人: ほんとうに いい天気ですね。いってらっしゃい。

b.

塚田: おさきに。
ホワイト: おつかれさまでした。
塚田: じゃ、また あした。

c.

リチャードソン: 冬美さん、せんじつは いろいろ ありがとうございます。
塚田: いいえ、こちらこそ。これからも よろしく。
リチャードソン: はい。

● Comprehension Drill

Listen to or read Dialogue 2 and decide if the following statements are true, false or you don't know as not enough information has been given.

1. Mr. Thompson goes out on a clear morning. (T / F / DK)
2. It is cold when Mr. Thompson goes out. (T / F / DK)
3. Mr. White leaves the office before Ms. Tsukada. (T / F / DK)
4. Mr. White and Ms. Tsukada work at the same company. (T / F / DK)
5. Ms. Richardson hasn't met Ms. Tsukada before. (T / F / DK)



Vocabulary

Ohayō gozaimasu.: Good morning.	Osaki ni.: lit., I'm leaving before you.	senjitsu: the other day
ii: good	Otsukaresama deshita.: lit., You should be tired.	iroiro: a lot; various
tenki: weather	ja: well then	arigatō gozaimashita: thank you very much (for what you have done)
ne: isn't it?; right?	mata: again	lie.: Don't mention it.
hontō ni: really	ashita: tomorrow	korekara: from now on
itte rasshai.: Have a good day.		mo: also