



INTENSIVE COURSE IN

# JAPANESE

ELEMENTARY

DIALOGUES and DRILLS Part 1

JAPANESE LANGUAGE PROMOTION CENTER



INTENSIVE COURSE IN  
**JAPANESE**  
ELEMENTARY

---

DIALOGUES and DRILLS Part 1

EDITOR : JAPANESE LANGUAGE PROMOTION CENTER

PUBLISHER : LANGUAGE SERVICES CO., LTD.

MORI BUILDING NO. 19, 40, SHIBA KOTOHIRA-CHO, MINATO-KU, TOKYO, JAPAN

OVERSEAS SOLE AGENTS : MARUZEN CO., LTD.

6, TORI-NICHOME, NIHONBASHI, CHUO-KU, TOKYO, JAPAN

Intensive Course in Japanese  
Elementary Course volume 1

1970年12月10日 発行 ©1970

1974年1月20日 第6刷発行

編集 対外日本語教育振興会  
日本語テープ編集委員会

発行 (株) ランゲージ・サービス  
東京都港区芝罘平町40 第19森ビル

印刷 (株) 三秀社印刷所  
東京都中央区新川1丁目22番13号

## Foreword

This textbook is an intensive course designed to give the student a sound basis in spoken and written modern Japanese in a minimum amount of time, utilizing the latest, most advanced techniques in teaching Japanese.

One of the chief attractions of this course is the prerecorded tapes which accompany the text. Teachers of Japanese must usually devote a great amount of classroom time to oral work, for the students have only the teacher's voice for a model. The amount of drill the student can do is limited to the time the teacher can give to it during class. But with the tapes that come with this text, the student will be able to listen over and over to native speakers saying the dialogues, and will be able to repeat the drills again and again with the tape as a partner. Besides allowing the teacher to concentrate on explanations and the checking of his students' progress during class time, this method also makes available to the student many more hours of listening and drilling than he otherwise would get.

In addition, we are proud of the arrangement of the study plan provided by this text. All items included were selected on the basis of the necessity for the student to know them if he is to continue on to intermediate and advanced Japanese. In arranging the order of study, the utmost care was taken to avoid anything that might confuse the student. The lessons advance steadily and step by step, to prevent the student from being frustrated by abrupt and incomprehensible leaps from one lesson to the next. Since each newly introduced item is presented and applied only in the most natural situations, the student will be able to acquire new language habits quickly.

Furthermore, this textbook is thoroughly reinforced by its Notes, in which vocabulary and structural analyses, and explanations of the linguistic and cultural characteristics of the Japanese language are provided. These Notes, together with the systematic study plans mentioned above, guarantee a mastery of Japanese to the student learning on his own. The uniqueness of this textbook lies in the fact that it has successfully combined, for the first time, the best techniques possible for both classroom teaching and self-study.

The English translations used here are written in natural, ordinary English. The primary aim was to translate the situational meaning of the Japanese phrases and sentences, rather than to merely give a literal rendition of the Japanese. This helps the student get the true feeling of the Japanese, and avoids the stilted and often quaint results of the overzealous attempts to be literal frequently seen in Japanese language textbooks.

Finally, only modern Japanese is used in this text. The attached prerecorded tapes give distinct articulation, correct accentuation and natural intonation.

We gratefully acknowledge the generous assistance of Mr. Toku Tachibana, President of Language Services Co., Ltd.

Kazuo Takahashi

*Chairman of the Compilation Board*

Those who have participated in the development of this textbook and the attached taped materials are :

Members of the Compilation Board

Mr. Kazuo Takahashi (Chairman)	Professor at the Tokyo University of Foreign Studies
Mrs. Yukiko Sakata	Associate Professor at the Tokyo University of Foreign Studies
Mr. Osamu Mizutani	Language Program Director at the Inter-University Center for Japanese Language Studies in Tokyo (administered by Stanford University)
Mr. Shūichi Saitō	Associate Professor at Keio University
Mr. Yasuo Kuramochi	Associate Professor at Keio University

Advisors to the Compilation Board

Miss Tsuruko Asano	Principal of the School of Japanese Language in Tokyo
Mr. Muneo Kimura	Professor at Waseda University
Mr. Eiichi Kiyooka	Professor Emeritus at Keio University
Mr. Hisaharu Kugimoto*	Professor at the Tokyo University of Foreign Studies
Miss Fumiko Koide	Associate Professor at International Christian University
Mr. Shinobu Suzuki	Professor at the Japanese Language School attached to the Tokyo University of Foreign Studies
Mr. Kōitsu Mochizuki	Professor at Chiba University

\*Mr. Kugimoto was an advisor until his death in 1968.

Assistants to the Compilation Board

Mr. Kazuo Ōtsubo	Instructor at the Inter-University Center for Japanese Language Studies in Tokyo (administered by Stanford University.)
Mr. Yasuhiro Ōwa	Instructor at Keio University
Mr. Mikio Kawarazaki	Instructor at the Japanese Language School of the International Students Institute
Mr. Hiroshi Harado	Instructor at International Christian University
Mr. Haruo Ichikawa	Lecturer at the International Center of Keio University
Mrs. Motoko Nozawa	Lecturer at the International Center of Keio University

Translators

Mrs. Reiko Itami	Associate Professor at Keio University : Lecturer at the University of British Columbia 1959-61
Mr. Shin'ichi Yamashita	Europe-American Division, Overseas Service, Japan Broadcasting Corporation (NHK) : Lecturer at Harvard University 1965-67
Mr. Chiaki Kaise	Europe-American Division, Overseas Service, Japan Broadcasting Corporation (NHK)

Mr. William S. Bailey  
Mrs. Marti Bailey

Mainichi Daily News, Tokyo

Production Personnel

Mr. Shin'ichi Yamashita

NHK producer

Mr. Kunihiro Akiyama

NHK announcer

Mr. Hirotugu Kagono

NHK announcer

Mr. Atsushi Wada

NHK announcer

Mrs. Miyoko Gotō

NHK announcer

Mrs. Junko Hashimoto

NHK announcer

Miss Sachiko Yamada

NHK announcer

Mr. Richard Foster

Lecturer at Tokyo Metropolitan University



# **Intensive Course in Japanese**

—Elementary Course—

## **Table of Contents**

Volume 1: Dialogues and Drills Part 1

Volume 2: Dialogues and Drills Part 2

Volume 3: Notes

Volume 4: Writing Workbook

Volume 5: Glossary





# Volume 1: Dialogues and Drills Part 1

## Contents

Foreword .....	1
Introduction—Format and Objectives .....	11
Romanization and Writing Conventions Used in This Text.....	17
Pronunciation and Syllabaries .....	(Tape No. 1) ... 19
How to Use the ICJ Elementary Course.....	64
For the Teacher (In Japanese) .....	64
For the Student .....	67
Classroom Expressions and Pronunciation Exercise .....	(Tape No. 2) ... 69
Lesson 1.....	(Tape No. 3) ... 75
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 2.....	(Tape No. 4) ... 93
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 3.....	(Tape No. 5) ... 113
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 4.....	(Tape No. 6) ... 131
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 5.....	(Tape No. 7) ... 153
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	

Pronunciation Drill	
Lesson 6.....	(Tape No. 8)··· 177
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 7.....	(Tape No. 9)··· 199
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 8.....	(Tape No. 10)··· 221
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 9.....	(Tape No. 11)··· 241
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 10.....	(Tape No. 12)··· 263
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Review Lesson I.....	(Tape No. 13)··· 284
Index to New Words and Expressions	
Dialogues	
Comprehension Test	
Drills	
Lesson 11.....	(Tape No. 14)··· 293
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 12.....	(Tape No. 15)··· 309

Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 13.....	(Tape No. 16)··· 327
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 14.....	(Tape No. 17)··· 345
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 15.....	(Tape No. 18)··· 367
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Review Lesson II .....	(Tape No. 19)··· 387
Index to New Words and Expressions	
Dialogues	
Comprehension Test	
Drills	
Lesson 16.....	(Tape No. 20)··· 399
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 17.....	(Tape No. 21)··· 419
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
Lesson 18.....	(Tape No. 22)··· 441
Key Sentences	

Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
<b>Lesson 19.....</b>	<b>(Tape No. 23)··· 463</b>
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
<b>Lesson 20.....</b>	<b>(Tape No. 24)··· 483</b>
Key Sentences	
Index to New Words, Expressions and Patterns	
Dialogues	
Drills	
Pronunciation Drill	
<b>Review Lesson III .....</b>	<b>(Tape No. 25)··· 500</b>
Index to New Words and Expressions	
Dialogues	
Comprehension Test	
Drills	

---

# INTRODUCTION

## —Format and Objectives—

### **Volumes 1 and 2 — Dialogues and Drills**

#### Pronunciation and Syllabaries

The use of the Roman alphabet in this section was avoided for two reasons. First, Roman letters do not transcribe Japanese sounds accurately. Second, the student is more apt to mispronounce Japanese when it is written in Roman letters because of the tendency to equate the Romanization to sounds in his own language. Experience has shown that the use of the Japanese syllabaries from the very beginning, far from being a hindrance, is an aid and a stimulant to the serious student. The taped pronunciation exercises included in this section have made it possible to eliminate the use of the Roman alphabet.

The purpose of this section is to introduce all the symbols used in the Japanese syllabaries, and to explain and contrast the pronunciation of each. Though important for the thorough study of Japanese, the explanations of intonation, rhythm and pitch accent are minimized. The student at this stage is encouraged to concentrate on recognizing and correctly pronouncing the syllabary symbols.

#### Key Sentences

The Key Sentences are excerpts from the Dialogues of each lesson and appear at the beginning of each lesson. They were selected because they contain the new patterns and phrases introduced in the lesson. It is hoped that the student will review them carefully after the lesson is completed.

#### Index to New Words, Expressions and Patterns

The new words, expressions and patterns introduced in the Dialogues are listed according to their order of appearance in the Index to New Words, Expressions and Patterns in each lesson. Where possible, words and expressions are translated into English. In many cases, where grammatical or contextual explanations are necessary for the full understanding of the indexed items, the student is referred to the Notes for complete descriptions.

Sometimes the name or name substitute of a participant in a dialogue does not come up in the dialogue. Therefore, it is not recorded on the tape. The asterisk is placed after such a name or name substitute in the Index to New Words, Expressions and Patterns.

### Dialogues (Lessons 1—50)

(1) Purpose: The Dialogues are aimed at helping the student familiarize himself with the basic patterns of Japanese from the very start. With a mastery of the basic patterns introduced in the fifty lessons of this text, the student will be able to handle most everyday situations. Tapes of the Dialogues will allow the student to learn not just from the printed page, but by active aural-oral participation.

(2) Philosophy behind pattern choice: Only simple substitution patterns are introduced in the beginning lessons. Then, as the lessons advance, patterns which require morphological or situational changes are taken up. The patterns at the beginning give the student the basic structure of Japanese. Then, applying these basic structural patterns, more complicated patterns can be derived.

The Dialogues use only the 'masu' and 'desu' forms. In everyday speech, Japanese often use abbreviated or contracted forms, and there are also words and word endings that are used depending on the speaker's sex. However, to whom and in what situations such abbreviated forms are used is strictly governed. The result of improper use of these forms can be very humorous, very rude or uncouth, or at best, just peculiar. Because the explanations of when and to whom a speaker should use what forms are very complicated and require a complete understanding of Japanese social rules and customs, it is considered inadvisable to teach the beginning student these abbreviated and contracted, male and female, forms and words.

The 'masu' and 'desu' forms have the advantage of being "neutral". In other words, they can be used by anybody (male or female), when speaking to anybody in any situation. Using the 'masu' and 'desu' forms, the student will not have to worry about being rude or uncouth or peculiar.

Another advantage of using the 'masu' and 'desu' forms is that, while they are natural, often-used spoken forms, they are also forms that are used in the written language.

The basic grammar patterns of Japanese are the same, whether the abrupt forms, or the 'masu' and 'desu' forms are used. Therefore, if the student has a firm understanding of the 'masu' and 'desu' forms and can use them in practical conversation, he will have no trouble in converting to the abrupt

forms when he feels he safely can.

(3) Situations: On the whole, the situations and themes in the Dialogues are typical of the situations the student might actually find himself in if he were in Japan.

(4) Miscellany: Some of the dialogues are followed by a paragraph. Such paragraphs are not part of the dialogues, and are separated from them by three stars. These paragraphs are included to familiarize the student with Japanese written style.

The Dialogues are written in Hiragana, Katakana, or combinations of Hiragana, Katakana and Chinese characters. Instructions on how to write Japanese are given in Volume 3 in the Reading and Writing section.

## Drills

Fluency in any foreign language is achieved by practice. Only when the student can express his thoughts unhesitantly and automatically, is he really fluent. In this course the student obtains this needed practice through use of the taped drills. The patterns used in the drills were chosen for their usefulness and high frequency of occurrence.

In the main, the drills are composed of the words introduced in previous lessons. However, new words are introduced when necessary, and their definitions are given on the bottom of the drill section page on which they appear.

## Pronunciation Drills

Pronunciation drills are included in Lessons 1-20 to review and reinforce the material given in the Pronunciation and Syllabaries section.

The pronunciation drills are based on the use of minimal pairs of sounds which are difficult to distinguish. Emphasis is put on saying each syllable in the same amount of time.

The Japanese sounds covered are mainly ones that English-speaking persons have particular trouble with; for instance, the difference between Japanese consecutive vowel sounds and English diphthongs, and the distinction between the Japanese sounds す and つ, ら and だ.

## Review Lessons

The first review lesson comes after Lesson 10, and thereafter review lessons come after every five lessons. The purpose of the review lessons is to help apply basic grammatical patterns to practical situations.



## INTRODUCTION

The dialogues in the review lessons develop a story of an American called Johnson, who comes to Japan, meets a friend, looks for a place to live, etc. The situations are ones that any foreign visitor might find himself in. The dialogues contain natural, unstrained Japanese.

Each review lesson is composed of an Index to New Words and Expressions with references to the Notes in Volume 3, Dialogues, a Comprehension Test, and Drills. The drills of this section give the student a chance to practice patterns that he can use in practical situations.

### Classroom Expressions

This is a collection of the expressions most frequently used in class by Japanese teachers. It is best if only Japanese is used in the classroom. These expressions will help both the teacher and the student accomplish this.

Most of the expressions are idiomatic. All that is expected of the student is that he understands what the expressions mean. He is not expected to be able to analyze them grammatically.

## Volume 3—Notes

### An Outline of the Japanese Language

This section presents brief summaries of Japanese sounds, syllabaries, vocabularies, and usage which are intended to give the student a basic overall understanding of the Japanese language.

### Notes I

These notes explain the rules of grammar governing the basic forms presented in each lesson. They try not only to give grammatical analyses, but also to describe the nuances implicit in the words and expressions with which the speaker chooses to express his ideas.

A careful reading of the Notes should allow the student to actually participate in, and thus gain experience in coping with, various language situations.

### Notes II

Many of the entries found in the Index to New Words, Expressions and Patterns, are treated in Notes II, particularly when their usage in the Japanese language and cultural environment is unique. The subtleties of expression in any language are peculiar to that language. Thus, differences in meaning