

JAPANESE FOR BUSY PEOPLE



New, unique
approach to effective daily
communication in Japanese
II

Association for Japanese-Language Teaching

JAPANESE FOR BUSY PEOPLE

II

江苏工业学院图书馆
藏书章

JAPANESE FOR BUSY PEOPLE

II

Association for Japanese-Language Teaching



KODANSHA INTERNATIONAL
Tokyo and New York

Distributed in the United States by Kodansha International/USA Ltd., 114 Fifth Avenue, New York, New York 10011. Published by Kodansha International Ltd., 2-2 Otowa 1-chome, Bunkyo-ku, Tokyo 112 and Kodansha International/USA Ltd., 114 Fifth Avenue, New York, New York 10011. Copyright © 1989 by the Association for Japanese-Language Teaching. All rights reserved. Printed in Japan.

ISBN 4-7700-1419-8 (in Japan)

First edition, 1990

Library of Congress Cataloging in Publication Data

Japanese for busy people II

Includes index.

1. Japanese language—Textbooks for foreign speakers—English. I. Kokusai Nihongo Fukyū Kyōkai (Japan)

PL539.5.E5J36 1989 495.6'83421 88-46049

ISBN 0-87011-919-2

CONTENTS

Introduction	7
--------------	---

Part I

Lesson 1: Rush Hour	11
Lesson 2: Lost and Found	18
Lesson 3: The Health Club	26
Lesson 4: A Business Trip	33
Lesson 5: A New Word Processor	39
Lesson 6: A Pale Face	47
Lesson 7: Mr. Johnson's Arrival	54
Lesson 8: The O-Bon Festival	62
Lesson 9: Prep School	70
Lesson 10: Letter from Kyushu	78
Lesson 11: Job Interview	81
Lesson 12: Hotel Reservations	88
Lesson 13: A Gift of Chocolate	96
Lesson 14: The Referee's Role	104
Lesson 15: A Forgotten Umbrella	113
Lesson 16: The New Showroom Design	121
Lesson 17: Brown's Diary	129
Lesson 18: Birthday Flowers	137
Lesson 19: The Public Library	144
Lesson 20: Cherry Blossoms	152

Part II

Lesson 21: Job Hunters	159
Lesson 22: A Canceled Reservation	168
Lesson 23: A Message from Chang	175
Lesson 24: Shopping for Pottery	183
Lesson 25: House for Rent	191
Lesson 26: Meeting Preparations	199
Lesson 27: A Save-the-Trees Campaign	206
Lesson 28: Sightseeing Edo Village	214
Lesson 29: A Complicated Contract	222
Lesson 30: The Shinkansen	229
Lesson 31: Anniversary Party	234
Lesson 32: A Broken TV Set	243
Lesson 33: A Thank You Phone Call	251
Lesson 34: Late for a Date	258

Lesson 35: A Transfer, a Resignation	264
Lesson 36: Suzuki Caught Loafing	270
Lesson 37: Weight Control	279
Lesson 38: Rock Concert	285
Lesson 39: Floating-World Pictures	294
Lesson 40: Edo-period Education	301

New Kanji	305
-----------	-----

APPENDICES

A. Connective Patterns	327
B. The Centipede's Errand	328
C. Verb Chart	330

GLOSSARY	331
----------	-----

INDEX	345
-------	-----

SUPPLEMENT TO THE TEXT

Romanized Text	349
Quiz Answers	387
Text Fully in Kanji	420

INTRODUCTION

This text carries on from where our previous work, *Japanese for Busy People I*, leaves off, and, as before, the main focus is on having adult students acquire a working knowledge of the spoken language in everyday life. Written Japanese, including Sino-Japanese characters, is also included. Aside from minor changes necessary to accommodate the greater length and complexity of the material, the format is the same as in the introductory volume.

Key factors in the development of these texts have been a thorough evaluation of existing teaching materials and a reassessment of the ability and objectives of students. It has generally been assumed that businessmen, diplomats, technicians or scholars for whom Japanese is a second language can use it in their work only after having reached an advanced level. However, both the spoken and written languages encountered in science or business, being specialized and adapted to a particular field, are more explicit than the language found in literature or even informal conversation. Moreover, having professional knowledge of a subject area contributes to comprehension, which is understandably more difficult if one is on unfamiliar ground. As a consequence it is possible for motivated learners to go on to specialized programs of their choice after finishing the basic level, that is, a level which can be reached at the end of this volume by applied study.

As before, the vocabulary and situations dealt with are slanted slightly towards business people, but there is no technical language or jargon, and the material is general enough to give students of college age or above an orientation to daily life in Japan and its customs and traditions. Speech of varied levels of politeness and formality and elliptical and contracted forms and expressions occur as appropriate.

Arrangement of the Book

The forty lessons in this volume, divided into parts I and II, require approximately two hundred hours of classroom time. In this main text, all the Japanese is written in Japanese. The Supplement to the Text gives all the romanized Japanese for the twenty lessons in part I. Also in the supplement are the answers to the quizzes and the opening passages of each lesson in the format they would ordinarily be written in in Japanese.

A new feature in this volume is the gradual introduction of kanji in the opening dialogues and reading sections. The first occurrence of a kanji in each lesson is in *furigana*, the contextual reading of the character being given in hiragana just below the kanji itself. Guidance on how to write each character (stroke order and the number of strokes), a few additional readings and, from lesson 21 on, compound words for recognition are given in the section after lesson 40.

As noted above, in other respects the arrangement of this book is the same as the earlier one.

To the Reader

This text presupposes familiarity with the grammar and vocabulary in *volume I*; any student who has difficulty with the first lessons in this book should review the beginning text before proceeding to this more advanced material.

Mastery of hiragana and katakana was recommended in the introduction to the first volume, since reliance on romanized Japanese tends to have a negative effect on pronunciation. Another reason for learning the Japanese writing systems as early as possible is that romanized Japanese has only very limited applications, the only publications printed in this script being basic texts for Japanese as a second language.

It is a good idea to learn kanji when they first occur, as a knowledge of Sino-Japanese

characters is an absolute must for advanced study of the language. Knowing these characters makes learning faster and more effective, and students already able to read them should take advantage of the vertically written Japanese passages in the supplement, using them as their main text, or at least for reference.

Other students will find this normally written Japanese of value both for studying kanji and for getting used to the conventions of ordinary Japanese writing. After a lesson has been studied, its opening dialogue or reading passage in the supplement can be compared with the same section in the main text.

Linguistic Differences

Students who have completed the first volume or its equivalent are probably already aware of at least a few of the ways in which Japanese and English differ and know that at times translating from one language into the other can be challenging.

In these volumes we have taken the position that each language should be as natural and unforced as is possible in a book of instruction. In those cases where literal translation into English is inadvisable, the situation is taken into account, appropriate English is used, and sometimes this is followed by a literal translation to give a better idea of the meanings of Japanese words and other expressions. The vocabulary lists have been compiled in a similar way. The contextual meanings of words are given first, then, if the literal meaning is different, that is given too. When a term has other common additional meanings, these are given too, to the extent possible. This should help the student to avoid forming the habit of thinking a word is always translated into English in exactly the same way, whereas in fact with a great many vocabulary items a certain amount of flexibility is needed.

Another important aspect of linguistic differences is grammar. It has been our intention to incorporate in these lessons grammar patterns that are typical and essential, while at the same time not allowing the explanations of grammar to become too technical. Although English grammar terms appear in the descriptions of Japanese grammar, they should be regarded as expedients only, used for the sake of understandability. In discussing grammar, attaining a working knowledge takes priority over theoretical understanding.

ACKNOWLEDGMENTS

Four AJALT teachers have written this textbook. They are Ms. Miyako Iwami, Ms. Shigeko Miyazaki, Ms. Masako Nagai and Ms. Kimiko Yamamoto. They were assisted by two other teachers, Ms. Kumiko Endo and Ms. Chikako Ogura.

For background information, many sources were consulted. The authors would particularly like to thank the Japan Sumo Association for making it possible to write lesson 14, the Meteorological Agency for material included in lesson 20 and the Agency for Cultural Affairs for information used in lesson 39. They also wish to express their appreciation to their editors at Kodansha International for assistance with translating and rewriting, as well as the more usual editorial tasks.

ABBREVIATIONS

<i>aff.</i>	affirmative
<i>neg.</i>	negative
<i>Aa:</i>	answer, affirmative
<i>An:</i>	answer, negative
<i>ex.</i>	example
-i adj.	-i adjective
-na adj.	-na adjective

[†] Indicates a word or expression that is not found in contemporary Japanese.

PART

I

LESSON 1 RUSH HOUR

Mr. Chang tells Mr. Smith about taking a rush hour train for the first time.

チャン：けさ、はじめて でんしゃで 会社^{かいしゃ}に 来ました。とても こんでいました。えきの 人^{ひと}が じょうきやくの せなかを おして、中^{なか}に おしこんでいました。すごかったですよ。

スミス：でも でんしゃの ほうが くるまより はやいですよ。
みちも こんでいますから。

チャン：スミスさんは なんで つうきんしていますか。

スミス：わたしは 行きも かえりも ちかてつです。とうきょうの こうつうきかんの 中で ちかてつが いちばん べんりですよ。

チャン：ちかてつは あさも ゆうがたも こんでいますか。

スミス：ええ、でも ゆうがたは あさほど こんでいません。
あさの 8時^じはんごろが ピークですから、わたしは まいあさ 7時に うちを 出^でます。

チャン：その じかんは すいていますか。

スミス：ええ、7時ごろは 8時ごろより すいていますよ。わたしは まいあさ ちかてつの 中で 日本語^{にほんご}を べんきょうしています。カセットテープを ききながら、テキストを よんでいます。

チャン：へえ、そうですか。



Chang: This morning I came to work by train for the first time. It was awfully crowded. The station people were pushing on passengers' backs and squeezing them inside (the trains). It was terrible.

Smith: Trains are faster than cars, though. The roads are crowded too.

Chang: How do you commute?

Smith: I come and go back by subway. The subway is the most convenient of all transportation systems in Tokyo.

Chang: I suppose the subway is crowded morning and evening.

Smith: Yes. But evenings are not so crowded as mornings. Around 8:30 (A.M) is the peak of the rush hour, so every morning I leave home at seven.

Chang: Is it emptier at that time?

Smith: Oh, yes. (Around) 7 o'clock is less crowded than (around) 8 o'clock. I study Japanese on the subway every morning. I read the text while listening to the cassette tape.

Chang: Oh, really?

Vocabulary

けさ	kesa , this morning	こうつう	kōtsū , transportation
はじめて	hajimete , for the first time	きかん	kikan , system
じょうきやく	jōkyaku , passenger	～の なかで	no naka de , of all, among
せなか	senaka , back	いちばん	ichiban , most, number one
おしこんでいました	oshikonde imashita , squeezing	～ほど…ません	hodo . . . masen , not so . . . as
おしこみます (おしこむ)	oshikomimasu (oshikomu), squeeze	ピーク	piku , peak
すごい	sugoi , terrible, wonderful	その じかん	sono jikan , that time
でも	demo , though	すいています	suite imasu , be empty
～の ほうが	no hō ga , = -er/more/less	すきます (すく)	sukimasu (suku) , be/become empty/uncrowded
ほう	hō , more (<i>lit.</i> side)	カセットテープ	kasetto tēpu , cassette tape
～より	yorī , than	ききながら	kikinagara , while listening
はやい	hayai , fast	～ながら	-nagara , while —ing, at the same time
みち	michi , road, street	へえ	hē , oh
つうきんしています	tsūkin shite imasu , commute		
つうきん	tsūkin , commuting		
～も～も	mo . . . mo , both . . . and		

GRAMMAR & LESSON OBJECTIVES

• Comparisons

. . . **no hō ga . . . yori**

Densha no hō ga kuruma yori hayai desu. The word order can be reversed: **Kuruma yori densha no hō ga hayai desu.**

To compare two things the question pattern is: . . . **to . . . to dochira/dotchi ga . . . desu/-masu ka.**

ex. **Yokohama to Tōkyō to dochira ga ōkii desu ka.** "Which is bigger, Yokohama or Tokyo?"

The response, "Tokyo is bigger than Yokohama," can be any of the following:

ex. **Yokohama yori Tōkyō no hō ga ōkii desu.**

Tōkyō no hō ga Yokohama yori ōkii desu.

Tōkyō no hō ga ōkii desu.

Tōkyō wa Yokohama yori ōkii desu is a statement with the same meaning. The dialogue sentence **7-ji goro wa . . .** is of this type.

. . . **no naka de . . . ichiban**

Tōkyō no kōtsū kikan no naka de chikatetsu ga ichiban benri desu.

Ichiban, "number one, the first," before adjectives expresses the superlative degree of comparison—**ichiban suki**, "most likeable, best liked"; **ichiban kirei**, "prettiest," and so on.

Note how the subject marker **ga** discriminates the subject exclusively from other pos-

sibilities. The example above implies that neither taxis nor buses nor trains but subways are the most convenient.

ex. **Nihon no toshi no naka de Tōkyō ga ichiban ōkii desu.** “Among Japanese cities, Tokyo is the biggest.”

Kudamono no naka de ringo ga ichiban suki desu. “Of all fruits, (I) like apples best.”

To compare three or more things, the question pattern is: . . . **no naka de nani/dore/dare/itsu/doko ga ichiban . . . desu/-masu ka.**

ex. **Nihon no toshi no naka de doko ga ichiban ōkii desu ka.** “Which among Japanese cities is the biggest?”

. . . hodo . . . masen

Yūgata wa asa hodo konde imasen.

A wa B hodo with negative verbs and adjectives means A is not so . . . as B.

ex. **Ōsaka wa Tōkyō hodo ōkikunai desu.**

• -nagara

Kasetto tēpu o kikinagara tekisuto o yonde imasu.

This is made with the stem of the **-masu** form and **-nagara**, and then the main clause is added. It is used when the subject of the sentences, always animate, is doing two things at the same time. The primary activity is designated in the main clause.

NOTES

1. **Watashi wa iki mo kaeri mo chikatetsu desu.**

Chikatetsu wa asa mo yūgata mo konde imasu.

Mo, repeated to mean “both . . . and . . .,” is used in negative sentences too to express “neither . . . nor . . .” Words like **iki** and **kaeri** (the **-masu** stems of the verbs **ikimasu** and **kaerimasu**) are at times employed in a way similar to English gerunds (here *coming* and *going* back).

2. **Sono jikan**

Chang is referring to Smith’s preceding sentence, “I leave home at seven.” **Ko, so, a, do** words are not limited to things immediately at hand. They may, like *this* and *that*, refer to intangibles, abstractions or previous phrases or statements. (See also p. 132.)

3. **Nihon-go o benkyō shite imasu**

Both **benkyō o shimasu** and **benkyō shimasu** are correct but when, as here, there is a direct object followed by **o**, **benkyō shimasu** is the inevitable choice.

ex. **Denwa (o) shimasu.** “I’ll telephone.”

Sōdan (o) shimasu. “I’ll consult (her).”

PRACTICE

KEY SENTENCES

1. とうきょうは おおさかより おおきいです。
2. とうきょうと おおさかと どちらが おおきいですか。
とうきょうの ほうが おおきいです。
3. 3がつは 1がつほど さむくないです。
4. [わたしは] スポーツの なかで テニスが いちばん すきです。
5. スミスさんは コーヒーを のみながら、テレビを みています。

1. Tokyo is bigger than Osaka.
2. Which is bigger, Tokyo or Osaka?
Tokyo is bigger.
3. March is not so cold as January.

4. I like tennis best of all sports.
 5. Mr. Smith is drinking coffee while watching TV.

Vocabulary

～と～と	to . . . to, (particle for comparisons)	スポーツ	supōtsu, sports
どちら	dochira, which		

EXERCISES

Make dialogues by changing the underlined parts as in the examples given.

A. ex. Q : ちきゅうは つきより おおきいですか。

A : ええ、つきより おおきいです。

1. とうきょうの じんこう、ロンドンの じんこう、おおいです
2. みず、あぶら、おもいです
3. はやしさん、かとうさん、としが うえです
4. フランスの パリ、にほんの さっぽろ、きたに あります

B. ex. Q : とりにくと ぎゅうにくと どちら/どっち が やすいですか。

A : とりにくの ほうが やすいです。

1. ファクシミリ、てがみ、べんりです
2. はやしさん、かとうさん、えいごが じょうずです
3. あさ、ゆうがた、こんでいます
4. かとうさん、すずきさん、たくさん おさけを のみます

C. ex. Q : のみものは コーヒーと こうちゃと どちら/どっち が いいですか。

A : コーヒーの ほうが いいです。

1. りょうり、 てんぷら、 しゃぶしゃぶ
2. じかん、 ごぜん、 ごご
3. デザート、 アイスクリーム、 くだもの
4. パーティー、 きんようび、 どうようび

D. ex. Q : スポーツの なかで なにが いちばん すきですか。

A : テニスが いちばん すきです。

1. ししゃ、 どこ、 おおきいです、 ニューヨーク
2. ごきょうだい、 どなた、 せが たかいです、 おとうと
3. いちにち、 いつ、 こんでいます、 あさ 8じごろ

4. かいしゃ、だれ、よく はたらきます、しゃちょう

E. ex. A: りょうりが じょうずですね。

B: いいえ、[わたしは] リンダさんほど じょうずでは ありません。

1. テニス、はやしさん
2. スキー、スミスさん
3. にほんご、ブラウンさん

F. ex. A: おおさかは おおきいですね。

B: ええ、でも とうきょうほど おおきくないです。

1. しんかんせん、たかいです、ひこうき
2. とうきょう、あついです、ホンコン
3. でんわ、べんりです、ファクシミリ

G. ex. Q: かとうさんは なにを していますか。

A: ラジオを ききながら しんぶんを よんでいます。

1. コーヒーを のみます、しごとを します
2. たばこを すいます、てがみを かきます
3. はなしを します、バスを まちます
4. イヤホンで おんがくを ききます、べんきょうします

Vocabulary

ちきゅう	chikyū, earth, globe	きた	kita, north
つき	tsuki, moon	どっち	dotch, which
じんこう	jinkō, population	ファクシミリ	fakushimiri, facsimile
ロンドン	Rondon, London	てんぷら	tempura, tempura
おおい	ōi, many, much	ニューヨーク	Nyūyōku, New York
あぶら	abura, oil, grease	せが たかい	se ga takai, tall
おもい	omoi, heavy	せ	se, height, back
としが うえ	toshi ga ue, older, senior	はたらきます	hatarakimasu (hataraku),
とし	toshi, age	(はたらく)	work
うえ	ue, upper, above	しゃちょう	shachō, president
パリ	Pari, Paris	ホンコン	Honkon, Hong Kong
さっぽろ	Sapporo (city)		

SHORT DIALOGUES

1. A: ちょっと はなしが あります。しょくじを しながら、はなしませんか。

B: そう しましょう。

A: きょうは わたしが ごちそうします。

B: そうですか。じゃ、ごちそうに なります。

A: There are (some things I'd like to) talk (with you) about briefly. Shall we have a talk while having a meal?

B: Let's do (that).

A: Today will be my treat.

B: Really? Well, thank you (*lit.* I'm going to be treated!).

2. A: コーヒーと こうちゃと どちらが すきですか。

B: りょうほう すきです。

A: Which do you like better, coffee or tea?

B: I like both.

Vocabulary

はなします (はなす)	hanashimasu (hanasu), talk, speak, tell	ごちそうに な ります	go-chisō ni narimasu, be treated/entertained
ごちそうします ごちそう	go-chisō shimasu, treat go-chisō, treat, ban- quet, entertainment	りょうほう	ryōhō, both

QUIZ

I Read this lesson's opening dialogue and answer the following questions.

1. ちかてつは あさと ゆうがたと どちらが こんでいますか。
2. どうして でんしゃの ほうが くるまより はやいですか。
3. スミスさんは なにを ききながら、にほんごの テキストを よんで いますか。
4. スミスさんは まいあさ なんじに うちを でて、なんで かいしゃ に いきますか。
5. ちかてつは なんじごろが いちばん こんでいますか。

II Put the appropriate particles or inflections in the parentheses.

1. しんかんせんは くるま () はやいです。
2. どうやって べんきょうしていますか。
カセットテープを きき () べんきょうしています。
3. ちかてつは あさも ゆうがた () こんでいますか。
ゆうがたは あさ () こんでいません。
4. こちらの ほう () しずかですから、ここ () はなしを しましょう。
5. かいしゃ () なか () だれが いちばん よく はたらき ますか。
6. えきのひとが じょうきやく () でんしゃの なか () おしこんでいました。